



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Kohl Open Elementary School

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School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kohl Open School	39686766098677	Ver 1 – 5/22/2020	Ver 1 – 05/29/2020	Ver 1 – 07/28/2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Kohl Open Elementary is implementing a Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Kohl Open Elementary School's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Kohl Open Elementary developed a school plan which aligned to the district's goals and incorporated strategies specific to the school. The original plan was reviewed by the school's School Site Council on May 22, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Kohl Open Elementary and its School Site Council reviewed the progress of the 2019-2020 (Year 1) in the culminating document SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of Kohl Open Elementary School Plan for Student Achievement questions 1 and 2.

At the October 2020 SSC meeting the mission and educational expectations were presented further identifying the thematic academic focus. We were able to discuss the integration of the newly adopted curriculum and Kohl's past practices using open education. SSC members were able to suggest guest speakers that could serve as supplemental information resources. Parents offered the names of a few organizations that did on site demonstrations in regards to science journaling. These meetings with stakeholders included the School Site Council, parents, teachers, and the Kohl Education Foundation. In summary, the needs assessment identified a gap in math with areas of focus such as foundational concepts.

On May 22, 2020, presented draft 2020-2021 SPSA to ELAC. Discussion included alternative field trip opportunities by having on-site experiences. Discussed budget shortfalls and potential impacts in the upcoming year. Discussed the reduction of pupil fees and books and how to provide equitable supports. ELAC provided feedback/recommendation on researching what experiential learning looks like in the COVID-19 era.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Field trips are provided to all students and give kids rich experiences in ELA and Math. This hands on experience/learning is then integrated into classroom academics. Data from the African American subgroup isn't seeing the same academic improvement. We will ensure that we bolster our African American student population in our after-school program. We will utilize our after school tutoring program to enhance follow up activities done in class. This should yield gains in Math and ELA.

# Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

In June 2021, the goal is to decrease the distance from standard in ELA for All Students by 3 points to -35.7 points.

School Goal for Math: (Must be a SMART Goal)

In June 2021, the goal is to decrease the distance from standard in Math for All Students by 3 points to -68.9 points.

## Identified Need

- Be sure English Learner data is reviewed and included.

### ELA % Met/Exceeded Standard

2016-37

2017-29.68 -7.32

2018-30.52 +.84

2019-31.62 +1.1

### MATH % Met/Exceeded Standard

2016-26

2017-21.79 -4.21

2018-18.71 -3.08

2019-23.08 +4.37

### English Learner Progress

41.7% making progress towards English language proficiency

#### 2019 ELPAC Results

Level 1-6.67% Beginning

Level 2-20% Somewhat

Level 3-60% Moderate

Level 4-13.33% Well Developed

### EL Progress

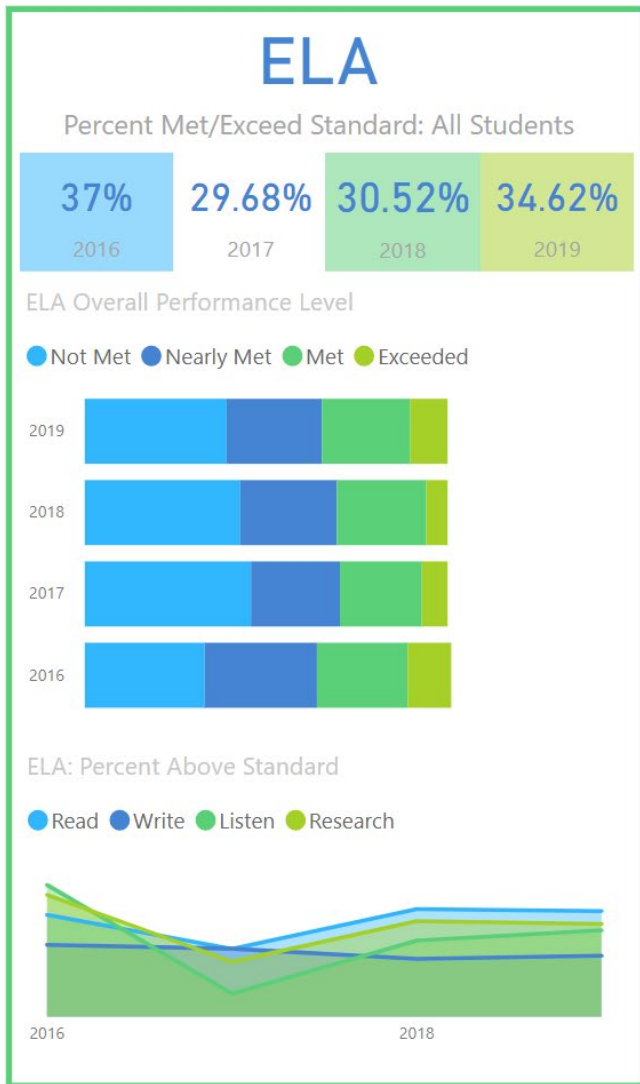
2016-10.6

2017-17.1

2018-17.3

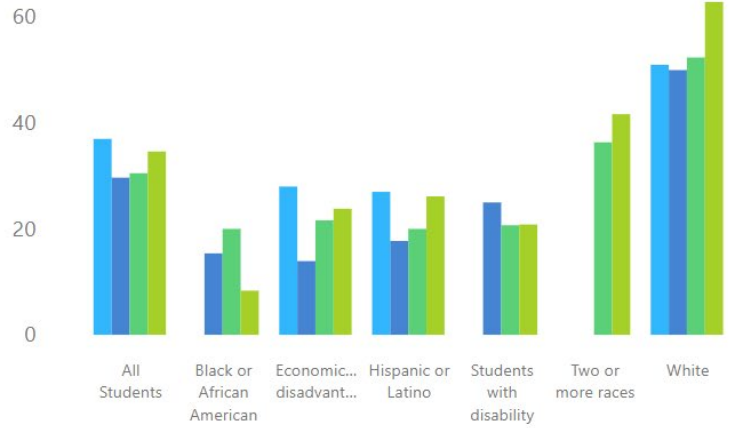
2019-19.4





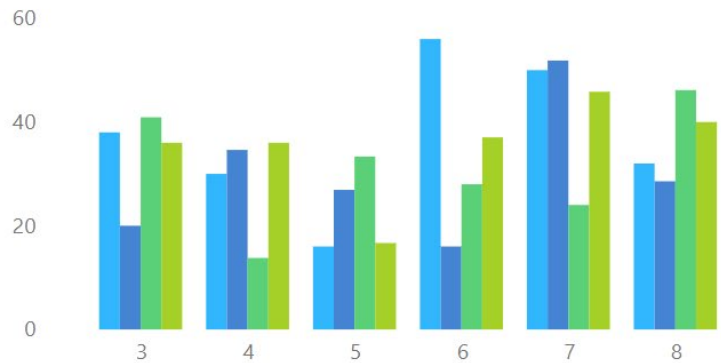
ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



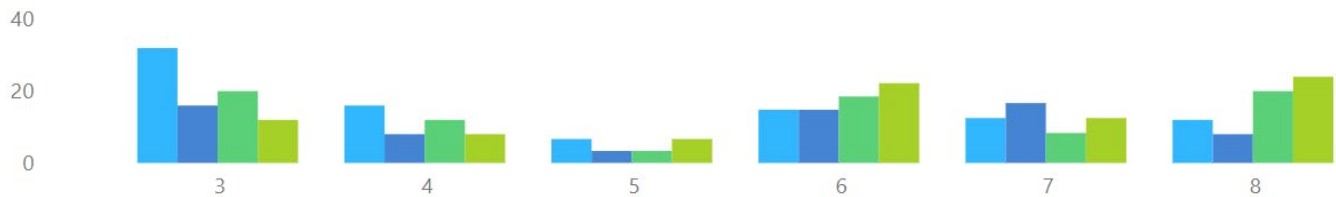
ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

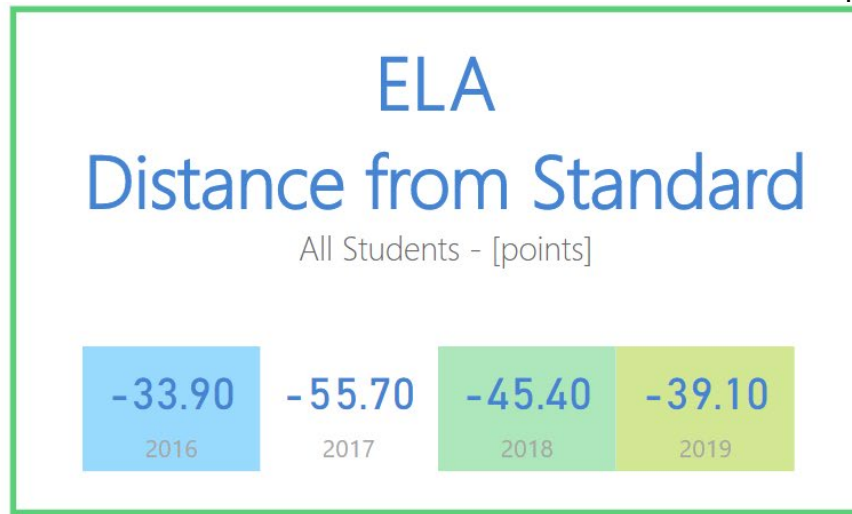


2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

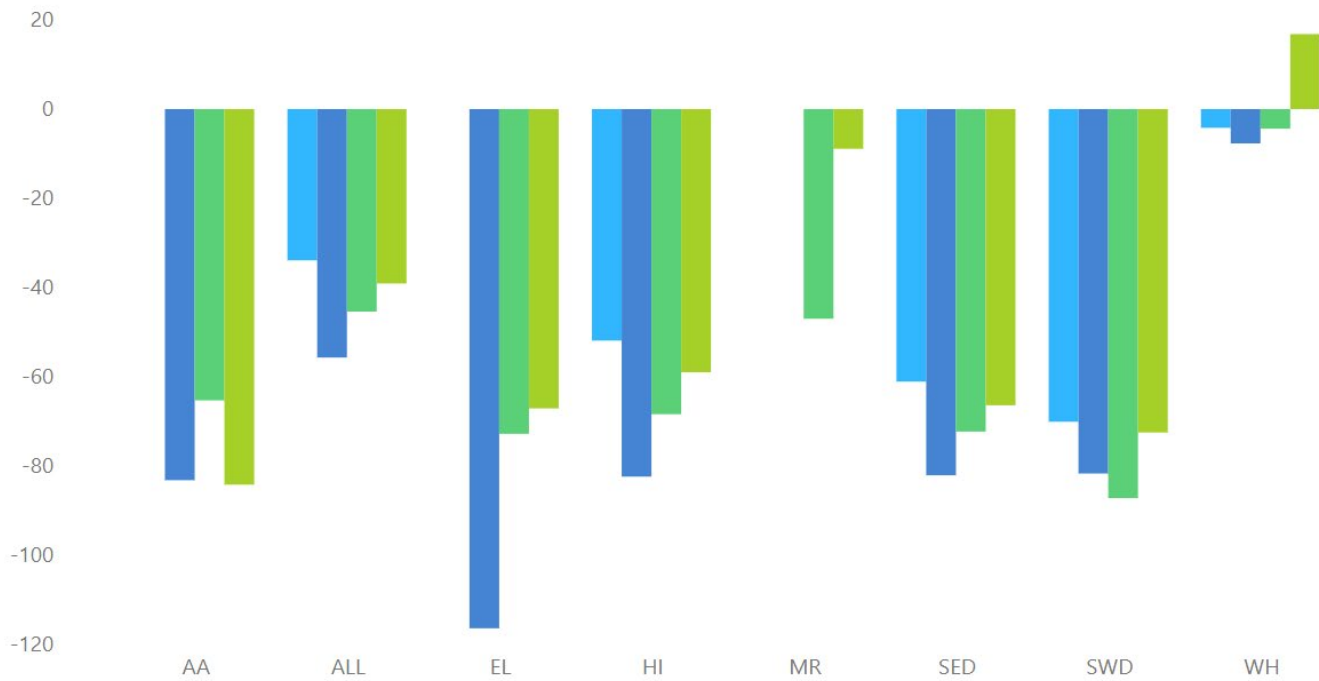


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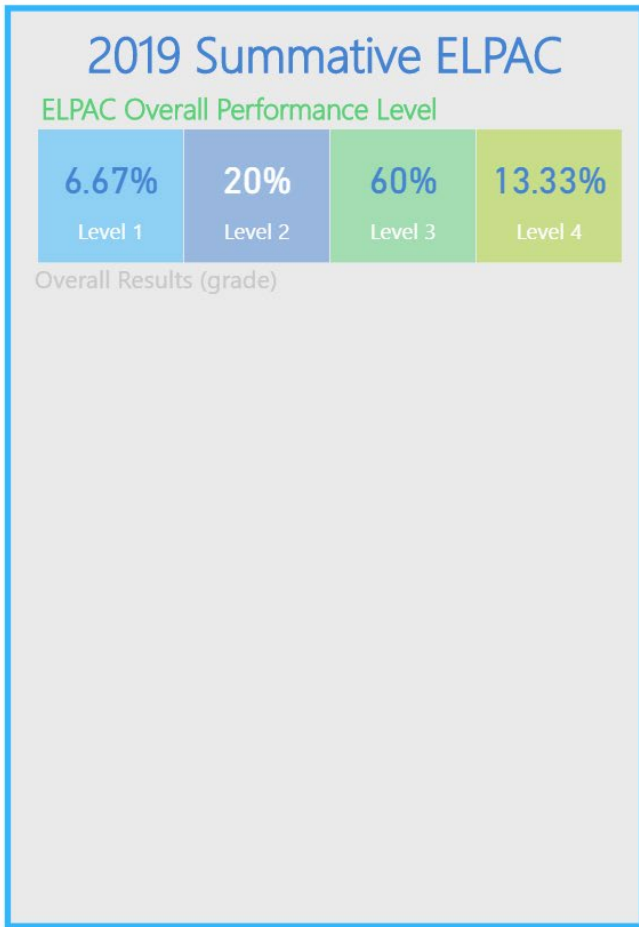


ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



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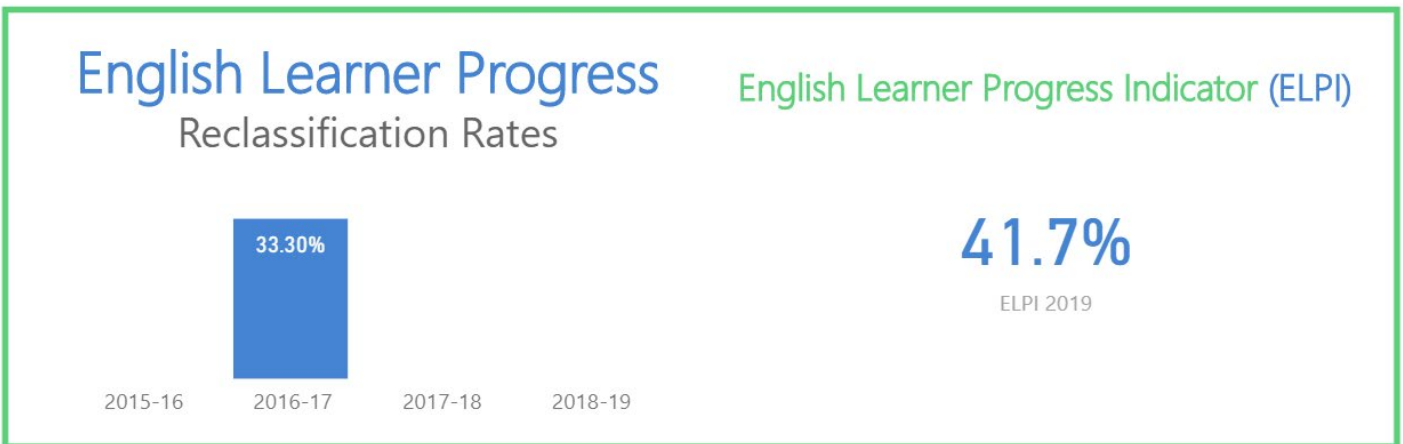
#### Oral Language Overall Performance Level

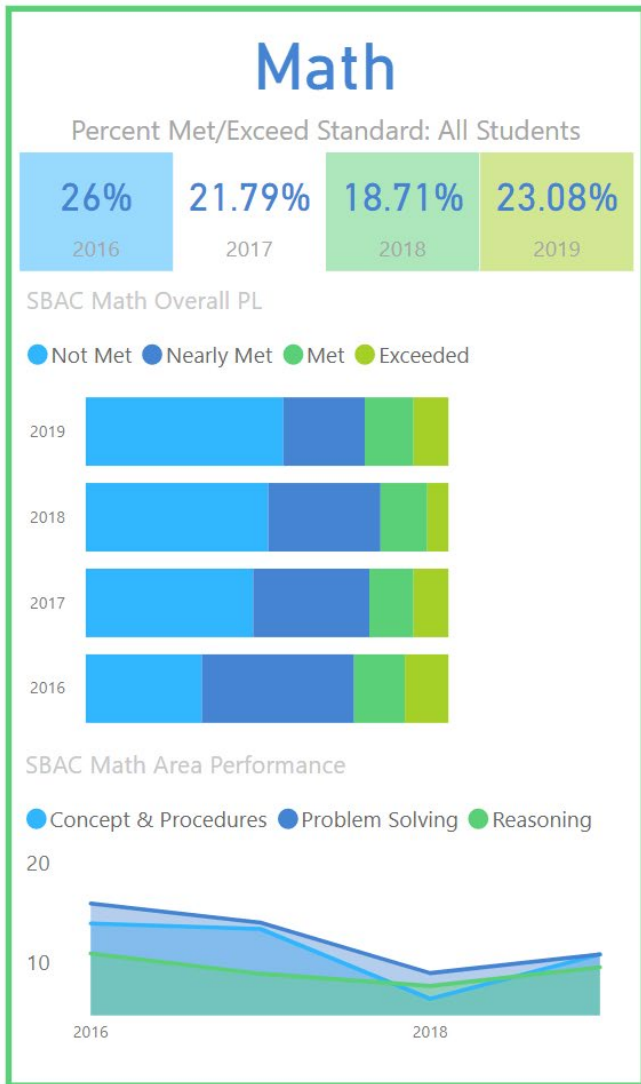


#### Written Language Overall Performance Level

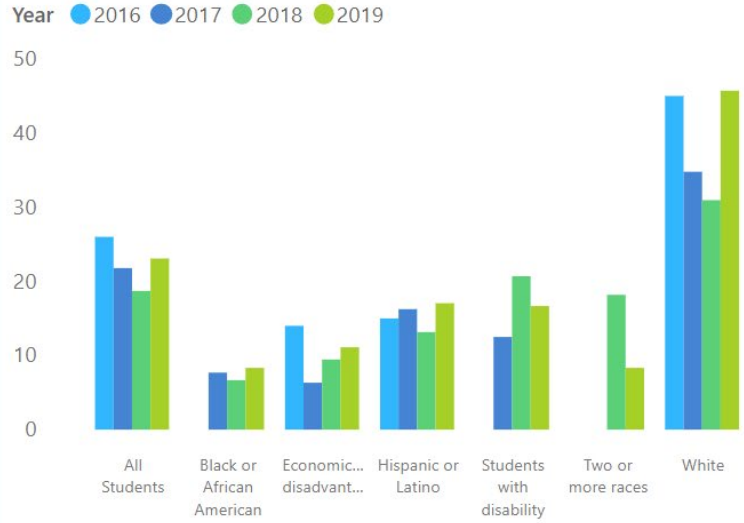


#### Performance Area: Percent Well Developed

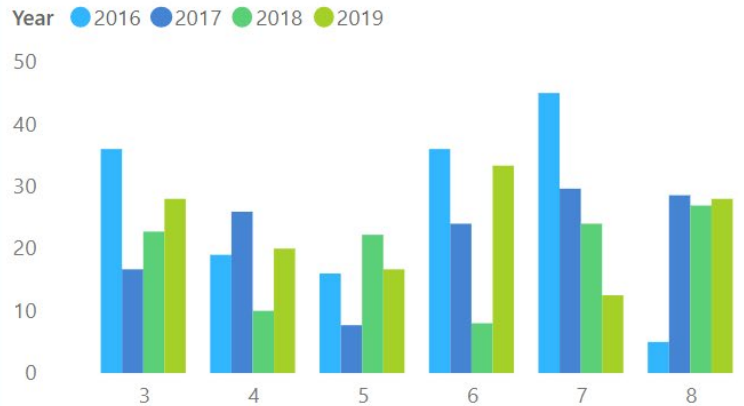




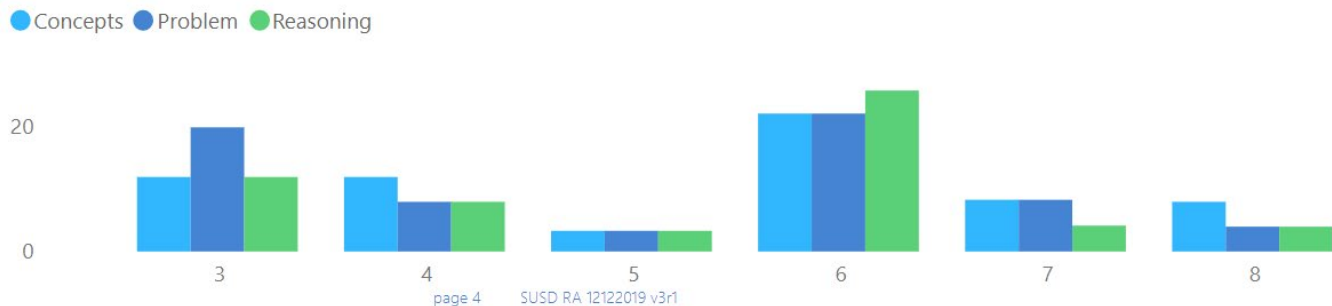
Math CAASPP: Percent Met/Exceed Standard

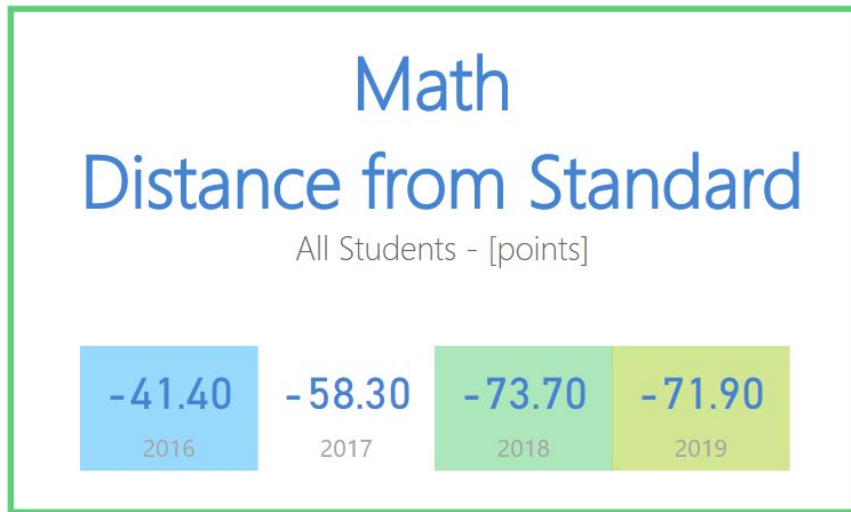


Math CAASPP: Percent Met/Exceed Standard by Grade Level



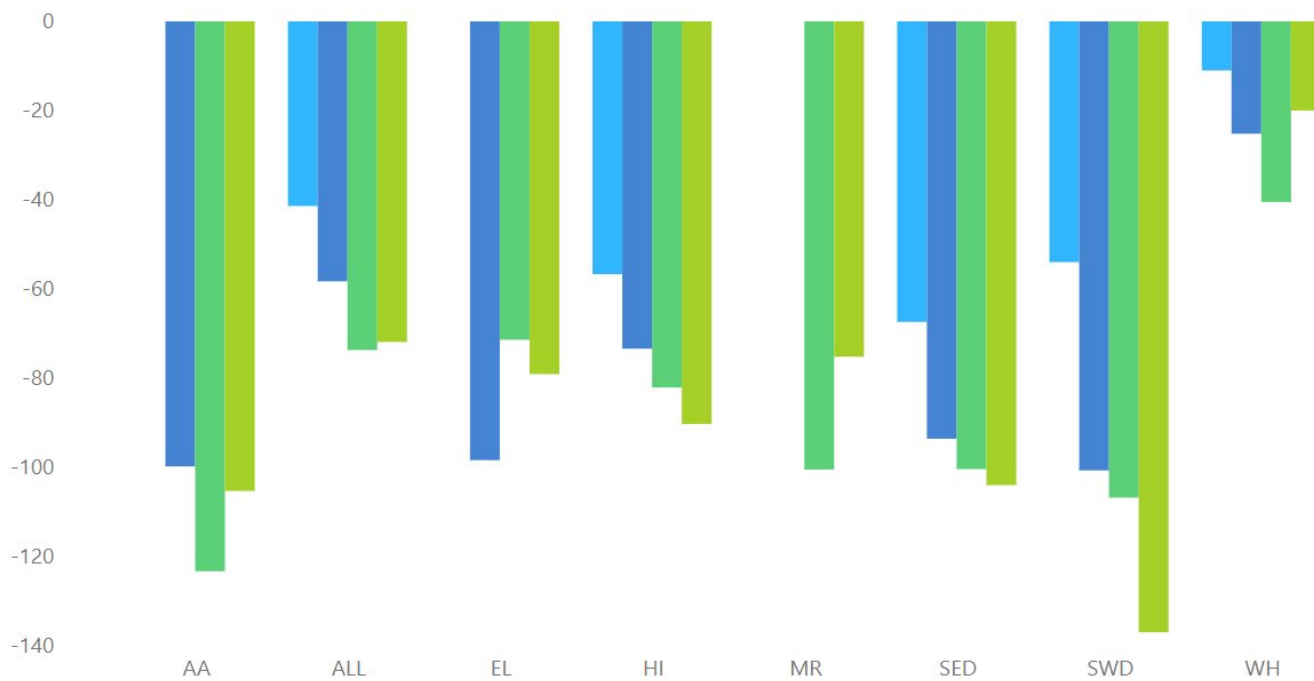
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

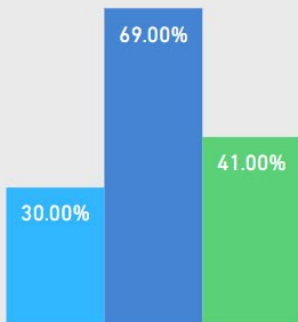
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

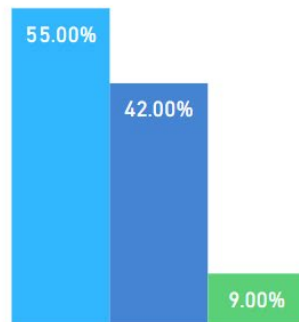
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

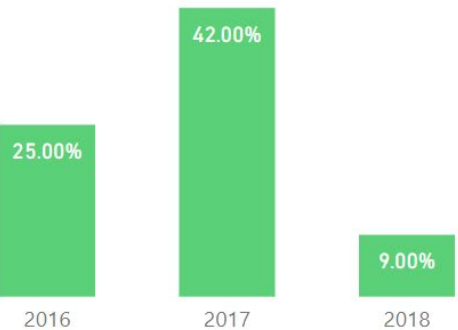
Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-38.7 points below	-35.7 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-71.9 points below	-68.9 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teacher collaboration meetings to emphasize quality implementation of the Kohl yearly theme integrated throughout the District's ELA/ELD curriculum to improve student instruction.

9 teachers X 20 hours X \$60 rate of pay = \$10,800

Books - \$2,750: Resource books to support classroom thematic projects in Math, ELA, Science, and Social Studies.

Maintenance Agreements - \$2,400: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Field Trips - \$5,500 –1 District Trans, \$13,500 – Non-District Trans:

Students will experience hands-on experiential learning opportunities through field trips to supplement ELA/ELD and math instruction through field trips.

Align student's hands-on educational experiences with supplemental ELA writing program developed collaboratively by Kohl teachers using the State Standards.

Replicate math performance task from assessments integrated through student hands-on experiential learning via field trips or in class experiments. (Virtual opportunities will be explored when available.)

1. Micke Grove–September-October 2020 Grades K-6-Students will conduct research on different species of animals at the zoo. This research will be used to enhance biology projects/presentations. Field journaling techniques will also be utilized. Kids will write research reports that will be used to create a Google Screencastify presentation.

2. Crocker Art Museum-December 2020 Grades 7-8-Students will have the opportunity to research different Values of Art. They will also analyze different art pieces from different eras. They will use this information to create written pieces that will be a part of their comprehensive Mentor Cycle presentations.

3. Los Banos Wildlife Area February-March 2020 Grades 2-6-This field trip will provide access/information to a valley habitat. Expository writing and field journaling will also be incorporated into research written pieces and narrative stories that will be written using the information gleaned from their trip.



4. California Academy of Sciences April-May Grades-3-6-Classes will have the opportunity to learn about various species of animals, their biomes, and adaptations. They will use this information to write researched/fact based narratives.

Pupil fees to support admission to field trips. \$3,800

Instructional Materials/Supplies - \$7,176: Applicable supplemental instructional materials include math manipulatives, chart paper, highlighters, dry erase markers, dry erase white board.

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,800	11500	Teacher Added Comp
\$2,750	42000	Books
\$7,176	43110	Instructional Materials
\$2,400	56590	Maintenance Agreement
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$5,500	57250	Field Trip – District Trans
\$13,500	58720	Field Trip – Non-District Trans.
\$3,800	58920	Pupil Fees

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to: \*interact with their peers who will attend their kindergarten class promoting social skills, \*establish a connection between the kindergarten teacher and preschooler, \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and \*attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Services

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

##### Plan Implementation

- Fully Implemented
  - o Off-site experiences
  - o Writing using those experiences
  - o Eliminating chronic truancy
  - o Parent Involvement
  - o Teacher Collaboration
- Not fully implemented
  - o Did not meet growth targets for reading and math
- No specific actions were abandoned yet. The modifications were of a nature hiring more support staff to work with specific teachers with specific kids.
- There are seemingly no particular barriers to continuing with the plan as passed.
- Using off-site experiences and the theme focuses the writing process. Specificity of purpose emerges as the totality of the instruction takes place. Everything is driven by a unity of learning. Evidence includes personal writing; term papers; poems; journals and the like.
- When growth targets are not met something is not working. Most egregious area of difficulty is math where the scores went to Orange in the last year. Kohl is working on making sure the students have experience taking tests on computers as test taking is not a major initiative. Also the people who have been hired are working specifically with students with math deficiencies.
- It is recommended that more effort be put forth with respect to fidelity of implementation. Also a more seamless academic and curricular transition through the grades.

#### 2019-2020 Year 3 Implementation

- Fully Implemented
  - o Off-site experiences
  - o Writing using those experiences

- o Eliminating chronic truancy
- o Parent Involvement
- o Teacher Collaboration
- Not fully implemented
- o Did not meet growth targets for reading and math

- No specific actions were abandoned yet. The modifications were of a nature that hiring more support staff to work with specific teachers with specific kids.
- There are seemingly no particular barriers to continuing with the plan as passed.
- Using off-site experiences and the theme focuses the writing process. Specificity of purpose emerges as the totality of the instruction takes place. Everything is driven by a unity of learning. Evidence includes personal writing; term papers; poems; journals and the like.
- When growth targets are not met something is not working. Most egregious area of difficulty is math where the scores went to Orange in the last year. Kohl is working on making sure the students have experience taking tests on computers as test taking is not a major initiative. Also the people who have been hired are working specifically with students with math deficiencies.
- It is recommended that more effort be put forth with respect to fidelity of implementation. Also a more seamless academic and curricular transition through the grades.

### **2018-2019 Year 2 Effectiveness**

- The goal Off-Site Experiences was fully met.
- Goals 2.1 and 2.3 were not met and fall into the category of not fully implemented.
- Future steps may be a more focused effort within the context of the staff collaboration effort. Also a more focused afterschool tutoring program using teachers and tutors

### **2019-2020 Year 3 Effectiveness**

- The goal Off-Site Experiences was fully met.
- Goals 2.1 and 2.3 were not met and fall into the category of not fully implemented.
- Future steps may be a more focused effort within the context of the staff collaboration effort. Also a more focused afterschool tutoring program using teachers and tutors

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

### **Material Changes**

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

none

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, our goal is to continue to maintain a 0% suspension rate for all students.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, our goal is to decrease the chronic absenteeism rate for all students by .5%.

## Identified Need

Suspension –

2017-0%

2018-0%

2019-0%

Continue to maintain a Suspension rate of 0%-

Attendance/Chronic Truancy –

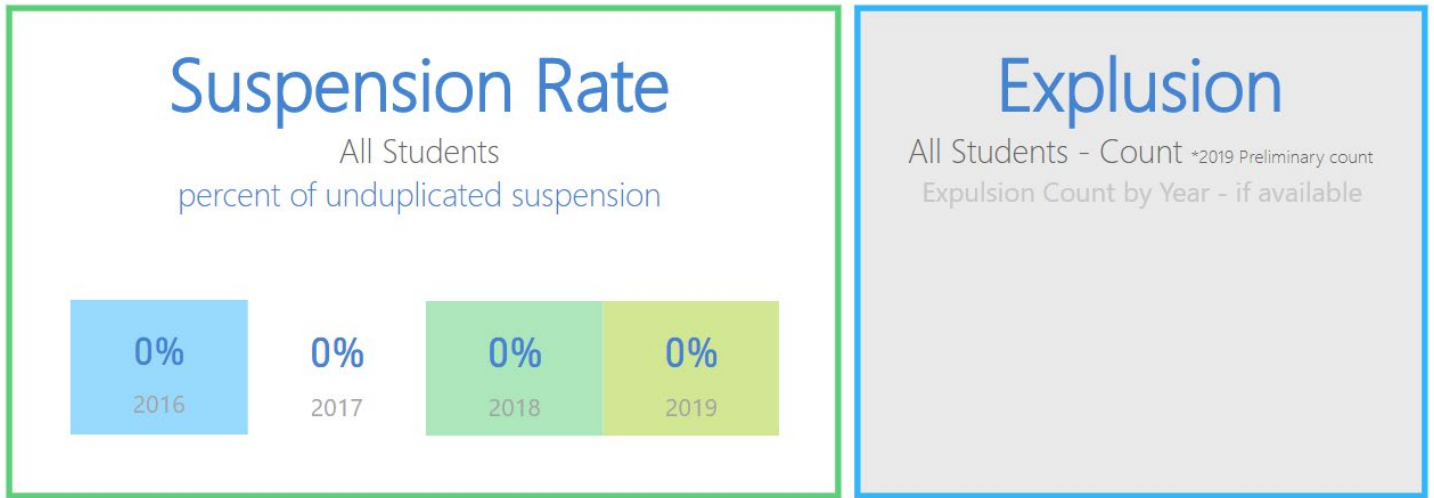
Student absenteeism %

2017-3%

2018-4.3%

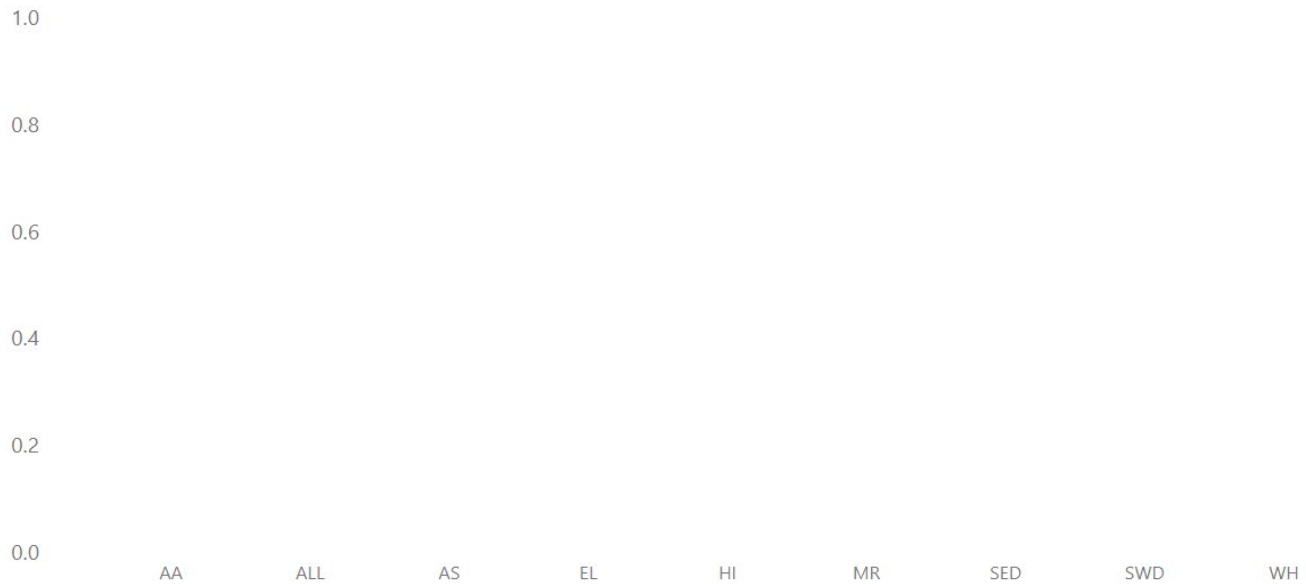
2019-1.3%

Identify chronic truants to determine who and why the students are having difficulty getting to school

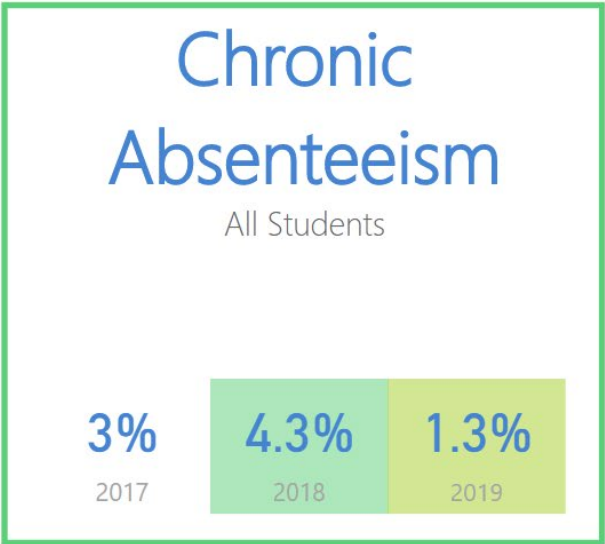


Suspension Rate: Student Group

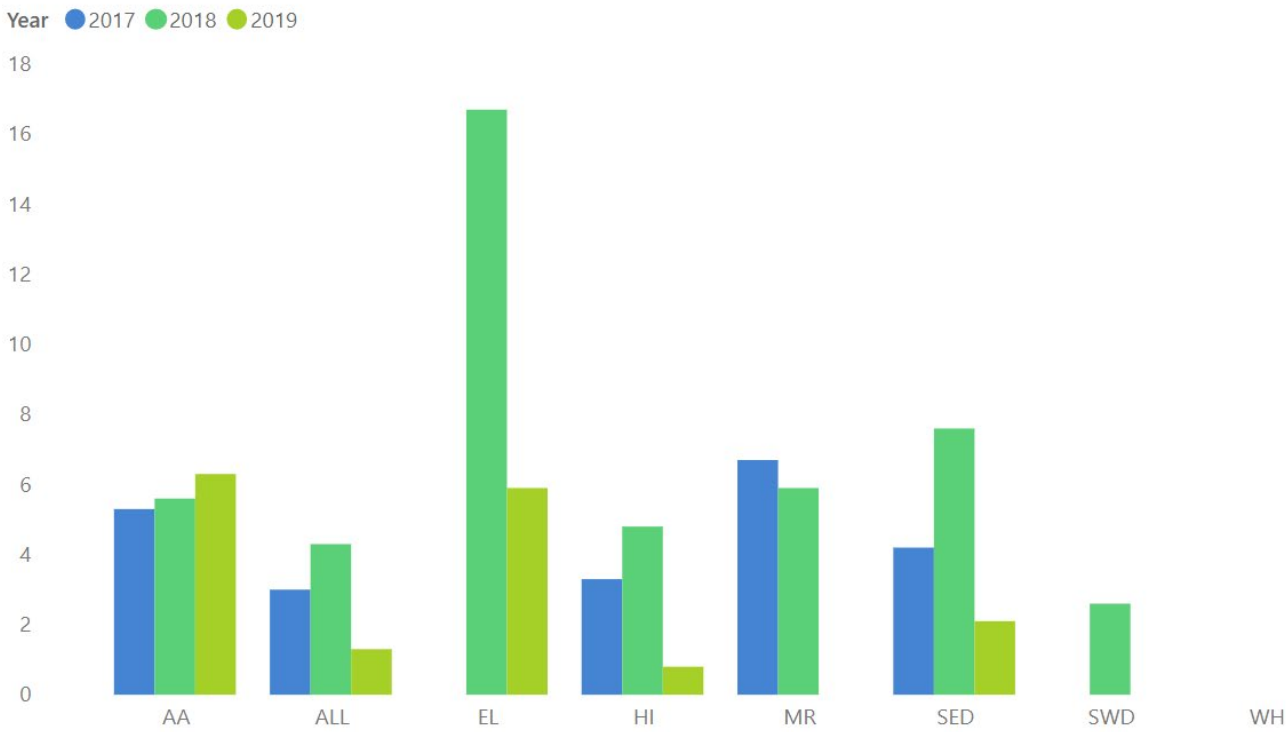
Year ● 2016 ● 2017 ● 2018 ● 2019







Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	0%	0%
Chronic Absenteeism (All Students)	1.3%	0.8%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Kohl's "Attendance Team" consists of teachers, school counselor, and administration to monitor and analyze attendance data and to provide input on possible effective strategies to promote attendance. Following the review of data, the team will conduct outreach to students and families to promote the awareness and importance of attendance. Additional comp may be provided for activities occurring outside the contractual workday. The Attendance Team will focus primarily on tier 1 strategies and may escalate to tier 2 and 3 as appropriate which include individualized outreach and monitoring/tracking and student check-ins.

3 teachers X 10 hours X \$60 = \$1,800

Tier 1 Strategies include:

#### 1. Attendance Awareness Campaign

- Designation of an Attendance Awareness Month
- Educate parents about the impacts of absences
- Provide staff talking points about attendance
- Attendance Infographic - share with parents, staff, advisory council
- Bulletin announcements during Attendance Awareness Month
- Social media posts promoting attendance
- Parent/Guardian reminder emails
- Information at Back-to-School Night
- Posters on campus promoting attendance

#### 2. Attendance Recognition Program

- Classroom competitions
- Best or Most Improved attendance
- Postcards/Email/Certificates
- Monthly/Semester congratulatory contact sent to parents/student

#### 3. Attendance information posted on the school website and social media account

**Proposed Expenditures for this Strategy/Activity 1**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$1,800	11500	Teacher Added Comp

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

Teacher teams reviewed data to identify chronically truant students were contacted to provide supports and referrals for services to parents and students.

#### Effectiveness

Chronic truancy decreased nearly double from prior year due to the contacts and connection from staff and parents/students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

#### Future Changes

None.

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

Increase the number of parent helpers/volunteers from previous year.

By June 2021, increase the number of parent helpers/volunteers from previous year by 10.

## Identified Need

Meaningful Partnerships:

Hold more parent volunteer meetings to encourage more involvement in community building events.

100 of parent helpers/volunteers

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Mentor members at Kohl	100	110



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Continue to foster relationships with parents to encourage attendance at parent meetings, classrooms (volunteers), and school events. Encourage parents to be a part of field trips/community building outings. Teachers will provide parents with academic strategies for parents to replicate at home.

Parent Meeting - \$517: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$1,000: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Provide conference/workshops/trainings that promote parent and school community connections.

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$517	43400	Parent Meeting
\$1,000	43200	Non-Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

Recruiting parents for participation based on the expectation of parent involvement/engagement according to the mission of the school.

Develop and create student involved activities that showcase their academic accomplishments and nurture cultural and civic experiences.

#### Effectiveness

An increase in parent participation in the activities resulted.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

#### Future Changes

None.

## Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$26,443
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$49,243

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$26,443

Subtotal of additional federal funds included for this school: \$26,443

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$22,800

Subtotal of state or local funds included for this school: \$22,800

Total of federal, state, and/or local funds for this school: \$49,243

## Budget Spreadsheet Overview – Title I

**KOHL****Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 25,926
TOTAL BUDGET DISTRIBUTED BELOW	\$ 25,926
TO BE BUDGETED (Should be \$0.)	0

<b>50647</b> TOTAL ALLOCATION	\$ 517
TOTAL BUDGET DISTRIBUTED BELOW	\$ 517
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 10,800		\$ 1,800			\$ 12,600
11700	Teacher Substitute							\$ -
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
	Sub Total - Personnel/Benefits		\$ 10,800	\$ -	\$ 1,800	\$ -	\$ -	\$ 12,600
Books & Supplies								
42000	Books		\$ 2,750					\$ 2,750
43110	Instructional Materials		\$ 7,176					\$ 7,176
43200	Non-Instructional Materials					\$ 1,000		\$ 1,000
43400	Parent Meeting						\$ 517	\$ 517
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Supplies		\$ 9,926	\$ -	\$ -	\$ 1,000	\$ 517	\$ 11,443
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 2,400					\$ 2,400
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Services		\$ 2,400	\$ -	\$ -	\$ -	\$ -	\$ 2,400
	GRAND TOTAL		\$ 23,126	\$ -	\$ 1,800	\$ 1,000	\$ 517	

## Budget Spreadsheet Overview – LCFF

**KOHL****Preliminary Budget Allocation - LCFF  
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 22,800
TOTAL BUDGET DISTRIBUTED BELOW	\$ 22,800
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials						\$ -
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ -	\$ -	\$ -	\$ -	\$ -
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans		\$ 5,500				\$ 5,500
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans		\$ 13,500				\$ 13,500
58920	Pupil Fees		\$ 3,800				\$ 3,800
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 22,800	\$ -	\$ -	\$ -	\$ 22,800
GRAND TOTAL			\$ 22,800	\$ -	\$ -	\$ -	\$ 22,800