



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 06/22/2021

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 2 – Ver 3 – Not Applicable	Ver 1 – 05/29/2020 Ver 2 – Ver 3 – 06/04/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 06/22/2021

## 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

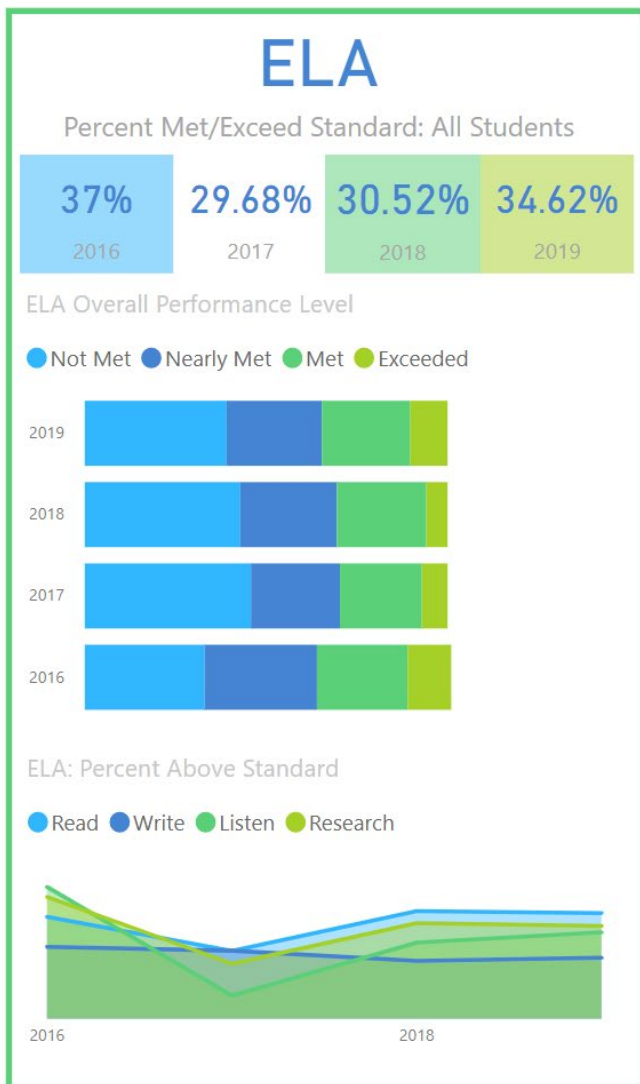
### EL Progress

2016-10.6

2017-17.1

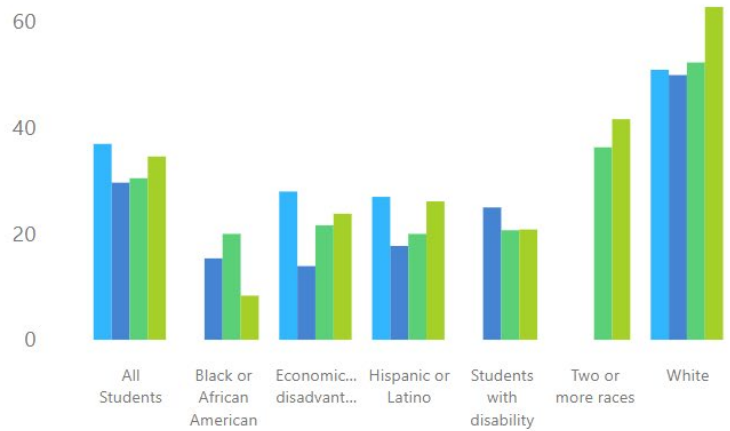
2018-17.3

2019-19.4



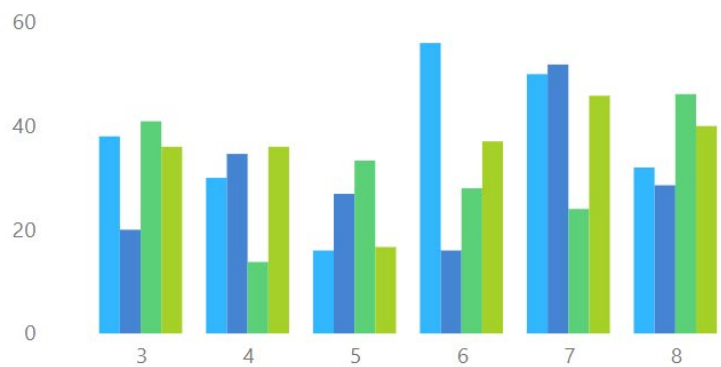
ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



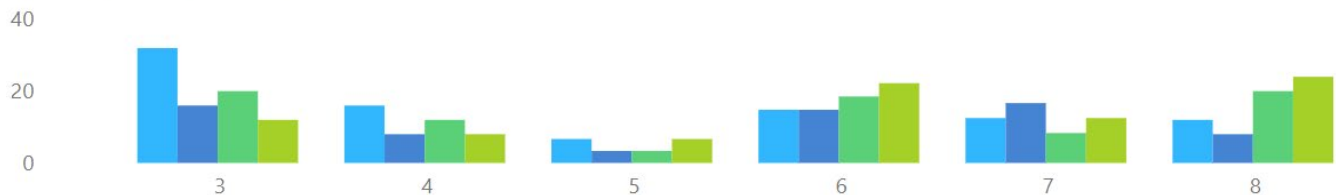
ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

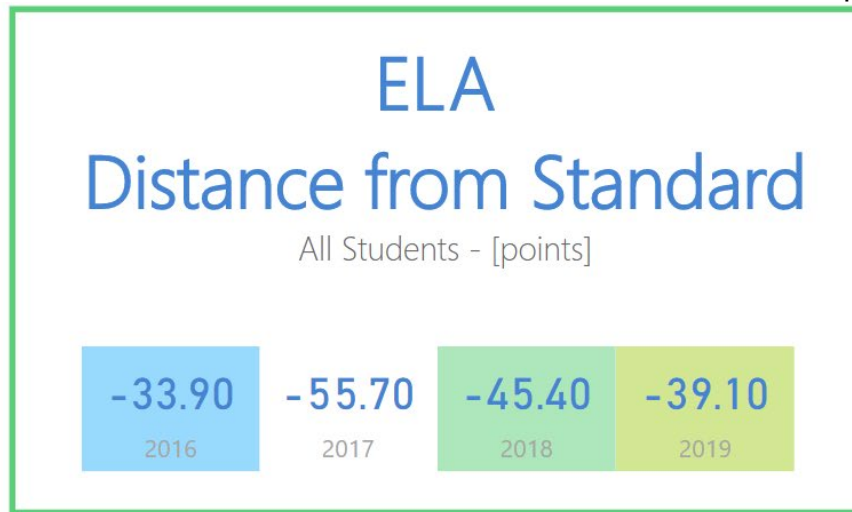


2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

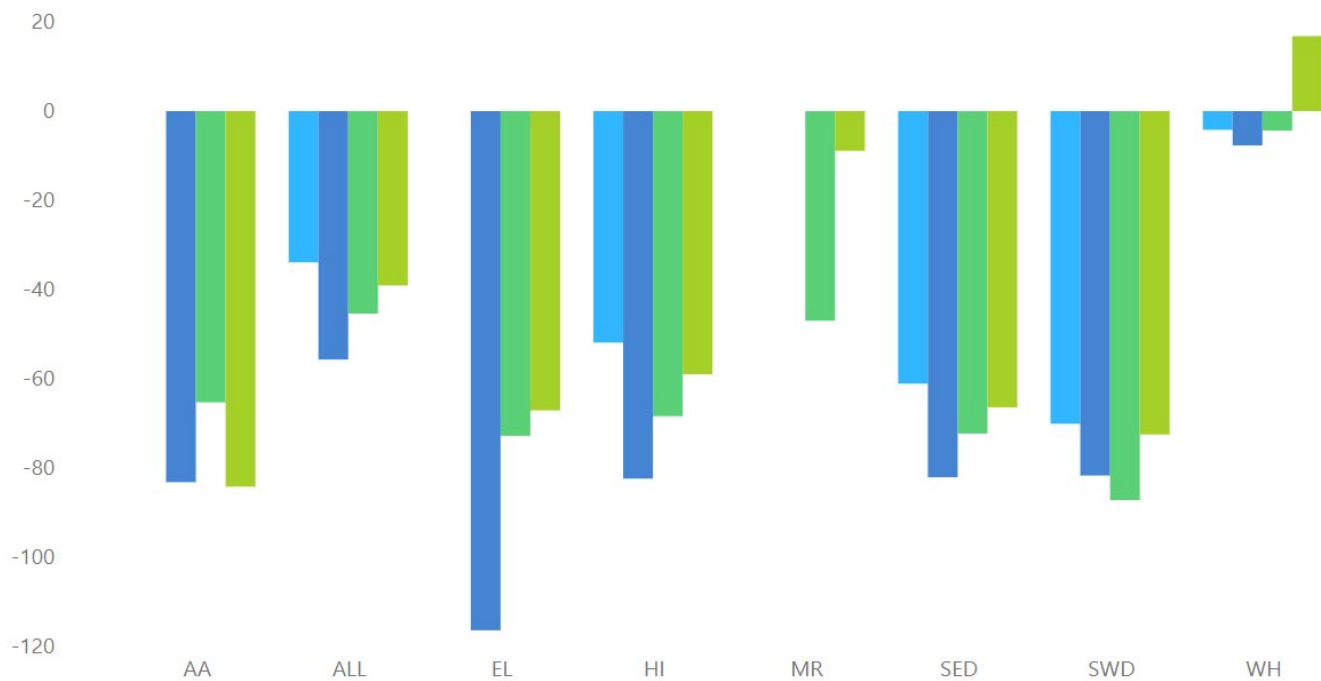


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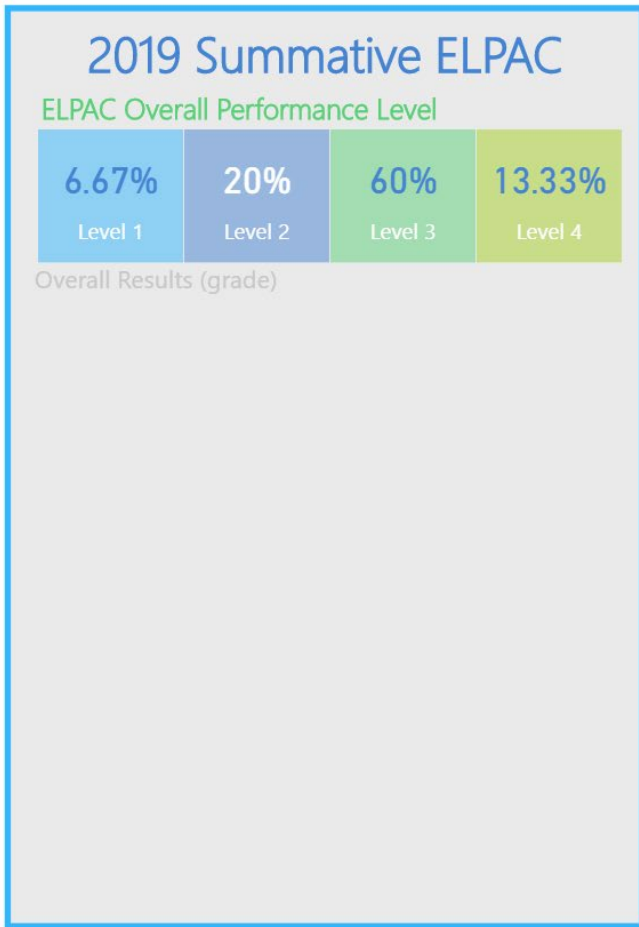


ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



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#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level

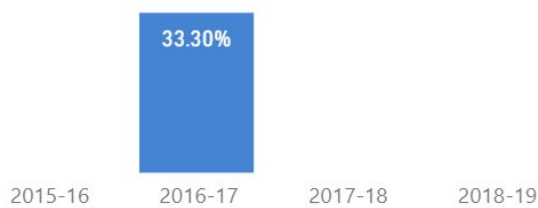


#### Performance Area: Percent Well Developed



### English Learner Progress Reclassification Rates

#### English Learner Progress Indicator (ELPI)

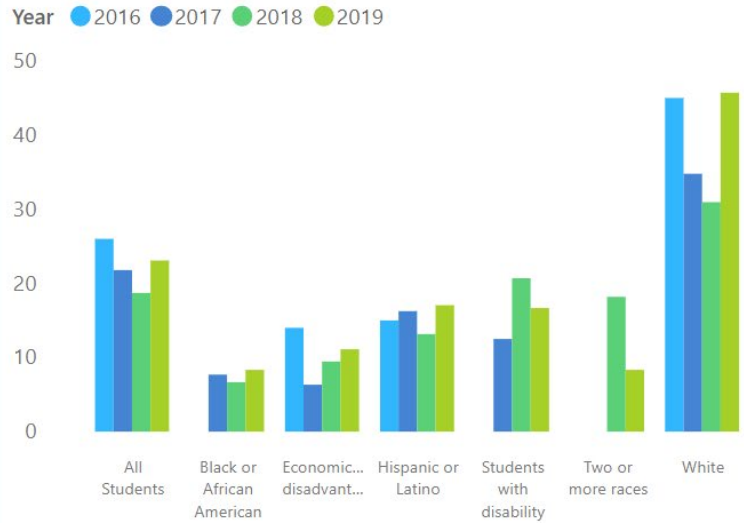


41.7%

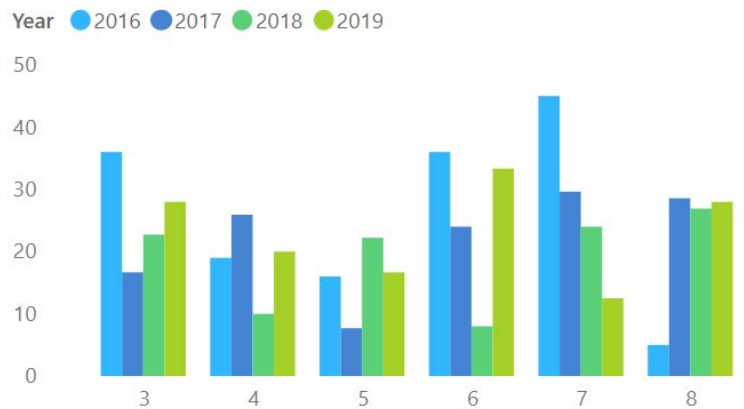
ELPI 2019



Math CAASPP: Percent Met/Exceed Standard

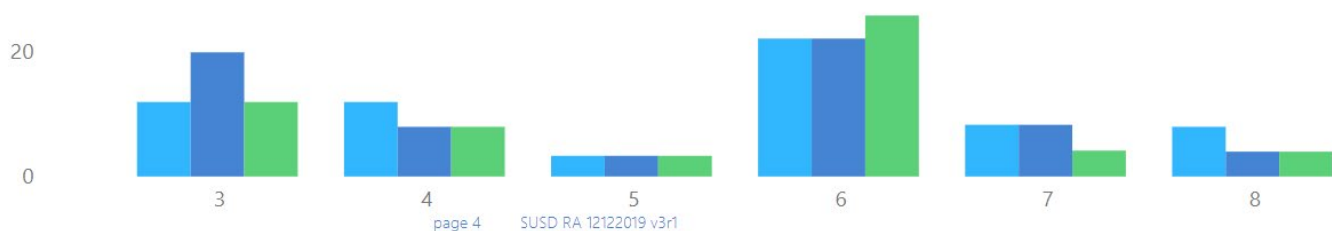


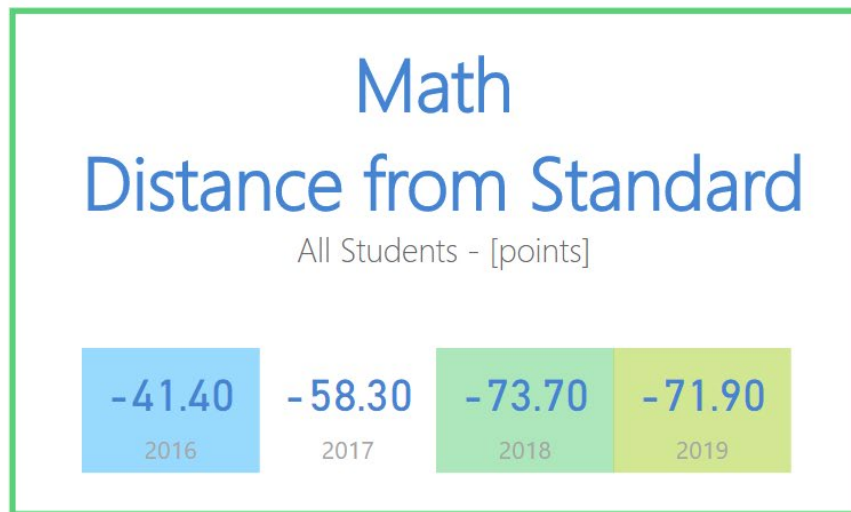
Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning





Math Distance from Standard [points]



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# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

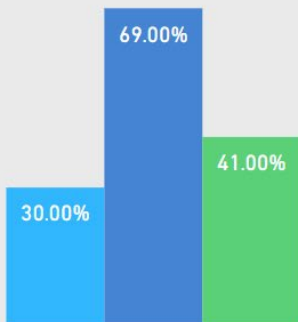
# PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

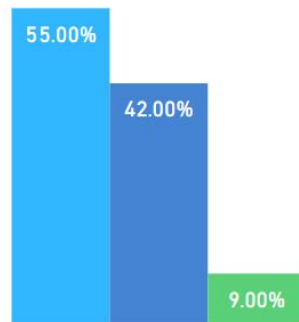
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

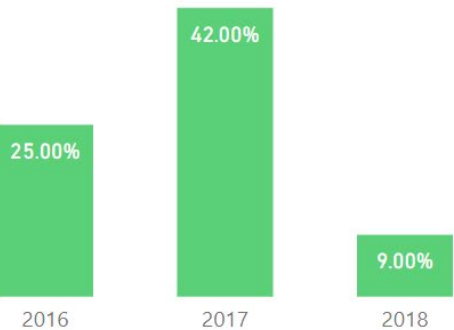
Year ● 2016 ● 2017 ● 2018



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
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		Centralized Services
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# 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 %

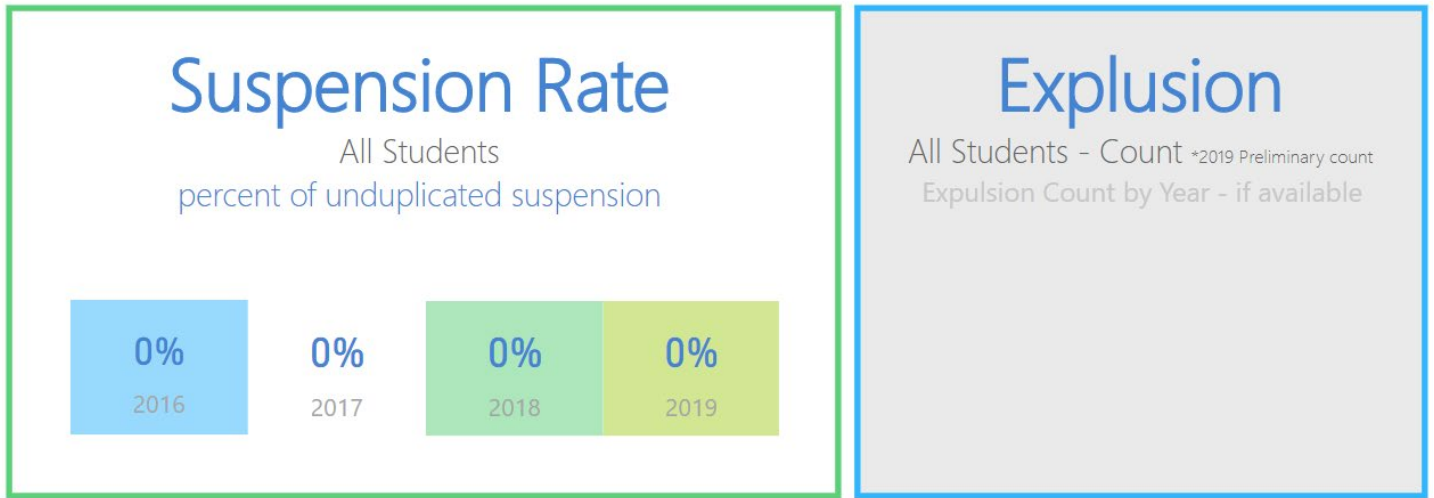
2017-3%

2018-4.3%

2019-1.3%

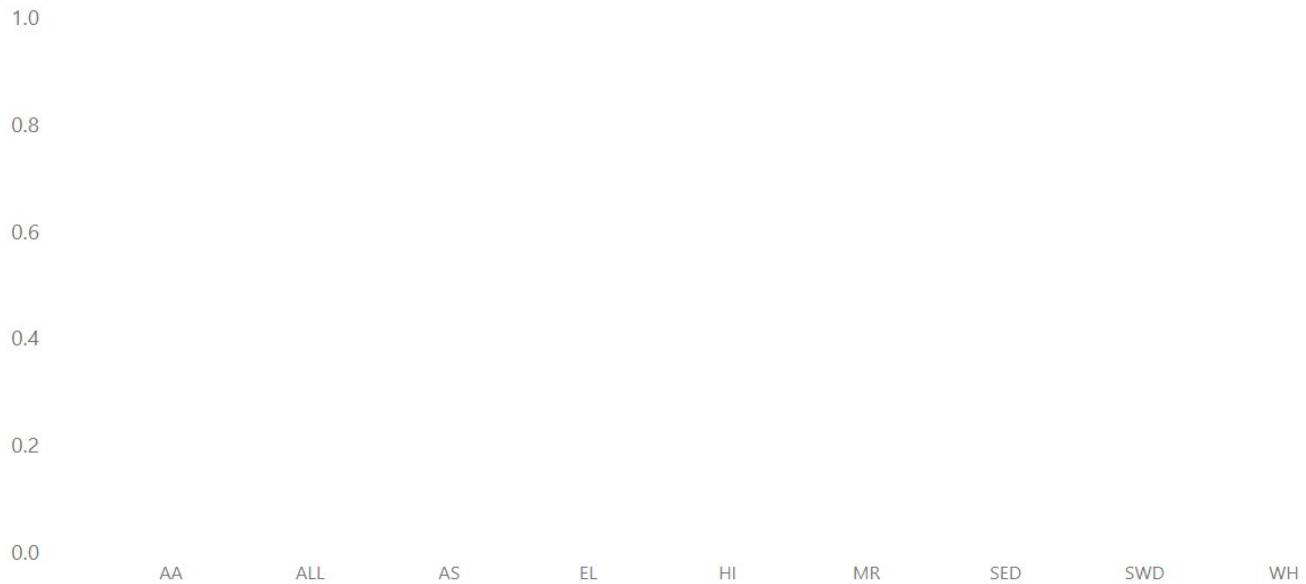
Identify chronic truants to determine who and why the students are having difficulty getting to school

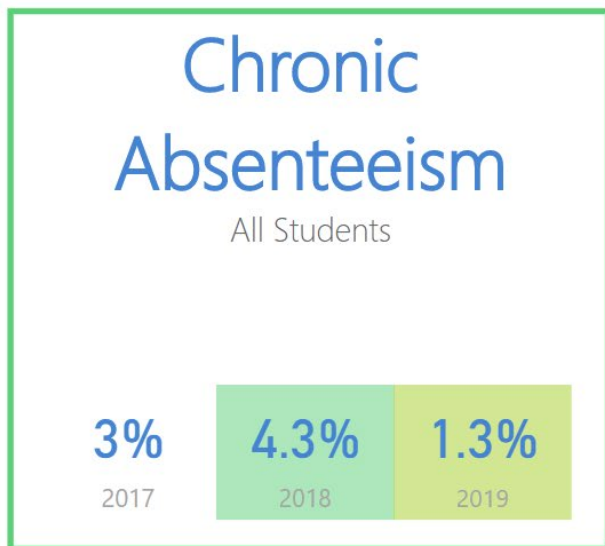




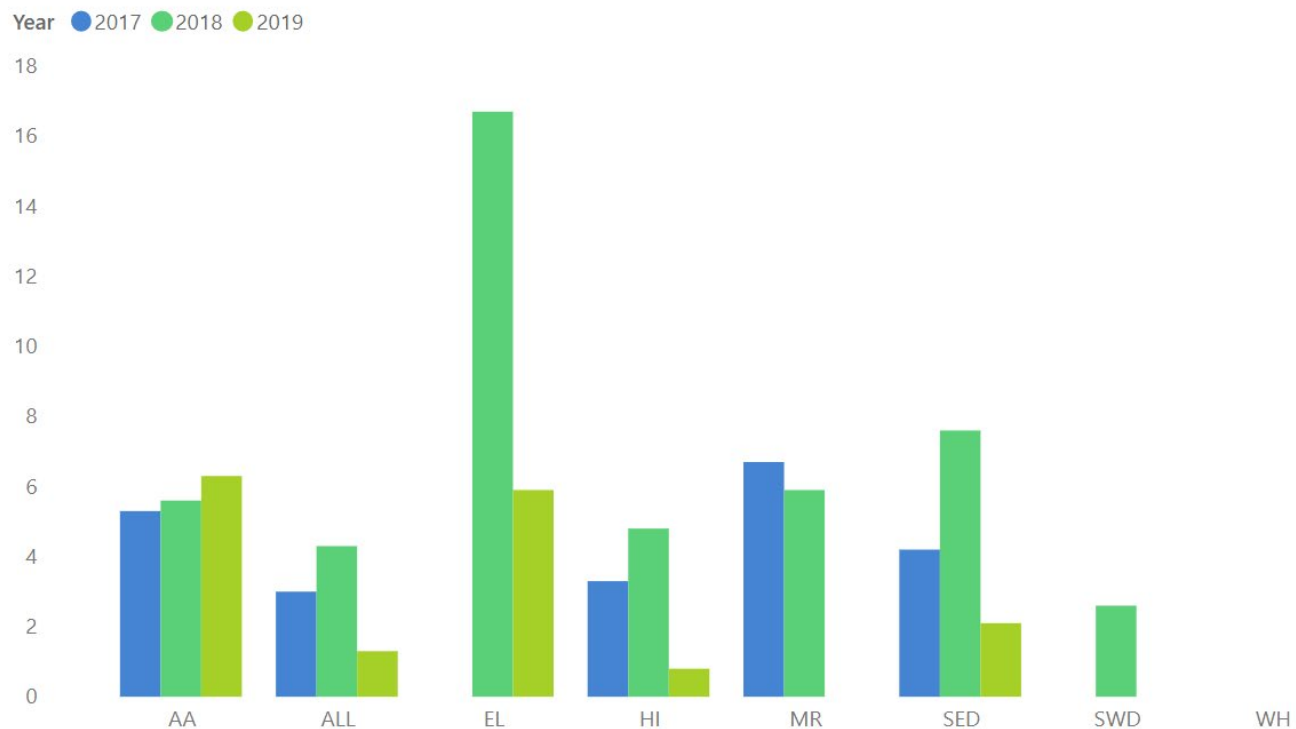
Suspension Rate: Student Group

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	
<b>Personnel Cost-Including Benefits</b>							
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						\$ -
<b>Sub Total - Personnel/Benefits</b>			\$ -	\$ -	\$ -	\$ -	\$ -
<b>Books &amp; Supplies</b>							
42000	Books						\$ -
43110	Instructional Materials						\$ -
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
<b>Sub Total-Supplies</b>			\$ -	\$ -	\$ -	\$ -	\$ -
<b>Services</b>							
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						\$ -
<b>Sub Total-Services</b>			\$ 22,800	\$ -	\$ -	\$ -	\$ 22,800
<b>GRAND TOTAL</b>			\$ 22,800	\$ -	\$ -	\$ -	\$ 22,800

## Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Kohl Open Elementary's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Kohl Open Elementary's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

## Version 2

SPSA: Goal 1, Strategy 1:

LCFF –

**\$5,500 – 57250 – Field Trip District Transportation:** Due to COVID-19 restrictions pertaining to social distancing and travel policies in-person field trips were not able to be conducted.

**\$13,500 – 58720 – Field Trip Non-District Transportation:** Due to COVID-19 restrictions pertaining to social distancing and travel policies in-person field trips were not able to be conducted.

**\$3,194 – 58920 – Pupil Fees:** Due to COVID-19 restrictions pertaining to social distancing and travel policies in-person field trips were not able to be conducted.

**\$22,194 – 44000 – Equipment:** Reallocate funds to purchase equipment. Ceiling mount projectors will be installed in each of the 9 classrooms at Kohl Open School. 1 will also be installed in our library. Doc cams will also be purchased for the 9 classrooms. Teachers will use the projectors and doc cams as a means of engaging students visually. They will also be utilized for student presentations as a way to visually enhance information. Teachers will implement their use when doing lessons, going on virtual fieldtrips, and doing hands-on activities. We are a project-based school so the projectors and doc cams will also be part of students' oral-presentations. They will be able to project images that enhance their content. Kohl Open School needs funds to purchase the 10 projectors and 9 doc cams and have them installed. Our current technology/systems are obsolete and in disrepair. The change is significant as these purchases will enhance Distance Learning instructional delivery. We anticipate a return to school this year and these components will be even more effective instructional tools. Effectiveness: Admin and Leadership Team will collect rubrics/evaluations every trimester to determine effectiveness of technology implementation. Classroom observations by the teacher and administrator will also be employed. Data will be retrieved and analyzed approximately every 3 weeks and at the end of each trimester. Monthly reports will be given to stakeholders at monthly SSC Meeting, KEF Meetings and weekly staff meetings. There will be sufficient data gleaned from the rubric/evaluations.



## SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Kohl Open Elementary is receiving additional monies in Parent Involvement (Cost Center: 50647). Kohl Open Elementary's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchase hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
KOHL	227	95	41.9%	\$ 25,926	\$ 577	\$ 26,503	\$ 517.00	\$ 60.00

**\$517 – 43400 – Parent Meeting:** Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

**\$517 – 43200 – Non-Instructional Materials/Supplies:** Reallocated funds to purchase hands-on materials supporting math, English and science skills taught to parents to support their student. What is being implemented? Books will be purchased for families to support a literacy rich environment at home. In addition, books will be given to families who attend virtual Literacy Workshops. Kohl families will have the opportunity to attend 2-3 Literacy Workshops given by Kohl Open School. These workshops will promote the importance of literacy at home. Appropriate grade level books for attendees' children. Families that have access to high interest reading materials at home and will become better readers. Purpose for Change: It is a significant change as families have significantly fewer opportunities to get reading materials. Effectiveness: Attendance will be taken at Parent/Student Literacy Meetings. Data will be collected via Zoom Chat Room sign-in or a screenshot of participants. Numbers of participants will be collected and monitored. Data will be retrieved and analyzed after each meeting. We will present data at our monthly SSC, KEF meetings, and our weekly Staff Meetings. Yes. It will give us accurate data as to the success of our Parent Meetings.



## **Version 3 (Final 2020-2021 Version)**

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

### **2020-2021 Title I Allocation Revision Statement**

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

### **2021-2022 SPSA Continuation Statement**

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

## 2021-2022 School/SMART Goals

### Goal 1:

ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of k/2/3/6 students performing 2 or more grade levels below will decrease by 10%, approximately 7-8 students.

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 2 students.

Math: By EOY 2022, per iReady Diagnostic 3 Growth Report, we will decrease the number of kids in grade 4-6 performing below 2 or more grade levels by 25%, approximately 8-9 students.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Collaboration for in-depth data review and evaluation of strategies and activities, technology integration as a supplement instructional support:

5 staff (3 teachers, 1 counselor, 1 administrator) X 3 hours X 4 days X \$60 = \$3,600 (Allocating \$3,830).

2021-2022 Strategy Update

Teacher collaboration meetings will be held to emphasize quality implementation of the Kohl yearly theme. We will also focus on integrating the District's ELA and Math curriculum to improve student instruction. (2 @ .5 FTE Instructional Coaches – Centralized Service)

Title 1

Teacher Additional Comp 10 teachers X 12 hours X \$60 rate of pay = \$7,200

1 counselor X 12 X \$60 = \$720

LCFF

Teacher Additional Comp 10 teachers X 4 hours X \$60 = \$2,400

## 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
7,920	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
2,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Field trips give kids rich experiences in ELA, Math, Science, Social Studies, Art, and Performing Arts. These hands-on experiences are integrated into classroom academics and projects. They also allow students to develop a community connection and helps them to foster a sense of civic duty. Kohl's thematic based curriculum (Project Based Learning) requires students to do projects.

Additional materials needed are math manipulatives, tri-folds, poster board, composition books, etc. Due to COVID 19 virtual resources may also be explored.

Title 1

Field Trips District/Non District Transportation - \$5,580

Pupil Fees-\$4,704

Books and Supplies-\$2,500

Equipment-\$4,000

LCFF

Field Trip District/Non-District Transportation-\$7,500

Pupil Fees-\$5,880

Books and Supplies-\$2,500

## Equipment-\$2,000

Teachers will use various equipment such as the laminator, copier, poster maker. This equipment will support students' projects and publication needs.

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Title 1 Maintenance Agreements - \$4,500

LCFF - Maintenance Agreements \$600.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
6,500	4000 Series	Books & Supplies
14,784	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
4,500	4000 Series	Books & Supplies
13,980	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

### CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

### 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 2:

Chronic absenteeism. Current data. 21-22. Due to COVID 19 our absenteeism rate rose slightly, Our goal is to decrease it by 1% to 3.3%.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 3:

Increase the number of parent helpers/volunteers from previous year. By June 2022, increase the number of parent helpers/volunteers from previous year by 10.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to enhance non-instructional material supports.

Total for Goal 3, Strategy 1 in Parent Meeting is \$554.

2021-2022 Strategy Adjustment

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.

We will provide parents with academic strategies for parents to replicate at home.

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.

Title 1 Parent Meeting - \$552 (50672) and \$554 (50647)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
1,106	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

# 2020-2021 Budget Spreadsheet

KOHL #256

TITLE I		TOTAL ALLOCATION		\$ 29,756		LCFF		TOTAL ALLOCATION		\$ 22,800		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 554	
TOTAL BUDGET DISTRIBUTED BELOW		\$ 29,756				TOTAL BUDGET DISTRIBUTED BELOW		\$ 22,800				TOTAL BUDGET DISTRIBUTED BELOW		\$ 554			
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0			
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT		PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET		
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE			FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS
Personnel Cost-Including Benefits																	
11500	Teacher - Add Comp (incl benefits)		\$ 14,630							\$ 1,800							\$ 16,430
11700	Teacher Substitute (incl benefits)																\$ -
12151	Counselor																\$ -
30000	Statutory Benefits																\$ -
12500	Counselor-add Comp (incl benefits)				\$ 606												\$ -
13201	Assistant Principal																\$ -
30000	Statutory Benefits																\$ -
19101	Program Specialist																\$ -
30000	Statutory Benefits																\$ -
19500	Prog Spec-Add Comp (incl benefits)																\$ -
19101	Instructional Coach																\$ -
30000	Statutory Benefits																\$ -
19500	Instr Coach-Add Comp (incl benefits)																\$ -
21101	Instructional Asst/CAI																\$ -
30000	Statutory Benefits																\$ -
21500	Inst Asst/CAI-Add Comp (incl benefits)																\$ -
21101	Bilingual Assistant																\$ -
30000	Statutory Benefits																\$ -
21500	Bit Asst-Add Comp (incl benefits)																\$ -
22601	Library Media Assistant																\$ -
30000	Statutory Benefits																\$ -
22500	Lib Med Asst-Add Comp (incl benefits)																\$ -
22901	Community Assistant																\$ -
30000	Statutory Benefits																\$ -
22500	Comm Asst-Add Comp (incl benefits)																\$ -
29101	Parent Liaison																\$ -
30000	Statutory Benefits																\$ -
29500	Par Lia-Add Comp (incl benefits)																\$ -
Sub Total - Personnel/Benefits		\$ 14,630		\$ 606		\$ -		\$ -		\$ 1,800		\$ -		\$ -		\$ -	\$ 16,430
Books & Supplies																	
42000	Books	\$ 750															\$ 750
43110	Instructional Materials	\$ 7,626		\$ 4,493								\$ 83					\$ 12,202
43200	Non-Instructional Materials			\$ 4,172										\$ 1,000		\$ 554	\$ 5,726
43400	Parent Meeting																\$ -
44000	Equipment			\$ 6,696													\$ 6,696
Sub Total - Books & Supplies		\$ 8,376		\$ 15,361		\$ -		\$ -		\$ -		\$ 83		\$ 1,000		\$ 554	\$ 25,374
Services																	
57150	Duplicating																\$ -
57250	Field Trip-District Trans																\$ -
56590	Maintenance Agreement	\$ 3,950															\$ 3,950
52150	Conference																\$ -
58450	License Agreement																\$ -
58720	Field Trip-Non-District Trans																\$ -
58920	Pupil Fees																\$ -
58100	Consultants-Instructional																\$ -
58500	Professional Services			\$ 6,750													\$ 6,750
Sub Total - Services		\$ 3,950		\$ 6,750		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 10,700
GRAND TOTAL		\$ 26,956		\$ 22,717		\$ -		\$ -		\$ 1,800		\$ 83		\$ 1,000		\$ 554	



# 2021-2022 Budget Spreadsheet

## 2021-2022 BUDGET KOHL - 256 - K5 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 29,756	LCFF		TOTAL ALLOCATION		\$ 20,880	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 554						
TOTAL BUDGET DISTRIBUTED BELOW		TOTAL BUDGET DISTRIBUTED BELOW		\$ 29,756	TOTAL BUDGET DISTRIBUTED BELOW		TOTAL BUDGET DISTRIBUTED BELOW		\$ 20,880	TOTAL BUDGET DISTRIBUTED BELOW		TOTAL BUDGET DISTRIBUTED BELOW		\$ 554						
TO BE BUDGETED (Should be \$0.)		TO BE BUDGETED (Should be \$0.)		0	TO BE BUDGETED (Should be \$0.)		TO BE BUDGETED (Should be \$0.)		0	TO BE BUDGETED (Should be \$0.)		TO BE BUDGETED (Should be \$0.)		0						
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET			
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE
Personnel Cost-Including Benefits																				
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 7,200	\$ 2,400	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 9,600
11700	Teacher Substitute (incl benefits)				0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12151	Counselor (incl benefits)				0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000	\$ 720		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 720
13201	Assistant Principal (incl benefits)				0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
13201	Assistant Principal-add Comp (incl benefits)				0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Program Specialist (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)				0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	BI Asst-Add Comp (incl benefits)				0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22601	Library Media Assistant (incl benefits)				0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)				0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22901	Community Assistant (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits		\$ 7,920	\$ 2,400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,320
Books & Supplies																				
43110	Books/Supplies/Materials (less than \$500 per item)	\$ 2,500	\$ 2,500																	\$ 5,000
43400	Parent Meeting												\$ 552				\$ 554			\$ 1,106
44000	Equipment (\$500 - \$4999.99 per item)	\$ 4,000	\$ 2,000																	\$ 6,000
Sub Total - Books & Supplies		\$ 6,500	\$ 4,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 552	\$ -	\$ -	\$ 554				\$ 12,106
Services																				
57150	Duplicating																			\$ -
57250	Field Trip-District/Non-District Trans	\$ 5,580	\$ 7,500																	\$ 13,080
56590	Maintenance Agreement	\$ 4,500	\$ 600																	\$ 5,100
52150	Conference																			\$ -
58450	License Agreement																			\$ -
58920	Pupil Fees	\$ 4,704	\$ 5,880																	\$ 10,584
58100	Consultants-Instructional/Non-Instructional																			\$ -
Sub Total - Services		\$ 14,784	\$ 13,980	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,764
GRAND TOTAL		\$ 29,204	\$ 20,880	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 552	\$ -	\$ -	\$ 554				

## Assumptions:

\* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

\*\* State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

\*\*\*State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

\*\*\*\*State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

\*\*\*\*\* State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

## **2021-2022 Staffing Overview**

No staff positions are being funded using Title I funds for the 2021-2022 school year.

## **2020-2021 SPSA Evaluation**

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future?  Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.			<p>Describe implementation of each component and include applicable data</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>	<p>Describe the significant material difference</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>	<p>Describe the changes made or proposed for the future</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>

**Step 1:**

Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

**Step 2: (optional)**

Label the different components using an alpha or numeric system and continue with color coding from step 1.

**Step 3:**

Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

**Step 4:**

Review responses and obtain applicable clarification and feedback with the following groups:

- ☐ School Leadership Team
- ☐ Director
- ☐ ELAC
- ☐ School Site Council
- ☐ Parent/Community groups
- ☐ Student groups

Goal 1 – Student Achievement

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – a		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			Fully implemented. Teachers spent time integrating district curriculum with Kohl's thematic based curriculum.	Collaboration meetings were effective. They allowed teachers to analyze practices/curriculum.	No material difference.	It is recommended that more effort be put forth with respect to fidelity of implementation and a more seamless academic and curricular transition through the grades.
G1, S1 – b		Books - \$2,750: Resource books to support classroom thematic projects in Math, ELA, Science, and Social Studies.  Instructional Materials/Supplies - \$7,176: Applicable supplemental instructional materials include math manipulatives, chart paper, highlighters, dry erase			Fully implemented. Books, materials, and supplies were purchased and were included in our curriculum distribution. Projects were supported by these books and supplies.	Tier 1 showed significant growth. Will monitor following year to be sure data is accurate. COVID 19/at home testing may have impacted results.  iReady Math Winter 2019: Tier 1 %24 Tier 2 %46	Covid 19 did not allow for in-person instruction.	We will hire additional staff or pay teachers to do focused academic intervention with our struggling students.

	markers, dry erase white board.				<p>Tier 3 %30</p> <p>iReady Math Winter 2020: Tier 1 %33 Tier 2 %40 Tier 3 %27</p> <p>iReady ELA Winter 2019: Tier 1 %30 Tier 2 %40 Tier 3 %31</p> <p>iReady ELA Winter 2020: Tier 1 %45 Tier 2 %30 Tier 3 %26</p>		
	aintenance 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.			Our maintenance agreements were fully implemented.	Teachers were able to use equipment to create poetry compilations, calendars, alphabet books, and other print forms.	No material difference.	

G1, S1 – c	<p>Field Trips - \$5,500 –1 District Trans, \$13,500 – Non-District Trans:</p> <p>Students will experience hands-on experiential learning opportunities through field trips to supplement ELA/ELD and math instruction through field trips.</p> <p>Align student's hands-on educational experiences with supplemental ELA writing program developed collaboratively by Kohl teachers using the State Standards.</p> <p>Replicate math performance task from assessments integrated through student hands-on experiential</p>			<p>Due to Covid 19 we were not able to take any fieldtrips.</p> <p>Funds were reallocated from field trips to purchase equipment. Ceiling mount projectors will be installed in each of the 9 classrooms at Kohl Open School. 1 will also be installed in our library. Doc cams will also be purchased for the 9 classrooms.</p>	<p>Due to Covid 19 we didn't have any fieldtrips.</p>	<p>Due to Covid 19 we didn't have any fieldtrips.</p> <p>Teachers will use the projectors and doc cams as a means of engaging students visually. They will also be utilized for student presentations as a way to visually enhance information. Teachers will implement their use when doing lessons, going on virtual fieldtrips, and doing</p>	<p>No future changes, as COVID-19 restrictions appear to be lifting.</p>

	<p>learning via field trips or in class experiments. (Virtual opportunities will be explored when available.)</p> <p>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.</p> <p>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.</p> <p>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.</p>					<p>hands-on activities. We are a project-based school so the projectors and doc cams will also be part of students’ oral-presentations. They will be able to project images that enhance their content.</p>	
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	<p>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.</p> <p>Pupil fees to support admission to field trips. \$3,800</p>						
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To add a row:

- 1) Highlight row, right click and select insert row
- 2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	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.				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	3 teachers X 10 hours X \$60 = \$1,800						
G2, S1 – b	<p>Tier 1 Strategies include:</p> <p>1. Attendance Awareness Campaign</p> <ul style="list-style-type: none"><li>• Designation of an Attendance Awareness Month</li><li>• Educate parents about the impacts of absences</li><li>• Provide staff talking points about attendance</li><li>• Attendance Infographic - share with parents, staff, advisory council</li><li>• Bulletin announcements during Attendance Awareness Month</li><li>• Social media posts promoting attendance</li><li>• Parent/Guardian reminder emails</li><li>• Information at Back-to-School Night</li><li>• Posters on campus promoting attendance</li></ul> <p>2. Attendance Recognition Program</p> <ul style="list-style-type: none"><li>• Classroom competitions</li><li>• Best or Most Improved attendance</li></ul>			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	<ul style="list-style-type: none"><li>• Postcards/Email/Certificates</li><li>• Monthly/Semester congratulatory contact sent to parents/student</li></ul> <p>3. Attendance information posted on the school website and social media account</p>						
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To add a row:

- 1) Highlight row, right click and select insert row
- 2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a		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.			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
		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						

	<p>our parents. We want them to learn in a similar fashion that our students do.</p> <p>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.</p>						
G3, S1 – b	Provide conference/workshops/trainings that promote parent and school community connections.			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

To add a row:

- 1) Highlight row, right click and select insert row
- 2) Insert cursor at the end of the last row and hit tab

## **Comprehensive School Profile Data:**

**Kohl-SPSA DMM:**

Continuous Improvement: Decision Making Model -- Essential Questions

Goal 1

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
ELA % SBAC: Met/Exceeded Standard 16-37 17-29.68 -7.32 18-30.52 +.84 19-31.62 +1.1 20-NA due to covid  iReady ELA Winter 2019: Tier 1 %30 Tier 2 %40 Tier 3 %31  iReady ELA Winter 2020: Tier 1 %45 Tier 2 %30 Tier 3 %26	We've had minimal growth of all students in their ELA standards. Problem Solving and Reasoning showed the least growth in all grades.  Tier 1 showed significant growth. Will monitor following year to be sure data is accurate. COVID 19/at home testing may have impacted results.	Not enough emphasis on intervention For struggling students.  Not having a structured way of implementing interventions.	Teacher trainings to focus on specific standards in core curriculum.  Involve an aid in small intervention groups to focus on re-teaching.  Continue to offer after school tutoring and ensure the content is aligned to the school day instruction.  PLC group collaboration to focus on struggling students and the connection between instruction during the day	Training-Teacher release time.  Teacher PD focus: <ul style="list-style-type: none"> <li>Technology for integration in the instruction – hub of content</li> <li>Science based supporting NGSS science standards</li> <li>PBL and other hands on experience activities incorporating from actual field study</li> </ul> Hiring/Internship for a position to assist in small group intervention.	Monitor and evaluate iReady growth metrics.  Staff/PLC Meetings focused on deficiencies. Monitor outcomes tied to meetings.  During staff meetings, monitor/evaluate student's authentic work samples.



			<p>through extended day/year opportunities.</p> <p>Hands on learning...increasing access for students to learn using various modalities and broader interdisciplinary understandings/learning meeting students various needs.</p>	<p>Collaboration with tutoring and after school program staff to connect the school day. Additional comp for staff or teacher release time.</p> <p>Additional comp or teacher release for Leadership Team to plan and connect development of PD (use of specialized technology and applications, etc.). Incorporate feedback from various stakeholders.</p> <p>Project Based Learning through field trips/pupil fees, guest speakers, projects supporting lessons integrated across the curriculum. Emphasizing student collaboration, enhances student flexibility. Purchase of project supported, thematic based resource books. Project based materials/supplies. Technology and applications to support and enhance instruction and projects.</p>	
<p>MATH % Met/Exceeded Standard</p> <p>16-26</p> <p>17-21.79 -4.21</p> <p>18-18.71 -3.08</p> <p>19-23.08 +4.37</p> <p>20-NA due to Covid</p> <p>iReady Math Winter 2019:</p> <p>Tier 1 %24</p> <p>Tier 2 %46</p> <p>Tier 3 %24</p> <p>iReady Math Winter 2020:</p> <p>Tier 1 %33</p> <p>Tier 2 %40</p> <p>Tier 3 %27</p>	<p>Although we showed growth in 19 our scores have dropped during previous years.</p> <p>Tier 1 showed significant growth. Will monitor following year to be sure data is accurate. COVID 19/at home testing may have impacted results.</p>				

Goal 2

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
<b>Current Performance Level</b>	<b>Gap Analysis Results</b>	<b>Cause Analysis Results</b>	<b>Design &amp; Improvement</b>	<b>Success Assurances</b>	<b>Implementation &amp; Evaluation</b>
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
Student absenteeism % 17-3% 18-4.3% 19-1.3% 20-4.3%	Student engagement has been a challenge due to Distance Learning.	Distance Learning has posed many problems with student attendance.	Continue to use our Attendance Team to support truant students.	Utilize full time counselor, admin, attendance clerk, CWA, to support struggling students.	Monitor and evaluate monthly attendance rates. Work with teachers, counselors, attendance clerk, to track absences.
Suspension Rate % 17-0 18-0 19-0 20-0	Our suspension rate is at 0.	Our PBIS Team works diligently with students regarding conflict management.	Continue to utilize or PBIS Team strategies to ensure our suspension rate remains at 0.	Continue to utilize or PBIS Team strategies to ensure our suspension rate remains at 0.	Continue to utilize or PBIS Team strategies to ensure our suspension rate remains at 0.

Goal 3

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
<b>Current Performance Level</b>	<b>Gap Analysis Results</b>	<b>Cause Analysis Results</b>	<b>Design &amp; Improvement</b>	<b>Success Assurances</b>	<b>Implementation &amp; Evaluation</b>
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
Parent Meaningful Partnerships Local data	Parent involvement is limited.	Lack of promoting parent involvement.	We are going to provide parents with a forum to identify strategies they can use at home to increase student outcomes.	Provide academic materials for implementation. Additional hours for teachers to attend Parent Workshops.	

**Overview:** The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



## 220

Enrollment

4.5%

EL

0.0%

FOS

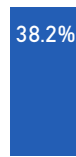
0.5%

HOM



37.7%

13.2%



38.2%

UPC

December



CWA

## 0

Parent Outreach

## Engagement

## 0.90%

0.0%

100.0%

Chronic Absenteeism

Winter

## Academics



Participation

## (Blank)

ELA: K-11

On-Track

## (Blank)

Percent



Participation

## (Blank)

Math: K-8

On-Track

## (Blank)

Percent



Participation

## (Blank)

MDTP-Fall

Nearly + Ready

## (Blank)

Percent-Fall



High School: No Credits Earned

## English Learners

ELPAC IA

## (Blank)

Percent GL Tested

ELPAC IA

## (Blan...

Total Tested

Reclassification



RFEP ● Eligible

## Curriculum:

Tests Administered Through January

Benchmark

## (Blank)

Total Test Count

Ready Class

## 204

Total Test Count

Saavas

## (Blank)

Total Test Count



Plus Survey

## School Climate



# Enrollment

school search

Kohl Elementary

Month

All

Student G...

All

2020-2021

## Change: All Enrollment

(current-previous month)

-2↓

Dec-Jan change

01-Aug

222

Enrollment

06-Jan

218

Enrollment

02-Sep

222

Enrollment

03-Oct

222

Enrollment

04-Nov

221

Enrollment

05-Dec

220

Enrollment

SUSD RA v1.1

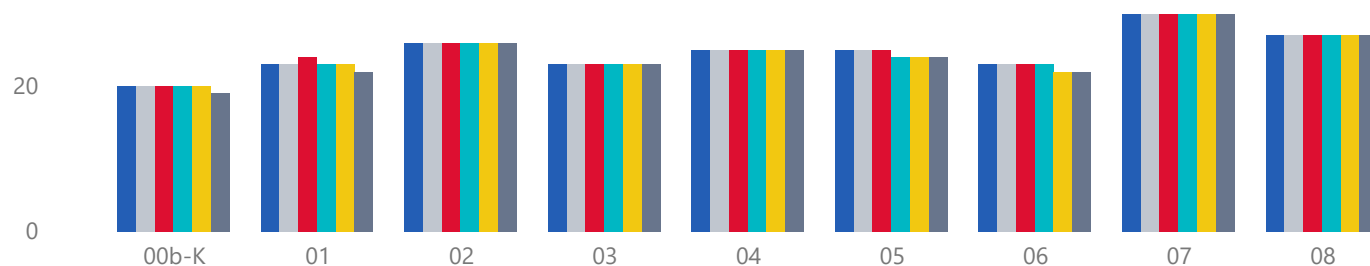
**Overview:** Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

**Navigation:** All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

**Source:** Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

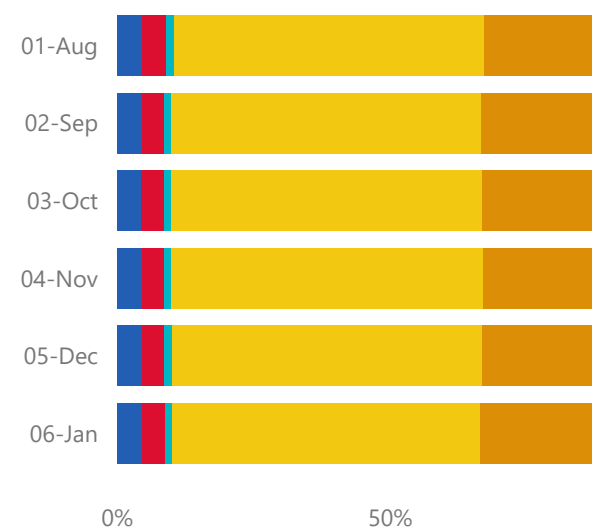
### Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



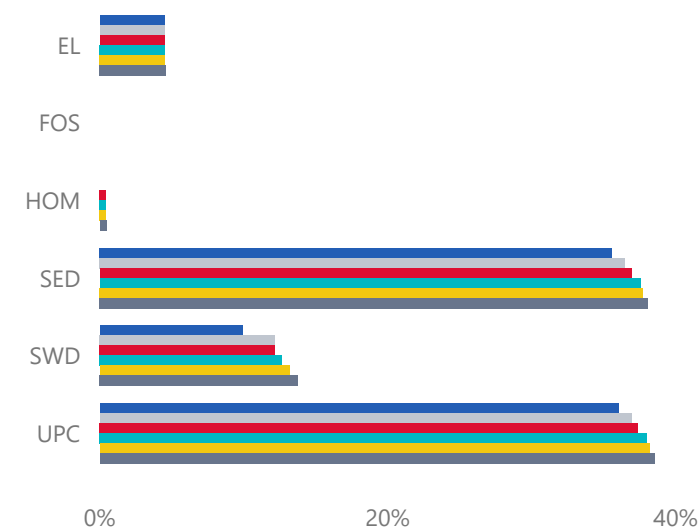
### Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



### Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Rate Change:  
Chronic Abs

0

Nov - Dec change

01-Aug	01-Aug
2.70%	6
Rate	Count
02-Sep	02-Sep
1.79%	4
Rate	Count
03-Oct	03-Oct
1.35%	3
Rate	Count
04-Nov	04-Nov
0.90%	2
Rate	Count
05-Dec	05-Dec
0.90%	2
Rate	Count

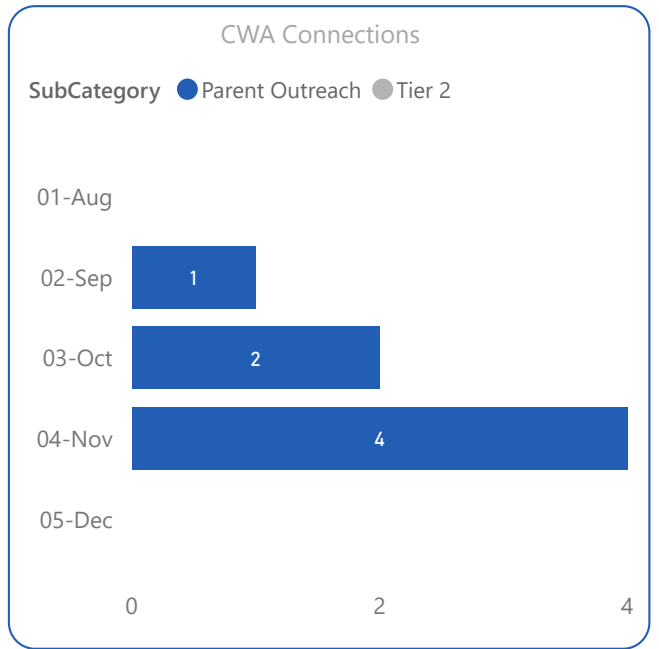
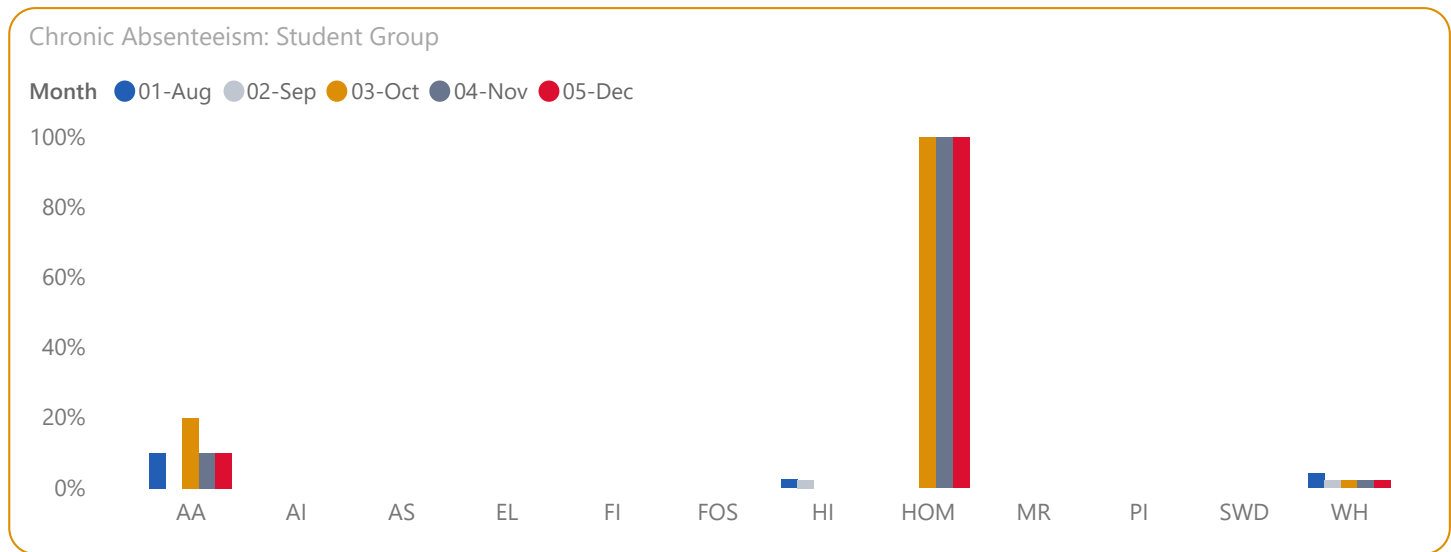
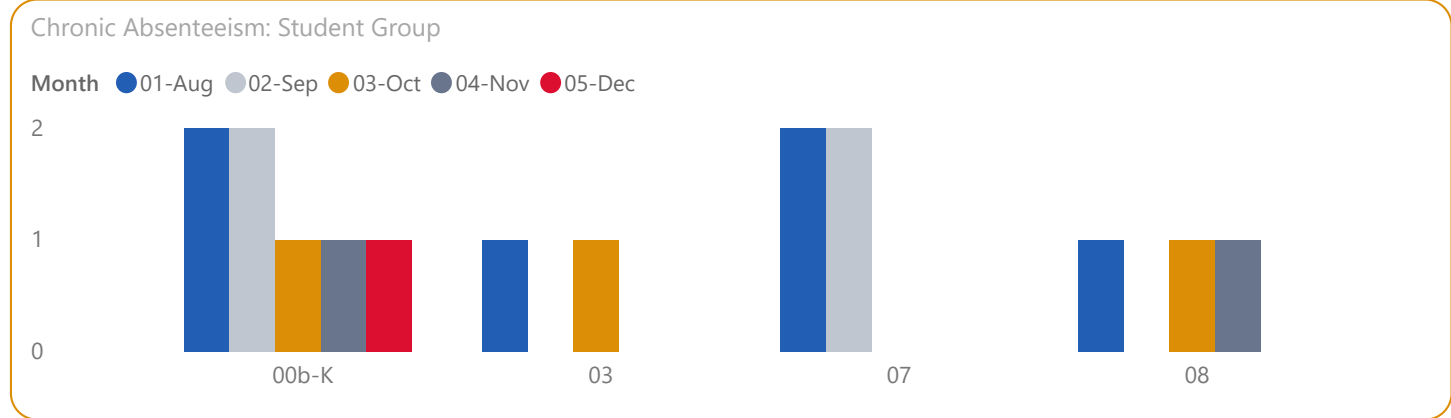
SUSD RA v1.1

**Overview:** Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

**CWA outreach** includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

**Navigation:** All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

**Source:** Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021



counselors : coming soon!

Participation			On Track			iReady Percent On-Track		F-W Growth (Blank) All		F-S Growth	
(Bl...	(Bl...		(Bla...								
Fall	Winter	Spring	Fall								
			(Bla...								
			Winter			iReady Percent Two or More Years Below Grade Level					
			Spring								
			2+ Below			iReady Percent No Growth (since Winter 2019)					
			(Bla...								
			Fall								
			(Bla...								
			Winter								
			Spring								
			No Gro...								
			(Bla...								
			All								
			(Bla...								
			Winter								
			Spring								

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

\* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level**: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below**: (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth**: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

iReady F-W Typical Growth

**Overview:** Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

\* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

\* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

\* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

\* 30 minutes: percent of students averaging 30 minutes per subject per week

\* Passed Lesson: percent of students passing online instruction (<70%)

**Navigation:** N/A

**Source:** Research; Curriculum Exports, Illuminate

**Frequency:** Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

204

Total Test Count

Saavas

(Blank)

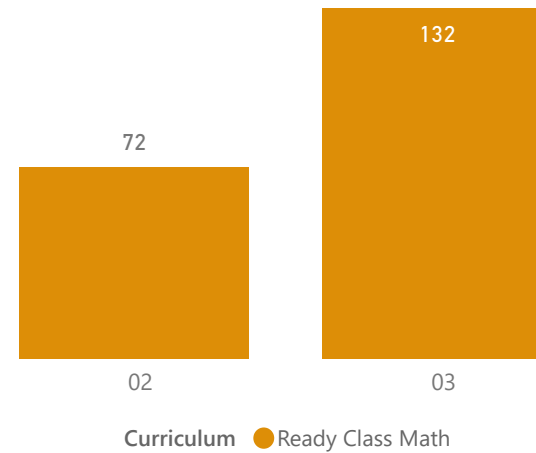
Total Test Count

Benchmark

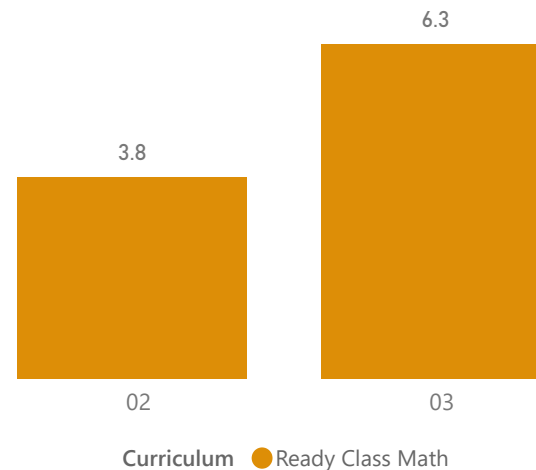
(Blank)

Total Test Count

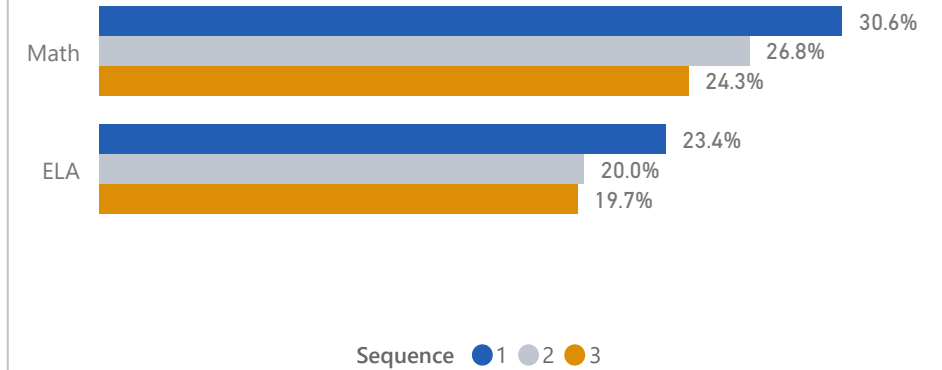
## Curriculum: Test Count



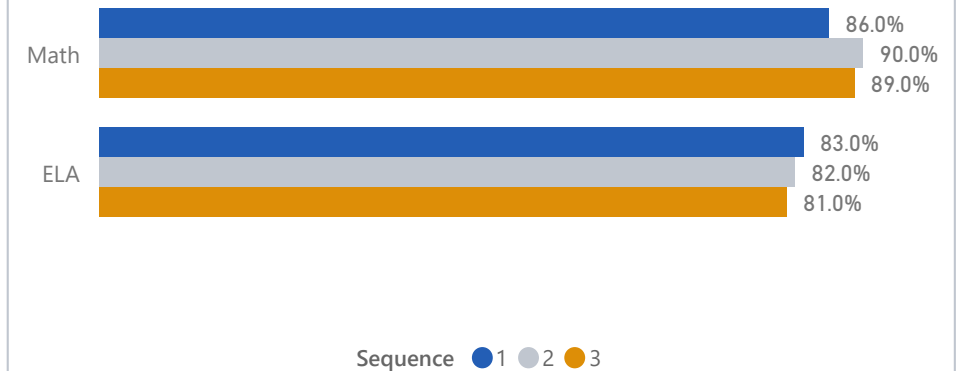
## Curriculum: Average Test Count



## Online Instruction: 30+ minutes



## Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11



**Overview:** English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

\* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

**IFEP:** Initial Fluent English Proficient  
**Intermeidate English Learner**, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

\* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

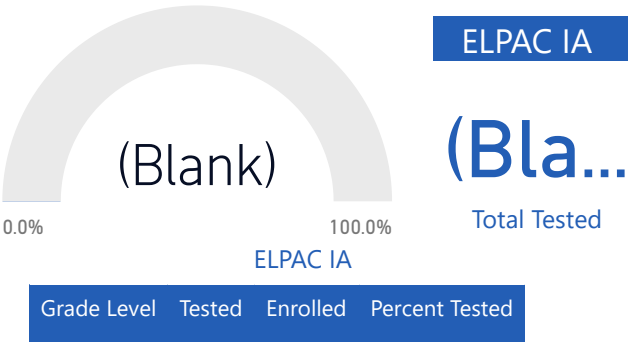
**Navigation:** NA

**Source:** Research; ELPAC; Illuminate

**Frequency:** Reports are updated periodically;

**Updated:** January 2021

Percent Initial ELPAC Completed



Overall Performance

IFEP Intermediate Novice

Oral Language Performance

Well Moderate Minimally

Written Language Performance

Well Moderate Minimally

Reclassification

RFEP status Not Complete

Reclassification by Grade Level

RFEP status Not Complete

Overall Mean Scale Score by Grade Level

school search

Kohl Elementary

Grade Span

All

2020-2021

Question Priority

All

Term

1-Fall

**Overview:** School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

**Navigation:** NA

**Source:** Student Support Services - PLUS program

**Frequency:** Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020

All Responses		

I feel like I am part of this school.	I have been cyberbullied in the last 30 days.	I feel like my voice matters to adults at my school.
---------------------------------------	---	--

Count	Count	Count
(Bla...	(Bla...	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

At my school, there is a teacher or other adult who believes that I will be a success.	At my school, there is a teacher or other adult who really cares about me.	I feel safe in my school.	There is a lot of tension at my school between different cultures, races, or ethnicities.
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Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

\* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

\* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

\* All: all credits attempted were earned

\* Half: more than half of credits attempted were earned

\* Less than half: less than half of credits attempted were earned

\* None: no attempted credits were earned

\*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy

Frequency: Reports are updated after at end of term, test: Updated: January 2021

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

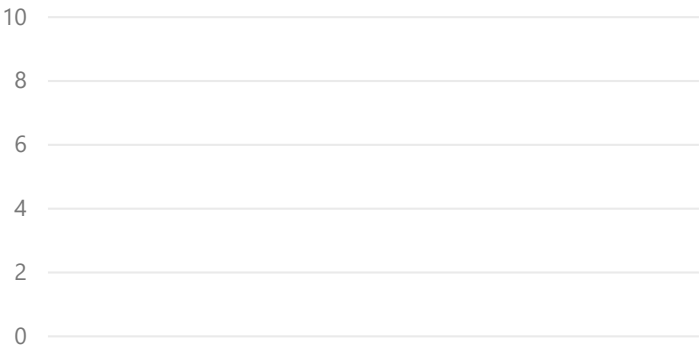
All

MDTP: Fall Diagnostic

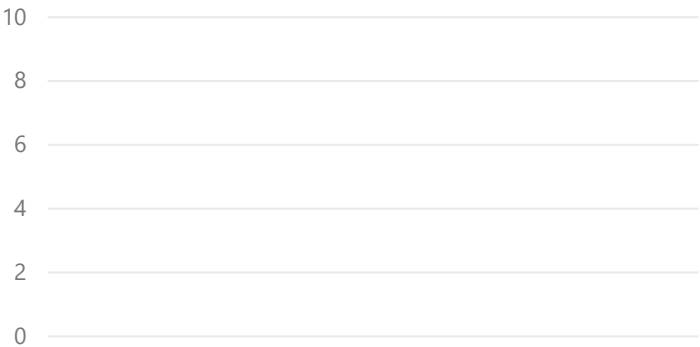
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



## Report Log

- \* v1 01122021: preliminary review
- \* v1.1 01212021 administrators - published

## Report Content

### Student Level Reports

- \* [iReady](#) (portal), [Student Level](#) (Illuminate)
- \* [RFEP eligibility](#) (Illuminate)
- \* [ELPAC IA testing list](#)
- \* [Benchmark Universe](#)
- \* MDTP
- \* [Saavas](#) (portal)

## Acronyms

### Student Groups

ALL – all students  
AA – Black/African American  
AI-American Indian/Native Alaskan  
AS-Asian  
FI-Filipino  
HI-Hispanic  
MR-Two or More  
PI-Pacific Islander/Native Hawaiian  
WH-White  
EL-English Learner  
FOS-Foster Youth  
HOM-Homeless Youth  
SED-socioeconomically disadvantaged, SWD-students with disabilities.

### Metrics

**Feedback Suggestions Comments**  
**Questions Ideas**

Share your thoughts with our team!

## Recommendations and Assurances:

Site Name: Kohl Open School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee

\_\_\_\_\_  
Date of Meeting

Other committees established by the school or district (list):

\_\_\_\_\_  
Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/4/21  
Date of Meeting

Attested:

Patrick Hambright

Typed Name of School Principal



Signature of School Principal

6/7/21

Date