

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

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 _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

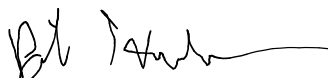
Committee

Date of Meeting

Committee

Date of Meeting

Attested:



Typed Name of School Principal

Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kohl Elementary	39686766098677	05/11/2023	08/08/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Kohl Elementary is implementing a Schoolwide Program.

Description

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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Classroom Observations

Analysis of Current Instructional Program

Staff Meetings-8/16/22, 9/20/22, 10/18/22, 11/29/22, 12/13/22, 1/10/23, 2/21/23 On these dates we analyzed our ELA and Math iReady data. We found **deficiencies in grades 2 and 3. Math-Tier 1 10%/Tier 2 52%/Tier 3 32%. ELA-Tier 1 5%/Tier 2 62%/Tier 3 33%. 3rd grade ELA-Tier 1 MathTier 1 20%/Tier 2 48%/Tier 3 28%. We determined that we need additional support/intervention for these grade levels ie. additional** classroom personnel/tutoring after school.

PLC Meetings-8/23/22, 10/13/22, 11/15/22, 1/17/23, 2/7/23 On these dates we used iReady diagnostic results to identify low performing groups and explore alternative assessments. Our 4th grade Math and ELA results showed minimal growth for our Tier 3 students from the 1st diagnostic to the second diagnostic, only 7% growth. Our 4/5/6/7/8 teachers set up a platoon system to address the students' different academic levels of math. Intervention strategies that utilize authentic assessments were discussed; writing samples, portfolios, running records, Math/ELA project rubrics. Teachers were able to refine/develop these; running records/ELA and Math project rubrics/student portfolios. Experiential learning/field trips were planned during these meetings. Pre and post activities for these trips were also developed.

SSC Meetings-9/8/22, 10/13/22, 12/8/22, 1/26/23, 2/9/23 On these dates our stakeholders discussed our school's commitment to experiential learning/field trips. Since Covid 19 restrictions had been lifted we were able to freely plan trips. An unexpected spike in bus costs was a topic that was constantly being addressed. Bus fees had doubled.

Standards, Assessment, and Accountability

Staffing and Professional Development

Staffing and Professional Development Summary

100% of our staff are tenured

63% of our staff has a Masters Degree

Average years of service is 19.74

Teachers at our school are here because they believe in our Open Education Philosophy, experiential learning, and Project Based Learning.

Our PLC Meetings allow our teachers to address specific learning gaps with our students. We found deficiencies in grades 5 and 7. 5th grade ELA-Tier 1 31%/Tier 2 31%/Tier 3 38%. 5th grade Math-Tier 1 12%/Tier 2 50%/Tier 3 38%. 7th grade ELA-Tier 1 31%/Tier 2 22%/Tier 3 39%. 7th grade Math-Tier 1 26%/Tier 2 35%/Tier 3 39%. By identifying these gaps we are able to discuss intervention strategies and embed them in our project development. Our PLC Meetings also allow our teachers to develop and refine our Thematic Based Curriculum and experiential learning practices.

Our Professional Development promotes teacher collaboration in vertical and horizontal life levels. This collaboration helps to ensure rigor when designing Kohl's Thematic Based Curriculum. It allows the embedding of California Content Standards in these projects. Our PD's are also designed to ensure students have the skills they need when promoting to the next grade.

Staffing and Professional Development Strengths

Kohl's staff consists of individuals that are highly qualified. 100% of our teachers are tenured. 63% have a Masters Degree. In addition to being highly qualified, teachers at Kohl believe in Open Education and Project Based Learning. This is why we don't have a teacher turn around rate. If they teach at Kohl they retire from Kohl. This is hugely helpful in regards to sustaining our belief in Project Based Learning, experiential learning, and student performance.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Kohl teachers have not had formalized Professional Development focusing on Professional Learning Communities. **Root Cause/Why:** The district has not offered a district wide Professional Development that focuses on Professional Learning Communities.

Teaching and Learning

Teaching and Learning Summary

Student performance. Student engagement. Data.

Our teachers create a safe and comfortable environment that promotes learning. Attendance at our Staff Meetings and Professional Learning Community meetings is approximately %92. This comfortable environment is bound together by the belief in Open Education and Thematic Based Curriculum. The most effective collaboration takes place in horizontal life levels. There is a continued need to focus on our vertical life levels. This need is due to complacency with some of our grade levels coupled with an unwillingness to collaborate with other grade levels. iReady is one data source that is used to track students' progress through-out the year. Within the school year, 3 tests are administered.

iReady ELA

End of Year 2020-21:

Tier 1 %46

Tier 2 %23

Tier 3 %31

iReady ELA

End-Year 2021-22:

Tier 1 %54

Tier 2 %24

Tier 3 %22

Mid Year 2022-23

Tier 1 %43

Tier 2 %34

Tier 3 %22

From 2021-22 to 2022-23 our Reading iReady scores showed an %11 decrease in our Tier 1 students and a %10 increase in our Tier 2 students and our Tier 3 students data remained the same at %22. Our Chronic Absenteeism rate may contribute to the decrease in Tier 1 students. We are currently at %28.1 Student Chronic Absenteeism rate. Our staff absenteeism rate has also been significantly higher. These factors negatively impact student progress.

iReady Math

End of Year 2020-21:

Tier 1 %32

Tier 2 %43

Tier 3 %25

End of Year 2021-22:

Tier 1 %40

Tier 2 %41

Tier 3 %19

Mid Year 2022-23

Tier 1 %27

Tier 2 %46

Tier 3 %27

From 2021-22 to 2022-23 our Math iReady scores showed an %13 decrease in our Tier 1 students and a %5 increase in our Tier 2 students and our Tier 3 students increased by %8. Again, our Chronic Absenteeism rate may contribute to the decrease in Tier 1 students. We are currently at %28.1 Student Chronic Absenteeism rate. Our staff absenteeism rate has also been significantly higher. These factors negatively impact student progress.

Teaching and Learning Strengths

Kohl Open School has multi-aged classrooms that employ an Open Philosophy and a Thematic Based Curriculum. These beliefs align with our school vision, mission, goals, and values. Our projects are developed using California Content Standards. We also are firm believers in experiential learning/fieldtrips. We believe that the learning that takes place outside of the classroom helps to create life-long learners. This experiential learning is then integrated into projects. We also promote mentorship with our older students. They collaborate and do research

projects that are shared with the rest of the school community. These projects and relationships promote an equitable learning environment for students and staff.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Students showed a decrease in Reading and Math iReady scores. **Root Cause/Why:** Our Student Chronic Absenteeism Rate and Teacher Absenteeism Rate were significantly high this year. Our White students are under performing lower than all other subgroups.

Needs Statement 2 (Prioritized): 76% of students are not at grade level with their CAST/NGSS Standards mastery. 24% of our students are 2 or more grade levels below in iReady ELA. 27% of our students are 2 or more grade levels below in iReady Math. **Root Cause/Why:** Experiential learning/field trips will give students the opportunity to make real life connections with Science, Math, ELA, and Social Studies. An extended day will also provide more opportunities to enhance their knowledge of Science, Math, ELA, and Social Studies.

Parental Engagement

Parental Engagement Summary

Weekly Principal's Note-This is a weekly communication that goes out to all stakeholders. It is designed to keep stakeholders informed regarding Kohl's current events/fundraisers/meetings/etc.

Principal/Counselor/Parent Meetings-These informational meetings occur 1 every month. They're designed to educate parents about Kohl Open Schools history and pedagogical beliefs. They also keep parents current regarding events.

Fieldtrips-Parents involvement is component of our fieldtrips. These trips help to build community at all grade levels.

Monthly SSC Meetings-These meetings allow for stakeholder input regarding Kohl's budget and student/school needs.

School Fundraisers-Several fundraisers are held each year. These fundraisers build community and raise money for Kohl Education Foundation.

Kohl Education Foundation-Kohl's non-profit organization that supports our students. This is a forum where parents can come together and plan events and fundraisers for our school.

Back to School Night-Staff, students, and families attend this event. It serves as a way of introducing families to Kohl Open School and its staff.

Soiree-This is an end of the year all school event that brings all staff, students, and parents together. It's a showcase of all the work that classes have done through-out the year. Soiree-Hasn't occurred yet. No attendance data.

Attendance Statistics

Weekly Principal's Note-On average %65 of Principal's Note emails are viewed

Parent Conferences-%92 parent attendance rate

Local community fieldtrips-Varies

Monthly SSC Meetings-Per attendance records, Kohl has an SSC member attendance rate of %82

School Fundraisers-KEF Kohl Crab Feed sold 365 tickets

Kohl Education Foundation Meetings-Attendance fluctuates between 6-12 participants

Back to School Night-This year's attendance was at 62 families

Soiree-Hasn't occurred yet.

Parental Engagement Strengths

Kohl is very fortunate to have strong parent involvement. Being a Specialty School, parents send their children to our school for a reason, our Open Philosophy and our Thematic Based Curriculum. This belief in what we do is supported by our attendance data (see above).

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent participation rates have not increased. **Root Cause/Why:** We need to offer more community building/parent participation opportunities.

School Culture and Climate

School Culture and Climate Summary

Kohl Open School is a small Specialty School of 213 students. Our Open Philosophy and our Thematic Based Curriculum is what defines us as a Specialty School. Our class size of 27:1 creates a productive learning environment and allows for more effective academic support.

School Climate Survey Results

71% of students surveyed "agree" or "strongly agree" that they have a School Connectedness.

65% of students surveyed are happy to be at our school.

7% disagree and are not happy being at our school.

85% of students surveyed feel like they are a part of our school.

78% of students surveyed feel safe at our school.

78% of students surveyed feel that teachers treat students fairly.

78% of students surveyed feel like a caring adult is willing to listen to them. We weren't able to assemble a Student Leadership Team this year. We will continue to work towards putting together a Student Leadership Team. This would be a good way to bridge any gap between students and staff. We could promote school connection by having Spirit Week, school dances, and lunch activities.

Our data shows that 78% of our students surveyed feel safe in our school. A follow-up survey could help identify deficiencies in our school safety.

surveyed that didn't feel safe at school.

Kohl has connections to our community that give students and parents opportunities to support local organizations. We have fundraisers for St. Mary's Dining Room,

Emergency Food Bank and the Assistance League. This community connection instills compassion in our students and a stronger connection

with the greater Stockton community.

School Culture and Climate Strengths

Students have a high level of access and trust for their teachers. Our suspension rate is at %0 percent. Students also feel like they are a part of

our school and that there is no racial tension. With 9 teachers and 213 students and classrooms of 27:1 our student: teacher and student:

student relationships are strong.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): 22% of students feel they do not have a good connection with an adult on campus. **Root Cause/Why:** Our student and staff absenteeism rate continues to be very high. Due to this we have struggled with holding all school activities that promote community building and school connection.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By EOY 2024 per iReady Diagnostic 2 Results Report, the total number of 5/6/7 students performing 2 or more grade levels below will decrease by 10%, 7 students. EL: By EOY 2024, per ELPAC, decrease the number of students who are classified EL by 2 students. Math: By EOY 2024, per iReady Diagnostic 3 Growth Report, we will decrease the number of kids in grade 4-6 performing 2 or more grade levels below by 15%, approximately 8-9 students.

Identified Need

Kohl teachers have not had formalized Professional Development focusing on Professional Learning Communities.

Students showed a decrease in Reading and Math iReady scores.

76% of students are not at grade level with their CAST/NGSS Standards mastery. 24% of our students are 2 or more grade levels below in iReady ELA. 27% of our students are 2 or more grade levels below in iReady Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students that reclassified.	10 students	8 students
Number of kids 2 or more grade levels below-Math.	55 students	49 students
Number of kids 2 or more grade levels below-ELA.	46 students	40 students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Teacher collaboration meetings will be held to emphasize quality implementation of the Kohl yearly theme. These meetings will focus on our White subgroup and will determine appropriate supports to put in place to improve their achievement and closely monitor their progress. We will also focus on integrating the District's ELA and Math curriculum to improve student instruction. We are going to have Professional Development through out the year that will focus on sustaining projects and imbedding California Content Standards. Outside consultants will also be utilized to offer alternative strategies to boost student achievement. The district provided Solution Tree PLC Conference will give teachers' tools to effectively address student needs. Title 1 Teacher Additional Comp 10 teachers X 15 hours X \$60 rate of pay = \$9,000 1 counselor X 15 X \$66.66 = \$1,000 LCFF Teacher Additional Comp 10 teachers X 4 hours X \$60 = 2,400 Metric for progress monitoring; Number of teachers receiving trainings/certification, percent of classrooms utilizing consultant strategies, iReady data.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$1,000	50643 - Title I
\$2,400	23030 - LCFF (Site)
\$9,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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. This experiential learning will support the White subgroup in understanding the relevance of acquiring skills in Core Content and how NGSS applies to real life. Title 1 Field Trip District \$ 2,000 Field Trip Non District Transportation - \$9,030 Pupil Fees-\$6,000 Inst. Supplies-\$4,000 LCFF Field Trip District \$ 2,660 Field Trip Non-District Transportation-\$10,000 Books and Supplies-\$100 Pupil Fees \$5,000 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 - \$3,000 Metrics for progress monitoring; Number of students participating in project-based learning, number of students engaged with NGSS resources and materials, percent of classrooms utilizing manipulatives and supports to foster conceptual learning, percentage of classrooms demonstrating proficiency in standards through project presentations.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$4,000	50643 - Title I
\$2,000	50643 - Title I
\$9,030	50643 - Title I
\$2,660	23030 - LCFF (Site)
\$10,000	23030 - LCFF (Site)
\$3,000	50643 - Title I
\$5,000	23030 - LCFF (Site)
\$100	23030 - LCFF (Site)
\$6,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

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.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

With Covid 19 restrictions lifted, classes were able to go on field trips. This experiential learning allowed an enhanced level of learning with classroom projects and presentations.

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

Our staff professional development is a very effective way to develop and enhance project based learning. We found that we could benefit from more of these professional development meetings through-out the year. These meetings will help facilitate project development and integrating the district curriculum into these projects . This year transportation costs tied to our experiential learning trips were significantly higher. We had to strategically redirect funds to our transportation fund. Per observations, student feedback and parent feedback this was an effective adjustment. This adjustment allowed us to provide these experiential learning experiences. 90% of students found these trips engaging and very informational.

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.

We will monitor the effectiveness of these professional development meetings. We will also track the implementation of experiential learning in classrooms.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Our absenteeism rate continues to be very high, Our goal is to decrease it by 13% to 14%.

Identified Need

22% of students feel they do not have a good connection with an adult on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22-23 Absenteeism rate	27%	14%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

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. Metrics for progress monitoring; Attendance team meetings/agendas, student surveys, CHKS Survey, in-person check-ins/notes.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Our student Chronic Absenteeism Rate has remained very high even post Covid 19. Our Attendance Team is very busy supporting families.

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

We continue to invest significant effort in addressing student absences. Even though Covid restrictions/protocols have been lifted, our our Absenteeism rate is currently at %27.

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.

We will continue to monitor our Absenteeism Rate for next year. Our strategies will remain the same.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By June 2024, increase the number of parent helpers/volunteers from previous year by 10 to 90 helpers/volunteers.

Identified Need

Parent participation rates have not increased.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Parent/Volunteers	70	80

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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. 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 - \$571 (50647)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$571	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.
Our student and staff absenteeism rate remains very high. This has negatively affected our participation rates. It has been difficult drumming up parent involvement with our community building activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
This decrease in attendance has created a higher level of stress for out dedicated parent volunteers. It has also created more work for our dedicated parent volunteers.

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.
We will continue to work towards our goal and promote relationships with our parents at parent meetings, classrooms (volunteers), and school events. We will also continue to encourage parents to be a part of field trips/community building outings. Attendance data will be collected at these various events.

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	\$34,601.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,761.00

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 (\$)
50643 - Title I	\$34,030.00
50647 - Title I - Parent	\$571.00

Subtotal of additional federal funds included for this school: \$34,601.00

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 (\$)
23030 - LCFF (Site)	\$20,160.00

Subtotal of state or local funds included for this school: \$20,160.00

Total of federal, state, and/or local funds for this school: \$54,761.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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