

School Year: **2021-22**



# 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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kingswood Elementary School	34-67447-6034656	July 22, 2021	September 28, 2021

## Purpose and Plan Summary

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)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Welcoming schools that support the social and emotional needs of our student form the foundation for academic excellence. We recognize this is built through the continuous improvement of intentional collaborative efforts that focus on the following:

### Connected School Communities

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

### Healthy Environments for Social and Emotional Growth

All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

### Engaging Academic Programs

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

### Clear Pathways to Bright Futures

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

Site goals include actions, services and expenditures that meet the state and federal requirements.

Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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## 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

The 2021-2022 SPSA was developed in collaboration with parents, staff, leadership and students. The Kingswood School Site Council (SSC), is comprised of parents, teachers, and staff. The SSC met five times during the 2020-2021 year to determine needs and develop goals and actions to address them. Teachers provided input through collaboration time and the Leadership Team. Data was shared and input was gathered at staff meetings, ELAC meetings, and School Site Council meetings. We surveyed staff as to what resources they feel make an impact on our site based on data, and had conversations at both the School Site Leadership Team level and whole staff level.

The CA Dashboard data highlighting the need to monitor and refine systems to support equitable outcomes for African American students and students receiving Special Education services was discussed during staff meetings, professional development sessions, Leadership Team meetings, and School Site Council meetings. Actions will be brought back to additional stakeholder groups for feedback and additional resource allocations as needed.

Stakeholders will continue to be involved with monitoring and refining the School Plan throughout the year. Leadership team meets every week and reviews next steps in best practices for teachers teaching and student learning. School Site Council will meet throughout the year and continue to address needs assessment, SPSA, site budget and resources to support all students.

English Language Advisory Committee met in September and will hold three more meetings to review and discuss the needs of our English Learners, school needs assessment, review site budget, and resources to support hybrid or distance learning and how to engage students to increase attendance.

The Site Leadership Team continues to focus on improving distance learning; how to best support teachers and students through a distance learning model; how to provide engaging lessons in a distance learning model; how to gather formative and summative data during distance learning; and how best to provide professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction. The SLT and staff have continued conversations around data, comprehensive needs assessment, resources needed to support distance learning and hybrid learning, how to engage students and increase attendance for synchronous and asynchronous learning, how to increase family communication and involvement, and how to mitigate learning loss.

Based on this feedback, the SPSA was developed. All stakeholders will continue to monitor the implementation of the actions described in the plan.

## Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology.

Distance Learning: Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socio-emotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

#### Comprehensive Needs Assessment Prior to Distance Learning:

While we saw a significant increase in CAASPP ELA and Math in 2018-19, 71.8% of our students are still not meeting standards in ELA, and 81.5% are not meeting standard in math.

When looking at CAASPP ELA, Students with Disabilities 95% were not meeting grade level standards. This percentage shows a 5% decrease in the number of Students with disabilities not meeting ELA standards in the last year. We note an alarming gap between the growth of all students and those identified as Students with Disabilities. When looking at the 2019 CA dashboard for ELA our EL students increased 20.7 points putting them at 113.5 points below standard. In comparison, Reclassified EL students increased 10 points placing them only 19.1 points below standard. This data is based on student results from 2018-19.

When looking at CAASPP Math, Students with Disabilities 100% were not meeting grade level standards. This percentage shows the number of Students with disabilities not meeting Math standards in the last year remained the same. We note an alarming gap between the growth of all students and those identified as Students with Disabilities. When looking at 2019 CA dashboard for Math our EL students increased 4.3 points putting them at 131.8 points below standard. In comparison, Reclassified EL students declined 4.6 points placing them 60.5 points below standard. This data is based on student results from 2018-19.

District student information system indicates an overall attendance rate of 94.1% with a 19% chronic absenteeism rate in the 2018-2019 school year at Kingswood. When looking at Students with Disabilities the chronic absenteeism rate in the 2018-2019 year was 26.1%. Students with disabilities, status and change indicate "red" on the CA Dashboard, showing a high percentage of students with disabilities are absent.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

The implementation of the actions described in the 2020-2021 school year were interrupted due to distance learning and then transitioning to hybrid learning two-thirds into the school year.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

**2020-21**

**Identified Need**

**Connected School Communities**

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	N/A	Expected outcome of a minimum of 5% increase in parents.
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	N/A	Expected outcome of a minimum of 5% increase.

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Home visits to increase parent and staff collaboration and build relationships	All Students English Learners Low-Income Students Foster Youth Other	Staff: Admin, Librarian,	Title I Part A Site Allocation	10000	School year 2021-22

	while supporting the academic achievement of students					
1.2	Monthly parent meetings and check ins with instructional and data focus as well as school connectedness focus to bridge the gap between home and school.	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation	3000	School year 2021-22
1.3	Utilize interpreters to increase communication and parent engagement.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers, Secretary	LCFF Supplemental Site Allocation	5000	School year 2021-22
1.4	Utilize a parent/community liaison to support all parents and to improve communication between families and school.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	Title I Part A Parent Involvement	6576	School year 2021-22



1.5	Enhance family/community by engaging in interactive activities and learning experiences through family nights.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	LCFF Supplemental Site Allocation	2432	School year 2021-22
1.6	Fund School & Community Intervention Specialist Assistant to provide direct services and support to socioeconomically disadvantaged and low performing students.	All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation	55,000	School year 2021-22
1.7		All Students English Learners Low-Income Students Foster Youth Other				
1.8		All Students English Learners Low-Income Students Foster Youth Other				
1.9		All Students English Learners				

		Low-Income Students Foster Youth Other					
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

The implementation of the actions described in the 2020-2021 were not to the full extent due to converting to a hybrid model two-thirds through the school year.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

**2020-21**

**Identified Need**

**Healthy Environments**

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Overall rating of the parent involvement section of the Winter Survey: 89.8 %parent	Increase a minimum of 5%
Winter 2019-20 School Survey - Overall rating of questions in the School Culture section. Percent strongly agree/agree.	Overall rating of the School Culture section of the Winter Survey: 86.2% parent; 93.9% staff; 63.9% student	Increase a minimum of 5%
Winter 2019-20 School Survey - Overall rating of questions in School Safety section. Percent strongly agree/agree.	Overall rating of the School Safety section of the Winter Survey: 86.4% parent; 97.0% staff; 73.6% student	Increase a minimum of 5%

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 & Proposed Expenditures**

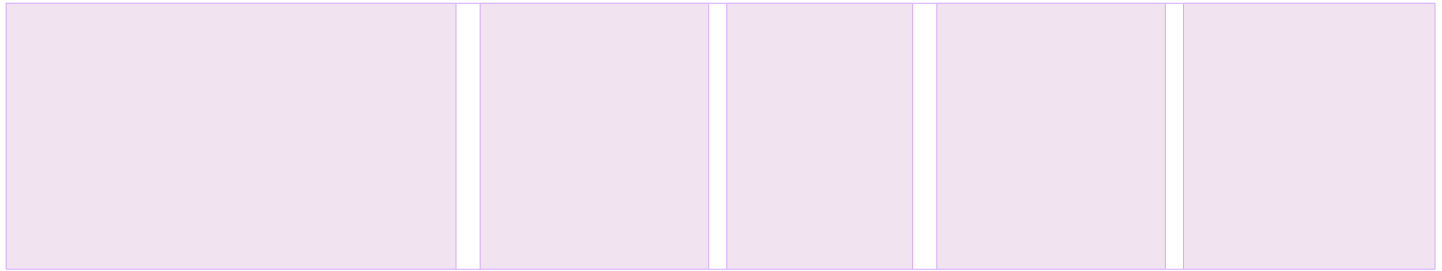
SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Bring outside vendors	All Students English Learners	Administration	LCFF Supplemen	3000	School year 2021-22

	(virtually) to the site in order to increase opportunities for students to feel supported, connected, and engaged in the school culture and promote a growth mindset.	Low-Income Students Foster Youth Other		tal Site Allocation		
2.2	Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships	All Students English Learners Low-Income Students Foster Youth Other	Admin, teacher,	LCFF Supplemental Site Allocation	7000	School year 2021-22
2.3	Utilize attendance incentives to promote regular attendance and decrease chronic absenteeism.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Secretaries	Title I Part A Site Allocation	5000	School year 2021-22
2.4	Fund increased hours for clerical support	All Students English Learners Low-Income Students	Admin, Secretaries	LCFF Supplement	7000	School year 2021-22

	to help monitor and support chronically absent students	Foster Youth Other		tal Site Allocation		
2.5	Provide field trips that enhance core standards' instruction as well as team building and leadership skills.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	Title I Part A Site Allocation  LCFF Supplemental English Learner Central	13140  7860	School year 2021-22
2.6	Fund a .375 campus representative to support positive school culture and climate.	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation	15700	School year 2021-22
2.7	Fund additional Recreational Aide support to increase student engagement and positive choices on the playground.	All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Centralized Services (District Only)	2972  1000	School year 2021-22

				LCFF Supplemental Site Allocation		
2.8	Purchase equipment to support communication between staff to improve safety for students and responsiveness to student needs both social emotional and academic.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Secretary	LCFF Supplemental Site Allocation	5000	School year 2021-22
2.9	Professional development focused on school climate, collaboration, and safety tied to academics and student achievement.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Support Staff, Teachers	Title I Part A Site Allocation  LCFF Supplemental Site Allocation	10000 10000	School year 2021-22
2.10	Funding to support extra hours for clerical support for school	All Students English Learners Low-Income Students Foster Youth Other	Admin, Secretaries	LCFF Supplemental Site Allocation	1000	School year 2021-22

activities to promote a safe and responsive school environment for all parents and students





# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

The implementation of the actions described in the 2020-2021 plan were interrupted due to a shift to hybrid instruction two-thirds through the school year.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

**2020-21**

**Identified Need**

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Spring 2021 school survey - Climate of Support for Academic Learning.	NA	Minimum increase of 5%
iReady reading and math results	NA	Minimum increase of 3% at each grade level

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Purchase supplemental materials to support literacy and math intervention, differentiation and engagement.	All Students English Learners Low-Income Students Foster Youth Other	Staff: Admin, Librarian,	LCFF Supplemental Site Allocation  Title I Part A Site Allocation	9300  12530	School year 2021-22

3.2	Provide Sub release days for grade level articulation.	All Students English Learners Low-Income Students Foster Youth Other	Admin, , Teachers	Title I Part A Site Allocation	4000	School year 2021-22
3.3	Purchase online resources that support student achievement in all subjects.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers, Secretary	Title I Part A Site Allocation	7000	School year 2021-22
3.4	Professional Development and conferences with emphasis on literacy and engagement strategies	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	Title I Part A Site Allocation  LCFF Supplemen tal Site Allocation	21985  3000	School year 2021-22
3.5	Provide teacher or support staff extra assignment to support literacy.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	Title I Part A Site Allocation	7000	School year 2021-22

3.6	Fund intervention teaching position to support targeted student's access to content standards through intervention, co-teaching, small group and differentiation.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teacher	Title I Part A Site Allocation	81596	School year 2021-22
3.7	Fund intervention teaching position to support targeted student's access to content standards through intervention, co-teaching, small group and differentiation.	All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation	81596	School year 2021-22
3.8	Purchase online resources that support student	All Students English Learners Low-Income Students Foster Youth Other	Admin,	Title I Part A Site Allocation	3000	School year 2021-22

	achievement in math					
3.9	Release days for teachers to goal set with students.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	Title I Part A Site Allocation	5000	School year 2021-22
3.10	Provide teacher or support staff extra assignment to support math.	All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation	4000	School year 2021-22
3.11	Update technology to support supplemental core instruction delivery	All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation	50000	School year 2021-22
3.12	Provide Math Teacher to support K-8 Math .2 FTE Teacher	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	LCFF Supplemental Centralized Services (District Only)	17,145	School year 2021-22

3.13	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 2.0 FTE ELD Teachers	All Students English Learners Low-Income Students Foster Youth Other	Principal, ELD Teachers	LCFF Supplemental English Learner Central	236,270	School year 2021-22
3.14	Provide ELD professional development Courses and secure substitute teachers to cover classes.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Secretary, Teachers	Title I Part A Site Allocation	5000	School year 2021-22
3.15	Utilize Bilingual Instructional Aides to support EL Students. 3 FTE BIAs	All Students English Learners Low-Income Students Foster Youth Other	Admin, Aides	Other	117534	School year 2021-22
3.16	Purchase online program to support English learner	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers, Support Staff	Title I Part A Site Allocation	1000	School year 2021-22

	language acquisition.					
3.17	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.	All Students English Learners Low-Income Students Foster Youth Other	1.0 FTE Counselor	Title I Part A Site Allocation	134657	School year 2021-22
3.18	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations,	All Students English Learners Low-Income Students Foster Youth Other	.3 FTE Counselor	LCFF Supplemental Centralized Services (District Only)	31099	School year 2021-22

	and parent and family relations. Targeted services under the framework of MTSS. .3 FTE Counselor					
3.19	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. .2 FTE Counselor	All Students English Learners Low-Income Students Foster Youth Other	.2 Counselor	Title I Part A Site Allocation	20000	School year 2021-22
3.20	Provide Assistance to administration and staff in	All Students English Learners Low-Income Students Foster Youth	AIS, Climate Support Specialist	LCFF Supplemental Centralized	147526	School year 2021-22



	<p>developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE AIS</p>	Other		Services (District Only)		
3.21	Assessment release days to track progress and support learning loss.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers, Support Staff	Title I Part A Carryover	10000	School year 2021-22

3.22	Purchase supplemental classroom & library books, materials, and supplies to support learning, intervention, engagement and differentiation around literacy skills.	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers, Support Staff	Title I Part A Site Allocation	30996	School year 2021-22

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

The implementation of the actions described in the 2020-2021 plan were impacted due to distance learning and then shifting to hybrid learning two-thirds of the way through the school year.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

**2020-21**

**Identified Need**

We need to provide opportunities for students to discover their limitless potential, prepare them for college, career and bright futures filled with opportunity.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	72.7% parents & 70.6% students	Increase a minimum of 5%
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	62.8% parents	Increase a minimum of 5%
Winter 2019-20 School Survey - Meaningful Participation overall rating based on this question: *Students are prepared for the next step of their educational experience	Students: 62.4% Parents: 86.0% Staff: 52.8%	Increase a minimum of 5%
Winter 2019-20 School Survey - Meaningful Participation overall rating based on this question: *Students are motivated/engaged in what they are learning	Students: 70.6% Parents: 90.3% Staff: 97.2%	Increase a minimum of 5%

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide opportunities for enrichment through real world experiences, field trips and assemblies.	All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers	Title I Part A Site Allocation	25000	School year 2021-2022

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,236,914.00

## 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 Supplemental Centralized Services (District Only)	\$198,742.00
LCFF Supplemental English Learner Central	\$244,130.00
LCFF Supplemental Site Allocation	\$72,432.00
Other	\$117,534.00
Title I Part A Carryover	\$10,000.00
Title I Part A Parent Involvement	\$6,576.00
Title I Part A Site Allocation	\$587,500.00

Subtotal of state or local funds included for this school: \$1,236,914.00

Total of federal, state, and/or local funds for this school: \$1,236,914.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	72,432	0.00
LCFF Supplemental English Learner Central	244,130	0.00
LCFF Supplemental Centralized Services (District Only)	198,742	0.00
Title I Part A Site Allocation	587,500	0.00
Title I Part A Parent Involvement	6,576	0.00
Title I Part A Centralized Services (District Only)	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	198,742.00
LCFF Supplemental English Learner Central	244,130.00
LCFF Supplemental Site Allocation	72,432.00
Other	117,534.00
Title I Part A Carryover	10,000.00
Title I Part A Parent Involvement	6,576.00
Title I Part A Site Allocation	587,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
	625,983.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	17,145.00

	LCFF Supplemental Centralized Services (District Only)	181,597.00
	LCFF Supplemental English Learner Central	244,130.00
	LCFF Supplemental Site Allocation	20,000.00
	LCFF Supplemental Site Allocation	52,432.00
	Other	117,534.00
	Title I Part A Carryover	10,000.00
	Title I Part A Parent Involvement	6,576.00
	Title I Part A Site Allocation	202,122.00
	Title I Part A Site Allocation	385,378.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,008.00
Goal 2	88,672.00
Goal 3	1,041,234.00
Goal 4	25,000.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Karen Hanks	Principal
Leanne Louch	Classroom Teacher
Patti Briggman	Other School Staff
Megan Hollandsworth	Classroom Teacher
Kelli Burns	Classroom Teacher
Jacqueline Shields	Parent or Community Member
Patrick Engelbach	Parent or Community Member
Roxanne Castaneda	Parent or Community Member
Natasha McGowen	Parent or Community Member
Chris Pitts	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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 7/22/21.

Attested:

	Principal, Karen Hanks on 7/22/21
	SSC Chairperson, Karen Hanks on 7/22/21

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
  - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. use methods and instructional strategies that:
    - i. strengthen the academic program in the school,
    - ii. increase the amount and quality of learning time, and
    - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# Budget By Expenditures

## Kingswood Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only)**

**\$198,742.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund additional Recreational Aide support to increase student engagement and positive choices on the playground.		\$2,972.00	Healthy Environments for Social-Emotional Growth	
Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE AIS		\$147,526.00	Engaging Academic Programs	
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .3 FTE Counselor		\$31,099.00	Engaging Academic Programs	
Provide Math Teacher to support K-8 Math .2 FTE Teacher		\$17,145.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$198,742.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

## Kingswood Elementary School

**Funding Source: LCFF Supplemental English Learner Central**      **\$244,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 2.0 FTE ELD Teachers		\$236,270.00	Engaging Academic Programs	
		\$7,860.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental English Learner Central Total Expenditures:		\$244,130.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental Site Allocation**      **\$72,432.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00	Healthy Environments for Social-Emotional Growth	
		\$10,000.00	Healthy Environments for Social-Emotional Growth	
Purchase supplemental materials to support literacy and math intervention, differentiation and engagement.		\$9,300.00	Engaging Academic Programs	
Monthly parent meetings and check ins with instructional and data focus as well as school connectedness focus to bridge the gap between home and school.		\$3,000.00	Connected School Communities	
Utilize interpreters to increase communication and parent engagement.		\$5,000.00	Connected School Communities	

## Kingswood Elementary School

Enhance family/community by engaging in interactive activities and learning experiences through family nights.	\$2,432.00	Connected School Communities
Bring outside vendors (virtually) to the site in order to increase opportunities for students to feel supported, connected, and engaged in the school culture and promote a growth mindset.	\$3,000.00	Healthy Environments for Social-Emotional Growth
Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships	\$7,000.00	Healthy Environments for Social-Emotional Growth
Fund increased hours for clerical support to help monitor and support chronically absent students	\$7,000.00	Healthy Environments for Social-Emotional Growth
Funding to support extra hours for clerical support for school activities to promote a safe and responsive school environment for all parents and students	\$1,000.00	Healthy Environments for Social-Emotional Growth
	\$3,000.00	Engaging Academic Programs
Purchase equipment to support communication between staff to improve safety for students and responsiveness to student needs both social emotional and academic.	\$5,000.00	Healthy Environments for Social-Emotional Growth
Fund a .375 campus representative to support positive school culture and climate.	\$15,700.00	Healthy Environments for Social-Emotional Growth
<hr/>		
LCFF Supplemental Site Allocation Total Expenditures:	\$72,432.00	
LCFF Supplemental Site Allocation Allocation Balance:	\$0.00	

# Kingswood Elementary School

## Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize Bilingual Instructional Aides to support EL Students. 3 FTE BIAs		\$117,534.00	Engaging Academic Programs	

Other Total Expenditures: \$117,534.00

Other Allocation Balance: \$0.00

## Funding Source: Title I Part A Carryover

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Assessment release days to track progress and support learning loss.		\$10,000.00	Engaging Academic Programs	

Title I Part A Carryover Total Expenditures: \$10,000.00

Title I Part A Carryover Allocation Balance: \$0.00

## Funding Source: Title I Part A Parent Involvement

**\$6,576.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize a parent/community liaison to support all parents and to improve communication between families and school.		\$6,576.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$6,576.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

# Kingswood Elementary School

**Funding Source: Title I Part A Site Allocation**

**\$587,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund School & Community Intervention Specialist Assistant to provide direct services and support to socioeconomically disadvantaged and low performing students.		\$55,000.00	Connected School Communities	
Provide field trips that enhance core standards' instruction as well as team building and leadership skills.		\$13,140.00	Healthy Environments for Social-Emotional Growth	
Utilize attendance incentives to promote regular attendance and decrease chronic absenteeism.		\$5,000.00	Healthy Environments for Social-Emotional Growth	
Provide Sub release days for grade level articulation.		\$4,000.00	Engaging Academic Programs	
Purchase online resources that support student achievement in all subjects.		\$7,000.00	Engaging Academic Programs	
Professional Development and conferences with emphasis on literacy and engagement strategies		\$21,985.00	Engaging Academic Programs	
Provide teacher or support staff extra assignment to support literacy.		\$7,000.00	Engaging Academic Programs	
Fund intervention teaching position to support targeted student's access to content standards through intervention, co-teaching, small group and differentiation.		\$81,596.00	Engaging Academic Programs	
Fund intervention teaching position to support targeted student's access to content standards through intervention, co-teaching, small group and differentiation.		\$81,596.00	Engaging Academic Programs	
Purchase online resources that support student achievement in math		\$3,000.00	Engaging Academic Programs	

## Kingswood Elementary School

Release days for teachers to goal set with students.	\$5,000.00	Engaging Academic Programs
Provide teacher or support staff extra assignment to support math.	\$4,000.00	Engaging Academic Programs
Purchase online program to support English learner language acquisition.	\$1,000.00	Engaging Academic Programs
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.	\$134,657.00	Engaging Academic Programs
Purchase supplemental classroom & library books, materials, and supplies to support learning, intervention, engagement and differentiation around literacy skills.	\$30,996.00	Engaging Academic Programs
	\$12,530.00	Engaging Academic Programs
Home visits to increase parent and staff collaboration and build relationships while supporting the academic achievement of students	\$10,000.00	Connected School Communities
Professional development focused on school climate, collaboration, and safety tied to academics and student achievement.	\$10,000.00	Healthy Environments for Social-Emotional Growth
Provide ELD professional development Courses and secure substitute teachers to cover classes.	\$5,000.00	Engaging Academic Programs
Provide opportunities for enrichment through real world experiences, field trips and assemblies.	\$25,000.00	Clear Pathways to Bright Futures
Update technology to support supplemental core instruction delivery	\$50,000.00	Engaging Academic Programs

## Kingswood Elementary School

Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.  
.2 FTE Counselor

\$20,000.00 Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$587,500.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Kingswood Elementary School Total Expenditures: \$1,236,914.00