School Year: **2023-24**

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 K-8 Elementary School	34-67447-6034656	May 22, 2023	August 8, 2023

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

AA – Chronic absenteeism, suspension
EL – ELA, math, chronic absenteeism, suspension
HI – ELA, math, chronic absenteeism
HOM – ELA, math, chronic absenteeism, suspension
SED – ELA, math, chronic absenteeism, suspension
SWD – ELA, math, chronic absenteeism
TOM - Chronic absenteeism, suspension

Kingswood met the criteria for ATSI for the student groups above because of the following:
Student groups with all indicators at the lowest status level; or
Student groups with all indicators at the lowest status level but one indicator at another status level

We believe that our attendance, suspension rate and low academic scores for AA/Black, Hispanic, Homeless and SWD is high because diverse students do not feel a part of the school community and they are not engaged in daily instruction. Our staff population does not reflect the diversity we have in our student demographics.

Kingswood PK-8 was identified as ATSI in 2019 for attendance and suspension in 2017-18 and 2018-19 for African Americans.
Previous work has been done focused on attendance for students with disabilities.

2022-2023
Data was presented at the November staff meeting, including 2022 SBAC ELA and Math scores, attendance, suspension, iReady, text levels, and chronic absenteeism.
Due to ongoing issues with the Omicron variant, absenteeism was challenging to measure. Both students and staff were out due to Omicron at a higher rate which may have impacted scores.
In addition, academic scores were low, partly due to the amount of school lost due to the Omicron variant. 3rd-grade students especially had a challenging time with SBAC due to never having taken such an intense assessment on a computer before.
iReady and text-level data were also challenging to measure due to the lack of completion by some of the teachers, as well as the absences of staff and students.
In-school suspension rates were higher, but out-of-school suspension was lower.
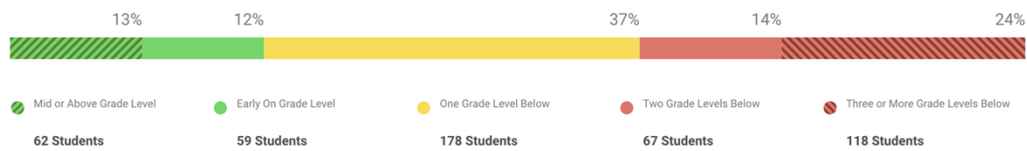
Student Group Report for 2022

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	High	Very High	Very High	N/A	Low	Very Low
English Learners	High	Very High	Very High	N/A	Very Low	Very Low
Homeless	N/A	Very High	Very High	N/A	Very Low	Very Low
Socioeconomically Disadvantaged	N/A	Very High	Very High	N/A	Very Low	Very Low
Students with Disabilities	N/A	Very High	High	N/A	Very Low	Very Low
African American	N/A	Very High	Very High	N/A	No Performance Level	No Performance Level
Hispanic	N/A	Very High	High	N/A	Very Low	Very Low
White	N/A	Very High	Very High	N/A	Low	Low
Two or More Races	N/A	Very High	Very High	N/A	No Performance Level	No Performance Level

N/A: Not Applicable

Overall Placement
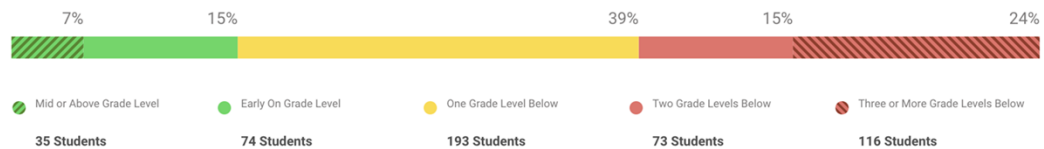
Students Assessed/Total: **484/515**

13%	12%		37%	14%	24%

⊘ Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ⊘ Three or More Grade Levels Below

62 Students   **59 Students**   **178 Students**   **67 Students**   **118 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ **Placement by Domain**

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)

Overall Placement

Students Assessed/Total: **491/515**

7%	15%		39%	15%	24%

⊘ Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ⊘ Three or More Grade Levels Below

35 Students   **74 Students**   **193 Students**   **73 Students**   **116 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ **Placement by Domain**

Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Data Analysis was conducted as well, as Listening Circles.

During the November staff meeting, staff was given five different guiding questions:
1. What questions do we have?
2. How might we shift our focus?
3. What have we not thought of?
4. What have we done to remedy or manage the problems (data)?
5. What do we notice?

Based on the responses, and discussion, staff have concluded that we need to focus on building the school community again after COVID.

During the April staff meeting, staff were given four scenarios based on Kingswood data.
Based on responses, staff have concluded that we need to focus on the following areas:
- Build family/school relationships
- Host family events, activities, and informal gatherings
- Professional learning around ETM, ELD/GLAD, Math literacy
- Adopt a Math fluency program
- After-school tutoring
- Math intervention
- Additional SEL curriculum
- Safe space on campus for students to regulate emotions
- Nature/outdoor/calming space

Student listening circles were also hosted for middle school students. *Student Principal Advisory -
1. What do you want the Principal to Know?
2. I wish my teachers knew _____ about me.
3. What are things I like about Kingswood?
4. What would make Kingswood middle school better?

From this discussion, students want the Principal to Know
- students want teachers to be more respectful of students.
- More events for middle school.
Food could be better.
Drama in 6th grade.
Overwhelming, the students like the school and/or love it.

From this discussion, students want the teachers to know the following:
Overwhelmingly, respect was a common theme. Students want the teachers to know that respect goes both ways.
In addition to respect, students want teachers to get to know the students better. Build better and stronger relationships.

What would make middle school better?
More secure bathroom doors and to check bathrooms.
No drama. No bagged food, and better food (fruit).
Nets for the goals posts and balls for middle school.
Look at some different incentives for PBIS.
More BBQs for Middle School. More events, field trips, and more sports.
Male products were highlighted by the students as well. (hygiene)

Listening circles were also conducted with 3rd - 5th-grade students. Input gathered, and the overarching theme has been building school community post-COVID.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process with a focus on the current situation of returning from distance learning and the lingering effects of COVID, the focus of this plan is to address resource inequities related to engagement and mitigating learning loss. As students return to in person learning the effects of distance learning and disconnect from the traditional school system are still being seen. There has also been discussion around the validity of data produced this year and is being looked at carefully through a lens that captures the whole picture, not just the numbers. All academic data came in significantly lower at the beginning of this year and while there was significant growth during the course of the year, current data is still behind the progress that was made prior to the pandemic. There has also been similar negative data observed in attendance and some areas of the climate survey. Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

The continuing need for the School and Community Intervention Specialist to focus on attendance, student engagement and family outreach.
Incentives for student attendance and engagement.
Incentives and rewards through PBIS to promote engagement.
Digital materials or platforms to support instruction.
Balancing Social-Emotional Learning and Academic Learning throughout the instructional day proves necessary to continue the site's implementation of programs to support the needs of our students.
The site's ongoing allocation of materials to continue to support content area literacy along with increase of accessible technologies also proves necessary.
Field Trips: Play a crucial role in enhancing students' educational experiences by providing hands-on, real world learning opportunities beyond the classroom.

Implement systematic EL to address the needs of our EL students.
Implement UDL practices to address and supports the needs of our students with disabilities. We will be providing training to our staff.
Create an Equity Team and provide resources and training around anti-bias, UDL, crucial conversations in order to support our African American, EL, Hispanic and Students with Disabilities.
In addition, based on the data, more resources will be allocated in the areas of intervention, EL support, enrichment, and professional learning for teachers.

Overall, the identified resource allocations demonstrate a commitment to addressing diverse needs of students, including those from low socioeconomic, students with disabilities, African American and EL students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	0.58%	0.95%	5	3	5
African American	8.7%	8.51%	9.35%	44	44	49
Asian	3.2%	2.71%	2.29%	16	14	12
Filipino	1.2%	1.55%	1.72%	6	8	9
Hispanic/Latino	52.6%	50.87%	47.33%	266	263	248
Pacific Islander	1.8%	1.74%	2.1%	9	9	11
White	23.5%	26.11%	27.29%	119	135	143
Multiple/No Response	8.1%	7.93%	8.97%	41	41	47
Total Enrollment				506	517	524

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	48	56	59
Grade 1	48	52	57
Grade 2	53	60	52
Grade3	59	59	59
Grade 4	73	54	59
Grade 5	47	73	57
Grade 6	60	50	70
Grade 7	63	55	55
Grade 8	55	58	56
Total Enrollment	506	517	524

Caring Relationships

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.	145	86.21%	169	55.62%	12	91.67%
B) There are students and staff on campus who listen to students when they have something to say.	144	82.64%	169	53.85%	12	100.00%
C) There is an adult from the school who checks on how students are doing.	145	73.79%	165	47.27%	12	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	143	76.22%	166	63.25%	12	66.67%
E) Staff feels supported to do their job well in meeting the needs of all students.					12	75.00%
F) Staff feels part of an effective team.					12	83.33%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	145	87.59%			12	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	143	81.82%			12	91.67%
C) The school offers families opportunities to be involved in school and classroom activities.	145	73.10%			12	75.00%
D) The school keeps families well-informed about school activities.	145	81.38%			12	91.67%
E) The staff at our school listens to family concerns about issues.	144	83.33%			12	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	143	88.11%			12	100.00%
G) The school and families are partners in promoting positive behavior for my student.	144	86.11%			12	83.33%
H) Families who speak a language other than English receive general information about our school in their home language.	143	89.51%			12	100.00%
I) Staff receive information about upcoming events and important information about the school.					12	100.00%

School Decision Making

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.	143	67.83%	169	43.79%	12	100.00%
B) Important school decisions reflect diverse input.	141	70.92%	165	41.82%	12	91.67%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	143	75.52%				
D) The principal and staff listen to concerns of other staff members about issues.					12	91.67%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					12	91.67%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					12	100.00%
G) Our school uses data from this survey to inform site decision making.					12	66.67%
H) Staff voice matters in decision making.					12	83.33%

Safety

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.	144	81.25%	167	62.28%	12	75.00%
B) Concerns about student safety are addressed in a timely manner at my school.	143	81.82%	168	52.98%	12	83.33%
C) My school is a safe place for all students.	145	81.38%	166	51.20%	12	58.33%
D) My school is a safe place for all staff.					12	75.00%
E) Students know what staff member to go to if they have a safety concern.	145	83.45%	166	67.47%	12	91.67%
F) Students know school safety protocols.	144	77.78%	163	69.33%	12	75.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	143	79.02%	165	50.30%	12	91.67%

Sense of Belonging

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.	145	84.83%	168	67.86%	12	83.33%
B) Adults at my school treat students respectfully.	145	86.21%	165	67.27%	12	75.00%
C) Students are respectful to each other at school.	144	62.50%	167	22.75%	12	50.00%
D) Students have opportunities to socialize with other students often at school.	145	83.45%	164	64.63%	12	91.67%
E) Students have an adult on campus they trust.	144	79.17%	166	63.25%	11	90.91%
F) Students trust other students at school.	144	77.78%	165	75.76%	11	72.73%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	144	73.61%	163	49.69%	12	83.33%
H) School staff reflects student diversity.	141	74.47%	161	54.04%	12	33.33%

Academic Progress

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.	144	84.72%	165	70.30%	12	66.67%
B) Questions and concerns about schoolwork are addressed.	144	84.72%	163	66.26%	11	90.91%
C) Student grades reflect their knowledge of the material.	144	83.33%	163	59.51%	12	66.67%
D) Adults at my school believe all students can be successful.	143	85.31%	163	66.87%	12	75.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	144	83.33%	161	54.04%	12	91.67%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	142	87.32%	162	66.05%	12	100.00%
G) Teachers at my school go out of their way to help all students.	144	83.33%	162	43.21%	12	100.00%
H) Students receive timely and regular feedback on their learning.	143	80.42%	161	62.73%	11	81.82%
I) Staff at my school provides resources or ideas that help families support their students at home.	144	79.86%			12	83.33%

High Expectations

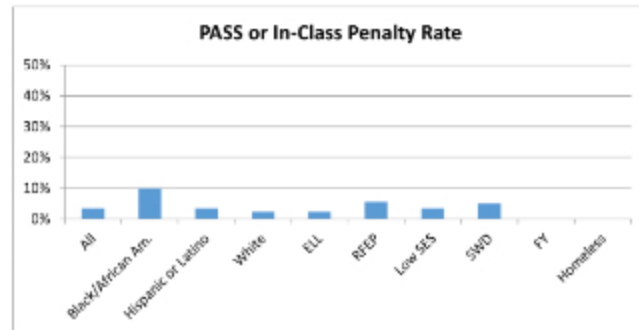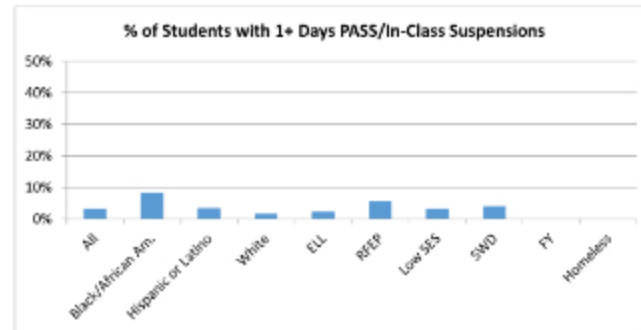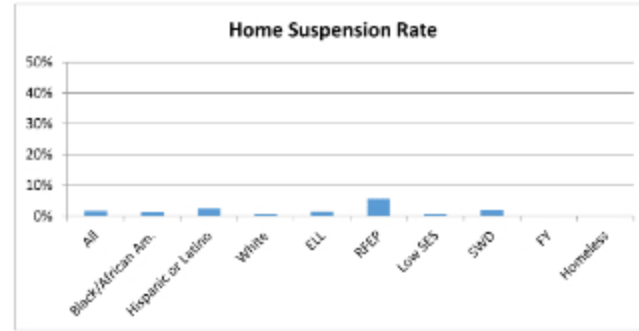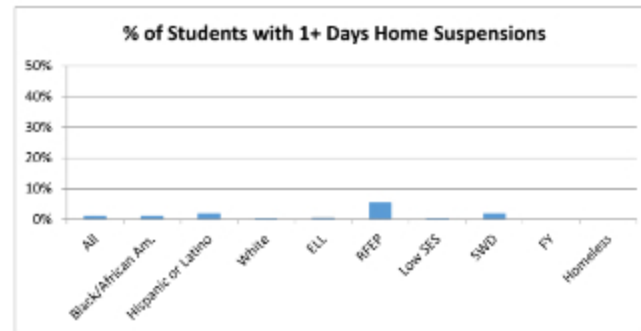| Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.	144	68.75%	163	57.67%	11	81.82%
B) School recognizes and celebrates the academic success of all students.	144	79.17%	163	57.06%	12	100.00%
C) Adults on campus motivate students to do their best.	144	77.08%	164	61.59%	12	100.00%
D) School provides additional academic support when students are struggling.	144	72.22%	161	60.25%	12	91.67%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.	140	82.14%	165	45.45%	12	41.67%
B) Students have access to classes and activities that meet their interests and talents.	140	81.43%	165	41.82%	12	50.00%
C) Students understand how to complete their schoolwork.	141	84.40%	165	67.88%	12	66.67%
D) Students complete assignments on time.	140	79.29%	163	41.10%	11	54.55%
E) Students are motivated to do their schoolwork.	138	77.54%	163	39.88%	12	41.67%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	135	61.48%	167	56.89%	11	45.45%
B) Students and families know what classes they will have to take and pass to graduate from high school.	134	62.69%	163	44.79%	11	9.09%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	132	60.61%	165	50.91%	12	50.00%
D) School offers college and career programs.	128	45.31%	165	38.18%	11	54.55%
E) Students participate in programs to learn about different jobs, careers, and colleges.	129	39.53%	165	35.76%	12	33.33%
F) Students are prepared for the next step of their educational experience.	132	66.67%	163	52.15%	12	16.67%
G) Staff are optimistic about the future of their career in San Juan Unified.					12	75.00%
H) There are equitable opportunities for advancement in the district.					12	66.67%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	139	77.70%	167	53.89%	12	50.00%
B) San Juan Unified School District is a district that I would recommend to other families.	139	83.45%	166	60.84%	12	83.33%

Kingswood Elementary 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	562	8	1.42%	23	9	1.60%	18	3.20%	20	3.56%
Black/African Am.	71	1	1.41%	3	1	1.41%	6	8.45%	7	9.86%
Hispanic or Latino	254	5	1.97%	17	6	2.36%	9	3.54%	9	3.54%
White	177	1	0.56%	1	1	0.56%	3	1.69%	4	2.26%
ELL	133	1	0.75%	5	2	1.50%	3	2.26%	3	2.26%
RFEP	54	3	5.56%	10	3	5.56%	3	5.56%	3	5.56%
Low SES	315	2	0.63%	4	2	0.63%	10	3.17%	11	3.49%
SWD	99	2	2.02%	4	2	2.02%	4	4.04%	5	5.05%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	31	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate

* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

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: 2022-23

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

What data did you use to monitor progress and how often?

Attendance - attendance is run and reviewed weekly
Listening circles - once a month
district climate surveys - once a year

What worked and didn't work? Why? (monitoring)

Attendance was reviewed weekly and our SCIS I called every five days of absence and did home visits every ten days as needed for students absent five or more times. This was effective for students, families and students. This decreased student absences. At the end of last year attendance was 88.8% and we are hoping for a 3% growth.
Listening circles were held 2-3 throughout the year. Students asked for more meetings to share their voice. We weren't able to meet monthly so that is a goal for next year.

What modification(s) did you make based on the data? (evaluation)

Our SCIS I would get bus passes or gas cards for transportaition to attend school. As well as, being identified as McKinney Vento. SCIS I during home visits was able to talk with families to decide if students needed to go on independent contract until they could come back to school.
Listening circles will need to be scheduled so students voices are heard monthly. Create a rubric/short answer form at the end of each meeting for data regarding engagement and community at Kingswood.

2022-23
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 2022-23	Expected Outcome 2023-24
Spring 2022-2023 School Survey - Overall rating of questions in the parent involvement section.	73% strongly agree/agree	Expected outcome of a minimum of 5% increase in parents.
Spring 2022-2023 School Survey - Overall rating of questions in the School Decision Making section. 67.8 Percent strongly agree/agree.	N/A	Expected outcome of a minimum of 5% increase.
Spring 2022-2023 Attendance Data: Overall number of students regularly attend school. 33.2% of students regularly attend school.	Overall Attendance of school are Chronically Absent: 43.6%	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	Release days for teachers to goal set with students and plan with their grade level partners.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers, Secretary	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20,000	School Year 2023-24
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.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Parent Involvement 4000-4999: Books And Supplies	1,000 1,110	School Year 2023-24
1.3	Home visits to increase parent and staff collaboration and build	All Students English Learners Low-Income Students Foster Youth X Other SPED, Homeless	Admin, Teachers, SCIS	Title I Part A Site Allocation 1000-1999: Certificated	4,500 2,500	School Year 2023-24

	relationships while supporting the academic achievement of students.			Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries			
1.4	Utilize a parent/community liaison to support all parents and to improve communication between families and school.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	4,428	School Year 2023-24	
1.5	Enhance family/community by engaging in interactive activities and learning experiences through family/community events.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2023-24	
1.6	Fund School & Community Intervention	All Students English Learners Low-Income Students	Admin	Title I Part A Site Allocation	45,245

29,561 | School Year 2023-24 | |

	Specialist to provide direct services and support to socioeconomically disadvantaged and low performing students.	Foster Youth X Other SPED, Homeless			2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
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					

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: 2022-23

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

What data did you use to monitor progress and how often?

Spring School survey - once a year/ Attendance data
SABERs/mysabers

What worked and didn't work? Why? (monitoring)

1:1 and small group counseling
SCIS I outreach to families worked well. Teacher were notified when outreach occured.

What modification(s) did you make based on the data? (evaluation).

Sabers/mysabers are discussed twice a year. Tier 1 classroom supports are below 80% which indicates greater discussion and focus for this next school year.

2022-23
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 2022-23	Expected Outcome 2023-24
Spring 2022-2023 School Survey - Overall rating of questions in the students and parents feel a sense of belonging. 86.2 Percent strongly agree/agree.	Overall rating of the parent involvement section of the Winter Survey: 89.8 %parent	Increase a minimum of 3%
Spring 2022-2023 School Survey - Overall rating of questions in the School Culture section. 70.9 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%
Spring 2022-2023 School Survey - Overall rating of questions in School Safety section. 81.8 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%
Spring 2022-2023 Attendance Data: Overall number of students regularly attend school. 33.2% of students regularly attend school.	Overall Attendance of school are Chronically Absent: 43.6%	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 (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.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1,500	School Year 2023-24
2.2	Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teacher,	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,800	School Year 2023-24
2.3	Utilize attendance incentives to promote regular attendance and decrease	All Students English Learners Low-Income Students Foster Youth X Other SWD, homeless	Admin, Secretaries	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2023-24

	chronic absenteeism.					
2.4	Fund .375 FTE for attendance clerk to help monitor and support chronically absent students	All Students X English Learners X Low-Income Students Foster Youth X Other SPED, Homeless	Admin, Secretaries	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	13,137 5,600	School Year 2023-24
2.5	Provide field trips that enhance core standards' instruction as well as team building and leadership skills.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating	10,000 2,000	School Year 2023-24

				Expenditures		
2.6	Fund additional Recreational Aide support to increase student engagement and positive choices on the playground.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3,412 6,287	School Year 2023-24
2.7	Professional development focused on school climate, collaboration, and safety tied to academics and student achievement.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Support Staff, Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	3,000 10,000	School Year 2023-24

				Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		

2.8	Funding to support extra hours for clerical support for school activities to promote a safe and responsive school environment for all parents and students	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Admin, Secretaries	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3,000	School Year 2023-24

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: 2022-23

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

What data did you use to monitor progress and how often?

iReady, Text Levels, and Spring survey

What worked and didn't work? Why? (monitoring)

Intervention was provided for students who needed additional supports.
Middle school had an additional fourth period writing intervention block. Students were able to practice writing skills to become more proficient. Students were grouped by high, medium, and low.

What modification(s) did you make based on the data? (evaluation)

Will provide targeted intervention and after school tutoring.
Middle school teachers will be revising the writing intervention. Pre-post assessment will be given to monitor growth.

2022-23
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 2022-23	Expected Outcome 2023-24
Spring 2022-2023 school survey - Climate of Support for Academic Learning.	83.3% strongly agree/agree	Minimum increase of 2%
iReady reading and math results	Overall 46% in I-Ready reading were three or more grade levels behind 31% in I-Ready reading were one grade level behind 23% in I-Ready reading are on grade level Math overall 41% in I-Ready math were three or more grade levels behind 43% in I-Ready math were one grade level behind 15% in I-Readu math were on grade level	Minimum increase of 3% at each grade level
Spring 2022-2023 Attendance Data: Overall number of students regularly attend school. 33.2% of students regularly attend school.	Overall Attendance of school are Chronically Absent: 43.6%	Minimum increase of 5%
CAASSP Math and ELA results	Language Arts Overall -315 students scored 67% below grade level standard Math Overall- 316 students scored 96% below grade level standard	Minimum increase towards grade level of 3% at each grade level

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24

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	Update technology to support supplemental core instruction delivery	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5,000 1,575	School Year 2023-24
3.2		All Students English Learners Low-Income Students Foster Youth Other				

3.3	Purchase online resources, licenses and subscriptions that support student achievement in all subjects.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers, Secretary	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	10,000	School Year 2023-24
3.4	Professional Development and conferences with emphasis on literacy, math and engagement strategies	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	15,000	School Year 2023-24
3.5	Fund intervention teaching position to support targeted	All Students English Learners Low-Income Students Foster Youth X Other homeless, SWD	Admin	Title I Part A Site Allocation 1000-1999: Certificated	98,351 39,901	School Year 2023-24

		student's access to content standards through intervention, co-teaching, small group and differentiation. .92 FTE			Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.6		Provide Math Teacher to support K-8 Math .2 FTE Teacher	All Students English Learners Low-Income Students Foster Youth X Other homeless, SWD	Admin, Teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	17,145	School Year 2023-24
3.7		Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Teachers	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	139,487	School Year 2023-24

	1.0 FTE ELD Teachers					
3.8	Utilize Bilingual Instructional Aides to support EL Students. 3 FTE BIAs	All Students X English Learners Low-Income Students Foster Youth Other	Admin, Aides	Other 2000-2999: Classified Personnel Salaries	117,534	School Year 2023-24
3.9	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.	X All Students English Learners Low-Income Students Foster Youth Other	1.0 FTE Counselor	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	117,270 68,281	School Year 2023-24
3.10	Provide additional high, middle school and K-8 school counseling services for	X All Students English Learners Low-Income Students Foster Youth Other	.3 FTE Counselor	LCFF Supplemental Centralized Services	31,099	School Year 2023-24

	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			(District Only) 1000-1999: Certificated Personnel Salaries		
3.11		All Students English Learners Low-Income Students Foster Youth Other				
3.12	Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High	All Students English Learners Low-Income Students Foster Youth X Other Homeless, SWD	AIS, Climate Support Specialist	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	147,526	School Year 2023-24

	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					
3.13	Purchase supplemental classroom & library books, materials, and supplies to support learning, intervention, engagement and differentiation around literacy and math skills.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers, Support Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	15,000 37,507	School Year 2023-24

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: 2022-23

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

What data did you use to monitor progress and how often?

Winter school survey - once a year

What worked and didn't work? Why? (monitoring)

Kingwood ususally does multi-cultural fair and family nights. Survey data shows families enjoy these functions.

What modification(s) did you make based on the data? (evaluation)

Families were uncomfortable and still hestiant from COVID to attend big events so we had awards assemblies in smaller bands (K-2), a couple of plays and concerts. Smaller groupings of parents.

2022-23

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 2022-23	Expected Outcome 2023-24
Spring 2022-2023 School Survey - College and Career - Students know what classes to pass to graduate high school. 62.69 Percent strongly agree/agree.	Students know what classes to pass to graduate high school. 62.69 Percent strongly agree/agree.	Increase a minimum of 3%
Spring 2022-2023 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools. 39.9 Percent strongly agree/agree.	Parents are informed about career pathways and programs available at middle and high schools. 39.9 Percent strongly agree/agree.	Increase a minimum of 5%
Spring 2022-2023 School Survey - Meaningful Participation overall rating based on this question: *Students are prepared for the next step of their educational experience. 66.67 Percent strongly agree/agree	Students are prepared for the next step of their educational experience. 66.67 Percent strongly agree/agree	Increase a minimum of 3%
Spring 2022-2023 School Survey - Meaningful Participation overall rating based on this question: *Students are motivated/engaged in what they are learning. 82.12 Percent strongly agree/agree.	Students are motivated/engaged in what they are learning. 82.12 Percent strongly agree/agree.	Increase a minimum of 3%
Spring 2022-2023 Attendance Data: Overall number of students regularly attend school. 33.2% of students regularly attend school.	Overall Attendance of school are Chronically Absent: 43.6%	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 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	132 1941	School Year 2023-24

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	$499,886.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,036,829.00

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 ($)

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)	$199,182.00
LCFF Supplemental English Learner Central	$139,487.00
LCFF Supplemental Site Allocation	$71,840.00
Other	$117,534.00
Title I Part A Parent Involvement	$5,538.00
Title I Part A Site Allocation	$503,248.00

Subtotal of state or local funds included for this school: $1,036,829.00

Total of federal, state, and/or local funds for this school: $1,036,829.00

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	71,840	0.00
LCFF Supplemental English Learner Central	139,487	0.00
LCFF Supplemental Centralized Services (District Only)	199,182	0.00
Title I Part A Site Allocation	503,248	0.00
Title I Part A Parent Involvement	5,538	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	199,182.00
LCFF Supplemental English Learner Central	139,487.00
LCFF Supplemental Site Allocation	71,840.00
Other	117,534.00
Title I Part A Parent Involvement	5,538.00
Title I Part A Site Allocation	503,248.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	575,378.00
2000-2999: Classified Personnel Salaries	195,543.00
3000-3999: Employee Benefits	143,343.00
4000-4999: Books And Supplies	67,417.00
5000-5999: Services And Other Operating Expenditures	14,073.00
5800: Professional/Consulting Services And Operating Expenditures	41,075.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	195,770.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	139,487.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	22,424.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,600.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	23,800.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,941.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	16,075.00
2000-2999: Classified Personnel Salaries	Other	117,534.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4,428.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,110.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	240,121.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	47,745.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	137,743.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	42,507.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	10,132.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	25,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	110,344.00
Goal 2	63,736.00
Goal 3	860,676.00
Goal 4	2,073.00

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
on file	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 05/22/2023.

Attested:

Signature	
Karen M Hanks	Principal, Karen Hanks on 6/8/23
Jillian Leeman	SSC Chairperson, Jillian Leeman on 6/8/23

Budget By Expenditures

Kingswood Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only)

$199,182.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund additional Recreational Aide support to increase student engagement and positive choices on the playground.	2000-2999: Classified Personnel Salaries	$3,412.00	Healthy Environments for Social-Emotional Growth	
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	1000-1999: Certificated Personnel Salaries	$31,099.00	Engaging Academic Programs	
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	1000-1999: Certificated Personnel Salaries	$147,526.00	Engaging Academic Programs	
Provide Math Teacher to support K-8 Math .2 FTE Teacher	1000-1999: Certificated Personnel Salaries	$17,145.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:		$199,182.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		$0.00		

Kingswood Elementary School

Funding Source: LCFF Supplemental English Learner Central   **$139,487.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 FTE ELD Teachers	1000-1999: Certificated Personnel Salaries	$139,487.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: $139,487.00

LCFF Supplemental English Learner Central Allocation Balance: $0.00

Funding Source: LCFF Supplemental Site Allocation   **$71,840.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	$1,941.00	Clear Pathways to Bright Futures	
Purchase supplemental classroom & library books, materials, and supplies to support learning, intervention, engagement and differentiation around literacy and math skills.	4000-4999: Books And Supplies	$15,000.00	Engaging Academic Programs	
	5800: Professional/Consulting Services And Operating Expenditures	$1,575.00	Engaging Academic Programs	
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.	5800: Professional/Consulting Services And Operating Expenditures	$1,500.00	Healthy Environments for Social-Emotional Growth	
Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships	4000-4999: Books And Supplies	$3,800.00	Healthy Environments for Social-Emotional Growth	

Kingswood Elementary School

Utilize attendance incentives to promote regular attendance and decrease chronic absenteeism.	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Social-Emotional Growth
Fund .375 FTE for attendance clerk to help monitor and support chronically absent students	2000-2999: Classified Personnel Salaries	$13,137.00	Healthy Environments for Social-Emotional Growth
Purchase online resources, licenses and subscriptions that support student achievement in all subjects.	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	Engaging Academic Programs
Professional development focused on school climate, collaboration, and safety tied to academics and student achievement.	5800: Professional/Consulting Services And Operating Expenditures	$3,000.00	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	2000-2999: Classified Personnel Salaries	$3,000.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$5,600.00	Healthy Environments for Social-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	$2,000.00	Healthy Environments for Social-Emotional Growth
	2000-2999: Classified Personnel Salaries	$6,287.00	Healthy Environments for Social-Emotional Growth
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.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities
Enhance family/community by engaging in interactive activities and learning experiences through family/community events.	4000-4999: Books And Supplies	$2,000.00	Connected School Communities

Kingswood Elementary School

LCFF Supplemental Site Allocation Total Expenditures:	$71,840.00		
LCFF Supplemental Site Allocation Allocation Balance:	$0.00		

Funding Source: Other — $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize Bilingual Instructional Aides to support EL Students. 3 FTE BIAs	2000-2999: Classified Personnel Salaries	$117,534.00	Engaging Academic Programs	

Other Total Expenditures:	$117,534.00		
Other Allocation Balance:	$0.00		

Funding Source: Title I Part A Parent Involvement — $5,538.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$1,110.00	Connected School Communities	
Utilize a parent/community liaison to support all parents and to improve communication between families and school.	2000-2999: Classified Personnel Salaries	$4,428.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures:	$5,538.00		
Title I Part A Parent Involvement Allocation Balance:	$0.00		

Funding Source: Title I Part A Site Allocation — $503,248.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Kingswood Elementary School

Release days for teachers to goal set with students and plan with their grade level partners.	1000-1999: Certificated Personnel Salaries	$20,000.00	Connected School Communities
Home visits to increase parent and staff collaboration and build relationships while supporting the academic achievement of students.	1000-1999: Certificated Personnel Salaries	$4,500.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	$2,500.00	Connected School Communities
	3000-3999: Employee Benefits	$29,561.00	Connected School Communities
Fund School & Community Intervention Specialist to provide direct services and support to socioeconomically disadvantaged and low performing students.	2000-2999: Classified Personnel Salaries	$45,245.00	Connected School Communities
	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	Healthy Environments for Social-Emotional Growth
Update technology to support supplemental core instruction delivery	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
Professional Development and conferences with emphasis on literacy, math and engagement strategies	5800: Professional/Consulting Services And Operating Expenditures	$15,000.00	Engaging Academic Programs
Fund intervention teaching position to support targeted student's access to content standards through intervention, co-teaching, small group and differentiation. .92 FTE	1000-1999: Certificated Personnel Salaries	$98,351.00	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.	1000-1999: Certificated Personnel Salaries	$117,270.00	Engaging Academic Programs

Kingswood Elementary School

Provide field trips that enhance core standards' instruction as well as team building and leadership skills.	5000-5999: Services And Other Operating Expenditures	$10,000.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$39,901.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$68,281.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$37,507.00	Engaging Academic Programs
Provide opportunities for enrichment through real world experiences, field trips and assemblies.	5000-5999: Services And Other Operating Expenditures	$132.00	Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures: $503,248.00

Title I Part A Site Allocation Allocation Balance: $0.00

Kingswood Elementary School Total Expenditures: $1,036,829.00