School Year: **2026-27**

# 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 | 34-67447-6034656 | May 27, 2026 | June 23, 2026 |

## 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)

X Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

# Table of Contents

# 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

Please refer to the School and Student Performance Data section where an analysis is provided.

## Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

## Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

# Input from Educational Partners

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 2026-2027 SPSA was developed in collaboration with staff, leadership, parents and students. The Kingswood School Site Council (SSC), is comprised of students, parents/community members, teachers, and staff. The SSC met throughout the 2025-2026 year to determine needs and develop goals and actions to address them. Teachers provided input at staff meetings and through collaboration time and the Leadership Team. Data was shared and input was gathered at staff meetings, ELAC meetings, Coffee with the Principal, 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.

Monitoring and refining the School Plan will continue throughout the year, involving School Site Council, Leadership team, staff, students and parents. Leadership team meets every other 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 four times throughout the year to review and discuss the needs of our English Learners, school needs assessment, review site budget, and resources to support and engage students to increase attendance and participation.

Based on this feedback, the SPSA was developed. The implementation of the actions described in this plan will continue to be monitored throughout the 2026-2027 school year.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| **American Indian** | 1.08% | 0.92% | 0.93% | 6 | 5 | 5 |
| **African American** | 11.17% | 8.97% | 9.53% | 62 | 49 | 51 |
| **Asian** | 1.98% | 3.48% | 5.79% | 11 | 19 | 31 |
| **Filipino** | 2.88% | 2.20% | 1.68% | 16 | 12 | 9 |
| **Hispanic/Latino** | 46.85% | 47.25% | 46.73% | 260 | 258 | 250 |
| **Pacific Islander** | 1.08% | 1.28% | 1.31% | 6 | 7 | 7 |
| **White** | 25.77% | 28.39% | 26.73% | 143 | 155 | 143 |
| **Multiple/No Response** | 9.19% | 7.33% | 7.10% | 51 | 40 | 38 |
| | | | **Total Enrollment** | 555 | 546 | 535 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| **Transitional Kindergarten** | | 22 | 23 |
| **Kindergarten** | 56 | | 57 |
| **Grade 1** | 58 | | 55 |
| **Grade 2** | 53 | | 54 |
| **Grade3** | 55 | | 55 |
| **Grade 4** | 63 | | 57 |
| **Grade 5** | 59 | | 56 |
| **Grade 6** | 60 | | 60 |
| **Grade 7** | 65 | | 64 |
| **Grade 8** | 63 | | 54 |
| **Total Enrollment** | 555 | | 535 |

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| **English Learners** | 143 | 164 | 162 | 26.1% | 25.8% | 30.3% |
| **Fluent English Proficient (FEP)** | 53 | 57 | 49 | 9.0% | 9.5% | 9.2% |
| **Reclassified Fluent English Proficient (RFEP)** | 14 | | | | 7.41% | |

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2024-25 Student Population | | | |
|---|---|---|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 546 | 82.1% | 30% | 0.5% |
| Total Number of Students enrolled in Kingswood K-8. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| Student Group | Total | Percentage |
| **English Learners** | 164 | 30% |
| **Foster Youth** | 3 | 0.5% |
| **Homeless** | 37 | 6.8% |
| **Socioeconomically Disadvantaged** | 448 | 82.1% |
| **Students with Disabilities** | 91 | 16.7% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| Student Group | Total | Percentage |
| **African American** | 49 | 9% |
| **American Indian** | 5 | 0.9% |
| **Asian** | 19 | 3.5% |
| **Filipino** | 12 | 2.2% |
| **Hispanic** | 258 | 47.3% |
| **Two or More Races** | 40 | 7.3% |
| **Pacific Islander** | 7 | 1.3% |
| **White** | 155 | 28.4% |

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Orange | **Chronic Absenteeism**<br>Yellow | **Suspension Rate**<br>Yellow |
| **Mathematics**<br>Red | | |
| **English Learner Progress**<br>Yellow | | |

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 3 | 1 | 1 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Orange | Red | No Performance Color |
| 68.8 points below standard | 83.8 points below standard | 116.3 points below standard |
| Maintained 2.3 points | Maintained 1.3 points | Increased 7.8 points |
| 315 Students | 126 Students | 15 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Red |
| Fewer than 11 students - No Data for Privacy | 87 points below standard | 73.9 points below standard |
| | Increased 31.8 points | Maintained 0.3 points |
| 2 Students | 23 Students | 276 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Orange | No Performance Color | No Performance Color |
| 100.8 points below standard | 65 points below standard | Fewer than 11 students - No Data for Privacy |
| Increased 29.6 points | Increased 7.1 points | 5 Students |
| 58 Students | 25 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Red |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 73.4 points below standard |
| 9 Students | 10 Students | Maintained 0.7 points |
| | | 161 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| 67 points below standard | Fewer than 11 students - No Data for Privacy | 61.4 points below standard |
| Declined 8.5 points | 5 Students | Increased 16.8 points |
| 24 Students | | 76 Students |

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The student groups performing at the lowest level (Red) on the dashboard indicator are:

- English Learners (83.8 points below standard)
- Socioeconomically Disadvantaged students (73.9 points below standard)
- Hispanic students (73.4 points below standard)

In addition, Students with Disabilities (100.8 points below standard, Orange) are performing significantly below the overall rate (All Students: 68.8 points below standard); however, this reflects an increase of 29.6 points from the previous year, indicating notable improvement despite remaining a priority group for targeted support.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we recognized that we were trying to implement too many initiatives at once, which limited our ability to provide focused, sustained attention to key priorities. We identified ongoing challenges with effectively differentiating instruction to meet a wide range of student needs. For our English Learners, heavy text demands often created barriers to access, particularly when sufficient scaffolds were not in place. Additionally, students were sometimes assessed using grade-level materials before they were fully prepared, impacting both performance and confidence.
We also noted that there was not enough dedicated time for reading and literacy practice within the instructional day. Access to small-group intervention was limited, reducing opportunities to target specific skill gaps. Finally, limited literacy support at home contributed to disparities in student progress. These factors collectively contributed to the outcomes we saw.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To improve outcomes for our lowest performing student groups, Kingswood will need targeted investments in staffing, instructional time, materials, and professional learning. Intervention teachers and expanded small-group instructional time are essential to provide consistent, targeted literacy support.

Students, particularly English Learners, will benefit from EL-specific materials and bilingual support to reduce language barriers and improve access to grade-level content.

Teachers need protected time for planning and data analysis, along with differentiated professional development to strengthen instruction and ensure alignment between instruction and assessment.

Additional supports, including counselors, social workers, tutoring, and after-school programs, will address both academic and social-emotional needs, while family engagement efforts will extend literacy support beyond the classroom.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Mathematics Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 3 | 2 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Red | Red | No Performance Color |
| 109 points below standard | 117.4 points below standard | 183.4 points below standard |
| Maintained 1.4 points | Maintained -2.2 points | Declined 11 points |
| 322 Students | 134 Students | 15 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Red |
| Fewer than 11 students - No Data for Privacy | 114 points below standard | 113.4 points below standard |
| | Increased 12.6 points | Declined 3.4 points |
| 2 Students | 23 Students | 283 Students |

**Students with Disabilities**

Orange

134.4 points below standard

Increased 22.9 points

58 Students

**African American**

No Performance Color

127.6 points below standard

Declined 4.9 points

25 Students

**American Indian**

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

**Asian**

No Performance Color

98.7 points below standard

11 Students

**Filipino**

No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

**Hispanic**

Red

116.3 points below standard

Maintained 2.8 points

162 Students

**Two or More Races**

No Performance Color

107.8 points below standard

Increased 7.6 points

22 Students

**Pacific Islander**

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

**White**

Orange

93.2 points below standard

Maintained -2.9 points

82 Students

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The student groups performing at the lowest level (Red) on the dashboard indicator are:

- All Students (109 points below standard)
- English Learners (117.4 points below standard)
- Socioeconomically Disadvantaged students (113.4 points below standard)
- Hispanic students (116.3 points below standard)

In addition, Students with Disabilities (134.4 points below standard, Orange) are performing significantly below the overall rate and represent a priority group for targeted support, despite showing some improvement from the previous year.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we identified that limited staffing reduced access to consistent small-group instruction and targeted math support, while multiple competing initiatives diluted our focus on improving math outcomes. Limited time for planning, collaboration, and goal-setting further hindered alignment and effective instructional practices. Instructionally, gaps in students’ critical thinking skills, basic math fluency, and engagement, along with an unengaging curriculum and behavior challenges, reduced instructional effectiveness. Additionally, high absenteeism, low student motivation around assessments, and barriers to family engagement contributed to inconsistent learning and lower achievement in mathematics.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To improve math outcomes, Kingswood will focus on strengthening systems, instruction, and targeted supports while increasing coherence across the school.
Expanded small-group instructional time will ensure students receive consistent, targeted support in math. Instruction will be supported through the use of hands-on manipulatives, visuals, and fact fluency resources to build conceptual understanding, especially for English Learners.
Professional learning will be streamlined and differentiated, focusing on the new curriculum, effective strategies for English Learners, and increasing student engagement. Dedicated time for planning, collaboration, and data analysis will support stronger alignment and instructional consistency.
Kingswood will prioritize fewer, high-impact initiatives to reduce fragmentation and protect instructional time. Strategies will also address absenteeism and student motivation by strengthening engagement and reinforcing the importance of assessments.
Finally, family math supports, including language-accessible resources and outreach, will strengthen home–school connections and reinforce learning.

# School and Student Performance Data

## Academic Performance
## Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Science Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 2 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Science Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Orange | Yellow | No Performance Color |
| 42.2 science points | 41.5 science points | Fewer than 11 students - No Data for Privacy |
| Maintained 1.1 points | Increased 6.3 points | 8 Students |
| 110 Students | 54 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 41.9 science points |
| 2 Students | 9 Students | Maintained 0.4 points |
| | | 96 Students |

**Students with Disabilities**

No Performance Color

37.9 science points

Increased 9.2 points

20 Students

**African American**

No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

**American Indian**

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

**Asian**

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

**Filipino**

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

**Hispanic**

Yellow

43.4 science points

Increased 6.2 points

57 Students

**Two or More Races**

No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

**Pacific Islander**

No Performance Color

0 Students

**White**

No Performance Color

42.8 science points

Declined 5.8 points

31 Students

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The student groups performing at the lowest level (Orange) on the dashboard indicator are:

- All Students (42.2 science points)
- Socioeconomically Disadvantaged students (41.9 science points)
- English Learners (41.5 science points)

In addition, Students with Disabilities (37.9 science points, No Performance Color) are performing below the overall rate and represent a priority group for targeted support, despite demonstrating improvement.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we recognized that differentiation and hands-on learning opportunities were not implemented consistently in science, limiting student engagement and access to the content. There was also a need for more targeted professional development and instructional materials to support inquiry-based and standards-aligned science instruction. Additionally, gaps in academic vocabulary, language supports for English Learners, and limited opportunities for small-group instruction impacted students’ ability to fully access and demonstrate understanding of grade-level science content.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To improve outcomes in science, the school requires high-quality, standards-aligned instructional materials and hands-on resources such as manipulatives and lab supplies to support inquiry-based learning. Ongoing professional

development is needed to strengthen teacher capacity in science instruction, differentiation, and integration of academic language supports for English Learners.
Additionally, expanded opportunities for small-group instruction, targeted interventions, and access to enrichment experiences will support student engagement and understanding. Time for collaborative planning, data analysis, and progress monitoring, along with access to culturally responsive materials and instructional tools, is also essential to ensure instruction is engaging, accessible, and responsive to student needs.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2025 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress | Long-Term English Learner Progress |
|---|---|
| Yellow | No Performance Color |
| 50 making progress. | 35.7 making progress. |
| Number Students: 126 Students | Number Students: 14 Students |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**2025 Fall Dashboard Student English Language Acquisition Results**

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|---|---|---|---|
| 16% | 33.6% | 0.8% | 49.6% |

**Lowest Performing Group:**
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

The greatest area of growth is in the percentage of students who progressed at least one ELPI level (49.6%), indicating that nearly half of English Learners are making measurable gains in language acquisition.
An area for improvement is the percentage of students who maintained lower ELPI levels (33.6%), as this reflects a significant group of students who are not yet demonstrating sufficient progress. In addition, the 16% of students who decreased one ELPI level highlights a need for targeted support to ensure students do not regress and are consistently moving forward in their language development.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we recognized that differentiation practices were not implemented deeply or consistently, and staff needed more sustained professional development to support this work. We also identified a need for more hands-on learning opportunities and materials to effectively support differentiated instruction and student engagement. In addition, we identified challenges including limited bilingual support, gaps in vocabulary development, and difficulty accessing grade-level content for English Learners, particularly newcomers. Language barriers and limited access to resources also reduced family engagement, impacting student support at home.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To improve outcomes for English Learners, the school requires supplemental ELD curriculum and instructional materials to support language development, along with additional classroom and library resources to strengthen learning, intervention, and engagement. Expanded opportunities for small-group instruction through increased teacher collaboration and planning time are needed to better target student needs. Access to online instructional programs and resources will support language acquisition and student engagement. Ongoing professional development in scaffolding and differentiation is essential to build staff capacity. In addition, counseling services and school support personnel are needed to strengthen family communication and engagement, particularly for families facing language barriers.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
| --- | --- | --- | --- | --- |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
| --- | --- | --- | --- | --- |
| Red | Orange | Yellow | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
| --- | --- | --- |
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Yellow | Orange | No Performance Color |
| 28.8% Chronically Absent | 21% Chronically Absent | 31.3% Chronically Absent |
| Declined 3.1 | Declined 2.7 | Increased 3.5 |
| 600 Students | 195 Students | 16 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | Orange | Yellow |
| Fewer than 11 students - No Data for Privacy | 39.5% Chronically Absent | 29.3% Chronically Absent |
| | Declined 9.4 | Declined 3.8 |
| 5 Students | 43 Students | 525 Students |

| Students with Disabilities | African American | American Indian |
| --- | --- | --- |
| Red | Orange | No Performance Color |
| 36.2% Chronically Absent | 43.4% Chronically Absent | Fewer than 11 students - No Data for Privacy |
| Maintained -0.4 | Declined 0.7 | 5 Students |
| 116 Students | 53 Students | |

| Asian | Filipino | Hispanic |
| --- | --- | --- |
| No Performance Color | No Performance Color | Orange |
| 18.8% Chronically Absent | 15.4% Chronically Absent | 26.4% Chronically Absent |
| Increased 10.4 | Increased 3.6 | Declined 2.2 |
| 32 Students | 13 Students | 280 Students |

| Two or More Races | Pacific Islander | White |
| --- | --- | --- |
| Orange | No Performance Color | Orange |
| 37.2% Chronically Absent | Fewer than 11 students - No Data for Privacy | 30.5% Chronically Absent |
| Declined 10.2 | 7 Students | Declined 2 |
| 43 Students | | 167 Students |

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The lowest performing student groups are African American students (43.4% chronically absent), Homeless students (39.5%), Students with Disabilities (36.2%), and Students reporting Two or More Races (37.2%). These groups have the highest rates of chronic absenteeism compared to all students (28.8%) and represent key populations needing targeted intervention.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we recognized that we identified transportation challenges and family logistical barriers made consistent attendance difficult for some students, while social-emotional and mental health concerns affected students’ ability to fully participate. Family responsibilities and unstable living situations also contributed to inconsistent engagement. Additionally, a lack of strong connection and relevance to school significantly impacted student motivation and attendance, highlighting the need to strengthen relationships, belonging, and meaningful engagement for all students.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To improve outcomes for the lowest performing student groups, the school requires dedicated personnel such as an attendance clerk to support consistent attendance monitoring and outreach. Additional services and programs, including home visits and family engagement events, are needed to strengthen communication and build stronger connections between school and families. Resources for attendance incentives and student enrichment opportunities are also necessary to increase student engagement, motivation, and overall connection to school.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
| **Students with Disabilities** | **African American** | **American Indian** |
| **Asian** | **Filipino** | **Hispanic** |
| **Two or More Races** | **Pacific Islander** | **White** |

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 6 | 1 | 0 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2025 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Yellow | Yellow | No Performance Color |
| 3.9% suspended at least one day | 4.7% suspended at least one day | 12.5% suspended at least one day |
| Declined 6.2% | Declined 5.3% | Declined 4.2% |
| 634 Students | 211 Students | 16 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | Orange | Yellow |
| Fewer than 11 students - No Data for Privacy | 6.8% suspended at least one day | 4% suspended at least one day |
| | Declined 5.2% | Declined 6.6% |
| 5 Students | 44 Students | 549 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Yellow | Yellow | No Performance Color |
| 3.4% suspended at least one day | 5.4% suspended at least one day | Fewer than 11 students - No Data for Privacy |
| Declined 7.1% | Declined 8.7% | 5 Students |
| 119 Students | 56 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| 0% suspended at least one day | 7.7% suspended at least one day | 4.1% suspended at least one day |
| Declined 6.7% | Increased 7.7% | Declined 6.8% |
| 32 Students | 13 Students | 290 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| Green | No Performance Color | Yellow |
| 2.2% suspended at least one day | Fewer than 11 students - No Data for Privacy | 4.3% suspended at least one day |
| Declined 8% | 8 Students | Declined 3.8% |
| 46 Students | | 184 Students |

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The lowest performing student group based on the dashboard indicator is Homeless students (6.8% suspended, Orange), as they are the only group in a lower performance category compared to the overall rate (Yellow).

**Potential causes:**
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we recognize that while suspension rates have improved compared to the previous year, there is still a need for continued growth. Compared to the previous year, suspension rates have declined across multiple student groups, indicating progress in reducing overall suspension rates, although disparities remain. We acknowledged that we did not consistently provide proactive and targeted behavioral supports, and that social-emotional challenges and trauma continued to impact student behavior. Additionally, some students lacked strong connections to school and consistent relationships with adults, contributing to behavioral incidents. Strengthening student engagement, relationships, and consistent systems of support remains a critical area for continued improvement.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

To improve outcomes for the lowest performing student groups, the school requires targeted personnel, including a School and Community Intervention Specialist and a community liaison, to provide direct student support and strengthen family communication. Additional services such as partnerships with outside vendors, student engagement

opportunities, and expanded family engagement events are needed to support student well-being and connection to school.
Resources for student incentives, behavioral supports, and materials are necessary to reinforce positive behavior, while enrichment opportunities and field trips will help increase engagement and connection to school. Increased supervision through recreational aides, along with ongoing training in restorative practices and trauma-informed approaches, is also essential to improve school climate and reduce behavioral incidents.

# 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

Student Achievement and Implementation of State Standards

### LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

## SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

# Annual Review

**SPSA Year Reviewed: 2025-26**

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?

Progress was monitored using a combination of summative, benchmark, and ongoing classroom data. CAASPP results were reviewed annually, while iReady diagnostic data and/or reading/text level assessments were used two to three times per year to track student growth. In addition, student work samples, formative assessments, and summative assessments were reviewed on an ongoing basis throughout the year to inform instruction. In addition, grade level common assessments, small-group data tracking, and regular data conferences were used to monitor student progress, inform instruction, and adjust supports in response to student needs.

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

Targeted interventions, small-group instruction, and use of data to guide instruction supported student progress when implemented consistently. Teacher collaboration and supplemental resources provided additional support for students performing below grade level, including English Learners.

Differentiation was not consistently or deeply implemented, and staff need sustained professional development to support diverse learners. In Math, gaps in foundational skills, limited fluency, curriculum misalignment, limited small-group instruction, and low engagement impacted outcomes, along with a need for manipulatives and targeted intervention. In ELA and ELP, ongoing challenges included vocabulary development, academic language, and access to grade-level content, especially for English Learners and newcomers, compounded by inconsistent access to hands-on learning and instructional materials.

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

Required dedicated time for planning, analyzing data, and goal-setting with students to ensure instruction is data-driven and responsive is needed. Specialized intervention teachers are essential to provide targeted literacy support for students performing below grade level. Additional school counselors and social workers are needed to address the emotional and psychological challenges that hinder learning for vulnerable populations.
After-school programs offer extended learning time and opportunities for academic intervention. Targeted academic support, such as tutoring and small-group interventions, along with universal phonics programs are needed. Additionally, services such as regular data conferences and progress monitoring help educators adjust instruction in real time. Finally, high-quality ELA curricula, culturally responsive materials, music-based learning tools, and tutoring resources are needed to enhance engagement and reinforce literacy development across diverse learning needs.

**2025-26**

## Identified Need

Kingswood has identified a need to strengthen consistent and effective differentiation practices to better meet the needs of diverse learners. There is also a need for sustained, targeted professional development to build staff capacity in scaffolding instruction, particularly for English Learners and newcomer students. With the adoption of a new math curriculum, ongoing professional development in mathematics is needed to ensure teachers are confident in implementing the program with fidelity, supporting conceptual understanding, and effectively differentiating instruction for all learners. Additionally, required dedicated time for planning, analyzing data, and goal-setting with students is needed to ensure instruction is data-driven and responsive.
Students require increased support in vocabulary development and academic language, as well as access to grade-level instruction supported by hands-on learning opportunities, high-quality ELA curricula, culturally responsive materials, and music-based learning tools. Expanded opportunities for small-group instruction, targeted academic support such as tutoring and intervention, after-school programs, and the implementation of a universal phonics program are needed to address learning gaps. Specialized intervention teachers are also needed to provide targeted literacy support.
Finally, the school has identified a need to improve student engagement and connection to school, along with strengthening family communication and support, particularly for families facing language or access barriers. Additional support personnel, including school

counselors and social workers, as well as consistent progress monitoring, data conferences, and access to tutoring resources, are essential to improving overall student outcomes.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| ELA State Assessment:<br>Change in scale score | All Students | 68.8 points below standard | +3 scale score points |
| | English Learners | 83.8 points below standard | |
| | Foster Youth | | |
| | Homeless | 87 points below standard | |
| | Socioeconomically Disadvantaged | 73.9 points below standard | |
| | Students with Disabilities | 100.8 points below standard | |
| | African American | 65 points below standard | |
| | American Indian | | |
| | Asian | | |
| | Filipino | | |
| | Hispanic | 73.4 points below standard | |
| | Two or More Races | 67 points below standard | |
| | Pacific Islander | | |
| | White | 61.4 points below standard | |
| Math State Assessment:<br>Change in scale score | All Students | 109 points below standard | +3 scale score points |
| | English Learners | 117.4 points below standard | |
| | Foster Youth | | |
| | Homeless | 114 points below standard | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
|---|---|---|
| | Socioeconomically Disadvantaged: 113.4 points below standard<br>Students with Disabilities: 134.4 points below standard<br>African American: 127.6 points below standard<br>American Indian<br>Asian: 98.7 points below standard<br>Filipino<br>Hispanic: 116.3 points below standard<br>Two or More Races: 107.8 points below standard<br>Pacific Islander<br>White: 93.2 points below standard | |
| English Language Learner State Assessment:<br>Change in percentage of English language learners making progress on ELPAC | 50 | +2% |
| English Learner Reclassification:<br>Percentage of English language learners who are reclassified to Fluent English Proficient | 7.41% | +2% |

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 | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 1.1 | Provide counseling services for students and families in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.<br>1.0 FTE Counselor<br>PC 31558 & 31559 | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing English Learners, Low-Income and Students with Disabilities | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries<br>Title I Part A Site Allocation 3000-3999: Employee Benefits | 131,000<br><br>77,051 | 08/2026 - 06/2027 |
| 1.2 | Purchase materials, supplies and technology to support supplemental core instruction delivery and increase hands on opportunities for students (Title I).<br><br>Purchase classroom materials and supplies that support SEL and | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing English Learners, Low-Income and Students with Disabilities | Title I Part A Site Allocation 4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 5,058<br><br>10,000 | 08/2026 - 06/2027 |

| | | | | | |
|---|---|---|---|---|---|
| | educational play (LCFF). | | | | |
| 1.3 | Purchase supplemental online resources, licenses and subscriptions that support student achievement in all subjects. These include but are not limited to Brainpop, Reflex Math, Mystery Science, Storyworks, Scholastic news and Navigate 360. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing English Learners, Low-Income and Students with Disabilities | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures<br>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 11,483<br>1,800 | 08/2026 - 06/2027 |
| 1.4 | Professional Development with an emphasis on engagement strategies, literacy and math. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing English Learners, Low-Income and Students with Disabilities | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 1,700 | 08/2026 - 06/2027 |
| 1.5 | Purchase supplemental ELD curriculum and materials to | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth | Title I Part A Site Allocation | 2,325<br>1,500 | 08/2026 - 06/2027 |

| | | | | | |
|---|---|---|---|---|---|
| | support our English Learners as well as supplemental curriculum and programs in ELA and Math to support learning, engagement and differentiation. | X Lowest Performing English Learners, Low-Income and Students with Disabilities | 4000-4999: Books And Supplies<br>Title I Part A Site Allocation<br>5000-5999: Services And Other Operating Expenditures | | |
| 1.6 | Purchase classroom & library books, materials, and supplies to support learning, intervention and engagement (Title I)<br><br>Purchase classroom materials and supplies that support SEL and educational play (LCFF) | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing English Learners, Low-Income and Students with Disabilities | Title I Part A Site Allocation<br>4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies | 10,000<br><br>20,000 | 08/2026 - 06/2027 |
| 1.7 | Green Light Go program to enhance academic achievement by providing supplemental | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing | Title I Part A Site Allocation<br>5000-5999: Services And Other | 15,000 | 08/2026 - 06/2027 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | learning experiences that integrate classroom instruction with outdoor, hands-on exploration. Through a combination of standards-aligned lessons, personalized mentorship, and structured outdoor activities, students will strengthen critical thinking, engagement, and real-world problem-solving skills. This program will improve access to meaningful learning experiences, increase student motivation, and support the academic growth of our lowest performing student groups, with measurable gains in academic performance and engagement. | | Operating Expenditures | | |

| | | | | | |
|---|---|---|---|---|---|
| 1.8 | Release days for teachers for planning time, professional development around curriculum and engagement. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing English Learners, Low-Income and Students with Disabilities | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 15,500 | 08/2026 - 06/2027 |
| 1.9 | Additional assignment for staff for professional development (ie..a book study), planning and tutoring. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing English Learners, Low-Income and Students with Disabilities | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 4,000 | 08/2026 - 06/2027 |
| 1.10 | | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | | | |
| 1.11 | | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | | | |
| 1.12 | | All Students<br>English Learners<br>Low-Income Students | | | |

| | | | | | |
|---|---|---|---|---|---|
| | | Foster Youth<br>Lowest Performing | | | |

# 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

Student Engagement and Course Access

### LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

## SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

# Annual Review

**SPSA Year Reviewed: 2025-26**

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?

Progress was monitored using multiple data sources to track student attendance trends. Chronic absenteeism data from the California Dashboard was reviewed annually, while site-based attendance data reports were monitored regularly (monthly and throughout the year) to identify patterns and target interventions. Additional monitoring included attendance logs, outreach records, and data from student support systems to track engagement and participation over time.

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

Targeted supports such as attendance monitoring, outreach efforts, and family communication helped improve attendance rates for several student groups, indicated by overall declines in chronic absenteeism. Incentives and student engagement opportunities also contributed to improved attendance for some students.

However, these strategies were not consistently effective across all student groups. Barriers such as transportation challenges, family responsibilities, unstable living situations, and social-emotional needs continued to impact attendance. In addition, a lack of strong student engagement and connection to school limited the effectiveness of interventions, and outreach efforts were not always sufficient to overcome systemic barriers faced by families.

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

Based on the data, the school strengthened systems for attendance monitoring and outreach by increasing staff support and improving communication with families. Expanded efforts included more proactive outreach, home visits, and increased opportunities for family engagement. The school also implemented incentives and enrichment opportunities to improve student motivation and connection to school. Additionally, there was an increased focus on addressing social-emotional needs and strengthening relationships with students to support consistent attendance.

**2025-26**

## Identified Need

Kingswood has identified a need to strengthen consistent and proactive attendance systems through dedicated personnel and targeted interventions, including attendance monitoring, outreach, and family engagement. Additional resources are required to address barriers such as transportation, housing instability, and social-emotional needs, including expanded family support services and counseling supports.

There is also a critical need to increase student engagement and connection to school through enrichment opportunities, incentives, and positive school climate initiatives. Funding is needed to support staffing, programs, and materials that promote relationship-building, improve communication with families, and create supportive, engaging learning environments that lead to improved attendance outcomes for all student groups, particularly those with the highest rates of chronic absenteeism.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| Chronic Absenteeism:<br>Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | All Students | 28.8% Chronically Absent | -0.5% |
| | English Learners | 21% Chronically Absent | |
| | Foster Youth | | |
| | Homeless | 39.5% Chronically Absent | |
| | Socioeconomically Disadvantaged | 29.3% Chronically Absent | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
| --- | --- | --- |
| | Students with Disabilities: 36.2% Chronically Absent<br>African American: 43.4% Chronically Absent<br>American Indian<br>Asian: 18.8% Chronically Absent<br>Filipino: 15.4% Chronically Absent<br>Hispanic: 26.4% Chronically Absent<br>Two or More Races: 37.2% Chronically Absent<br>Pacific Islander<br>White: 30.5% Chronically Absent | |
| Attendance:<br>Percentage of the school year attended for students in TK-12 | 91.3% | 91% |
| High School Dropout Rate:<br>Percentage of high school students who dropout (based on the 4-year cohort outcomes) | N/A | N/A |
| Middle School Dropout Rate:<br>Number of middle school students (grades 6-8) who dropout of school. | N/A | 0% |
| Graduation Rate:<br>Percentage of students who graduate high school within 4 or 5 years. | All Students<br>English Learners<br>Foster Youth<br>Homeless<br>Socioeconomically Disadvantaged | . |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
|---|---|---|
| | Students with Disabilities<br>African American<br>American Indian<br>Asian<br>Filipino<br>Hispanic<br>Two or More Races<br>Pacific Islander | |

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 | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|
| 2.1 | Fund .375 FTE for attendance clerk to help monitor and support chronically absent students and their families.<br>PC 30715 | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries<br>LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | 13,895<br><br>6,028 | 08/2026 - 06/2027 |

| | | | | | |
|---|---|---|---|---|---|
| 2.2 | Release days for teachers to goal set with students and plan with their grade level and/or department partners. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing English Learners, Low-Income and Students with Disabilities | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 7,550 | 08/2026 - 06/2027 |
| 2.3 | Home visits to increase parent and staff collaboration and build relationships while supporting the academic achievement of students. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing English Learners, Low-Income and Students with Disabilities | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 500 | 08/2026 - 06/2027 |
| 2.4 | Purchase supplies and food to enhance family/community by engaging in interactive activities and learning experiences through family/community events. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation 5000-5999: Services And Other | 3,760 | 08/2026 - 06/2027 |

| | | | | | |
|---|---|---|---|---|---|
| | | | Operating Expenditures | | |
| 2.5 | Utilize attendance incentives to promote regular attendance and decrease chronic absenteeism. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 1,000 | 08/2026 - 06/2027 |
| 2.6 | Provide opportunities for enrichment through real world experiences, academic field trips and assemblies. (ie..bussing, admission fee, assembly costs...) | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures<br>LCFF Supplemental Site Allocation 5000-5999: Services And Other | 5,000<br>7,037 | 08/2026 - 06/2027 |

| | | | | | |
|---|---|---|---|---|---|
| | | | Operating Expenditures | | |

# 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

School Conditions, Climate, and Family Engagement

### LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

## SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

# Annual Review

**SPSA Year Reviewed: 2025-26**

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?

Progress was monitored using suspension data from the California Dashboard, reviewed annually to assess overall trends and subgroup performance. In addition, site-based discipline data, including suspension reports and behavioral incident records, were reviewed regularly (monthly and throughout the year) to identify patterns and monitor progress. Ongoing data sources also included behavior logs, referral data, and student support records to inform interventions and track improvements in school climate.

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

Targeted efforts such as increased supervision, proactive supports, and improved behavior systems contributed to an overall decline in suspension rates across many student groups, indicating progress in improving school climate. PBIS implementation has led to improvements, as reflected in a decrease in office referrals. Teacher relationships and connections with students have also shown

positive impact, supporting improved engagement and behavior. Additionally, the implementation of In-School Behavior Support contributed to improved suspension outcomes.
However, these strategies were not implemented consistently across all settings, and some student groups continued to experience disproportionately high suspension rates. Social-emotional challenges and trauma significantly impacted student behavior, and systems for proactive intervention and consistent behavioral support were not always sufficient. A lack of strong student connection to school and consistent relationships with trusted adults also contributed to ongoing behavioral challenges.

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

Based on the data, the school strengthened systems of support by expanding targeted interventions and increasing staff focused on student behavior and engagement. Modifications included increasing supervision, enhancing family communication, and expanding opportunities for student engagement through enrichment activities. The school also implemented and strengthened restorative practices and trauma-informed approaches to address behavioral needs more proactively. Additional focus was placed on building stronger relationships with students and improving consistency in behavioral expectations and supports across the school.

**2025-26**

## Identified Need

The school has identified a need to strengthen consistent and proactive behavior support systems to improve student engagement and reduce suspensions. This includes increased staffing for supervision and targeted interventions, as well as expanded implementation of restorative practices and trauma-informed approaches to address students' social-emotional needs.
There is also a critical need to strengthen student connection to school through positive relationships, consistent behavior expectations, and increased access to enrichment opportunities and incentives that promote engagement. Funding is needed to support personnel, training, programs, and materials that reinforce positive behavior, improve school climate, and ensure equitable and supportive learning environments for all student groups.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. | All Students | 3.9% suspended at least one day | -0.3% |
| | English Learners | 4.7% suspended at least one day | |
| | Foster Youth | | |
| | Homeless | 6.8% suspended at least one day | |
| | Socioeconomically Disadvantaged | 4% suspended at least one day | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
| --- | --- | --- |
| | Students with Disabilities: 3.4% suspended at least one day<br>African American: 5.4% suspended at least one day<br>American Indian<br>Asian: 0% suspended at least one day<br>Filipino: 7.7% suspended at least one day<br>Hispanic: 4.1% suspended at least one day<br>Two or More Races: 2.2% suspended at least one day<br>Pacific Islander<br>White: 4.3% suspended at least one day | |
| Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey | 57.0% | +2% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 59.0% | +2% |
| Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO). | 2 parents on school site council, 15-25 parents attend ELAC meeting, 15-25 parents attend coffee with the principal | +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 | Source(s) | Proposed Allocation | Implementation Timeline |
|---|---|---|---|---|---|
| 3.1 | Fund a School and Community Intervention Specialist to provide direct services and support to socioeconomically disadvantaged and low performing students and their families.<br>PC 36671 | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing African American and Homeless | Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries<br>Title I Part A Site Allocation 3000-3999: Employee Benefits | 45,082<br><br>36,026 | 08/2026 - 06/2027 |
| 3.2 | Utilize a community liaison to support all parents and guardians to improve communication between families and school. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing African American and Homeless | Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries | 1,417 | 08/2026 - 06/2027 |
| 3.3 | Opportunities to build school connectedness and relationships, and bridge the gap between home and school. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing African American and Homeless | Title I Part A Parent Involvement 4000-4999: Books And Supplies | 2,678 | 08/2026 - 06/2027 |

| | | | | | |
|---|---|---|---|---|---|
| 3.4 | Bring outside vendors and partners 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. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing African American and Homeless | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 3,000 | 08/2026 - 06/2027 |
| 3.5 | Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing African American and Homeless | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 3,000 | 08/2026 - 06/2027 |
| 3.6 | Provide educational field trips that enhance core standards' instruction as well as team building and leadership skills. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing African American and Homeless | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 5,000 | 08/2026 - 06/2027 |

| | | | | | |
|---|---|---|---|---|---|
| 3.7 | Fund additional Recreational Aide support to increase student engagement and positive choices on the playground. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing African American and Homeless | LCFF Rec Aide Allocation<br>2000-2999: Classified Personnel Salaries | 4,130 | 08/2026 - 06/2027 |
| 3.8 | Responsive classroom, restorative practices and trauma informed training, focused on school climate, collaboration, and safety tied<br>to academics and student achievement. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing African American and Homeless | LCFF Supplemental Site Allocation<br>5000-5999: Services And Other Operating Expenditures | 1,000 | 08/2026 - 06/2027 |
| 3.9 | | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | | | |

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

## Centralized Services

| SCHOOL GOAL #1: |
|---|
| Student Achievement and Implementation of Standards |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br>Completion Date | Proposed Expenditure(s) Description | Type | Funding Source (itemize for each source) | Estimated Cost |
|---|---|---|---|---|---|
| Provide primary language support to core content classes other than English Language Development | 08/2025 - 06/2026 | 2.0 FTE Bilingual Instructional Assistants - Spanish | 2000-2999: Classified Personnel Salaries | Other | |
| Provide explicit English Language Instruction for Emerging Bilinguals | 08/2025 - 06/2026 | 2.5 FTE English Language Development Teachers | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | |
| Provide Math Teacher to support K-8 Math .2 FTE Teacher | 08/2025 - 06/2026 | .2 FTE Teacher | 1000-1999: Certificated Personnel Salaries | Other | |
| Provide counseling services for students and families in the areas of social emotional needs, education and career planning, student performance, personal and social relations, and parent and family relations. | 08/2025 - 06/2026 | .3 FTE Counselor | 1000-1999: Certificated Personnel Salaries | Other | |
| | | .2 FTE Counselor | 1000-1999: Certificated Personnel Salaries | Other | |
| Provide an Intervention Teacher to support our lowest performing students in reading. | 08/2025 - 06/2026 | 1.0 Intervention Teacher | 1000-1999: Certificated Personnel Salaries | Other | |

| SCHOOL GOAL #2: |
|---|
| Student Engagement and Course Access |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|
| | | **Description** | **Type** | **Funding Source** (itemize for each source) | **Estimated Cost** |
| Fund additional Recreational Aide support to increase student engagement and positive choices on the playground. | 08/2025 - 06/2026 | Rec Aide | | | |

| SCHOOL GOAL #3: |
|---|
| School Conditions, Climate, and Family Engagement |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|
| | | **Description** | **Type** | **Funding Source** (itemize for each source) | **Estimated Cost** |
| Provide guidance and social emotional support for all students, as well as resources for all families. | 08/2025 - 06/2026 | 1.0 FTE MTSS Social Worker | | | |

# 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 | 75,520 | 0.00 |
| LCFF Rec Aide Allocation | 4,130 | 0.00 |
| Title I Part A Site Allocation | 368,775 | 0.00 |
| Title I Part A Parent Involvement | 4,095 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF Rec Aide Allocation | 4,130.00 |
| LCFF Supplemental Site Allocation | 75,520.00 |
| Title I Part A Parent Involvement | 4,095.00 |
| Title I Part A Site Allocation | 368,775.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 158,550.00 |
| 2000-2999: Classified Personnel Salaries | 64,524.00 |
| 3000-3999: Employee Benefits | 119,105.00 |
| 4000-4999: Books And Supplies | 57,821.00 |
| 5000-5999: Services And Other Operating Expenditures | 52,520.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 2000-2999: Classified Personnel Salaries | LCFF Rec Aide Allocation | 4,130.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 13,895.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental Site Allocation | 6,028.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 37,760.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 17,837.00 |

| | | |
|---|---|---|
| 2000-2999: Classified Personnel Salaries | Title I Part A Parent Involvement | 1,417.00 |
| 4000-4999: Books And Supplies | Title I Part A Parent Involvement | 2,678.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A Site Allocation | 158,550.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A Site Allocation | 45,082.00 |
| 3000-3999: Employee Benefits | Title I Part A Site Allocation | 113,077.00 |
| 4000-4999: Books And Supplies | Title I Part A Site Allocation | 17,383.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A Site Allocation | 34,683.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 306,417.00 |
| Goal 2 | 44,770.00 |
| Goal 3 | 101,333.00 |

# 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

3 Parent or Community Members

2 Secondary Students

| Name of Members | Role |
|---|---|
| Karen Hanks | Principal |
| Leanne Louch | Classroom Teacher |
| Patti Briggman | Other School Staff |
| Joanne Cook | Classroom Teacher |
| Christy Thorson | Classroom Teacher |
| Blair Maynard | Parent or Community Member |
| Erlinda Nazario Martinez | Parent or Community Member |
| Alicia Crawford | Parent or Community Member |
| LY | Secondary Student |
| NAO | Secondary Student |

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 05/27/2026.

Attested:

| | |
| --- | --- |
| | Principal, Karen Hanks on 05/27/2026 |
| | SSC Chairperson, Joanne Cook on 05/27/2026 |

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

# Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**



For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

# Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

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

## Description

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

# Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

# Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 Educational Partner 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.

### 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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 Rec Aide Allocation** **$4,130.00 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 | $4,130.00 | Engaging Academic Programs | |
| | LCFF Rec Aide Allocation Total Expenditures: | $4,130.00 | | |
| | LCFF Rec Aide Allocation Allocation Balance: | $0.00 | | |

**Funding Source: LCFF Supplemental Site Allocation** **$75,520.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Responsive classroom, restorative practices and trauma informed training, focused on school climate, collaboration, and safety tied<br>to academics and student achievement. | 5000-5999: Services And Other Operating Expenditures | $1,000.00 | Engaging Academic Programs | |
| | 3000-3999: Employee Benefits | $6,028.00 | Healthy Environments for Social-Emotional Growth | |
| | 5000-5999: Services And Other Operating Expenditures | $7,037.00 | Healthy Environments for Social-Emotional Growth | |
| Bring outside vendors and partners 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. | 5000-5999: Services And Other Operating Expenditures | $3,000.00 | Engaging Academic Programs | |

## Kingswood Elementary School

| | | | |
|---|---|---|---|
| Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships. | 4000-4999: Books And Supplies | $3,000.00 | Engaging Academic Programs |
| Provide educational field trips that enhance core standards' instruction as well as team building and leadership skills. | 5000-5999: Services And Other Operating Expenditures | $5,000.00 | Engaging Academic Programs |
| | 5000-5999: Services And Other Operating Expenditures | $1,941.00 | Clear Pathways to Bright Futures |
| | 4000-4999: Books And Supplies | $20,000.00 | Connected School Communities |
| Fund .375 FTE for attendance clerk to help monitor and support chronically absent students and their families.<br>PC 30715 | 2000-2999: Classified Personnel Salaries | $13,895.00 | Healthy Environments for Social-Emotional Growth |
| | 4000-4999: Books And Supplies | $10,000.00 | Connected School Communities |
| | 5000-5999: Services And Other Operating Expenditures | $1,800.00 | Connected School Communities |
| Purchase supplies and food to enhance family/community by engaging in interactive activities and learning experiences through family/community events. | 4000-4999: Books And Supplies | $3,760.00 | Healthy Environments for Social-Emotional Growth |
| Utilize attendance incentives to promote regular attendance and decrease chronic absenteeism. | 4000-4999: Books And Supplies | $1,000.00 | Healthy Environments for Social-Emotional Growth |
| | LCFF Supplemental Site Allocation Total Expenditures: | $77,461.00 | |
| | LCFF Supplemental Site Allocation Allocation Balance: | $0.00 | |

# Kingswood Elementary School

**Funding Source: Title I Part A Parent Involvement** **$4,095.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Utilize a community liaison to support all parents and guardians to improve communication between families and school. | 2000-2999: Classified Personnel Salaries | $1,417.00 | Engaging Academic Programs | |
| Opportunities to build school connectedness and relationships, and bridge the gap between home and school. | 4000-4999: Books And Supplies | $2,678.00 | Engaging Academic Programs | |
| | Title I Part A Parent Involvement Total Expenditures: | $4,095.00 | | |
| | Title I Part A Parent Involvement Allocation Balance: | $0.00 | | |

**Funding Source: Title I Part A Site Allocation** **$368,775.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Fund a School and Community Intervention Specialist to provide direct services and support to socioeconomically disadvantaged and low performing students and their families.<br>PC 36671 | 2000-2999: Classified Personnel Salaries | $45,082.00 | Engaging Academic Programs | |
| | 3000-3999: Employee Benefits | $36,026.00 | 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 | |
| Provide opportunities for enrichment through real world experiences, academic field trips and<br>assemblies. (ie..bussing, admission fee, assembly costs...) | 5000-5999: Services And Other Operating Expenditures | $5,000.00 | Healthy Environments for Social-Emotional Growth | |
| | 5000-5999: Services And Other Operating Expenditures | $1,500.00 | Connected School Communities | |

## Kingswood Elementary School

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|---|---|---|---|
| Release days for teachers to goal set with students and plan with their grade level and/or department partners. | 1000-1999: Certificated Personnel Salaries | $7,550.00 | Healthy Environments for Social-Emotional Growth |
| Home visits to increase parent and staff collaboration and build relationships while supporting the academic achievement of students. | 1000-1999: Certificated Personnel Salaries | $500.00 | Healthy Environments for Social-Emotional Growth |
| Provide counseling services for students and families in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.<br>1.0 FTE Counselor<br>PC 31558 & 31559 | 1000-1999: Certificated Personnel Salaries | $131,000.00 | Connected School Communities |
| Purchase materials, supplies and technology to support supplemental core instruction delivery and increase hands on opportunities for students (Title I).<br><br>Purchase classroom materials and supplies that support SEL and educational play (LCFF). | 4000-4999: Books And Supplies | $5,058.00 | Connected School Communities |
| Purchase supplemental online resources, licenses and subscriptions that support student achievement in all subjects. These include but are not limited to Brainpop, Reflex Math, Mystery Science, Storyworks, Scholastic news and Navigate 360. | 5000-5999: Services And Other Operating Expenditures | $11,483.00 | Connected School Communities |
| Professional Development with an emphasis on engagement strategies, literacy and math. | 5000-5999: Services And Other Operating Expenditures | $1,700.00 | Connected School Communities |
| Purchase supplemental ELD curriculum and materials to support our English Learners as well as supplemental curriculum and programs in ELA and Math to support learning, engagement and differentiation. | 4000-4999: Books And Supplies | $2,325.00 | Connected School Communities |

## Kingswood Elementary School

| | | | |
|---|---|---|---|
| Purchase classroom & library books, materials, and supplies to support learning, intervention and engagement (Title I)<br><br>Purchase classroom materials and supplies that support SEL and educational play (LCFF) | 4000-4999: Books And Supplies | $10,000.00 | Connected School Communities |
| Green Light Go program to enhance academic achievement by providing supplemental learning experiences that integrate classroom instruction with outdoor, hands-on exploration. Through a combination of standards-aligned lessons, personalized mentorship, and structured outdoor activities, students will strengthen critical thinking, engagement, and real-world problem-solving skills. This program will improve access to meaningful learning experiences, increase student motivation, and support the academic growth of our lowest performing student groups, with measurable gains in academic performance and engagement. | 5000-5999: Services And Other Operating Expenditures | $15,000.00 | Connected School Communities |
| Release days for teachers for planning time, professional development around curriculum and engagement. | 1000-1999: Certificated Personnel Salaries | $15,500.00 | Connected School Communities |
| Additional assignment for staff for professional development (ie..a book study), planning and tutoring. | 1000-1999: Certificated Personnel Salaries | $4,000.00 | Connected School Communities |
| | 3000-3999: Employee Benefits | $77,051.00 | Connected School Communities |

| | |
|---|---|
| Title I Part A Site Allocation Total Expenditures: | $368,907.00 |
| Title I Part A Site Allocation Allocation Balance: | $0.00 |
| Kingswood Elementary School Total Expenditures: | $454,593.00 |