



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

KOHL ELEMENTARY

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School Year: 2019-2020 - Revision

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
Kohl Elementary	39686766098677	Original – 02/08/2018 Revision – 05/21/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

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

Kohl Elementary is implementing a Schoolwide Program.

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

Kohl Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Kohl Open Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on February 8, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Kohl Open Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of

questions 1 and 2. Discussion and review of the evaluation has been notated in the February 14, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Kohl Open Elementary initiated a needs assessment process that included a review of the schools mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents (January 23, 2019), teachers (January 15, 2019), and the Kohl Education Foundation. In summary, the needs assessment identified a gap in math with areas of focus such as foundational concepts.

Resource Inequities

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

This section is not applicable for Kohl Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

In June 2020, the goal is to decrease the distance from 3 in ELA for All Students by 3 points to -42.4 points.

Math SMART Goal:

In June 2020, the goal is to decrease the distance from 3 in Math for All Students by 3 points to -70.7 points.

Identified Need

ELA/ELD:

Dashboard:

2018: -45.4 with a change of 10 (Yellow) for All Students

English Learner Progress:

13.3% at Level 1 - Beginning

13.3% at Level 2 - Somewhat

33.3% at Level 3 - Moderate

40% at Level 4 - Well Developed

Math:

2018: -73.7 with a decline of 15.4 points (Orange) for All Students

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	45.4 points below	40 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	73.7 points below	70 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher collaboration meetings to emphasize quality implementation of the Kohl yearly theme integrated throughout the District’s ELA/ELD curriculum to improve student instruction.

Teachers will be provided additional hourly pay for collaboration.

50 hours X \$60 = \$3,020 (Estimating to \$3,047)

18 hours X \$60 = \$1,080 (Estimating to \$1,000)

100 hours X \$60 = \$6,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3,047 - 11500

Title I - 50643

\$1,000 - 11500

Title I - 50650

\$6,000 - 11500

LCFF - 23030

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Align students hands-on educational experiences with supplemental ELA writing program developed collaboratively by Kohl teachers using the State Standards.

Applicable supplemental instructional materials include novels/books

Students will experience hands-on experiential learning opportunities through field trips to supplement ELA/ELD instruction through field trips.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,500 - 42000 (Books)	Title I - 50643
\$500 - 42000 (Books)	Title I - 50650
\$2,000 - 42000 (Books)	LCFF - 23030
\$1,000 - 42000 (Books)	LCFF - 23020
\$1,000 - 56590 (Maintenance Agreements)	Title I - 50643
\$800 - 56590 (Maintenance Agreements)	Title I - 50650
\$1,000 - 57250 (Field Trip - District Trans)	Title I - 50643
\$2,000 - 57250 (Field Trip - District Trans)	Title I - 50650
\$2,500 - 58720 (Field Trip - Non-District Trans)	Title I - 50643
\$2,000 - 58720 (Field Trip - Non-District Trans)	Title I - 50650
\$2,000 - 58920 (Pupil Fees)	Title I - 50643
\$1,414 - 58920 (Pupil Fees)	Title I - 50650

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Replicate math performance task from assessments integrated through student hands-on experiential learning via field trips or in class experiments.

Applicable supplemental instructional materials include math manipulatives.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment supporting mathematical concepts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000 - 43110 (Instructional Materials)	LCFF - 23030
\$1,000 - 43110 (Instructional Materials)	LCFF - 23020
\$500 - 44000 (Equipment)	LCFF - 23030
\$600 - 56590 (Maintenance Agreements)	LCFF - 23030
\$2,000 - 57250 (Field Trip - District Trans)	LCFF - 23030
\$500 - 57250 (Field Trip - District Trans)	LCFF - 23020
\$5,000 - 58720 (Field Trip - Non-District Trans)	LCFF - 23030
\$2,000 - 58720 (Field Trip - Non-District Trans)	LCFF - 23020
\$4,000 - 58920 (Pupil Fees)	LCFF - 23030
\$1,000 - 58920 (Pupil Fees)	LCFF - 23020

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

Plan Implementation

- Fully Implemented
 - o Off-site experiences
 - o Writing using those experiences
 - o Eliminating chronic truancy
 - o Parent Involvement
 - o Teacher Collaboration
- Not so much
 - o Student Advisory Committee
 - o Did not meet growth targets for reading and math
- No specific actions were abandoned yet. The modifications were of a nature that hiring more people to work with specific teachers with specific kids;
- There are seemingly no particular barriers to continuing with the plan as passed.
- The act of putting together a student committee is mitigated somewhat by the smallness of the school. When the principal can walk around and talk to all the students every day he or she can take the pulse of the school. This goal may be one to be abandoned.
- Using off-site experiences and the theme focuses the writing process. Specificity of purpose emerges as the totality of the instruction takes place. Everything is driven by a unity of learning. Evidence includes personal writing; term papers; poems; journals and the like.
- Well, when growth targets are not met something is not working. Most egregious area of difficulty is math where the scores went to Orange in the last year. Kohl is working on making sure the students have experience taking tests on computers as test taking is not a major initiative. Also the people who have been hired are working specifically with students with math deficiencies.
- It is recommended that more effort be put forth with respect to fidelity of implementation. Also a more seamless transition through the grades into and out of multi-age classes.

Effectiveness

- Goal 2.4 having to do with off-site experiences was fully met.
- Goals 2.1 and 2.3 were not met and fall into the category of not fully implemented.
- Future steps may be a more focused effort within the context of the staff collaboration effort. Also a more focused afterschool tutoring program using teachers and tutors.

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

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Goal 2 – School Climate

Attendance/Chronic Truancy –

In June 2020, the goal is to decrease chronic absenteeism for All Students by -.5 percent to move from Yellow to Green.

Identified Need

Attendance/Chronic Truancy –

2018: 4.3 with a decrease of 1.4 (Yellow)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	0%	0%
Chronic Absenteeism (All Students)	4.3%	3.5%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,000 - 42000 (Books)	Title I - 50671
\$500 - 43110 (Instructional Materials)	Title I - 50671
\$500 - 57250 (Field Trip District Trans)	LCFF - 23034
\$1,000 - 58720 (Field Trip Non-District Trans) \$500 - 58720 (Field Trip Non-District Trans)	Title I - 50671 LCFF - 23034
\$599 - 58920 (Pupil Fees)	LCFF - 23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

See Annual Review - Goal 1

Effectiveness

See Annual Review - Goal 1

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

Material Changes

See Annual Review - Goal 1

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

See Annual Review - Goal 1

Goal 3 – Meaningful Partnerships

By June 2020, increase the number of parent helpers/volunteers from previous year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Mentor members at Kohl	100	110

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to foster relationships with parents to encourage attendance at parent meetings, classroom support (volunteers), and school events.

Provide field trips.

Teachers will be provided additional hourly pay.

32 hours X \$60 = \$1,920 (Estimating to \$1,953)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,953 - 11500 (Additionally Hourly Teacher)	Title I - 50672
\$1,000 - 57250 (Field Trip District Trans)	Title I - 50672
\$1,000 - 58720 (Field Trip Non-District Trans)	Title I - 50672
\$2,500 - 58720 (Field Trip Non-District Trans)	LCFF - 23035
\$549 - 43400 (Parent Meeting)	Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

See Annual Review - Goal 1

Effectiveness

See Annual Review - Goal 1

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

Material Changes

See Annual Review - Goal 1

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

See Annual Review - Goal 1

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$28,263
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$59,812

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	\$28,263

Subtotal of additional federal funds included for this school: \$28,263

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$31,549

Subtotal of state or local funds included for this school: \$31,549

Total of federal, state, and/or local funds for this school: \$59,812