SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

FILLMORE ELEMENTARY

Contents

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
Fillmore Elementary	39686766042576	Original – 03/20/2018 Revision – 05/20/2019	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)

In January 2019, Fillmore Elementary was identified as a Comprehensive Support and Improvement (CSI) school.

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.

Fillmore 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

Fillmore 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 January 16, 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.

Fillmore 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 25, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Fillmore Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on March 27, 2019, April 10, 2019, and April 24, 2019.

In summary, each meeting was focused on dashboard indicators around student achievement in Math, suspensions, and chronic absentee. Meetings focused on identifying possible root causes to the indicators. The meetings then transitioned into identifying barriers (the why's), which then worked into identified needs and assurances.

As a result of the stakeholder involvement and data reviews, Fillmore Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. The Decision Making Model was used to complete the analysis of the data collected through the CNA. Needs, assurances, and monitoring systems were identified.

Resource Inequities

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

Based on feedback through the CNA process: Parents felt there was a lack of parent involvement and training for parents to help them better support their child at home. Parents also felt there was a lack of communication between the school and families, especially families with new students at Fillmore. School counselors, teachers, and admin will create a mentor system that will help new students at Fillmore feel welcomed.

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:

By June 30, 2020, Student achievement in ELA will decrease the distance from Standards Points by 3 points for all students and in all subgroups and increase the Percentage of Students meeting grade level standards by 5% on SBAC

Math SMART Goal:

By June 30, 2020, Student achievement in Math will decrease the distance from Standards Points by 3 points for all students and in all subgroups and increase the Percentage of Students meeting grade level standards by 5% on SBAC

Identified Need

ELA/ELD:

33.65% of our students are English Learners

CA Dashboard results for ELA: (CSI School)

ALL -61.3 Orange

EL -69.3 Orange

SED -61.2 Yellow

SWD -152.5 Red

AA -94.6

Hisp -61.3 Orange

White -51.6

Asian, 2 Race, Fili, PI, Fos, and HOM (NC)

SBAC data reflects that in 17-18 26% met Standard in ELA

18-19 Winter MAP data shows that out of our entire student population in grades K-8 only 26% of our students in ELA met standards.

MAP data reflects that only 10% of our English Learners (EL) met standard.

CA Dashboard results for Math: (CSI School)

ALL -77 Orange

EL -83.7 Orange

SED -77.2 Orange

SWD -179.5 Red

AA -131.1

Hisp -76.9 Orange

White -67.2 Yellow

Asian, 2 Race, Fili, PI, Fos, and HOM (NC)

SBAC data reflects that in 17-18 21% met Standard in Math.

18-19 Winter MAP data shows that out of our entire student population in grades K-8 only 23% of our students in Math met standards.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-ELA (All Students)	61.3 points below	58.3 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-Math (All Students)	77 points below	74 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

To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).

Instructional Assistants will coordinate small group using interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation, Literacy Station and facilitate support with students while the teacher works one-on-one with students

Program Specialist (PS) will assist with providing professional development and support to teachers to increase fidelity across the school with AVID strategies. The Program Specialist will help with collecting evidence to insure AVID certification, plan 3 - 5 AVID family nights throughout the year, and plan the AVID showcase that takes place twice a year. PS will also assist teachers in their PLC to view data and identify what strategies would be helpful in improving student data.

Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper, highlighters.

Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM, ELA, and MATH), data analysis, etc.

ELA Workshops - June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

Math Workshops - June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

PLC Conference - June 2020 - administrator, program specialist, instructional coach, counselor, and 1 teacher from each life level. ($2,500 x 6 staff = $15,000)

AVID Workshops - June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level. ($1,500 x 6 staff = $9,000 - estimating to $10,000)

Consultant Agreement:

Achievement Network ANET works alongside our school leadership team to strengthen our school-wide practice and culture of using learning standards and achievement data

Duplicating services includes AVID planners

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)
$66,000 - 19101 (.5 FTE Program Specialist) $66,000 - 19101 (.5 FTE Program Specialist)	Title I - 50643 LCFF - 23030
$10,000 - 43110 (Instructional Materials)	Title I - 50643
$25,000 - 52150 (Conferences)	LCFF - 23030
$1,000 - 57150	LCFF - 57150
$2,000 - 56590	Title I - 50643
$35,946 - 58100	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students and Subgroup: English Learners, Students with Disabilities

Strategy/Activity

Science Related Strategy:

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Conferences:

* PLTW Conference - June 2020 - 1 teacher from middle school ($2,500 X 2 teachers = $5,000)

Coordinate substitute coverage for teachers to attend conferences/workshops.

25 days X $200 = $5,000

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

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)
$5,000 - 52150	LCFF - 23030
$5,000 - 11700	Title I - 50643

Amount(s)   Source(s)

| $20,000 - 43110 | Title I - 50643 |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students and Subgroup: English Learners, Students with Disabilities

Strategy/Activity

Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency. Provide students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door,

Bilingual Assistant will pull EL students daily reinforcing on ELA and math concepts taught. Provide students scheduled time with the bilingual assist to increase reclassification rate. Bilingual assist will work collaboratively with teachers to identify areas of need to support EL students.

Library Media Clerk will provide students with support and direction in learning and accessing library resources. Library Media Clerk with also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read alouds. In addition, the Library Media Clerk will support the use of Accelerated Reader. Accelerated Reader will be used to supplement and enrich reading for all students. This web based program also helps us in collecting data useful to level our kids according to their reading skill level.

Teacher will enhance integrated/designated ELD/ELD curriculum using GLAD techniques.

Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper.

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.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

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)
$82,812 - 21101 (2 @ .7500 Bilingual Assistant)	LCFF - 23020
$21,921 - 22601 (.4375 Library Media Clerk)	LCFF - 23030
$32,276 - 21101 (2 @ .4375 Instructional Assistant)	LCFF - 23030
$18,662 - 21101 (.4375 FTE Instructional Assistant)	Title I - 50643
$10,000 - 58450 (License Agreement)	Title I - 50643

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
1.1 AVID Strategies were implemented school wide - Kindergarten through 8th grade. School wide AVID Matrix is in place - AVID site team meets monthly to create an agreed upon system of expectations for all students at Fillmore. Direct Interactive Instruction model of lesson design is a school-wide expectation at Fillmore for all teachers. Professional Learning Communities are an integral for Data Analysis and Action Plans. Collaboration takes place at all grade levels - three times a month. Each grade level sets SMART Goals and adjusts their instruction based on Common Formative Assessments and discussions with their team members. Implementation of MTSS – There is a set time daily. 3 instructional assists are used school wide, K-8.
1.2 AVID Strategies were implemented school wide - Kindergarten through 8th grade. School wide AVID Matrix is in place - AVID site team meets monthly to create an agreed upon system of expectations for all students at Fillmore.
1.3 AVID Strategies were implemented school wide - Kindergarten through 8th grade. School wide AVID Matrix is in place - AVID site team meets monthly to create an agreed upon system of expectations for all students at Fillmore.
1.4 AVID Strategies were implemented school wide - Kindergarten through 8th grade. School wide AVID Matrix is in place - AVID site team meets monthly to create an agreed upon system of expectations for all students at Fillmore. Direct Interactive Instruction model of lesson design is a school-wide expectation at Fillmore for all teachers. Professional Learning Communities are an integral part of Fillmore's Data Analysis and Action Plans. Collaboration takes place at all grade levels - three times a month. Each grade level sets SMART Goals and adjusts their instruction based on Common Formative Assessments and discussions with their team members. Implementation of MTSS. 3 instructional assists are used school wide, K-8.

Effectiveness

1.1 Fillmore's SBAC Data stagnated from Spring 2016-2017 school year to Spring 2017-2018 school year in Math. Fillmore's SBAC Data increased by 2% from Spring 2016-2017 school year to Spring 2017-2018 school year in English Language Arts.

1.2 Fillmore's SBAC Data stagnated from Spring 2016-2017 school year to Spring 2017-2018 school year in Math. Fillmore's SBAC Data increased by 2% from Spring 2016-2017 school year to Spring 2017-2018 school year in English Language Arts.

1.3 Fillmore's SBAC Data stagnated from Spring 2016-2017 school year to Spring 2017-2018 school year in Math. Fillmore's SBAC Data increased by 2% from Spring 2016-2017 school year to Spring 2017-2018 school year in English Language Arts.

1.4 Fillmore's SBAC Data stagnated from Spring 2016-2017 school year to Spring 2017-2018 school year in Math. Fillmore's SBAC Data increased by 2% from Spring 2016-2017 school year to Spring 2017-2018 school year in English Language Arts.

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

None.

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
1.1 Instructional Assists will be used in grades K-6, instead of K-8. Fidelity with AVID strategies needs to be strengthened school wide. New teachers need to be trained in AVID strategies and Direct Interactive Instruction.
1.2 Instructional Assists will be used in grades K-6, instead of K-8. Fidelity with AVID strategies needs to be strengthened school wide. New teachers need to be trained in AVID strategies and Direct Interactive Instruction.
1.3 Instructional Assists will be used in grades K-6, instead of K-8. Fidelity with AVID strategies needs to be strengthened school wide. New teachers need to be trained in AVID strategies and Direct Interactive Instruction.
1.4 Instructional Assists will be used in grades K-6, instead of K-8. Fidelity with AVID strategies needs to be strengthened school wide. New teachers need to be trained in AVID strategies and Direct Interactive Instruction.

Goal 2 – School Climate

Suspension –

Decrease the percentage for all students and in all subgroups who are suspended by 0.3 to 1.0

Attendance/Chronic Truancy –

Decrease the percentage for ALL students, in all subgroups who are chronically absent by 0.5 to 3.0 points

Identified Need

Suspension –

According to the Ca Dash Board, 2018 Suspension rate:

ALL 5.1 Orange

EL 2.8 Orange

SED 5.2 Orange

SWD 10.1Red

AA 16.7 Red

Hisp 4 Orange

White 8.8 Orange

Asian, 2 Race, Fili, PI, Fos, and HOM (NC)

Comparison of Out of school days of suspension 71 days mid Feb. 17/18 vs 114 days mid Feb.18/19

Attendance/Chronic Truancy –

CA Dashboard results for Chronic Absenteeism: (CSI School)

ALL 22.9 Red

EL 16.6 Red

SED 23.3 Red

SWD 26.9 Red

AA 38.6 Orange

Hisp 20.9 Red

White 30.9 Red

Asian, 2 Race, Fili, PI, Fos, and HOM (NC)

Number of students with 10% or more days of UNX abs: 168

Chronic Ab Rate for Feb. 2018- : 20.22%

School Climate –

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	5.1%	4.8%
Chronic Absenteeism (All Students)	22.9%	22.4%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students in Grades 3rd - 8th

Strategy/Activity

Implement structured student engagement activities during non-instructional time to reduce discipline and maintain a safe learning environment.

Consultant:

Sports for Learning will provide structure to the playground while keeping students active and having fun. College athlete coaches have multiple games designed to keep students engaged both mentally and physically. Students play a different game each week, focusing on a specific STEM topic and soccer technique. Sports for Learning will provide lunch recess organized sports for Cleveland students. Sports for Learning will assist with improved student attendance and a decrease in the number of discipline on the playground at lunch recess.

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)
$30,089 - 58320	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

•Positive Behavior Interventions and Support (PBIS) – Fillmore Matrix was created by staff and is implemented school wide.

•Incentives are in place for student attendance and for good behavior

•Assemblies on Anti-Bulling & other character traits are performed throughout the year.

•Parent Involvement – PTS, SSC, ELAC Coffee Hour, AVID Family Nights

•Teachers manage most behaviors in their classrooms. Referrals to the office are for severe incidences.

•Assistant Principal follows the district rubric when disciplining students.

Effectiveness
Chronic Absenteeism increased 4.2 % from 16/17 to 17/18 school year according to the Ca Dashboard.
Suspension Rate increased 1.6% from 16/17 to 17/18 school year according to the Ca Dashboard.

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

None.

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.

An additional counselor was added to the staff.
Lunch Detention has been added to the day for grades 5-8.

The PLUS program began 18/19 school year with the intent of improving school climate. The program will help with building trusting relationships between students, creating opportunities for listening, and develop a mechanism to sustain the safe school efforts.

Goal 3 – Meaningful Partnerships

By June 2020, increase one parent helper per grade level.

Identified Need

Parents attend academic focused Family Nights.

Parent helper (i.e. volunteers)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Helper Logs	Establish baseline	

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

Recruit parents during academic focused Family Nights (e.g. Reading, Math, STEM, AVID, etc.), parent/teacher conferences, parent meetings (e.g. SSC - SPSA advisory, ELAC - English Learner Advisory Committee, Parent Coffee Hour Meetings, After School Program, End of the Year Carnival, and Scholastic Book Fair.

Community Assistant will provide outreach to parents to assist in the recruit of parent helpers and open communication lines to foster positive attendance and behavior habits.

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)
$20,000 - 29101 (.4375 FTE Community Assistant)	Title I - 50672
$1,000 - 43400 (Parent Meeting)	Title I - 50647
$2,516 - 43200 (Non-Instructional Materials)	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

School Site Council meets once a month to review data, budget, strategies and activities taking place on campus. Parents, staff, admin, and other stakeholders are always involved in decision making.

Parent Teacher Association (PTA) meeting every couple months. They plan school fundraisers and activities that support students and families.

AVID Families nights are planned each Trimester. Students have an opportunity to show off their AVID skills, as well as participate in a family Night (Movie, Family Dance, Bingo Night).

English Learner Advisory Committee (ELAC) committee for parents meets 4-5 times a year. Fillmore provides training activities to parents on how they can be more involved and become active participant in help their child.

Parent/teacher conferences take place throughout the year for each grade level. Teachers communicate the student's progress in school, and in the case of a student who is having difficulty, to enlist the parents' cooperation in the effort to remediate any problems.

After School Program (ASP) is partnered with the Jacoby Center from University of the Pacific. The ASP program offers a variety of physical activities, a nutritional meal, & tutoring

Effectiveness
Partnerships with parents and community stakeholders have gotten people more involved in Fillmore as their community school. Families are more involved in decision making and become active participants in their child's education. These partnerships have resulted in sharing and maximizing resources at Fillmore.

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

None.

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
Fillmore has many new staff members that need to be informed of all the meaningful partnerships that take place at Fillmore.

We continue to actively work on getting more parents involved. Communication to KEY. We plan to communicate more frequently the activities and events taking place at Fillmore through Fliers, Peach Jar, Fillmore Website, Fillmore Instagram, School messenger, and the school marquee

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	$181,124
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	$445,222

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 ($)
Title I	$181,124

Subtotal of additional federal funds included for this school: $181,124

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	$264,098

Subtotal of state or local funds included for this school: $264,098

Total of federal, state, and/or local funds for this school: $445,222