

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Kohl (K5 - 256)

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

_____ Date of Meeting

4. 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.
5. 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 _____ Date of Meeting

Attested:

Patrick Hambright
Typed Name of School Principal

Patrick Hambright
Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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	06/03/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Kohl Open Elementary is implementing a Schoolwide Program.

Description

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 Open Elementary School'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.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Kohl has multiple committees that meet and help develop our school/stakeholder needs.

- Staff Meetings-8/31/21, 9/14/21, 12/14/21, 1/11/22, 3/8/22 On these dates we analyzed our ELA and Math iReady data. We found deficiencies in grades 2 and 3. Math-Tier 1 10%/Tier 2 52%/Tier 3 32%. ELA-Tier 1 5%/Tier 2 62%/Tier 3 33%. 3rd grade ELA-Tier 1 Math-Tier 1 20%/Tier 2 48%/Tier 3 28%. We determined that we need additional support/intervention for these grade levels ie. additional classroom personnel/tutoring after school.
- PLC Meetings-9/28/21, 10/12/21, 11/9/21, 12/7/21, 2/7/22 On these dates we used iReady diagnostic results to identify low performing groups and explore alternative assessments. Our 4th grade Math and ELA results showed minimal growth for our Tier 3 students from the 1st diagnostic to the second diagnostic, only 7% growth. Based on this data we discussed intervention strategies that utilize authentic assessments; writing samples, portfolios, running records, Math/ELA project rubrics. Teachers were able to refine/develop these; running records/ELA and Math project rubrics/student portfolios. The importance of experiential learning/field trips was also discussed during these meetings. These components of Kohl Open School had been missing for the first 7 months of school. We were only able to have approximately %20 of our trips this year. The need for this experiential learning was highlighted as a priority for next year.
- SSC Meetings-10/12/21, 11/9/21, 12/7/21, 2/7/22 On these dates our stakeholders discussed our school's technology needs and how to integrate that technology into projects and curriculum. Less than 50% of classes had adequate/up to date technology to successfully present research based projects and other group projects. Being a school that focuses on Project Based Learning it was decided that Technology upgrades were necessary. The importance of experiential learning/field trips was also discussed during these meetings. These components of Kohl Open School have been missing for the first 7 months of school. We were only able to have approximately %20 of our experiential learning trips this year. The need for this experiential learning was highlighted as a priority for next year.

Staffing and Professional Development

Staffing and Professional Development Summary

- 100% of our staff are tenured
- 63% of our staff has a Masters Degree
- Average years of service is 18.74
- Teachers at our school are here because they believe in our Open Education Philosophy, experiential learning, and Project Based Learning.

Our PLC Meetings allow our teachers to address specific learning gaps with our students. We found deficiencies in grades 2 and 3. 2nd grade Math-Tier 1 10%/Tier 2 52%/Tier 3 32%. 2nd grade ELA-Tier 1 5%/Tier 2 62%/Tier 3 33%. 3rd grade ELA-Tier 1 3rd grade Math-Tier 1 20%/Tier 2 48%/Tier 3 28%. By identifying these gaps we are able to discuss intervention strategies and embed them in our project development. Our PLC Meetings also allow our teachers to develop and refine our Thematic Based Curriculum and experiential learning practices.

Our Professional Development promotes teacher collaboration in vertical and horizontal life levels. This collaboration helps to ensure rigor when designing Kohl's Thematic Based Curriculum. It allows the embedding of California Content Standards in these projects. Our PD's are also designed to ensure students have the skills they need when promoting to the next grade.

Staffing and Professional Development Strengths

Staffing and Professional Development Strengths

Kohl's staff consists of individuals that are highly qualified staff. 100% of our teachers are tenured. 63% have a Masters Degree. In addition to being highly qualified, teachers at Kohl believe in Open Education and Project Based Learning. This is why we don't have a teacher turn around rate. If they teach at Kohl they retire from Kohl. This is hugely helpful in regards to sustaining our belief in Project Based Learning, experiential learning, and student performance.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Collaboration, development, and implementation was not effective in the virtual setting for Thematic Based Curriculum. **Root Cause/Why:** Covid 19 restrictions have made collaboration difficult for our staff to gather and communicate. These inconsistencies have disrupted our collaborative connection tied to our theme, projects, and students.

Teaching and Learning

Teaching and Learning Summary

Student performance. Student engagement. Data.

Per observation, our teachers have a safe and comfortable teaching environment that promotes collaboration. Attendance at our Staff Meetings and Professional Learning Community meetings is approximately %90. This comfortable environment is bound together by the belief in Open Education and Thematic Based Curriculum. The most effective collaboration takes place in horizontal life levels. There is a need to focus more effort on our vertical life levels. This need is due, in part, to Covid 19 restriction.

iReady is one data source that is used to track students' progress through-out the year. Within the school year, 3 tests are administered.

iReady ELA

End of Year 2020:

Tier 1 %45

Tier 2 %30

Tier 3 %26

iReady ELA

End of Year 2021:

Tier 1 %46

Tier 2 %23

Tier 3 %31

iReady ELA

Mid-Year 2021-22:

Tier 1 %41

Tier 2 %32

Tier 3 %27

From 2021-2022 our ELA iReady scores showed %9 growth in our Tier 2 students and a %5 decrease in our Tier 3 students and a %4 decrease in our Tier 1 students. Good progress was made with upward movement of our Tier 3 students to Tier 2. The slight decrease from Tier 1 to Tier 2 may be due to Distance Learning.

iReady Math

End of Year 2019:

Tier 1 %24

Tier 2 %46

Tier 3 %24

iReady Math

Winter 2020:

Tier 1 %32

Tier 2 %43

Tier 3 %25

iReady Math

Fall 2021-22:

Tier 1 %26

Tier 2 %50

Tier 3 %24

From 2021-2022 our Math iReady scores showed %7 growth in our Tier 2 students and a %1 increase in our Tier 3 students and a %6 decrease in our Tier 1 students. Minimal progress was made with upward movement of our Tier 3 students to Tier 2. The decrease from Tier 1 to Tier 2 may be due to Distance Learning.

Teaching and Learning Strengths

Kohl Open School has multi-aged classrooms that employ an Open Philosophy and a Thematic Based Curriculum. These beliefs align with our school vision, mission, goals, and values. Our projects are developed using California Content Standards. We also are firm believers in experiential learning/fieldtrips. We believe that the learning that takes place outside of the classroom helps to create life-long learners. This experiential learning is then integrated into projects. We also promote mentorship with our older students. They collaborate and do research projects that are shared with the rest of the school community. These relationships that are created promote an equitable learning environment for students and staff.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Student experiential learning were stifled as fieldtrips/experiential learning opportunities were cancelled or virtual. **Root Cause/Why:** Due to Covid 19 restrictions, students weren't able to go on many fieldtrips. Projects were done in classes but again, they had to be modified due to Covid restrictions.

Needs Statement 2: Student/peer mentorship opportunities were limited. **Root Cause/Why:** These restrictions also impeded our Mentor Cycles Research Projects and presentations. We were also restricted when doing our Mentor Cycles.

Parental Engagement

Parental Engagement Summary

Kohl maintains several methods to sustain Parental Engagement.

- Weekly Principal's Note-This is a weekly communication that goes out to all stakeholders. It is designed to keep stakeholders informed regarding Kohl's current events/fundraisers/meetings/etc.
- Fieldtrips-Parents involvement is component of our fieldtrips. These trips help to build community at all grade levels.
- Monthly SSC Meetings-These meetings allow for stakeholder input regarding Kohl's budget and student/school needs.
- School Fundraisers-Several fundraisers are held each year. These fundraisers build community and raise money for Kohl Education Foundation.
- Kohl Education Foundation-Kohl's non-profit organization that supports our students. This is a forum where parents can come together and plan events and fundraisers for our school.
- Back to School Night-Staff, students, and families attend this event. It serves as a way of introducing families to Kohl Open School and its staff.
- Soiree-This is an end of the year all school event that brings all staff, students, and parents together. It's a showcase of all the work that classes have done through-out the year.

Attendance Statistics

- Weekly Principal's Note-On average %65 of Principal's Note emails are viewed
- Parent Conferences-%90 parent attendance rate
- Local community fieldtrips-Varies
- Monthly SSC Meetings-Per attendance records, Kohl has an SSC member attendance rate of %80
- School Fundraisers-221 tickets were sold for our De Vinci's fundraiser
- Kohl Education Foundation Meetings-Attendance fluctuates between 6-12 participants
- Back to School Night-This years Zoom attendance was at 59 families
- Soiree-Hasn't occurred yet.

Parental Engagement Strengths

Kohl is very fortunate to have strong parent involvement. Being a Specialty School, parents send their children to our school for a reason, our Open Philosophy and our Thematic Based Curriculum. This belief in what we do is supported by our attendance data (see above).

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent participation/attendance levels have declined. **Root Cause/Why:** Due to Covid 19 restrictions, we have not been able to host families on campus. CDPH Guidelines has not allowed large gatherings. We have not been able to have on-campus community building events.

School Culture and Climate

School Culture and Climate Summary

Kohl Open School is a small Specialty School of 208 students. Our Open Philosophy and our Thematic Based Curriculum is what defines us as a Specialty School. Our class size of 27:1 creates a productive learning environment and allows for more effective academic support.

School Climate Survey Results

16% of students surveyed have been cyberbullied in the past 30 days.

66% of students surveyed feel like their voice matters at our school.

100% of students surveyed feel like they are a part of our school.

83% of students surveyed feel safe at our school.

100% of students surveyed feel that there is a teacher or other adult who believes that they will be a success.

100% of students surveyed believe that there is no racial tension at our school.

Only 66% of students surveyed feel like their voice matters on campus. In order to address this deficiency a Student Leadership Committee could be formed to promote community building within the school. Possible events could be Spirit Week, school dances, and lunch activities.

Our data shows that 83% of our students surveyed feel safe in our school. Although that's a high percentage it still could be better. A follow-up survey with specific questions could help identify deficiencies in our school safety. This data could then help address the 17% of students surveyed that didn't feel safe at school.

Outside of our campus our school has pathways to engage and support the community. We have fundraisers for St. Mary's Dining Room, Emergency Food Bank and the Assistance League. This community connection instills compassion in our students and a stronger connection with the greater Stockton community.

School Culture and Climate Strengths

Students have a high level of access and trust for their teachers. Our suspension rate is at %0 percent. Students also feel like they are a part of our school and that there is no racial tension. With 9 teachers and 208 students and classrooms of 27:1 our student: teacher and student: student relationships are strong.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): 34% of students feel they do not have a voice at Kohl. **Root Cause/Why:** We started our year under CDPH guidelines; no large gatherings/students had to stay in their pods/classes. Due to these restrictions, we have not been able to gather students for any large events. Under normal conditions these events can be held and in turn will boost positive School Climate Data. Students haven't planned or participated in school community building events that promote a positive

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By EOY 2023 per iReady Diagnostic 3 Results Report, the total number of k/2/3/6 students performing 2 or more grade levels below will decrease by 10%, approximately 5-6 students.

EL: By EOY 2023, per ELPAC, decrease the number of students who are classified EL by 2 students.

Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, we will decrease the number of kids in grade 4-6 performing 2 or more grade levels below by 15%, approximately 8-9 students.

Identified Need

Collaboration, development, and implementation was not effective in the virtual setting for Thematic Based Curriculum.

Student experiential learning were stifled as fieldtrips/experiential learning opportunities were cancelled or virtual.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students that reclassified.	9 students	7 students
Number of kids 2 or more grade levels below-Math.	80 students	72 students
Number of kids 2 or more grade levels below-ELA.	50 students	42 students

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 1.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
All Students
English Learners

Strategy/Activity

Teacher collaboration meetings will be held to emphasize quality implementation of the Kohl yearly theme. We will also focus on integrating the District's ELA and Math curriculum to improve student instruction. (2 @ .5 FTE Instructional Coaches - Centralized Service)

Title 1
Teacher Additional Comp 10 teachers X 12 hours X \$60 rate of pay = \$7,200
1 counselor X 12 X \$60 = \$720

LCFF
Teacher Additional Comp 10 teachers X 4 hours X \$60 = \$2,400

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)
\$7500	50643 - Title I

\$720	50643 - Title I
\$2500	23030 - LCFF (Site)

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Field trips give kids rich experiences in ELA, Math, Science, Social Studies, Art, and Performing Arts. These hands-on experiences are integrated into classroom academics and projects. They also allow students to develop a community connection and helps them to foster a sense of civic duty. Kohl's thematic based curriculum (Project Based Learning) requires students to do projects.

Additional materials needed are math manipulatives, tri-folds, poster board, composition books, etc.

Due to COVID 19 virtual resources may also be explored.

Title 1

Field Trips District/Non District Transportation - \$6,000

Pupil Fees-\$3,572

Books and Supplies-\$4,280

Equipment-\$3,000

LCFF

Field Trip District/Non-District Transportation-\$3,660

Books and Supplies-\$8,000

Equipment-\$5,000

Teachers will use various equipment such as the laminator, copier, poster maker. This equipment will support students' projects and publication needs.

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Title 1 Maintenance Agreements - \$3,300

LCFF - Maintenance Agreements \$1,000

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)
\$4280	50643 - Title I
\$8000	23030 - LCFF (Site)
\$529	50647 - Title I - Parent
\$3000	50643 - Title I
\$5000	23030 - LCFF (Site)
\$3000	50643 - Title I
\$3000	50643 - Title I
\$1660	23030 - LCFF (Site)
\$2000	23030 - LCFF (Site)
\$3300	50643 - Title I

\$3572	50643 - Title I
\$1000	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Teacher collaboration was effective and helped to integrate District ELA and Math curriculum into Kohl's yearly theme. We saw progress with our iReady ELA and Math scores. We were able to produce student publications and class projects.

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

Due to Covid 19 restrictions we went on very few field trips. These budget allocations had to be strategically redirected into technology and library upgrades. With these changes students were able to go on virtual field trips and gain hands-on experience and knowledge. Our library resources were also bolstered and that supplemented the lack of experiential learning. Per observations and student feedback this was an effective way to provide these supplemental experiences. 85% of students claimed to have positive learning experiences.

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.

We will continue to observe progress regarding these supplemental resources.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Due to COVID 19 our absenteeism rate rose significantly, Our goal is to decrease it by 20% to %.14.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
21-22 Absenteeism rate	34%	14%

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 2.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Kohl's "Attendance Team" consists of teachers, school counselor, and administration to monitor and analyze attendance data and to provide input on possible effective strategies to promote attendance.

Following the review of data, the team will conduct outreach to students and families to promote the awareness and importance of attendance. Additional comp may be provided for activities occurring outside the contractual workday. The Attendance Team will focus primarily on tier 1 strategies and may escalate to tier 2 and 3 as appropriate which include individualized outreach and monitoring/tracking and student check-ins.

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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. Due to Covid 19 our Chronic Absenteeism Rate increased. These unforeseen circumstances kept our Attendance Team busy supporting families.

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

Due to Covid 19 we had to invest significant effort in student attendance. Many students weren't able to attend school because of family exposure or contact tracing on campus.

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.

We will continue to monitor our Absenteeism Rate for next year. Our strategies will remain the same.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

Increase the number of parent helpers/volunteers from previous year. By June 2023, increase the number of parent helpers/volunteers from previous year by 10.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Parent/Volunteers	50	60

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 3.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Continue to foster relationships with parents to encourage attendance at parent meetings, classrooms (volunteers), and school events. Encourage parents to be a part of field trips/community building outings.
We will provide parents with academic strategies for parents to replicate at home.

Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Title 1 Parent Meeting - \$529 (50647)

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Due to Covid 19 restrictions, we were not able to meet in person. The effectiveness of the meetings suffered due to technology issues; connectivity, available of devices, lack of live human interaction, increased screen time.

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

There were fewer meetings and there was also a decrease in attendance. This directly impacted our number of parent volunteers, and on and off campus community building events/field trips.

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.

We will continue to work towards our goal and promote relationships with our parents at parent meetings, classrooms (volunteers), and school events. We will also continue to encourage parents to be a part of field trips/community building outings. Attendance data will be collected at these various events.

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	\$28901
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$49061

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 (\$)
50643 - Title I	\$28372
50647 - Title I - Parent	\$529

Subtotal of additional federal funds included for this school: **\$28901**

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 (\$)
23030 - LCFF (Site)	\$20160
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: **\$20160**

Total of federal, state, and/or local funds for this school: **\$49061**