School Plan for Student Achievement (SPSA) Davis Intermediate School

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Caroline Davis Intermediate School	43 69625 6048094	June 8, 2020	November 12, 2020

Purpose and Description

At Davis School, we want to ensure that every student's potential is achieved. We want to create a 21st century successful middle school that engages students, staff, and community. Our vital signs provide insights into our student's educational health and well-being at any point in time. Davis Vital Signs are Student proficiency in all subjects through the use of equitable teaching practices, Student Communication, collaboration, critical thinking, and creativity skills, Student Sense of relatedness, belonging, and voice, and Student Acquisition of 21st century skills. Our four pillars are building blocks of our professional development which include Culturally Responsive Teaching and Learning, Supports for Collegial Collaboration and Accountability for All Staff, High Expectations for All, and Safe Climate and Strong Relationships with Families and Community

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

COVID-19 and Sheltering in place has impacted our community at Davis. It has required access to broadband and computers for on-line education. Students and families have had to rely on resources at home to continue learning remotely. Teachers have had to adapt to the varying modes of delivery of instruction and teaching. All staff, students and parents have had to adjust the ways in which to engage and communicate in the virtual setting as opposed to in-person. We are utilizing ParentSquare posts, Virtual Parent Meetings, and Virtual Office Hours to communicate and update our community under distance learning.

Presentations to stakeholders included:

School Site Council
June 8, 2020

English Learner Advisory Committee (ELAC)
June 8, 2020

The School Site Council approved the SPSA on June 8, 2020.

Resource Inequities

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.

In the spring we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and an internet Hotspot. In addition the distance learning format had proved to be a challenge most particularly for students with disabilities and English Language learners.

In face-to-face instruction, Davis is in need of additional resources to ensure that all students continue to have 1:1 chromebook access. We are also in need of additional support for noon duty supervision or lunch time activities and resources to ensure the safety and engagement of all students at break and lunch times. Additional access to a variety of electives and extracurricular activities for our students during the day and after school. Academic support and enrichment for students depending on their individual needs. There is a desire for additional support for professional development for all staff members. Also, additional support to address the social-emotional needs of our students.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

There is a need for time to build relationships between teachers and students. Teachers are needing time to plan and collaborate to convert lessons to apply to distance learning.

According to the CA Dashboard, our overall Academic Performance Level in both ELA and Math based on our SBAC scores has improved to Yellow. However, less than half of our overall student population is meeting or exceeding standard in ELA and Math. Through our Teachers being involved in Professional Learning Communities and opportunities for Professional Development and Coaching Cycles, we would like to increase the percentage of students who are meeting or exceeding standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	2019 Overall ELA: 45% 2018 Overall ELA: 42% 2017 Overall ELA: 42% 2016 Overall ELA: 44% 2015 Overall ELA: 38% 2019 Overall Math: 34% 2018 Overall Math: 29% 2017 Overall Math: 29% 2016 Overall Math: 27% 2015 Overall Math: 24%	increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels	**ELA** 2019: Yellow 2018: Orange 2017: Orange **Math** 2019: Yellow 2018: Orange 2017: Orange	increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-8.
iReady Reading and Math Diagnostic Results	**2019-20** Diagnostic 1 to 2 ELA 50% (from 53%) in red/Tier 3 16% (from 17%) in yellow/Tier 2 34% (from 29%) in green/Tier 1 Diagnostic 1 to 2 Math: 39% (from 44%) in red/Tier 3 31% (from 33%) in yellow/Tier 2 31% (from 24%) in green/Tier 1 **2020-21** Diagnostic 1 ELA: 31% in green Diagnostic 1 Math: 35% in green	Diagnostic 1 to 2 and 2 to 3: Move 5% more students from tier 3 to tier 2 and tier 2 to tier 1

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

Professional development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessment. Professional Learning Communities will focus on the needs and supporting our students with disabilities and English learners in accessing grade level standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2496	**LCFF**
$1872	**Low Performing Block Grant**
$7368	**LCFF Supplemental**

Strategy/Activity 2

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

We will fund additional hours daily for a library clerk so that students have access to grade-level fiction and non-fiction text. The additional hours will allow the clerk to be available through lunch time so students have a safe place to access chromebooks and appropriate reading materials.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$16,400	**LCFF**

Strategy/Activity 3

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

We will purchase instructional materials, including the purchase of office supplies. We will purchase instructional supplies and classroom materials that can be used for literacy and for interdisciplinary learning. This includes Newsela licenses, which is an online resource for literacy. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, and magazines).

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$17,573	LCFF
$5000	LCFF Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

We will provide additional support by providing homework centers for identified students before or after school two to three days a week. Teachers will provide Math and Writing Academies before and/or after school.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$6048	Low Performing Block Grant

Strategy/Activity 5

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

We have created a block instructional schedule to allow time for teachers to collaborate and plan during non live teaching times. The schedule also allows teachers to open up additional office hours outside of synchronous time for students to receive help. Using the new schedule allows time to collaborate and meet.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**No site cost associated with this strategy**

Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

Under Distance learning, there is a need to engage our most vulnerable populations in something in school to build relationships and connections and the desire to be in school and to attend and participate consistently.

In ELA, Students with Disabilities are identified as red and Hispanic students are identified as orange through the California Dashboard.

In Math, Students with Disabilities, English Language Learners, and Hispanic students are identified as red through the California Dashboard.

Amongst these student groups, our school is identified for Differentiated Assistance for Students with Disabilities in ELA, Math and suspensions .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs, Foster Youth, African American Students and Latino Students	2019 ELA / MATH English Learners: 8% / 9% Socio-Economically Disadvantaged: 37%/ 24% African-American: 20% / 10% Latino: 34% / 18% 2018 ELA / MATH English Learners: 6% / 3% Socio-Economically Disadvantaged: 34% / 20% African-American: 31% / 7% Latino: 26% / 14%	increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students	2019 ELA/MATH English Learners: Yellow/Yellow Socio-Economically Disadvantaged: Orange/Yellow Latino: Yellow/Yellow Students with Disabilities: Orange/Orange 2018 ELA/MATH English Learners: Yellow/Red Socio-Economically Disadvantaged: Yellow/Red Latino: Orange/Red Students with Disabilities: Red/Red 2017 ELA/MATH English Learners: Red/Red Socio-Economically Disadvantaged: Orange/Orange Latino: Orange/Red Students with Disabilities:Red/Red	increase our English Language Learners, Students with Disabilities, Hispanic students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.
ELPAC	Out of 172 students, 38% are Level 4 (well developed)	We will increase our English learners at an overall level 4: Well Developed on the

		ELPAC by 5%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students.

We will fund one-half FTE of a second instructional assistant to support our English Language Development program at Davis. This instructional assistant is also assigned to core academic classes to assist our newcomers and provide translation as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$21,000	**LCFF Supplemental**

Strategy/Activity 2

We will offer a Summer Bridge to Middle School Class taught by 1 teacher 3 days prior to school beginning in the Fall. They are taught strategies to transition successfully into junior high and given an orientation and tour of campus prior to the first day of school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$546	**Low Performing Block Grant**

Strategy/Activity 3

We will create virtual clubs and other pockets of opportunities for students to be together in a supervised way, ideally to be with their peers and socialize.

Amount(s)	Source(s)
$0	**No site cost associated with this strategy**

Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

There is an increased need for social emotional learning and support opportunities for our students with disabilities due to distance learning.

We are in Differentiated Assistance for our Students with Disabilities. Currently only 8% and 6% of our Students with Disabilities are at standard in ELA and Math. Their academic performance on the CA Dashboard is listed as Red. Although we have made our target in LRE for our Students with Disabilities in General Ed classroom settings, we would still like to increase their time and provide an inclusive environment for our Students with Disabilities so they can best access our core curriculum with support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	2019 ELA / MATH: 8% / 6% 2018 ELA / MATH: 5% / 1%	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels for Students with Disabilities	2019: Orange in both ELA and Math 2018: Red in both ELA and Math	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.
Least Restrictive Environment Targets	2019: % of students in Gen Ed at least 80% of their day is 45%	We will meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students.

Provide .4 FTE additional co-teaching opportunities so that our students with disabilities are able to have additional support in their core general education classes. This practice of having a general education teacher paired with a specialist special education teacher creates more opportunity for inclusivity and creating least restrictive classroom environments.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$60,000	**LCFF Supplemental**

Strategy/Activity 2

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students.

Use the District-purchased SEL program (Nearpod) and create opportunities for teachers and IAs to utilize google meet breakout rooms regularly.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**District Provided Resources**

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

Due to Distance learning, all students now need 1:1 devices and some families are in need of hot spots for wireless connection. This needs to be maintained and on-going for continuous access.

As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the many apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. No student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology as an Instructional Tool	2019: 71.5% of students use technology daily at school 2019: 24.2% of students use technology 3 or 4 times per week at school 2019: .03% of students use technology 1 time a week at school 2019: .001% of students never use technology at school 2018: 55.9% of students use technology daily at school 2018: 38.4% of students use technology 3 or 4 times per week at school 2018: 2.9% of students use technology 1 time a week at school 2018: 2.0% of students never use technology at school	95% of the students will use technology daily as an instructional tool to master the grade level technology standards.

SBAC Participation Rates	2019: 98.82%	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students

Refresh, maintain and repair Chromebooks so that all students are a 1:1 ratio. All classrooms should have 1 chromebook cart full of chromebooks so that each student has access to technology for their assignments and research in the classroom.

In addition, availability for technology upgrades and replacement technology, such as, but not limited to document cameras, projectors, and damaged Chromebooks to support student learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$58,541	LCFF Supplemental
$7,500	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students

Hand out and distribute district provided chromebooks and hotspots. Furthermore, continue to provide ongoing tech support and maintain network connectivity to allow continued access. Continue our outreach to vulnerable families to check in on connectivity and device useability.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**District Provided Resources**

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

There is an increased need for socio-emotional and mental health support for students during Distance Learning, with some students experiencing anxiety, isolation, lack of personal connection and loss of focus.

For chronic absenteeism, students with disabilities, Socioeconomically disadvantaged, English learners, and Hispanics are identified as red or orange through the California Dashboard.

For suspensions, students with disabilities, Socioeconomically disadvantaged, Asians, Whites and Hispanics are identified as red or orange through the California Dashboard.

Amongst these student groups, our district is identified for Differentiated Assistance for students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	2019 All students: 14.7% (Orange) 2019 English Learners: 16.9% (Orange) 2018 Socioeconomically Disadvantaged: 18.1% (Orange) 2018 Students with Disabilities: 21.8% (Red) 2018 Hispanics: 20.4% (Red) 2018 All students: 13.4% (Orange) 2018 English Learners: 16.2% (Red) 2018 Socioeconomically Disadvantaged: 16.2% (Orange) 2018 Students with Disabilities: 16.0% (Orange) 2018 Hispanics: 18.4% (Red)	For chronic absenteeism, improve one level for Socioeconomically disadvantaged students, students with disabilities, English learners, and Hispanic students in the California Dashboard.

	2017 All students: 11.1% 2017 English Learners: 12.3% 2017 Socioeconomically Disadvantaged: 14.0% 2017 Students with Disabilities: 16.3% 2017 Hispanics: 13.8%	
Suspension and Expulsion Rates	2019 All Students: 11.5% (Orange) 2019 Socioeconomically Disadvantaged: 13.7% (Red) 2019 Students with Disabilities: 19.8% (Orange) 2019 African American: 12.1% (Red) 2019 Asian: 6.9% (Orange) 2019 Hispanics: 13.6% (Red) 2019 White: 5.1% (Green) 2018 All Students: 9.7% (Orange) 2018 Socioeconomically Disadvantaged: 12.5% (Red) 2018 Students with Disabilities: 24.7% (Red) 2018 Asian: 2.9% (Orange) 2018 Hispanics: 13.1% (Orange) 2018 White: 10.2% (Orange) 2017 All students: 9.5% 2017 Socioeconomically Disadvantaged: 11.6% 2017 Students with Disabilities: 16.3% 2017 Asians: 1.7% 2017 Hispanics:13.7% 2017 White: 3.9%	For suspensions, improve one level for Socioeconomically Disadvantaged, students with disabilities,African-American, Asian, Hispanic and White students through the California Dashboard.
Attendance Rate	2019-20: 96.00% 2018-19: 95.32% 2017-18: 95.79%	Maintain a 97% attendance rate for each month August-June.
CA Healthy Kids Survey	2019-20 64% of 7th grade students perceived school as safe and	Increase the percent of students reporting feeling safe within a positive school

	very safe 2018-19 58% of 7th grade students perceived school as safe and very safe	climate by 5% on the California Healthy Kids Survey.
PBIS Implementation	2018-19 84% Overall TFI (Tiered Fidelity Index) Tier 1, Tier 2, and Tier 3	Continue to monitor PBIS implementation to maintain a minimum of 90% implementation.
Nearpod Usage	2020 1463=Total Sessions 37434= Total Students	Continue to monitor Nearpod Usage and show 100% teacher implementation and 90% continuous usage.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students.

Implement, monitor, and provide a Second Step Intervention Class after school, taught by two teachers, once a week, using the Second Step license and curriculum on-line with a Social Emotional focus.

Additional counselor or social worker on campus from that provides counseling to students who are referred for various social-emotional issues and concerns, as well as chronic absenteeism. Counselor will provide individual and group workshops to address the needs of students on campus and their families.

Provide "The Art of Yoga Project", a trauma-informed program to give at-risk girls the necessary tools for healing, better decision-making, and life-long wellness.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$25,343	**Low Performing Block Grant**

Strategy/Activity 2

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students.

We will use Nearpod as a social-emotional learning tool of engagement in synchronous and asynchronous learning. Teachers and Counselors can use this to present to students and interact.

Amount(s)	Source(s)
$0	

Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

There is an increased need to keep parents engaged and informed in distance learning.

There has been low attendance at Parent Meetings at the site. There is a need to increase parent involvement and education. Actively involving our parents and engaging in community resources will enable them to respond more effectively to the academic and social-emotional needs of the students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	2019-20: 79% of parents Strongly Agree and Agree that the school allows input and welcome parents' contributions 73% of parents Strongly Agree and Agree that the school actively seeks the input of parents before making important	We will increase parent responses on the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree by 5% from the prior year. *School allows input and welcome parents' contributions

	decisions 79% of parents Strongly Agree and Agree that parents feel welcome to participate at the school 71% of parents Strongly Agree and Agree that teachers at school communicate with parents 2018-19: 84% of parents Strongly Agree and Agree that the school allows input and welcome parents' contributions 68% of parents Strongly Agree and Agree that the school actively seeks the input of parents before making important decisions 74% of parents Strongly Agree and Agree that parents feel welcome to participate at the school 73% of parents Strongly Agree and Agree that teachers at school communicate with parents	*School actively seeks the input of parents before making important decisions *Parents feel welcome to participate at the school *Teachers at school communicate with parents
Attendance at Parent Meetings	2019-20: 2-32 parents average 2018-19: 2-6 parents average	We will increase parent attendance at the district meetings by another 10%
Parent Email Subscriptions to ParentSquare	Currently 98% contactable parents on ParentSquare	We will maintain and increase parent subscriptions (ie email) to our district communication system by 10%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students

Increase communications with our families through utilization of a variety of digital communication systems (ParentSquare, Infinite Campus).

Community Liaisons can assist in outreach to parents to increase involvement and communications.

Continue to involve parents in school decisions and input through various parent committees.

Continued collaboration with School Linked Services so that various agencies can provide workshop topics that are relevant to our parents.

Hold all parent meetings virtually via Google meet.

Links sent home in newsletters and ParentSquare.

Parent Square used daily/weekly for class and school wide announcements.

Use of social media like Facebook, Twitter, Instagram to share important information.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**District Provided Resources or free community resources**

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	$ 0

| 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 | $229,687 |

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 ($)
	$0

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
LCFF	$43,969
LCFF Supplemental	$151,909
Low Performing Block Grant	$33,809

Total of federal, state, and/or local funds for this school: $ 229,687