School Plan for Student Achievement (SPSA) Frost Elementary

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
Earl Frost	43696256048110	May 28, 2020	NOVEMBER 12, 2020

Purpose and Description

Schoolwide Program

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

Covid -19 and the subsequent Shelter in Place mandate required Frost staff to re-evaluate and re-think our teaching strategies and communication methods to enact Distance Learning.. We put into place systems that would engage students, support the emotional health of families and staff, and ensure that all students had access to materials, technology, core curriculum, and supplementary resources.

At Earl Frost School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong relationships are crucial to

realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

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.

At Frost school, we are engaging parents through virtual parent meetings such as Home and School club meetings, virtual IEP meetings, HABLA parent meetings, African-American Koffee Klatch, etc.
We also use ParentSquare, Facebook, Google classroom, and as communication platforms to keep parents informed and involved in school and district activities.

Presentations to stakeholders included:

School Site Council
May 28, 2020

English Learner Advisory Committee (ELAC)
May 28, 2020

Frost Staff
April 19, 2020

The School Site Council approved the SPSA on May 28, 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.

Based on our six goals outlined in this plan, some identified resource inequities to better support student needs for Frost include:

People: Mental health services to support students in need (Goal 5). Recess PE coaching and extra yard duty support to teach safe physical activities, sportsmanship, and leadership (Goal 5). Library personnel to promote literacy for all students (Goal 1). Staff to run interventions and small targeted groups during daily instruction (Goal 2).

Funding: Funding to support certificated staff to be released for weekly classroom observations both on-site and off-site with schools that share similar demographics (Goal 2).   Planning days (substitute release days) for teachers to plan lessons, collaborate and review student data (Goal 2). Technology (chromebooks, iPads, etc.) to master the 21st century skills of collaboration, communication, critical thinking, and creativity as well as increasing student mastery of core academic subjects (Goal 4). Positive Behavioral Interventions and Supports (PBIS) incentives to maintain a safe and caring environment (Goal 5). Mental health materials (Zones of Regulation) to support PBIS objectives and expectations (Goal 5). Instructional supplies and printed materials to support mastery of Common Core standards (Goal1). Awards and incentives to promote daily student attendance (Goal 6). Incentives to promote parent attendance at parent meetings (Goal 6).

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

Teachers need more planning time to make sure all standards are addressed during Distance Learning.

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We also plan to provide professional development to our coaching staff regarding the new NGSS instructional practices. Additionally, with the new history and social studies adoption, professional development will be provided. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap in foundational literacy and math skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	ELA 2015: 35% 2016:49% 2017: 43% 2018: 45% 2019: 47% MATH 2015: 27% 2016: 28 2017: 30 2018: 35% 2019: 33 (37.5)	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 3-6.
ELD Evaluation Data	2018 to 2019 ELPAC Comparison 21% of District ELs made a minimum of 1 level growth Overall 43% of Frost ELs made a minimum of 1 level growth Overall	10% more ELs Making a minimum of 1 level growth overall
iReady Reading and Math Mid-Year Predicted proficiency	Diagnostic Window 1 Fall 2019 On or above grade level READING: 37% MATH: 26% Diagnostic Window 2 READING: 54% MATH: 42% _____ Diagnostic Window 1 Fall 2020 Reading: 50% Math: 35%	Increase 5% more students predicted to be proficient on SBAC based on iReady mid-year Predicted Proficiency report.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity #1

Professional development and common planning days for all teachers with a focus on professional learning community work, common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage NewYork Math.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

$5,316	LCFF
$7,098	Low Performing Block Grant

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity #2

Purchase licenses for RAZ Kids/Reading A-Z as supplemental resources to support reading, comprehension and fluency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2,051	LCFF

Strategy/Activity #3

Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%.   Teachers and administration will monitor usage and pass rates weekly. Teachers

will utilize Standards Mastery assessments as formative data to inform instructional needs of students.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District Funded

Strategy/Activity #4

Teacher OT/ET for Professional Development and Training

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	LCFF
$2,069	Low Performing Block Grant

Strategy/Activity #5

Library Support - Library Clerk

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$2,254	LCFF
$0	Low Performing Block Grant

Strategy/Activity #6

Instructional Materials and Supplies and Printing Costs

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$5329	**LCFF**
$0	**Low Performing Block Grant**

Strategy/Activity #7

Teachers need more planning time to make sure all standards are addressed during Distance Learning. The new school schedule allows teachers the opportunity to use after-school time and Wednesdays to collaborate with colleagues and plan.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	

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

Distance Learning has created a need to increase contact with families, track student engagement and participation, and deal with the challenges of engaging students with special needs.

In ELA, homeless students, African American students, Foster Youth, Pacific Islander and Students with Disabilities are identified as red or orange through the California Dashboard.

In Math, our Homeless students, Students with Disabilities, African American students and Foster Youth are identified as red or orange through the California Dashboard.

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

28% of our English learners are categorized as Long-Term English Learners (LTELs) and have not reclassified after 6 or more years since identification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs Socioeconomically Disadvantaged Students	English Language Learners (ELs) 2018 ELA: 27.27% 2018 Math: 13.63% Socioeconomically Disadvantaged Students 2018 ELA: 26.08 % 2018 Math: 20.28 %	Increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students 8-10% higher than the prior year in ELA and Math in grades 3-6.
ELD Evaluation Data	2018 to 2019 ELPAC Comparison 21% of District ELs made a minimum of 1 level growth Overall 43% of Frost ELs made a minimum of 1 level growth	Increase by 10% ELs Making a minimum of 1 level growth overall

	Overall	
ELPAC	Currently, 20% of our ELs (9 out of 45) have a core of 4 overall.	We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%.
LTEL Classification	Currently 12 LTELs out of 45 ELs in Frost School. This is 27% of our total ELs.	Decrease our percentage of Long Term English Learners (LTELs) with an EL designation of 6 years or more, in 6th 7th and 8th grade by 10% from 2018-19.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

English learners and socioeconomically disadvantaged (SED) students

Strategy/Activity #1

Provide a Reading Recovery teacher to support and accelerate English learners and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$5000	**Low Performing Block Grant**

Strategy/Activity #2

Students to be Served by this Strategy/Activity
All Students

Work with New Teacher Center and Educational Services to implement training and foundational practices for creating strong Professional Learning Communities, with the goal of regular student data review, collaborative planning and reflection.

Proposed Expenditures for this Strategy/Activity
Amount(s)	Source(s)

$0	District funded

Strategy/Activity #3

Improve staff and family ability to navigate new technology. Utilize parent meetings and district provided parent IT support to focus on technology and program usage.

Students to be Served by this Strategy/Activity

All students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Goal 3

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

Identified Need

Distance Learning has created a need for increased Social Emotional Learning and mental health supports. Studies show that impaired emotional health negatively affects student behaviors and academic growth.

As a site our data is showing that our students with disabilities are lower than other student groups on the SBAC data in both ELA and Math. Students with disabilities are orange on the CA Dashboard for suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	**ELA** 2018: 21%	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding

	Math 2018: 21%	standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
Least Restrictive Environment Targets	**2019-20:** Target Met: Students in Gen. Ed classes 82 % of their day.	Target: 80% We will strive to reach the goal of 100% 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

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. There is much conversation about students who need tier 2 interventions and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

As needed, hold support staff extension meetings that include everyone on support staff in addition to general education teachers who sign up. The focus of the meeting is to discuss potential students at risk and to give strategies, support and input for general education teachers. There is much conversation about students who need intervention and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Frost. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BSP or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Ledesma. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Resource teachers utilize supplementary curriculum materials to support core instruction for students with disabilities. Supplementary curriculum includes: iReady Teacher Toolbox, Newsela, additional Reading A to Z licences, alternative seating, fidget items, and other sensory materials that support student engagement and learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0 to site	iReady Teacher Toolbox District supported

	Reading A to Z licence costs in Goal 1

Strategy/Activity #5

Students to be Served by this Strategy/Activity
All students

Strategy/Activity
Increase access to district-wide community mental health agencies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

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 need internet hot spots.

To master the 21st century skills of collaboration, communication, critical thinking, and creativity we must be able to provide access to a variety of technology. In addition, technology supports student growth in Common Core Standards. We must also be able to update, refresh, repair, and maintain these devices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

District Technology Survey: Daily Technology as an Instructional Tool	67.2% surveyed state that they use technology for critical thinking 87% surveyed state that they use technology for collaboration 78% surveyed state that they use technology to be creative	95% of the students will use technology daily as an instructional tool to master the grade level technology standards.
SBAC Participation Rates	99% Completion Rate	We will continue to monitor to ensure that at least 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

All Students

Strategy/Activity

Refresh, maintain and repair Chromebooks/laptops for a student 2-to-1 ratio in grades TK-5 and 1-to-1 ratio in grades 6-8 with carts and/or cases.

The Acer C740 model will need to be replaced. Google will stop supporting and sending updates to these Chromebooks on June 2020. Replacements will begin June 2020 for this model.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$1,000	LCFF

ADD NEW STRATEGY
Strategy/Activity #2

Students to be Served by this Strategy/Activity

Due to Shelter in Place and continuance of Distance Learning, we need to assure that every student has a Chromebook device and (if needed) a hot spot.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Goal 5

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

Identified Need

Shelter in Place and Distance Learning require that we be able to support the students who are having trouble coping and thriving.

For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.

For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.

Amongst these student groups, our district is identified for Differentiated Assistance for Foster youth, Homeless and 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	All school: Orange Foster youth: NA Students with disabilities: Green Homeless: NA English learners: Orange	For chronic absenteeism, improve one level for Foster youth, students with disabilities, homeless, English learners
Suspension and Expulsion Rates	All school: Blue Students with disabilities: Blue Homeless: NA	For suspensions, improve one level, Students with disabilities, Hispanic, English Learners, Homeless, and Socioeconomically

	English learners: Orange Hispanic: Blue Socioeconomically Disadvantaged: Green	Disadvantaged Students through the California Dashboard.
Attendance Rate	97.7% Attendance Rate	Strive to reach and maintain a 98% attendance rate for each month August-June.
PBIS Implementation	100% of classes participate in PBIS Instruction	Continue to monitor PBIS implementation to maintain a minimum of 90% implementation.
Nearpod Usage		100% of classroom teachers will utilize Nearpod software to assess and support student emotional health.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Develop a PBIS Mentor at each site to support the implementation through data analysis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District Funded

Strategy/Activity 2
Students to be Served by this Strategy/Activity

All students

Strategy/Activity

PBIS/Recess/PE Coordinator to maintain a positive and safe playground thereby reducing the number of citations and suspensions.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$6000	LCFF

Strategy/Activity 3
Students to be Served by this Strategy/Activity

All students

Strategy/Activity

PBIS Material, supplies, incentives andRecess 360 supplies and equipment.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$9545	Low Performing Student Block Grant

Strategy/Activity 4
Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide individual and small group mental health services to students in need.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$9,000	Low Performing Student Block Grant

Strategy/Activity #5

Students to be Served by this Strategy/Activity

Due to Shelter in Place (SIP) and Distance Learning, we are finding that students are in need of social-emotional and mental health support more than ever. We will use Nearpod for social-emotional learning as well as mental health therapy referrals.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District funded

Goal 6

Strategy/Activity

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

Identified Need

Distance Learning and Shelter in Place (SIP) had created another obstacle to parent participation. Virtual parent meetings must be held outside the instructional day to provide more access to families.

Frost strives to increase parent attendance in school functions and parent meetings. In parent groups such as School Site Council, HABLA, African American Koffee Klatch, and SELAC meetings, we see less than 50% consistent representation at various parent meetings and school events.

 Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	2019-2020 results ● School allows input and welcomes parents' contributions - 93% ● School encourages me to be an active partner with the school in educating my child. - 94% ● Parents feel welcome to participate at this school.	90% + of families will report that they Strongly Agree or Agree to the questions below from the CA Healthy Kids' Annual Parent Survey ● School allows input and welcomes parents' contributions. ● School encourages me to be an active partner with the school in educating my child. ● Parents feel welcome to participate at this school.

	96% ● Teachers communicate with parents - 95%	● Teachers communicate with parents
Parent Email Subscriptions to Infinite Campus	99% of families have correct email on file.	We will continue to maintain and increase parent subscriptions (ie email) to our school SIS system by 1% to reach 100% email subscription at Frost.
Community Events	Harvest Festival Saturday STEAM class (Note: Due to Covid -19, our Fun Run, Talent Show, Spring Carnival, etc. were cancelled)	We will continue to provide community events and activities to promote parent involvement.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students, with a focus on students with disabilities and english learners.

Strategy/Activity

Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings. Post all dates for parent meetings and school events on the school website, electronic marquee, school wide announcements, principal newsletters and weekly phone calls, text and emails to all families.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District provided resources or free community resource

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

School secretary and principal will work closely to ensure that our student information system is current and clean. School secretary and principal will monitor the student information system

weekly through data reports as well as data from weekly phone, email and text communications to families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District provided resources or free community resource

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students, with a focus on students with disabilities and english learners.

Strategy/Activity

Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings.
- Parent Information Nights on topics relevant to parenting and student success
- GATE information nights about the program in grades 4-6
- Family Life Education Night in grades 5 and 7
- SEAL workshops and gallery walks about the strategies, curriculum and home connection
-Adult ESL class offerings

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District provided resources or free community resource

Strategy/Activity #4

Students to be Served by this Strategy/Activity
All students

Due to Distance Learning, we are tracking participation and engagement. We are using a tiered system to re-engage students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Budget Summary

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	$54,662

Other State, and Local Funds

State and local programs that the school has included in the schoolwide program.

State or Local Programs	Allocation ($)
Low-Performing Student Block Grant	**$32,712**
LCFF	**$21,950**

Subtotal of state or local funds included for this school: $54,662

Total of federal, state, and/or local funds for this school: $54,662