

School Year: 2020-21

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Paramount Park Middle	19-64873-0119438	October 26, 2020	November 09, 2020

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)

Schoolwide Program

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

N/A

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

On September 7th and 14th of 2020, the Administrative/Leadership team reviewed our data and SPSA from the 2019-2020 school year, as well as the budget and goals for 2019-20. The team discussed trends, strengths, areas of growth, and the impact of the school closure due to the COVID-19 pandemic. The team analyzed how much planned actions had been implemented and the impact those actions had. Areas to target, goals to continue and areas for revision were identified.

On October 21, 2020, the above mentioned data, actions and impacts were reviewed and a rough draft of our SPSA was developed with our School Site Council. On October 26, 2020, the SPSA draft was reviewed with our English Learner Advisory Committee for input, and finalizations were agreed upon and approved by our School Site Council. The SSC reviewed data and discussed goals related to high quality instruction in all content areas, Suspension, Office Referral and Chronic Absenteeism, and School Culture, specifically in regards to Socio-Emotional support for students and families. ELL support, reclassification rate increases, and professional development for ELD instruction was also reviewed.

Impacts of the school closures were discussed and goals and actions were identified as being put into full effect based upon a return to full, in-person learning. The SSC discussed being able to meet at any time

dependent upon current needs affiliated with the pandemic, and the ability to amend the SPSA through SSC meetings at any time.

The SSC voted to approve the SPSA at the October 26, 2020 meeting.

Resource Inequities

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

The main resource inequity for the 2019-2020 school year was a lack of time. The school closed due to the COVID-19 pandemic after day 122 of a 180 day school year. Distance learning was implemented for the first time and with no prior training for students, parents and staff.

Another resource inequity, and an aspect of the system we had in place, was that our mentoring program, which is designed to target students receiving D's and F's, has been traditionally enacted during the second semester. The program had just gotten started when the school closure occurred. This meant a lack of extra support for students who would have received daily support had we been on campus.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

All Language Arts and ELD teachers will deliver high quality instruction targeting the essential skills students need to be successful.

Identified Need

Based on our needs assessment, Paramount Park examined the following data:

(End of the year grades and SBAC scores for the 2019-2020 school year were not available due to the COVID-19 school closures.)

Grades for the third Quarter showed:

English Language Arts	68.5% of All students earned an A, B, or C
	66.1% of English Learners earned an A, B, or C
	50% of African Americans earned an A, B, or C
	54.1% of Special Education Students earned an A, B, or C
English Language Development	85% earned an A, B, or C
Reclassification Rate for student re-designated to FEP	30.6%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA and ELD Lessons	Teachers worked together on some lessons to ensure essential skills were addressed.	All teachers will work together to identify essential skills in Writing and Reading Comprehension and ensure lessons address these skills.
Language Arts Grades	68.5% Earned an A,B,C	Increase of 5% or more
Reclassification Rate	30.6%	Increase of 5% or more

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

The Language Arts academic coach and the ELA teachers will review supplemental lessons and assessments created last year to target Critical Reading Skills for students. The teams will identify lessons and assessments to be utilized when in-person learning returns. They will create new lessons and assessments to address any learning loss identified as a result of the school closures.

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)
\$120,676 ELA/ELD Coach (80%)	Title I
\$32,740 ELA/ELD Coach (20%)	LCAP
\$7,000 Teacher Release Time – Substitutes	Title I
\$3,000 Teacher Release Time – Substitutes	LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The teachers and ELA coach will create/identify writing prompts that require students to demonstrate organization and reflect development of concepts in their writing. Teachers will administer writing prompts across the grade levels and meet in teams to calibrate and score students' writing. Further writing lessons and assessments will be developed and administered using this cycle to address student needs.

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)
(Previously budgeted)Teacher release time – substitutes	Title I
\$2,000 Materials and Supplies	LCAP
\$15,000 Technology-Hardware, Software, Maintenance	LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional development will address WICOR components (Writing, Inquiry, Collaboration, Organization, Reading) and English Language Development strategies. Grading practices will be monitored and analyzed both for teacher calibration in regards to student work, and to address equitable opportunities.

The professional development will take place on and off site.

*AVID conferences

*STPT -Structured Teacher Planning Time

*ELD conferences

*District Lesson Study

*Technology: Instructional/Assessment – Professional Development

*AVID Excel Trainings

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)
\$7,000	Conference costs & Substitutes (AVID, ELD, Tech)	Title I
\$4,000	Substitutes for Lesson Studies	Title I
\$5,000	CUE Conference	LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Intervention & Student Support

- *Tutoring beyond regular instructional day for students identified in danger of failing
- *Systematic mentoring provided for students in danger of failing
- *Support provided to ensure mentor students attend tutoring
- *In-class intervention for students needing extra support in English Language Arts
- *Grading and progress monitoring time allotted for teachers
- *ELPAC and Testing Support (Accommodations, Extra-time, small group, organization)
- *Parent Meetings
- *Celebrating Success (Recognition Activities)
- *Reading/Literature support activities will be provided through the Library and Library Tech

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	Extra hours –Tutoring	Title I
\$4,000	Extra Hours tutoring & After hours	LCAP

Amount(s)		Source(s)
\$2,500	Reading Intervention material	Title I
\$3,000	Materials and Supplies –student awards	LCAP
\$2,586	Parent involvement Activities	Title I
\$2,000	Extra hours for Parent Activities/clerical	Title I
\$2,500	Extra hours for Parent Activities	LCAP
\$27,646 -	50% of Library Tech. Salary	Title I
\$1,985	Library Books & material	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The teachers will use data from assessments to analyze and revise instructional strategies. The Data Tech will monitor grades, provide data and reports.

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)
(Previously Budgeted) Teacher release time		LCAP
\$19,741 30% Data Tech Salary		Title I
(Previously Budgeted) District Assessment Fee		Title I

Annual Review

SPSA Year Reviewed: 2018-19

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.

ANALYSIS

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

Our Language Arts teachers and ELA coach met on teacher release days to analyze SBAC scores, identify areas of weak performance, and began making lessons and assessments to address the identified areas. (Strategy 1 & 2) Much of the planned professional development was cancelled

because of the pandemic: AVID, ELD, and Cue Conferences, Lesson Studies and some STPTs. (Strategy 3) Some of the Intervention and Student Support was implemented, as well as some of the assessment and progress monitoring. (Strategies 4 & 5)

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

The major differences between intended implementation and strategies/activities carried out were cancellation of professional development opportunities, both on campus and off. In addition, Intervention and Student Support was cut short by the lack of time due to the closures, and because of a lack of student participation in the tutoring program. All strategies listed were cut short because the school year ended early and abruptly.

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.

The changes that will be made when full in-person instruction resumes and physical distancing requirements have been lifted will be in the use of data and in regards to interventions. Regular staff analysis of student grading did not take place. That needs to be scheduled and timely as grades are reported. Also, mentoring for students receiving D's and F's needs to begin as soon as grade data becomes available at the end of quarter one, and re-evaluated after each quarter's reporting periods.

Goal 2

All Math and Science teachers will deliver high quality instruction targeting the essential skills students need to be successful.

Identified Need

Based on our needs assessment, Paramount Park examined the following data:

(End of the year grades and SBAC scores for the 2019-2020 school year were not available due to the COVID-19 school closures.)

Grades for the third Quarter showed:

Math:	79.9% of All Students earned an A, B, or C
	68.1% of English Language Learners earned an A, B, or C
	71.7% of African American Students earned an A, B, or C
	65% of Special Education Students earned an A, B, or C
Science:	82.6% of All Students earned an A, B, or C
	78.5% of English Language Learners earned an A, B, or C
	71.7% of African American Students earned an A, B, or C
	70% of Special Education Students earned an A, B, or C

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Science and Mathematics Lessons	Teachers worked together on some lessons to ensure essential skills were addressed.	All teachers will work together to identify essential skills within their grade-level curriculums. They will ensure lessons address these skills.
Mathematics Grades	79.9% earned an A, B, or C	Increase of 5% or more
Science Grades	82.6 earned an A, B, or C	Increase of 5% or more

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Math and Science teachers will hold department grade level meetings with the Math/Science coach to review performance data based on most recent new math assessments and integrated Science assessments as well as student work samples. The groups will identify the essential learning targets that students struggled with the most. They will identify needed changes within the instructional pacing guides to address the identified learning targets and schedule new instructional implementations.

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)
\$147336 Math Coach	LCAP
\$8,000 LCAP Teacher release time/Substitutes	LCAP
\$5,000 Materials & Supplies: Math & Science	LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The teachers and Math/Science coach will meet after scheduled assessments and report card data is available to calibrate grading and identify any needed instructional changes. Data analysis will take place by department teams on a regular basis.

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)

(Previously budgeted) Teacher release time – substitutes
(Previously budgeted) Material and supplies \$2,000
Technology: Hardware, software - Maintenance

LCAP
LCAP
LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development will address Math and Science Inquiry, the new Thinking Math Program, Integrated Science, and STEAM classes/opportunities. Materials will be provided to support lab-learning and effective instruction.

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)

(Previously budgeted) STPTs, Lesson studies \$7,000
Conference costs & Substitutes (AVID, Math, Tech)
\$3,000 Conference costs & Substitutes (PLTW)

LCAP
Title I
Title I

Amount(s)

Source(s)

(Previously budgeted) CUE Conference
\$5,000 Lab/instructional materials for Science,
Project Lead the Way, Robotics and Feemineers

LCAP
LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will use data from assessments to analyze and revise instructional strategies.

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)

(Previously budgeted) Teacher release time
(Previously budgeted) 30% Data Tech Salary
(Previously budgeted) District Assessment Fee

LCAP
Title
Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Intervention & Student Support

*Tutoring beyond regular instructional day for students identified in danger of failing

*Systematic mentoring provided for students in danger of failing

*Support provided to ensure mentor students attend tutoring

*In-class intervention for students needing extra support in Math and Science

- *Student Planners
- *Grading and progress monitoring time allotted for teachers
- *Testing Support (Accommodations, Extra-time, small group, organization)
- *Parent Meetings
- *Celebrating Success (Recognition Activities)
- *Off-campus learning activities, conferences and tournaments for students: Robotics, MESA, Femineers, STEAM opportunities

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)
(Previously budgeted) Extra Duty Tutoring \$1,000 Extra hours Testing support	Title I & LCAP LCAP
(Previously budgeted) Parent involvement	Title I
(Previously budgeted) Extra hours office	Title I
\$3,000 Student Planners	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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.

ANALYSIS

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

Our Math and Science teachers met on teacher release days to analyze SBAC scores, identify areas of weak performance, and identify targeted students for additional support. The Math teams began to create assessments to target areas of weakness; however there was a new strategy District-wide in which each school would identify learning targets and create their own assessments. The team tried both creating multiple assessments based on few learning targets and larger cumulative assessments based on whole or mid-unit learning targets. In Science, this was the first year of Integrated Science Implementation. This included moving from using a textbook to using a new consumable workbook.

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

A lot of the time allotted to analyzing assessments and adjusting instruction in Math, was spent creating and refining the new assessments. In Science, data analysis was only touched upon as figuring out the new curriculum, (based on phenomena, hands-on learning and inquiry) took up most of the team meeting time. In addition to the changes in curriculum, the school year ended early due to the COVID-19 school closures. No 4th quarter grades were released and state testing was cancelled.

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.

The changes that will be made when full in-person instruction resumes and physical distancing requirements have been lifted for Math will be learning the new Thinking Classroom curriculum and receiving the extensive training to support it. If we do return to full in-person learning this school year, we will have only one semester to prepare for a successful roll-out of this curriculum, and that will be our focus. In Science, the team has been adjusting to the Integrated Science approach during Distance Learning. The focus for these teams, will be on assessment and evidence of learning data. They will use the new assessment criteria from Integrated Science to meet, analyze and make instructional decisions.

Goal 3

Improve School Culture

Identified Need

Behavior data shows a continuous decline of office referrals during the past five years as we have focused professional development on building healthy relationships. We believe continuing this focus will promote positive student behavior.

Years	Behavioral referrals to the office	Suspensions
2014-15	697	35
2015-16	319	18
2016-17	275	17
2017-18	209	25
2018-19	215	14
2019-20	148 as of the March 13 closure	4 as of March 13, 2020
Paramount Park Suspensions	0.5%	
PUSD Middle School Average	1.0%	
Chronic Absenteeism	9.0%	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End of year behavioral referral	148 as of March 13	200
EOY Suspensions	4 as of March 13	10
EOY Chronic Absenteeism	9% as of March 13	7%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Due to the lack of in-person learning, we will focus our attention on re-establishing healthy relationships with all students, implementation of a systematic Tiered support system, and implementation of a mentoring program to begin at the end of the first quarter of full in-person learning. With the Leadership Committee, we will select/develop professional learning activities to be used during whole staff meetings that will support these strategies.

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)
(Previously Budgeted) Materials and supplies	LCAP
\$15,000 Posters/ink	LCAP
\$500 Books for PD	LCAP
\$1,500 Conferences and affiliated costs	LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Students enrolled in the AVID Elective Program.

Strategy/Activity

Promote a college-going culture:

- *Recognition Assemblies
- *Parent Meetings & Trainings
- *Fieldtrips
- *AVID Trainings on and off site
- *College Wear Wednesday and College Boards in every classroom
- *Career Day and Guest Speakers
- *Tutoring Beyond the Instructional Day
- *MESA, Robotics, Femineers and STEAM Learning opportunities

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	Materials and Supplies	LCAP
(Previously Budgeted)	Posters & Ink	LCAP
\$10,000	College Fieldtrips – Transportation	LCAP
\$2,000	College Fieldtrips – Transportation	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students identified as “at risk,” due to socio-emotional, academic, and/or behavioral needs.

Strategy/Activity

Provide partial funding for a teacher to implement an elective class to support at-risk students. (socio-emotionally and academically) Offer five sections for all grade levels of the Leadership Class – Panther Academy. Provide enrichment opportunities/fieldtrips/guest speakers for Panther Academy students.

Provide mentoring for all identified students.

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)

\$83,925 - 67% Teacher salary and benefits
\$2,000 Transportation and admissions
\$1,000 Communications/letters to parents

LCAP
LCAP
Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Chronically absent students.

Strategy/Activity

The Social Worker will meet with students, parents and family members to provide on-going support and resources to students who are chronically absent. The Social Worker will work with local businesses to solicit donations and support for school students and events. Students will be recognized/celebrated for positive attendance.

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)

Social Worker Salary

District funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide funding for an additional counselor to ensure one dedicated counselor is assigned to support each grade level, and that a counselor helps coordinate the Leadership Class, Panther Academy.

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)

\$94,063 Counselor Salary

LCAP

Annual Review

SPSA Year Reviewed: 2018-19

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.

ANALYSIS

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

Staff development focused on building healthy relationships was implemented.

Referrals to the office for discipline and suspensions were below previous years at the time of the school closure.

The school-wide mentoring program had just begun in the second semester, when the schools closed.

The additional counselor ensured that each grade had a support provider. Students and families received an increase in counseling and crisis interventions throughout the year.

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

Our focus on Culturally Relevant Teaching had only begun to be implemented when the closures occurred. Trainings occurred for the teacher-leaders selected. One team meeting was implemented but no whole-school trainings took place.

Our College-going culture, Panther Academy Classes, and Social Worker initiative flourished even though they ended earlier because of school closures.

Fieldtrips to colleges and our Career Day were cancelled due to the COVID-19 outbreak.

Robotics, Femineers and MESA activities and trainings were cancelled due to school closures.

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.

The changes that will be made when full in-person instruction resumes and physical distancing requirements have been lifted will be to systematically implement the Tiered Support System for students at-risk and to begin our school-wide mentoring program early in the year, during the first semester

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	\$ 229,558 Title I
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 229,558 Title I

State, and Local Funds

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

State or Local Programs	LCAP
LACAP 1.43 B	\$414,600

Total of federal, state, and/or local funds for this school: \$644,158