



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

HAMILTON ELEMENTARY

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary	39686760111369	Original – 12/17/2017 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Hamilton Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

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.

Hamilton Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Hamilton Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on December 17, 2017 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Hamilton Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the December 20, 2018 School Site Council meeting.

In school year 2018-2019, also Year 2, Hamilton School initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, ELAC, parents, and teachers. In summary, the needs assessment identified a gap in reading with areas of focus such as comprehension.

Resource Inequities

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

Hamilton School has a high number of emerging teachers (approximately 22). Current instructional coaching model only provides part-time support for the high number of emerging teachers. Site provided trainings and support for its teachers utilizing experienced staff, support staff and substitutes.

Hamilton's high suspension rates required the site to contract mentor services, wrap around services, inconsistent counseling services by local agency. Hamilton was allocated an additional Campus Security Assistant. The site team also introduced the use of a refocus room.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 30, 2020, increase student proficiency in ELA by 10% for All Students.

Math SMART Goal:

By June 30, 2020, increase student proficiency in Math by 10% for All Students.

Identified Need

ELA/ELD:

Academic

Performance, based on Winter MAP, is as follows:

ELA 24%

(+5% from 17 – 18)

English Learner Progress

Level 4 - Well Developed - 20.8%

Level 3 - Moderately Developed - 33.3%

Level 2 - Somewhat Developed - 25.6%

Level 1 - Beginning Stage - 20.2%

Math:

Academic

Performance, based on Winter MAP, is as follows:

Math 19%

(+1 % from 17 – 18)

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	107.3 points below	104.3 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	117 points below	114 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. AVID, PLC, RTI, etc.), data analysis, extended collaboration time, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc.

Program Specialist will provide professional development and co-teaching opportunities to individual and grade level teachers. The Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with teachers to assist with planning, collaboration and the data cycle for analyzing student assessment results. The Program Specialist will assist and organize with facilitation of Academic Conferences twice a year per grade level. Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The Program Specialist will serve as the EL Coordinator and the AVID Coordinator. The Program Specialist will provide support for the Bilingual Assistant in supporting EL students.

Rationale: Release time to participate in Academic Conferences, Action Walks, training, PLC work

Substitute Pay:

32 teachers X 4 days each X \$200 = \$26,600 total cost

Rationale: Additional compensation to attend targeted PD on-site centered around the PLC process, trauma informed practices and new curriculum implementation. This opportunity will be offered to all 37 teachers as frequently as needed based on classroom observation data. Additional compensation for participation on site teams around the Hamilton PLC work.

Additional Hourly Pay for teacher:

37 teachers X # hours X # weeks X \$60 = \$5,000 total cost

Additional Hourly Pay for Program Specialist:

50 hours X \$60 = \$3,000 total cost

Additional Hourly Pay for Instructional Coach:

2 teachers X 20 hours X \$60 = \$2,400 total cost

Coaching log, # of teachers observed, PLC minutes, pre-post assessment data, MAP data

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)
\$2,000 - 52150 (Conferences)	LCFF - 23030
\$5,000 - 11500 (Teacher Additional Time)	Title I - 50643
\$3,000 - 19500 (Program Spec Additional Time)	Title I - 50643
\$2,400 - 19500 (Inst. Coach Additional Time)	Title I - 50643
\$300 - (Classified Additional Time)	Title I - 50643
\$26,600 - 11700 (Substitutes)	Title I – 50643
\$60,563 – 19101 (.60 FTE Program Specialist)	Title I – 50643
\$26,544 – 30000 (Statutory Benefits)	Title I – 50643
\$40,375 – 19101 (.40 FTE Program Specialist)	LCFF – 23030
\$17,696 – 30000 (Statutory Benefits)	LCFF – 23030

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, Subgroup: English Learners

Strategy/Activity

Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. SIPPs, Fountas & Pinnell, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy, guided support to students checking out leveled library books.

Provide in class and small group instruction for EL and struggling EO students (Bilingual Assistant & Instructional Assistant).

Conferences:

* SIPPS - Date/Location Unknown - program specialist, instructional coach, teacher attending

Library Media Clerk will assist students with appropriate book selection based on Lexile levels and allow access to the library for additional access to books/literature.

Nearpod License- Provides teachers and staff with strategic lessons in all content areas, interactive content/field trips, formative assessments and quizzes to be used with whole class or strategic small groups.

Bilingual Assistant will provide support for EL students through strategies such as preview/review, re-teaching, guided reading and primary Spanish language support. The Bilingual Assistant will at times provide continued support outside of work hours for additional pay.

Instructional Assistant will provide tiered support for struggling EO students in small groups or in the class. The Instructional Assistant may provide continued support outside of work hours for additional pay.

Additional Hourly Pay for Bilingual Assistant and Instructional Assistant:

10 hours X \$30 = \$ 300 total cost

Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The program specialist will serve as the EL Coordinator and the AVID Coordinator. The Program Specialist will provide support for the Bilingual Assistant in supporting EL 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)
\$26,650- 22601 (Library Media Clerk) \$16,766 - 30000 (Statutory Benefits)	LCFF – 23030 LCFF – 23030
\$6,000 - 58450 (License Agreement Nearpod)	Title I – 50643
\$13,492 - 21101 (Bilingual Assistant) \$4,297 - 30000 (Statutory Benefits)	LCFF – 23020 LCFF – 23020
\$20,000 - 21101 (Instructional Assistant)	LCFF – 23030
\$300 (Additional Comp- Classified Assistants)	LCFF – 23030

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

Instructional materials such as binders, planners and folders will support AVID implementation of organization, reading, writing and inquiry across grade levels.

Projectors, projector bulbs, document cameras and printers will be purchased for teachers to increase their use of technology in the classroom to support AVID implementation and to allow for direct feedback on writing.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$37,880 - 43110 (Instructional Materials)	LCFF - 23030
\$2,500 - 56590 (Maintenance Agreements)	Title I - 50643
\$20,000 - 44000 (Equipment)	LCFF - 23030
\$10,266 – 43200 (Non-Instructional Materials)	LCFF - 23030

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

- 1.1 Provided teachers with professional learning opportunities during designated meetings, conferences and coaching meetings. This PD was aimed to support teachers and students in the teaching and learning cycle (planning, assessments, data analysis, intervention, instructional strategies).
- 1.2 Provided students with opportunities to increase reading proficiency through literacy and intervention programs (SIPPs, Fountas & Pinnell) and leveled books (in classroom and at home).
- 1.3 Provide support from Bilingual Assistant (in-class or small group).
- 1.4 Supplemental materials were purchased to support Units of Study and supplemental program.

Effectiveness

- 1.1 Professional development was planned and held on a timely manner and attended by all teachers as evidenced by agendas. Taught strategies were observed being utilized in classrooms. Admin Support team (Admin, program specialist, coaches) provided follow-up support to ensure implementation of taught strategies as evidenced by logs and meeting notes.
- 1.2 Teachers, Librarian and staff provided students with opportunities to increase reading proficiency using SIPPS, Fountas and Pinnell and leveled libraries as evidence by library schedule, book circulation, intervention schedules, PLC meeting notes.
- 1.3 Bilingual Assistant provided in-class and small group support effectively as evidenced by classroom observations, logs, and schedules.
- 1.4 Supplemental materials were directly aligned and supported classroom instruction and supplemental programs as evidenced by purchase orders.

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

Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

No changes for 2018-2019 school year.

Goal 2 – School Climate

To decrease the number of suspensions by 2% for all students and subgroups according to the California Dashboard by May 2020.

To decrease the percentage of chronic absenteeism by 1% for all students and subgroups (African American and Students with Disabilities) according to the California Dashboard by May 2020.

Identified Need

Suspension – 8.2%

Focus on specific subgroups with increased suspensions are as follows:

Multiple Races- 12.5 (Red)

African American- 21.6 (Orange)

Foster Youth- 33.3 (No color indicated)

Students with Disabilities- 13.7 (Orange)

Peak Suspension Hours 11-1.

129/193 Suspensions for fighting (67%)

60% of suspensions occur in grades 7-8

According to California Dashboard, Hamilton students, all students had a decrease in the number of suspensions,

Suspension – 8.2%

Target: <6%

Gap: 2%

Expulsion –

No Expulsion. 1 SARB and 1 Stipulated SARB

Attendance/Chronic Truancy –

Focus on specific subgroups:

African American- 31.1% (Red)

Students with Disabilities- 32% (Red)

Socioeconomically Disadvantaged- 20.4% (Orange)

Attendance/Chronic Truancy – 19.6%

School Climate –

School Wide PBIS used. Refocus room, hawks store, school dances, sports games, golden ticket talent shows, refocus room.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions- California Dashboard	8.2%	6%
Chronic Absenteeism- California Dashboard	19.6%	18.6%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students and Subgroups (African American and Students with Disabilities)

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, Sow A Seed Mentoring, structured student engagement activities that focus on attendance and discipline.

Additional Campus Security Assistant- Will participate in training on restorative practices and PBIS strategies to be implemented while providing supervision in specific areas and at times yielding more referrals/suspensions. (Not allowable using Title I and site LCFF.)

Substitute Pay:

1 teacher X 5 days X \$200 = \$1000 total cost

Rationale: Hamilton Behavior Support Team (BST) require release time to observe and collect data on students (behavior).

Additional Hourly Pay (Additional Comp) for teachers:

8 teachers X 1 hour X 11 meetings (monthly + planning) X 60 = \$5280 total cost

Rationale: PBIS committee members to receive compensation for attending meetings to improve school climate-reduce suspensions and increase attendance.

Additional (Comp) Hourly Pay for Program Specialist:

1 hour X 11 meetings (monthly + planning) X \$60 = \$660 total cost

Rationale: PBIS committee members to receive compensation for attending meetings to improve school climate-reduce suspensions and increase attendance.

Additional (Comp) Hourly Pay for Counselors:

2 X 1 hour X 11 meetings (monthly + planning) X \$60 = \$1320 total cost

Rationale: PBIS committee members to receive compensation for attending meetings to improve school climate-reduce suspensions and increase attendance.

Additional Hourly Pay for CSA's:

2 X 1 hour X 11 meetings (monthly + planning) X \$60 = \$1320 total cost (Not allowable using Title I and site LCFF.)

Rationale: PBIS committee members to receive compensation for attending meetings to improve school climate-reduce suspensions and increase attendance.

Parent Liaison will be making individual contact with parents regarding absenteeism to support a healthy school environment.

- # of student attending school
- # of student attending on time
- # of discipline referrals
- # of students suspended
- # of student counseling referrals

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)
\$19,040 – 43200 (Non-Instructional Materials)	LCFF - 230??
\$3,486 – 11500 (Additional Comp- Teachers)	Title I – 50643
\$1,794 – 11500 (Additional Comp- Teachers)	LCFF – 23030
\$660 - 19500 (Additional Comp- Program Spec)	Title I – 50643
\$1,320 - 12500 (Additional Comp- Counselors)	Title I – 50671
\$1,320 – 43200 (Non-Instructional Materials)	Title I – 506??
\$1,000 - 11700 (Substitutes)	Title I – 50643
\$70,000 – 13201 (.50 FTE Assistant Principal)	LCFF – 23034

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier 2 and 3 students with At-Risk behaviors

Strategy/Activity

Provide targeted students with social and emotional resources, that positively impacts student learning through targeted on-line support lessons.

The Program Suite 360 is a digital character development and behavior intervention program. Suite 360 is a restorative justice program for students who need extra support with conduct and behavior. Suite 360 Intervention is web and mobile program for suspension and detention, allowing schools to assign modules related to a student’s infraction. Hamilton students will be assigned a lesson and/or module related to the infraction as a means of restorative practices. This program is research based and has proven to decrease the number of suspensions, detentions, and office referrals. Hamilton will pilot the program and monitor the effectiveness of the program by monitoring the number of discipline referrals.

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)

\$3,000 - 58450 (License Agreement)

Title I – 50671

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

1.1 Our Admin, Counselor and Staff provided students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. in-house and outside agency), structured student engagement activities, etc. that focuses on attendance, discipline, etc.

Effectiveness

1.1 Effective social emotional and attendance support provided directly to students as evidenced by PLUS Climate survey, number of PLUS forums, counselor logs, attendance data (CA Dashboard, classroom incentive chart), suspension data (District data, CA Dashboard), student participation in incentive activities. Teachers also participated in PBIS forums, Restorative Circles training and surveys as evidenced by agendas and sign-in sheets.

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

Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 This year we added support from Sow-A-Seed to help with social emotional support for students.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

By May 2020, Hamilton School will increase the number of regular volunteers from 9 to 18, increase parent class attendance average from 17 to 27 and maintain number of community events and increase the family attendance.

Identified Need

Weekly Parent Classes (average 17 attendees)

Increase in Parent Academic-focused workshops (7 meetings, average 20 attendees)

Mental Health Workshops (4 classes, average 12 attendees)

Rosetta Stone (13 parents regularly attend)

Volunteers- 9

Increased Community Events by 50% (10 events, average 50 families)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteers Sign-In	9 Volunteers	18 Volunteers
Parent Meeting Sign-In	17 Attendees	27 Attendees
Community Events	10 Events	10 Events

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

Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities

Parent Liaison will partner with local agencies to bring parenting classes to Hamilton such as Parent Café. Also meetings and forums will be held to discuss the impact of truancy and suspensions. Opportunities for parents to get connected to the school will be established such as SSC, ELAC and volunteering. Regular written communication (calendar, flyers, etc.).

Non-Instructional Materials: manipulatives, flashcards, resource materials/flyers display

Instructional Materials: paper, books, folders

of meetings coordinated

of parents attending

of parent community meetings

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)
\$90,000 - 29101 (1 FTE Parent Liaison)	Title I – 50672
\$3,000 - 43400 (Meeting Expenses)	Title I – 50647
\$502 - 43200 (Non-Instructional Materials)	Title I – 50647
\$1,000 - 43110 (Instructional Materials)	Title I – 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

1.1 Provided parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school academic focused activities as evidenced by agenda, sign-in sheets, parent survey.

Effectiveness

1.1 Parent involvement increased as measured by number of parent meetings/trainings and community events, agendas and sign-in sheets.

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

Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 A full-time parent liaison was allocated to Hamilton for 2018-2019 school year.

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	\$231,876
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	\$552,676

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$231,876

Subtotal of additional federal funds included for this school: \$231,876

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

State or Local Programs	Allocation (\$)
LCFF	\$320,800

Subtotal of state or local funds included for this school: \$320,800

Total of federal, state, and/or local funds for this school: \$552,676