

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Henry Elementary	39686760111344	02/01/2023	02/14/2023

Purpose

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

Henry Elementary is implementing a Schoolwide Program.

Henry Elementary has been identified as Additional Targeted Support and Improvement (ATSI) for students with disabilities (SWD) student group.

Description

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

Henry 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.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Comprehensive Needs Assessment Process:

Staff Meetings-

July 29, 2021- SPSA Goal Alignment and planning for the school year.

Sept. 7 & Sept. 21- SAP process reviewed by counselors.

October 12, 2021- iReady Data analysis of Fall Data. After School intervention and PBIS SWIM lessons were addressed.

October 26 and November 2, 2022- Academic conferences and teacher goal-setting sessions. Teachers were given an opportunity to collaborate and set goals for student growth with their grade level.

January 4, 2022- iReady Data analysis of Winter data comparison and progress.

Positive Behavior Intervention Systems Meetings-

September 13, 2021- SPSA Goal 2 alignment SWIM lessons

March 21, 2022 SPSA Goal 2 alignment discussion of prizes in classrooms for behavior. Also, purchasing HERO program to award positive behavior points as a school

April 4, 2022 SPSA Goal 2 Review data in regards to suspension in the 2122 school year.

Leadership Meetings -

July 20 & 27 2021- SPSA Goal Alignment and planning for the school year.

August 30, 2021- SPSA goals and site objectives were discussed. The MTSS discussion and strategy creation.

September 20, 2021- Academic conferences planning session.

March 28, 2022- SPSA goals were revisited.

April 25, 2022- SPSA goals and alignment were discussed regarding our success and needs for improvement.

Parent Coffee Hours-

November 4, 2021- Meeting regarding bullying and bully prevention, relates to SPSA goal 2 School Climate.

November 18, 2021- Meeting regarding reading, relates to SPSA goal 1 Student Achievement.

December 9, 2021- Meeting regarding homework help and tips, relates to SPSA goal 1 Student Achievement.

January 6, 2022- Meeting regarding A-G requirements for graduation, relates to SPSA goal 1 Student Achievement.

May 5, 2022- Meeting regarding technology usage, relates to SPSA goal 1 Student Achievement.

School Site Council

Dec 3, 2021- Overview of the current SPSA goals

Jan 14, 2022- Review SPSA goals in Reading/ Math/ Suspension/ and Parent Engagement

Feb 18, 2022 Review SPSA evaluation and activities

March 9, 2022 Shared status of comprehensive needs assessment

English Learner Advisory Committee

Jan. 25, 2022- A survey for parents of EL students was created for parent input.

Mar. 29, 2022- Parents and members were asked to provide input on SPSA goals. The EL survey results and iReady data were discussed.

As a result of the stakeholder involvement and data reviews, Henry Elementary has been able to complete a Comprehensive Needs Assessment and a review of the implementation and effectiveness of the 2021-2022 SPSA goals.

Staffing and Professional Development

Staffing and Professional Development Summary

Highly Qualified Teachers and Staff

Credentialed teachers- 31 In process of obtaining credentials- 5

Professional Development Plan

The expectation for professional development on required days such as staff meetings is that all teachers attend and actively participate in the process. Professional development is centered on meeting the needs of our students and teachers ranging from mental health to academics and behavior. Professional development was conducted to support our schoolwide SWIM (Self Control, Work Hard, Integrity, Motivation) initiative for teaching behavior skills in classrooms and all common areas. In regards to curriculum, we provided opportunities for academic conferences and goal setting so teachers could dive into their future units and backwards map their content. There was also professional development on the usage of our district-adopted curriculum, iReady. In addition, we provided professional development in strategies to support our English Language Learners and all students in state testing.

Professional Development Days

EL monitoring- 9/21/21

iReady- analyzing data and review for upcoming diagnostic Staff Meeting 11/16/21

PBIS- SWIM lesson plans Staff Meeting 10/16/21

Academic Conferences- 10/26/21 and 11/16/21

ELD- 1/4/22

Mental Health & Crisis Protocol- 2/1/22

PLC/UDL- 2/1/22

SBAC- 3/1/22

Booknook- 4/5

IXL- 4/8/22 (available in recording)

Collaboration- 9/14, 9/28, 10/19, 11/9, 11/30, 12/14, 1/11, 1/25, 2/8, 2/22, 3/8, 3/29, 4/12, 4/26, 5/10, 5/24

Our school functions utilizing professional learning communities (PLC). There are two days a month where teachers have an opportunity to collaborate with their grade level team or another grade level team to discuss and analyze data, lesson planning, or instructional design of their lesson delivery.

Ongoing Professional Development

Instructional Assistance- Site support is offered to our new teachers. We currently have 4 new teachers matched with a veteran teacher at our site. They meet for one day a week.

Staffing and Professional Development Strengths

Staffing Strengths

We have 30 fully credentialed teachers with a wealth of knowledge from 2-26 years of teaching experience. Our new teachers are eager to learn from the veteran teachers as well as willing to take advantage of the district's available professional development. Teachers are encouraged to take advantage of district professional development that was available online this year.

Professional Development Strengths

When professional development occurs during staff meetings attendance is 100% or very close. When professional development occurs after contract hours, even if it is paid there are often only a few staff members in attendance. School provided professional development strives to be focused on strategies that all teachers can implement the next day.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): There was a lack of site participation in Professional Development, limited opportunities, and a need for more on-going

instructional support. **Root Cause/Why:** The communications were not clearly defined to all the staff throughout the school year.

Needs Statement 2 (Prioritized): Site needs further development and support in building capacity as an effective Professional Learning Community and refining our collaborative practices. **Root Cause/Why:** Needs assessment of staff should have been given to help identify areas that teachers need to grow.

Teaching and Learning

Teaching and Learning Summary

ELA-

2021-22- Winter

iReady

815 students tested

47% in Tier 3

(381 students)

35% in Tier 2

(282 students)

18% in Tier 1

(152 students)

Math

iReady Winter

2021-22

816 student tested

39% in Tier 3

(321 students)

50% in Tier 2

(405 students)

11% in Tier 1

(90 students)

ELL- Currently 12 students have been reclassified during the 21-22 school year. We surpassed our goal of 10 from the previous year.

Classroom Observations were limited to just certificated observations and a few classroom visits, due to teacher shortages because of COVID. Classroom observations did show the implementation of instructional strategies that were appropriate to student development and need. Teachers used the adopted curriculum, and the supplemental materials when needed to help reinforce concepts and reteach as needed for students. The lessons presented by the teachers were standards-based and objectives were used to help guide the students in their learning. Teachers used checking for understanding throughout the lessons. Many teachers used partners and groups for students to collaborate and work together. Teachers circulated checking on students' work and monitoring partner or group discussions.

Analysis of the current instructional program is that most teachers are using the curriculum but not faithfully. Many teachers have expressed that the Benchmark (K-6) and My Perspectives (7-8), lack grammar instruction and writing. Teachers have also expressed that the curriculum is written above the grade level, and has been challenging to adapt and differentiate based on student need.

Alignment of curriculum, instruction, and materials reveal that many teachers are not on pace with each other. Although teachers are collaborating twice a month, pacing has been a struggle due to student and staff absences as a result of COVID.

Instructional minutes are given to provide a guide to the teachers. In grades K-6 the instructional minutes are as follows with time provided for Strategic Support for all learners. English Language Arts is 90 minutes, with an added 25 minutes of Strategic Support. Math is 70 minutes, with an added 25 minutes of Strategic Support. ELD is 30 minutes daily. PE is 20 minutes daily. Social Studies and Science are allotted 40 minutes daily with a rotation or split based on teacher discretion. All K-6 classes have 300 minutes of instruction, with a total of 50 minutes being given to supporting students in their ELA and Math areas of need. All 7th and 8th grade classes are 50 minute blocks (ELA, Math, Science, Social Studies, PE, ELD/Electives) for a total of 300 minutes of instructional time.

Instructional materials have been distributed to all teachers for the grade that they teach.

Meeting the needs of underperforming students was a concern, so the instructional schedule was developed to accommodate specific time to be used

as strategic support time, 25 minutes for ELA and 25 minutes for Math. After school tutoring was also implemented to address the learning needs of our underperforming students.

Evidence-based instructional practices to raise student achievement showed inconsistency in assessments given by the teachers.

Teaching and Learning Strengths

We met our goal of reclassifying the EL students. Our goal was to reclassify 10 students and 12 students were reclassified during the 21-22 school year.

The i-Ready Data showed based on the Winter Assessment showed as follows based on the 2021-2022 School Year goals:

2021-22 Goal

ELA

41% in Tier 3 (341 students) Goal to move 41 students up

32% in Tier 2 (271 students) Goal to move 27 students up

27% in Tier 1 (229 students) Goal to maintain and increase by 12 students

Math

39% in Tier 3 (329 students) Goal to move 49 students up

38% in Tier 2 (321 students) Goal to move 32 students up

23% in Tier 1 (194 students) Goal to maintain and increase by 10 students

2021-22 Results based on i-Ready Winter Assessment

ELA

47% in Tier 3 (372 students) There was an increase of 31 students in this tier

34% in Tier 2 (270 students) This tier decreased by 1 student

18% in Tier 1 (150 students) There was a loss of 79 students from this tier

Math

39% in Tier 3 (305 students) There were 24 students moved into tier 2

50% in Tier 2 (394 students) There was an increase of 73 students to this tier

11% in Tier 1 (89 students) This tier had a loss of 105 students

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): According to our lack of data, teachers are not consistently administering assessments online. **Root Cause/Why:** Teachers are having a hard time implementing curriculum with fidelity.

Needs Statement 2 (Prioritized): State test score show that 56% of students in grade 3-8 performed 2 or more years below grade level in ELA and 65% performed 2 or more grade level in math **Root Cause/Why:** Need for professional development, inconsistent instructional practices, lack of collaboration opportunities, and beginning level of PLC development. Outdated instructional materials and equipment.

Needs Statement 3 (Prioritized): By second grade- 75% of primary students fail to demonstrate mastery of phonics and vocabulary. **Root Cause/Why:** Students do not have adequate resources to read, need more intervention through SIPPS, Hagerty, and other reading programs. Lack of opportunities for small group differentiation.

Parental Engagement

Parental Engagement Summary

Positive connections between parents and teachers have been shown to improve children's academic achievement, social competencies, and emotional well-being. When parents and teachers work as partners, children do better in school and at home. We have a dedicated Parent Liaison who facilitates parental involvement at Henry Elementary School. She works together with staff, parents, and the community to foster and develop meaningful relationships.

Surveys were given to families at the beginning of the year to get feedback on topics of workshops. Parent Coffee hour is provided once a week which includes, but not limited to topics such as literacy, mental health, nutrition, parenting your children and teens, relationships between friends, inclusion, and much more. The ELAC committee met 4 times in the 2122 school year to provide crucial information to the parents of our English Learner students.

Henry experienced low parent turnout to the virtual meetings due to parents not understanding how to use technology and being uncomfortable with being on camera. Parents are excited for meetings to return in person.

Parental Engagement Strengths

Parents attended parent coffee hour virtually through zoom and in-person the last month. Parents also attended school events such as Family BINGO and paint nights.

There were 36 parent meetings held 18 were virtual and 18 in person in the 21-22 school year. On average about 10-15 parents attended the meetings.

There were 20 food drives during the school year with an average of 150-200 families participating each time.

A survey was given to parents of EL students in regards to school climate, communication, and academic achievement. The results of the surveys were that many parents feel that the school is safe and that there are adequate programs. Parents would like to see more tutoring for students that are struggling and excelling.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Not all parents are tech saavy and having to do meetings via zoom was very challenging. **Root Cause/Why:** Parents did not like attending meetings and workshops virtually.

School Culture and Climate

School Culture and Climate Summary

Henry's School-Wide- PBIS program provides a framework of behavior expectations and management strategies for successful student behaviors, across all campus areas- nurturing Sharks that SWIM, S-Self-Control, W-Work Hard, I-Integrity, M-Motivation. Stakeholder-developed PBIS materials and district resources provide a consistent guide for all staff for managing and addressing student behaviors. Additionally, Henry's PBIS program fosters engagement in school and motivation to perform well, through relationship building, trauma-informed instruction, and incentivized programs- as evidenced by student behavior and attendance data found in our district's Discipline and Chronic Absenteeism reports.

To develop and reinforce student engagement and motivation leading to achievement, all staff are able to participate in district-sponsored professional development in the areas of cultural awareness, relationship building through restorative practices, and trauma-informed instruction. In conjunction with the district's PBIS department provided supports (Kelso's Choice, CHAMPS, STOIC, Second Step SEL), Henry staff will increase their efficacy in holding restorative conversations, employing alternatives to discipline (i.e. alternative learning environment, campus clean-up, Supervision Buddy, peer and conflict resolution circles), and drawing on appropriate interventions and support with data (consultations and SAP). Ongoing data monitoring will be facilitated by the site's PBIS committee, site admin, CSAs, and other student support staff.

There is a dedicated PBIS team that meets almost monthly to discuss school climate and culture amongst students and staff. We also have 2 full-time counselors and a mental health clinician that provide support to our students. The team was able to discuss the implementation of SWIM lesson plans for effective classroom management techniques and differentiated equity-based intervention. Suspensions have increased this year. Teachers, admin team, and counselor have worked together to move students through the tiered system of the SAP process. This year's suspensions and bullying behaviors have increased overall.

School Culture and Climate Strengths

Our counselors incorporated the Second Step SEL curriculum in all K-8th grade classrooms throughout the school year. They also provided PD for staff at various staff meetings on the SAP process and meeting student SEL needs.

PLUS program has 18 students. They sponsored several Spirit Week celebrations throughout the year highlighting Drug-Free Awareness, No One Eats Alone Day, and more. They also helped motivate students daily by conducting our morning announcements every morning and celebrating student accomplishments in iReady and birthdays.

Student Survey results:

Fall Data showed 6th-8th had 197 participants, Winter showed 154 participants, Spring had 120 participants

Fall Data showed 4th-5th had 59 participants, Winter had 49 participants, Spring had 83 participants

Campus incentives include:

- Attendance gift cards through raffles given by CWA
- Monthly citizenship awards

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Student participation wasn't as high it should have been. **Root Cause/Why:** Teachers did not give the survey to 6th-8th grade students and 4th-5th grade opt-in permission slips need a streamline process.

Needs Statement 2 (Prioritized): The data needs to be reviewed and reflected on with the staff. **Root Cause/Why:** No one took the lead to ensure the data was discussed and shared with the staff.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By EOY 2023, per iReady Winter Diagnostic Results Report, the total number of students performing 2 or more grade levels below will decrease by 15% of Grade K-8 students which is 57 students. EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 10 students. Math: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 15% of Grade K-8 students which is 48 students.

Identified Need

There was a lack of site participation in Professional Development, limited opportunities, and a need for more on-going instructional support.

Site needs further development and support in building capacity as an effective Professional Learning Community and refining our collaborative practices.

According to our lack of data, teachers are not consistently administering assessments online.

State test score show that 56% of students in grade 3-8 performed 2 or more years below grade level in ELA and 65% performed 2 or more grade level in math

By second grade- 75% of primary students fail to demonstrate mastery of phonics and vocabulary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing 1 grade level below standard	ELA 282 Students Tier 2 Math 405 Students Tier 2	ELA- 254 students Math- 364 students
Number of EL students meeting Reclassification requirements	12 RFEP Students	12 RFEP Students
Number of students performing 2 or more grade levels below	ELA 381 Students Tier 3 Math 321 Students Tier 3	ELA- 324 students Math- 273 students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
Low Income

Strategy/Activity

Continue to provide teachers and staff with professional development to supplement core instruction, such as professional learning communities, Universal Design for Learning, ELD, and SBAC Interim. More specific PD aligned to the new curriculum will be determined as the new curriculum is implemented. 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. The 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 Assessment Coordinator. The Program Specialist will provide support for the Bilingual Assistants in supporting EL students. Instructional Coach (1 FTE Instructional Coach- Centralized Service) will provide co teaching, demos, lesson studies, instructional round support. The Instructional Coach will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Instructional Coach will work with teachers to assist with their lesson planning, participate in data cycles for analyzing student assessment results, and participate in Academic Conferences. The Instructional Coach will create and provide staff development in various topics pertaining to reading, writing, and other content areas. 1. Program Specialist and Instructional Coach provide training and extra support during school day to all teachers (38 teachers) for ELPAC assessments, ELA Curriculum, Math Curriculum, High Leverage Instructional Strategies, Classroom Management, and Technology. 4 Substitute X 12 days X \$200 = \$9,600 2. Collaboration supporting staff on development/alignment/calibration of Professional Learning Communities scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. Focusing on Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently: Staff Additional Comp: 40 staff (38 teachers, 1 program specialist, 1 instructional coach) X 10 hours X \$60 = \$24,000 February Revision: Transfer \$24000 from additional comp to conferences

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)
\$9,600	50643 - Title I
\$0	50643 - Title I
\$24,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Low Income
Foster Youth

Strategy/Activity

Through collaboration and time set aside to learn more about appropriate strategies to use to target student achievement. Teachers will be compensated to attend training after their contracted workday. Opportunities to collaborate amongst each other and / or obtain professional development, teachers will be able to do such training or collaboration during the day in the form of Academic Conferences, Lesson Studies, Instructional Rounds, and Leadership meetings. Professional Development based on collaboration as needed will be addressed through these or other conferences or training teachers/staff determine over time. 1. Leadership Meeting - (2022-23 TBD) - (11 teachers (Including Program Specialist and Coach) X 1 hour X 8 months X \$60 rate of pay) = \$5,280 (Allocating \$5,500) Teacher Additional Hourly for 2022-2023 Leadership Planning: 11 teachers (Including Program Specialist and Coach) X 5 hour X 2 days X \$60 rate of pay = \$6,600 (Allocating \$6,700) 2. Academic Conferences Teachers and support staff will analyze data and coordinate student program identification of needs (surveys) and program specifics for children to be successful based on their data outcomes. The program specialist will ensure all students are properly assessed and evaluated periodically. Furthermore, the program specialist will provide students with resources, materials, and related services through our identified programs. The Instructional Coach in conjunction with the Program Specialist will facilitate additional teacher support activities including co-teaching, demonstration of lessons in the classroom and the analysis of data. Specific Professional Development will be conducted from the analysis. Specific training will focus on our school initiatives and data results. 4 Subs x 5 days x 3 per year X \$200= \$12,000 February Revision: Reduce academic conference from 3 to 2 per year. Total cost from \$12,000 to \$8,000. The money will be moved to instructional supplies and materials to achieve the same purpose. 3. 1 FTE Program Specialist: 100% (\$145,623)- LCFF LCFF - English Learner: Sort, distribute, read, sign EL/RFEP Monitoring Forms, Duplicate, sort, notify collect, forward, file RFEP parent notification form, ELAC Meetings: Plan, prep, notify, attend, follow-up State Mandated Testing: ELPAC Testing: organize, sort, distribute, & secure test materials, parent notification of test, verify test list, administer test, training teachers, and 45 Day staff, and grading initial test Master Schedule and Student Placement: Monitor designated ELD classes, support ELD instruction, verify and place with bilingual aide assistance, place in newcomer group 4. Conduct Instructional Rounds - teachers/SPED, program specialist, instructional coach, counselors, admin) 4 teachers (life level) must include 1 SPED teacher x 4 days x \$200= \$3,200

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)
\$5,500	50643 - Title I
\$6,700	50643 - Title I
\$8,000	50643 - Title I
\$145,623	23030 - LCFF (Site)
\$3,200	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

1. Applicable supplemental instructional materials include binder/organizers, writing tools- white boards, sheet protector, chart paper, poster board, easel pads. \$12,019 Provide students with opportunities to increase reading proficiency through literacy support. Increasing a love of reading through books and novels integrating multicultural awareness and content across the curriculum will be provided to teachers and students as supplemental material to encourage and expose students to a variety of genres both literary and expository. Teachers will enhance integrated/designated ELA/ELD curriculum through: Interactive KWL, Quick Writes, Text Type Chart, Close Read, Notice and Note, Sentence Pattern Chart, Split Dictation, Text-Based Can-Have-Are-Chart, Jointly constructed sentences and paragraphs, Journal Writes, Signal Word Chart, Test Organization Matrix (TOM), Pictorial Input Chart, Text Reconstruction, Unpacking sentences, Text Puzzles, Comparing Paragraphs, Verb Chant, Note Making, Content Links, Ticket Out the Door, Running Dictation, Sentence Combining, Literacy Stations, Noodle, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, and Interactive Notebooks to provide EL and Students with Disabilities with support through progress monitoring, new curriculum implementation, small group instruction, Bilingual Instructional Assistant, summer intersession, and extended day/year. A special cycle of Instructional Rounds targeted towards ELL instruction will be implemented. With possibilities of offsite classroom visits are TBD. Through Grade Level Commitments, the implementation of 4 EL instructional strategies will be conducted throughout the year. The four strategies to be utilized are: collaborative sentence reconstruction, sentence unpacking, joint construction, and cloze joint construction. Each grade level will focus on 1 or more than 1 strategy to address their ELL population based on ELPAC domains. Through classroom visits, the use of these specific strategies will be monitored. As a coordinated effort between the LDO and Henry, specific demos and co-teaching opportunities will be offered and implemented in grades K-4 so that teachers master these strategies. ELPAC- We will begin to create and design targeted strategies through the development of a scope and sequence. 2. A .625 FTE Bilingual Assist (\$ 57,993)- Will work with students identified as newcomers and levels 1 and These are students who may require primary language support. February Revision-\$49, 000 was not spent due to the district funding the position. The remainder will be allocated to equipment to achieve the same goal. 3. Maintenance Agreements - Cannon copy (Front Office/ D Building) \$8150, Duplo Machines (Front Office/ D Building) \$590, Laminators (Front Office/ D Building) \$730 = \$9,468.30 (Allocating 10,000) February revision 4. Purchase of outdated equipment (projector, laminator, poster maker, and books). The purpose is to support implementation of supplemental programs such as ELD, SIPPS, Hagerty, STEAM, and PLTW to improve student achievement in early literacy, math, NGSS \$49,000 from Bilingual Assist + \$10,000 Library Media Support = \$59,000 LCFF Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure that the equipment is available and usable to provide students with a print rich environment. Instructional Materials/Supplies - Applicable supplemental instructional materials include: novels/books, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, sheet protectors, Pencils, Construction paper, Color printer, Color printer ink, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ballpoint pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books. \$10,000 - Title I, \$15,742 - LCFF February Revision: Increase Title1 from \$10,000 to \$14,000 and LCFF from \$13,742 to \$20,014 ****General supplies are unallowable using State & Federal funds.****

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)
\$12,019	50643 - Title I
\$8,993	23030 - LCFF (Site)
\$10,000	50643 - Title I
\$20,014	23030 - LCFF (Site)
\$14,000	50643 - Title I
\$59,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Teachers will enhance NGSS (science) curriculum and CCSS (Math) through hands-on-science experiments integrating PLTW and STEM projects to include PLTW/STEM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, lab books for K-8, writing tools- write boards, chart paper, STEM specific materials related to PLTW, TOPs. 1. Support college and career readiness mindset, exposing students to real world experiences through the participation in SkillsUSA. Teachers will be supported with training and attend state/ national competitions. \$2,000 LCFF February Revision: No participation in SkillsUSA this year - transfer funds to instructional supplies for STEM and project based learning.

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)
\$0	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Provide after-school tutoring invention for all students behind grade level. Propose 7 teachers for 1 hour per day (3 hours per week/per teacher) to provide good foundational skills for students to become grade-level proficient. 6 teachers X 3 hours X 25 weeks (Oct 11-April 28) X \$60 rate of pay = \$27,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$27,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Library Media Assistant will assist with the inventory of such material. Furthermore, the Library Media Assistant will assist teachers and students with checking out of materials and research how many students are accessing these materials. Library Media Assistant teach students to read and organize books with the Dewey System. Library Media Assistant also read to primary students with a focus on comprehension and reading fluency. February Revision: \$10,000 LCFF -Staff started the last 5 months of the year(Jan-May)

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)
\$10,000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

In some areas where possible Strategy 1 was implemented and effective. There was 1 Full-Time Bilingual Aide and a 1/2 time Bilingual Aide that worked with approximately 58 newcomer students in grades 4th-8th. There was the successful implementation of Focused collaboration between administration and teachers to meet regarding scope and sequence, data analysis, and vertical and horizontal alignment. On average 24 teachers and staff attended these meetings. Leadership meetings occurred monthly with all grade levels represented except for the 3rd and 7th grades. Afterschool tutoring occurred targeting Kinder, 5th, and 6th grades as those were teachers who volunteered to participate. Academic conferences did not occur due to the lack of subs. Also, training and extra support for teachers during the school day did not occur due to a lack of subs as well.

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

Due to a lack of subs, we did not conduct academic conferences, professional development, or instructional rounds during the school day. We also did not have our 1/2 time Bilingual Assist until late April of 2022. TOPs and Skills USA was not utilized due to COVID.

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.

Strategy 1: Continue to provide teachers and staff with professional development to supplement core instruction, such as professional learning communities and SBAC Interim. More specific PD aligned to the new curriculum will be determined as the new curriculum is implemented. We will no longer utilize AVID strategies. Additional supplemental ELA & Math PD will focus on high leverage strategies to utilize in ELA, Math, and Designated ELD. The Program Specialist will serve as the EL Coordinator and Assessment Coordinator. Strategy 3: Omit AVID 1. Applicable supplemental instructional materials include organization binder/organizers, writing tools- white boards, chart paper, poster board, and easel pads. \$12,561 Provide students with opportunities to increase reading proficiency through literacy support programs. Increasing a love of reading through books and novels integrating multicultural awareness and content across the curriculum will be provided to teachers and students as supplemental material to encourage and expose students to a variety of genres both literary and expository. Strategy 5: (add in meeting days for admin/support staff to meet with teachers to go over data) Provide after-school tutoring invention for all students behind grade level. Propose 7 teachers for 1 hour per day (3 hours per week/per teacher) to provide good foundational skills for students to become grade level proficient. 7 teachers X 3.5 hours X 29 weeks (Sept. 1-Mar 1) X \$60 rate of pay = 42,630

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By June 2023, Henry will reduce the suspension rate by 10% from the 21-22 school year, about 12 suspension days less. For the 2021-22 school year, about 118.5 suspension days were accumulated. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 2023, Henry will reduce the chronic truancy rate for all students by 50% from 49.34% to 24.67%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
10% & 50%	118.5 & 49.34%	106 & 24.67%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide staff development and opportunities to collaborate in order to develop students' social and emotional well-being through supportive resources and programs that positively impacts student learning via: PBIS, PLUS program, 2 counselors, Mental Health Clinician. Structured student engagement activities (restorative practices) and others that focus on attendance and discipline. Professional Development for the staff at Henry to reduce the number of student referrals, reduce suspension rates, and reduce incidents of bullying. The Collaboration will allow teachers, counselors, and others to discuss and practice these strategies: MTSS-discussions De-escalation strategies PBIS strategies (Stoic) SAP process 1. Consultants: Provide staff with professional development through the lens of Equity three times a year \$1,424 X 3 = \$4,272 LCFF February Revision: Unable to schedule consultant PD - transfer funds to Instructional Materials to purchase classroom printers for implementation of PBIS initiatives. 2. We will continue to provide MTSS training to support the social/emotional well-being of students. Provide PBIS Meeting - (2022-23 TBD) - (11 teachers (Including Program Specialist and Coach) X 1 hour X 8 months X \$60 rate of pay) = \$5,280; (CSA) X 1 hour X 8 months X \$60=\$480; (Counselor) X 2 X 8 months \$60=\$960 11 teachers (Including Program Specialist and Coach) X 5 hour X 2 days X \$60 rate of pay = \$6,600 (Allocating \$6,700); (CSA)X 5 hour X 2 days X \$60=\$600; (Counselor) X 2 X 5 hour X 2 days \$60=\$1,200.

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)
\$0	23030 - LCFF (Site)
\$5,280	50643 - Title I
\$960	23030 - LCFF (Site)
\$6,600	50643 - Title I
\$600	23030 - LCFF (Site)
\$1,200	23030 - LCFF (Site)
\$480	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Henry Elementary wants to reward every student who has perfect attendance at the end of the month with a Super recess. The students have to be at school on time, all day & every day. Classified staff will be used to help supervise these recesses after their normal shift. Up to 4 Noon Duty personnel will be selected to assist with the supervision. 2 Noon Duty/classified staff x 9 events/days x \$50= \$900 2. Counselors will teach the SEL lessons to students regarding bullying, growth mindset and self care. 3. Counselor's will attend Parent Coffee Hour to discuss with parents the importance of 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)
\$900	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counselors: Counselor will provide students and teachers with social and emotional learning support and training that positively impacts students learning through programs such as that positively impacts students such as Kelso's choice, Second Step, Why Try, Xello, Restorative Circles, PLUS support, Leadership support, Renaissance academic assemblies, Individual and group counseling, PBIS, Classroom presentations (anti-bullying, coping skills, A-G requirements, friendship skills, anger management, social skills, mindfulness, grief/loss, decision making, self-control, classroom behavior management, conflict resolution, dealing with stress). Resources and materials (basic supplies for presentations and lessons) to sustain these SEL activities will be needed. \$1,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PBIS Positive behavior support platform called Hero created by SchoolMint. Hero will unite the entire campus enabling teachers and admin to recognize positive behavior when they see it, reward students for positive actions, redirect negative behavior, apply actions and interventions, and hold students accountable for their own behavior. It will allow parents and students to track student progress and allow communication with parents.

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)
\$5,750	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Henry school strives to provide a safe and healthy learning environment for all students. One way we aim to do this is through monthly PBIS meetings where teachers and support staff gather together to brainstorm ways to foster engagement and positive student-teacher relationships. Consultants were not able to provide professional development to staff this year due to COVID restrictions. Fortunately, counselors were able to provide some professional development to teachers regarding SEL for both teachers and students on site. Our 2 full-time counselors were able to form a PLUS group with students that worked on National Kindness Week, Spirit Weeks, Drug and alcohol awareness and various other activities on campus. Counselors also participated in providing Second Step Social-Emotional lessons to students and teachers. 169 lessons were done in all classrooms. There were 18 Parent Coffee Hours this year conducted through Zoom and 18 in person. We did not have motivational assemblies due to COVID restrictions. Perfect Attendance was not highlighted this year as there were many absences due to COVID. There were 3 Renaissance assemblies that took place after each trimester was completed.

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

Unfortunately due to COVID we were not able to have consultants on campus and we were not able to utilize those funds. Perfect attendance recess was not utilized as well.

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.

Strategy 3: Remove Why Try Add Strategy 5- Hero app. We will utilize this application schoolwide to award students points for positive behavior. In addition, this will be tied to a House Systems that we will be using this year. There will also be a store where students can exchange their points for prizes.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) During the 2021-22 school year Henry will increase parent/ community participation and other meaningful partnerships by 10%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to facilitate parent and community education, engagement, and involvement with Henry Elementary. Increase opportunities to build and maintain a healthy school culture that shares high expectations for students and parents. The Parent Liaison will continue to model ethical behavior and integrity as the norm for the school culture and continue to create an environment where all members are welcomed, supported, and feel safe in school socially, emotionally, intellectually, and physically. Parent Liaison will conduct home visits to provide outreach to parents of students who was identified as chronically absent. The parent liaison will coordinate parent meetings and focus on increasing parent engagement through workshops, training, and other similar meetings. Parent Liaison coordinated food drives to supply families with essentials during COVID-19. Farmers market offered groceries to parents on the last Friday of every month. Resource Faire was planned but got cancelled due to COVID-19. The parent liaison will provide one-on-one interactions, where applicable, maintaining communications through School Messenger, at CARE/SSTs and IEPs. - \$120,511 Parent Meeting: \$4,738 Light snacks and refreshments, parent training materials, such as chart paper, poster paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. As workshops and training are offered to our parents, additional monies are set aside to support families and student siblings. This way parents can concentrate on topics being discussed. Furthermore, monies will be used to offset cost of duplication needs, materials, resources and other meeting necessities. Approximately, 1% of Title1 funds are allocated towards these endeavors. Non-Instructional Materials - \$500: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

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)
\$120,511	50643 - Title I
\$4,738	50647 - Title I - Parent
\$500	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Parent/Teacher Data Team Review - At the beginning of each trimester the teaching staff provides parents with data on their child's academic achievements and goal setting for the upcoming trimester. These teams preview with the parents the upcoming curriculum and give parents strategies and materials to support classroom learning at home and involve the parents in brainstorming ideas on how to improve the learning of all students. Additional Hourly Pay for 38 teachers to plan for Data Team Review implementation 2 times x 1 hour or \$4560 Additional Hourly Pay for 38 teachers to implement up to 2 times x 1 hour (2020-21). \$4560

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)
\$0	50643 - Title I
\$0	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Latino Literacy Program assists K-2 families in connecting with their students while increasing the reading level of their children in listening, fluency, and comprehension, by reviewing the story, expanding story plot, exploring story theme, targeting vocabulary and phonemic awareness by reading together at home with their children. (Increase two 10 week sessions). Additional Hourly Pay for 1 teacher to implement x 20 sessions x 4 afternoons to prep x \$60 = \$1,440 Additional support will be provided to ensure parents are able to participate and be engaged throughout the meeting. Additional Hourly Pay Calculation: 1 staff X 20 hours X \$50 rate of pay = \$1000 Non-instructional materials include family album projects. \$500

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)
\$0	50643 - Title I
\$0	50643 - Title I
\$0	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

A mission at Henry school is a genuine partnership between staff, students, and families working together to help students be successful. Due to COVID parent participation was lacking in the 21-22 School Year. However, virtual parent meetings were held for Weekly Coffee Hour with an average of 5-6 families present virtually. Parent Liaison coordinated monthly food drives (20 total) where parents could receive fresh produce in a drive-thru procedure. On average 150-200 families from the community received groceries. There were also 2 Virtual Bingo Nights held in November and December. Due to COVID restrictions limiting guests on-campus Data Team meetings did not occur as well as Latino Literacy.

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

Parent/Teacher Data Teams and Latino Literacy did not occur due to COVID not allowing parents on campus.

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

Add Strategy 4: We will be adding Literacy, Math nights to engage more parents.

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	\$259,048.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$512,168.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$254,310.00
50647 - Title I - Parent	\$4,738.00

Subtotal of additional federal funds included for this school: **\$259,048.00**

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$253,120.00

Subtotal of state or local funds included for this school: **\$253,120.00**

Total of federal, state, and/or local funds for this school: **\$512,168.00**