

# Tahoe Elementary



**Est. 1931**

## 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
Tahoe Elementary School	34-67439-6034284	April 25th 2020	June 25, 2020

# 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

At Tahoe Elementary, stakeholders meet regularly to discuss, review, and plan the SPSA. The site council and ELAC team meet on the fourth Wednesday of each month. During these meetings the SPSA is reviewed and updated as needed, areas of concern are discussed, expenditures are allocated, and future plans are drafted. In addition, the school Leadership team, which is open to all staff members, review and discuss the school plan three times a year.

Site Council and ELAC:

8/26/20

9/23/20

10/21/20

11/18/20

12/16/20

1/20/21

2/17/21

3/24/21

4/21/21

5/19/21

Leadership:

9/4/20

10/2/20

11/6/20

12/4/20

1/8/21

2/5/21

3/5/21

4/9/21

5/7/21

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

By June 2021, the number of 3rd-6th grade students meeting standard in the area of Numbers, Operations and Algebraic thinking as measured by Claim 1 on the CAASPP assessment will increase from 10% to 13%.

### Identified Need

#### 1. DOCUMENT NEEDS ASSESSMENT

The fall 2019 California Dashboard reveals that Math is a priority for Tahoe. In this area, the state gave Tahoe a performance level of "low" or Yellow. The dashboard also revealed that the average distance from met for 3rd-6th grade students taking the CAASPP was -71.1 points. In addition, the dashboard also illustrated that on average Tahoe students distance from met increased by 19.4 points from -90.4 in 2018 which was an improvement. It should be noted that while on average most students groups performed somewhat better on the 2019 CAASPP, our students receiving special education continued to fail to demonstrate growth and in fact only maintained their average distance from met from 2018 to 2019. Historically, when looking at CAASPP data and site based report card and interim assessment data it is clear that math has been an area of ongoing concern across grade levels. In addition, according to report card data of 146 students in 4th -6th grade, 37 are not on track for math. Specifically, March 2020 report card data indicates that 24% of 3rd graders, 36% of 4th graders, 23% of 5th graders, and 17% of 6th graders did not meet grade level criteria overall in math. Further 29% of 3rd-6th graders who took the CAASPP met the near grade level criteria in Claim 1. When looking at specific claims it was noted that 61% of 3rd-6th grade students did not meet grade level standard in the area of Concepts and Procedures. In third through sixth grade Tahoe has identified a need to address the area of Concepts and Procedures in Math for all 3rd-6th graders.

#### 2. DOCUMENT PROBLEM STATEMENT

The fall 2019 California Dashboard reveals that Math is a priority for Tahoe. In this area, the state gave Tahoe a performance level of "low" or Yellow. The dashboard also revealed that the average distance from met for 3rd-6th grade students taking the CAASPP was -71.1 points. In addition, the dashboard also illustrated that on average Tahoe students distance from met increased by 19.4 points. When looking at specific claims it was noted that 61% of 3rd-6th grade students did not meet grade level standard in the area of Concepts and Procedure and 29% were in the nearly met category. In third through sixth grade Tahoe has identified a need to address the area of concepts and procedures in Math for all 3rd-6th graders. By June 2021, the number of 3rd-6th grade students meeting standard in the area of Numbers, Operations and Algebraic thinking as measured by Claim 1 on the CAASPP assessment will increase from 10% to 13%.

#### 3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE

Students lack the skill and knowledge to apply strategies and carry out math procedures with precision and accuracy.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 Claim 1 CAASPP results in math. The # of 3rd grade students who met standard in the area of Claim 1 Concepts and Procedures	20% of student met standards in claim 1.	The number of 3rd grade students meeting standard in claim 1 will increase from 20% to 30% by June 2021.
2019 Claim 1 CAASPP results in math.	10% of student met standards in claim 1.	The number of 4th grade students meeting standard in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The # of 4th grade students who met standard in the area of Claim 1 Concepts and Procedures.		claim 1 will increase from 10% to 20% by June 2021.
2019 Claim 1 CAASPP results in math. The # of 5th grade students who met standard in the area of Claim 1 Concepts and Procedures.	7% of student met standards in claim 1.	The number of 5th grade students meeting standard in claim 1 will increase from 7% to 14% by June 2021.
2019 Claim 1 CAASPP results in math. The # of 6th grade students who met standard in the area of Claim 1 Concepts and Procedures.	0% of student met standards in claim 1.	The number of 6th grade students meeting standard will increase from 0% to 15% by June 2021.

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

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

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

All third through 6th grade students.

### Strategy/Activity

#### 1. DOCUMENT IMPROVEMENT AIM

By June of 2021, the percentage of 3rd through 6th grade students at Tahoe meeting standard in the area of Claim 1 as measured by the CAASPP will increase from 10% to 13%.

#### 2. DOCUMENT HIGHEST PRIORITY CHANGE IDEA

Provide before school PD and during school release time for teachers to participate in academic conferences and professional development to plan for the implementation of a daily math routine to build and strengthen foundational math knowledge, create a formative and progress monitoring assessment plan, plan for differentiated instructional opportunities, and analyze data using the PDSA model.

#### 3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE

Action	Tenet	Owner	Targeted Completion Date	Milestone

Create a calendar for professional collaboration time beginning in August and including academic conferences to analyze data, and inform instruction.	Logistic and Operations Curriculum and Instruction	Principal Teachers Training Specialist	8/12/2020	At least 2 substitutes per teacher will have been utilized by December 2020
Provide collaborative and individual professional development time both during and outside the school day by providing funds to reimburse teachers for their time or substitute pay.	logistics and operations professional development	Principal Training specialist Teachers	5/28/2021	Collaborative agendas, substitute utilization.
Implement a daily math routine, (Problem of the Day and Number Talks), that include a review of basic math concepts/standards identified in claim 1 and opportunities for feedback to students that has been collaboratively agreed upon and will be monitored through the PDSA cycle.	Curriculum and Instruction Professional Development	Teacher Training specialist Principal	6/4/2021	Daily math routine will be observed and feedback will be provided to teachers by the principal once per week beginning September 30th and exit tickets will be collected every two weeks and analyzed during staff and curriculum meeting
Create common rubrics and assessment plans.	Curriculum and Instruction	Principal Teachers Training Specialist	9/17/2020	Common rubrics with anchor charts to be posted in classrooms and utilized during collaborative time. Agenda and meeting notes.

**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)

11278

Title I Part A

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

Create a positive welcoming and inclusive environment at Tahoe for all students as measured by a decrease in office referrals for insubordination and disruption, and creating intimidating and hostile environment from the current baseline of 89 to 50 or less as measured by office referral data collection by June 2021.

### Identified Need

There is a need to decrease time out of class as a result of referrals and suspensions, and increase positive engagement and school climate for all students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 California state dashboard indicator Suspension shows overall Tahoe is Green. However, our African American student group is in the orange indicating they are more likely to be suspended than students of other groups.	6.8% of African American students were suspended at least once at Tahoe.	Decrease suspension of African American students to 3% or less.
Students with Disabilities are shown as Yellow, also indicating they are more likely to be suspended than their peers in other groups.	3.1% of students receiving Special Education were suspended at least once at Tahoe.	Decrease the suspension of students receiving Special Education to 2% or less.
Referral data collected on site and reported to the district indicates that of the 43 students who received one or more office referrals for defiance, insubordination, or other non violent infractions 16 were African American and 16 were students receiving Special Education services.	37% of African American students and students receiving Special Education received one or more office referral for defiance/insubordination.	Decrease the number of African American and students with disabilities who are receiving office referrals from 37% to 15% or less.

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

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

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

All students

### Strategy/Activity

Build a safe, equitable, and caring environment and reduce suspensions by:  
1. Providing opportunities for ongoing staff discussion and professional development/learning regarding effective SEL instruction, Cultural Responsive teaching strategies, Cultural Awareness, morning meetings and routines, Restorative Practices, PBIS, and Mindfulness. This also include professional learning and support to implement school wide expectations and build efficacy around our current Tahoe CARES school wide behavior framework. These opportunities will take place via pre-service staff development in August and throughout the school year both during and outside contracted time. This may include the purchasing of resources or funding outside professional experts to support the learning and implementation of these practices at Tahoe as well as the cost of substitutes to provide release time, and paying teachers to attend collaboration meetings or professional learning outside their contracted day.

### 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)

3,000

Source(s)

Title I Part A

### Strategy/Activity 2

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

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

All

### Strategy/Activity

2. Maintaining the implementation of SEL and Culturally Responsive Practices school wide through administrative walk through's and feedback. This may include the purchasing of resources to support its implementation.

### 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)

500

Source(s)

LCFF Low Income

### Strategy/Activity 3

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

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

All

Strategy/Activity

3. Providing resources, incentives, and materials for positive behavior such as behavior tracking tools, rewards and incentives.

**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)

500

Source(s)

LCFF Low Income

**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

4. Conducting award ceremonies and providing awards such as medals to students for improved academic, attendance, or behavior or to acknowledge students who have achieved grade level standards

**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)

500

Source(s)

LCFF Low Income

**Strategy/Activity 5**

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

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

All

Strategy/Activity

5. Communicating regularly with families and community regarding school events, academics, attendance, climate and community concerns in English and Spanish and through translators, newsletters, flyers, student referrals, nurse referrals, parent handbook, student planners, and messengers.

**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)

1,847

Source(s)

LCFF Low Income

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

6. Providing a clean, safe, and welcoming facility and learning 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)

1000

Source(s)

Other

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

7. Maintain the health and safety of students throughout the school day and supporting conflict resolution and positive behavior by providing additional supervision during breakfast and lunch time.

#### **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)

6,065

Source(s)

Other

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

Increase school community activism by creating a culture that promotes and engages all stakeholders in regular school attendance, participation in school programs, activities, and decision-making entities.  
 Increase attendance at parent conferences from 60% to 70% by June 2021 as measured by sign in sheets.  
 Decrease the number of K-6th grade Tahoe students identified as chronically absent from 15.8% to 14% as measured by daily attendance and reported by the California Dashboard by June 2021.

### Identified Need

Increase school community engagement and attendance to foster positive home school relationships and provide the school environment that the community desires.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at school events including parent conferences and back to school night.	73% attendance at Fall 2019 conferences.	85% attendance at Fall and Spring 2020/2021 parent conferences.
The percentage of students chronically absent as reported to the California Dashboard indicate a low level of school engagement. The 2019 Ca Dashboard shows Tahoe as being in the yellow for attendance	2018/2019 Chronic Attendance rate for Tahoe was 15.8%.	Reduce Chronic Absenteeism to 14% by Spring of 2021.

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

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

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

All

#### Strategy/Activity

Build strong relationships with families by:  
 1. Holding academic conferences, staff meetings, curriculum meetings and collaborative time to share student/family data and create student action plans in September.

#### 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)

2000

Source(s)

LCFF Low Income

### Strategy/Activity 2

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

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

all

Strategy/Activity

2. Conducting home visits. (Grant Funded)

### 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)

1000

Source(s)

Other

### Strategy/Activity 3

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

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

All

Strategy/Activity

3. Planning events that encourage families to visit school for social purposes (BTS BBQ, Lunch on the Lawn, Winter Show, Open House, Pancake Breakfast, Flea Market, Movie Nights, Math and Science Nights) and increasing family engagement in community partnerships such as ELAC, SSC, and PTA.

### 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)

500

Source(s)

LCFF Low Income

### 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

4. Adding extra hours to clerk time and maintain current clerk staffing to help with attendance strategies and provide customer service to our families throughout the school day.

**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)

17,350

LCFF Low Income

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

Improve teaching and learning by actively engaging students in rigorous tasks that meet or exceed Common Core Standards and provide focused strategic intervention and instruction to support all students academic growth.

Tahoe will improve teaching and learning resulting in an average decrease of distance from met in the area of ELA from -57.8 points to -47 points on the CAASPP assessment by June 2021.

Tahoe will improve teaching and learning resulting in an average decrease of distance from met in the area of Math from -71.1 points to -61 points on the CAASPP assessment by June 2021.

Tahoe will improve teaching and learning for EL students by decreasing the average distance from met in ELA from -141 points to -126 points on the CAASPP assessment by June 2021.

Tahoe will improve teaching and learning for EL students by decreasing the average distance from met in Math from -140 points to -125 points on the CAASPP assessment by June 2021.

Tahoe will improve teaching and learning for students with disabilities by decreasing the average distance from met in Math from -156.4 points to -146 on the CAASPP assessment by June 2021

Tahoe will improve teacher and learning for students with disabilities by decreasing the average distance from met in ELA from -143.2 to -133 points on the CAASPP assessment by June 2021.

## Identified Need

Improve student academic outcomes in all academic areas by improving teaching practices and strategies, increasing student engagement and re-engagement opportunities during the school day, and implementing more rigorous tasks.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The 2019 California dashboard indicates that Tahoe is in the Yellow for Math and the average distance from met was -71.1 points.	20% of students in grades 3rd-6th met standard in Math.	The number of students who met standard in the area of Math will increase by 3% from 20 to 23% by June 2021 and the average distance from met will decrease from -71.1 points to -61 points.
The 2019 California dashboard indicates that Tahoe is in the Yellow for ELA and the average distance from met was -57.8 points.	29% of students in grades 3rd-6th met standard in ELA.	The number of students who met standard in the area of ELA will increase from 29% to 32% by June 2021 and the average distance from met will decrease from -57.8 points to -47 points.
The 2019 California dashboard indicates that EL students at Tahoe are performing in the yellow for Math.	The average distance from met for English Learners in math is -140 points below standard.	The average distance from met in ELA for English Learners will decrease from -141 points to -126 points from met by June 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The 2019 California Dashboard indicates that EL students at Tahoe are performing in the orange for ELA.	The average distance from met for English Learners in ELA is -141 points below standard.	The average distance from met for Students with Disabilities in for English Learners will decrease from -140 points to -125 points by June 2020.
The 2019 California Dashboard indicates that Students with Disabilities at Tahoe are performing in the red for ELA.	The average distance from met for Students with Disabilities in ELA is -134.2 point below standard.	The average distance from met for Students with Disabilities in ELA will decrease from -143.2 to -133 points.
The 2019 California Dashboard indicates that Students with Disabilities at Tahoe are performing in the red for Math.	The average distance from met for Students with Disabilities in Math is -156.4 points below standard.	The average distance from met for Students with Disabilities in Math will decrease from -145 to -146 points.

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

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

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

All Students

### Strategy/Activity

1. Provide professional development and support for teachers through the following means:

- A. Release time to work with training specialist as well as provide a training specialist for 1/2 day learning sessions during academic conferences to support CCSS implementation.
- B. Provide substitutes so that teachers can work with colleagues, training specialists, or conduct instructional rounds and participate in lesson study opportunities.
- C. This will include providing release times for teachers to attend professional development sessions to improve their implementation of the ELA curriculum, Math, and ELD instruction and providing per diem for teachers to attend professional development during summer and outside of regular work hours.
- D. Organizing pre-service days in August with training specialist to facilitate sessions (CPT) around focus areas of Math and ELA and PDSA cycles around our Aim Statement and improvement work. This will include the creation of a year long assessment plan, unit planning, and the creation of grade level grading rubrics.
- E. Collaborate in grade level, segment or whole staff teams on the analysis of achievement data, school planning, student work and instructional strategies by analyzing student I-Ready and District benchmark data three times a year during academic conference (Sep/Jan/May) and using this time to additionally develop instructional plans based on the findings of the 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)

6,000

Title I Part A

### 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

2. Provide extended day learning opportunities for 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)

9,520

Title I Part A

### Strategy/Activity 3

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

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

All

Strategy/Activity

3. Use technology to support instruction by:  
A. providing opportunities for staff to share, learn, and develop strategies for use of SMART boards, MacAirs, iPads, Chromebooks, Google Classroom, iReady, and other educational platforms and apps.  
B. Purchase of new or replacement instructional technology such as laptops for teachers to deliver instruction and students to access and engage in curriculum and instructional materials including the purchase of chromebooks, macbooks, carts, headphones, projectors, document cameras or other essential items and the continuation in Tahoe's participation in the district's CRP.  
C. Purchase or renewal of licensing and applications for instructional or diagnostic purposes such as SMART board software, iReady, and others.

### 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)

10,335

Title I Part A

11,000

LCFF Low Income

## 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

4. Raise the level of rigor in teaching and learning by:

- A. Structuring lessons to include rigorous tasks and multiple opportunities for focused academic discourse with clearly stated teaching objectives that contain a what, why, and how.
- B. Establishing learning objectives that are measurable, communicated and understood by students.
- C. Developing strategies for improving differentiated instruction planning and lesson implementation including using and purchasing outside resources such as SIPPS.
- D. Providing opportunities for students to self-assess (rubrics/anchor papers) and set challenging and achievable learning goals and increase student voice by having them communicate these goals to families during conferences.
- E. Providing opportunities for students to work collaboratively and individually on projects that develop a wide range of skills and understanding of complex concepts and problems.
- F. Buying additional equipment or supplies necessary for successful implementation such as books for classroom libraries, provide funds at the materials lab for the preparation of lessons and purchasing of student materials to increase their access to instructional content.

### 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)

856

LCFF Low Income

2949

Title I Part A

## Strategy/Activity 5

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

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

All

### Strategy/Activity

5. Provide intervention and enrichment for students based on needs:

- A. Providing Learning Center support to both SED and General Ed students by funding 20% of Resource Specialist.
- B. Implementing and planning small group instruction in reading and math.
- C. Providing primary language support in Spanish and assigning a teacher to oversee EL program and ELPAC administration.
- D. Coordinating Title I Intervention services, funding an instructional aide for intervention support, and providing other tutoring when possible to support achievement.
- E. Supporting enrichment programs (CSUS/art docent/music/field trips/robotics) by providing classroom space, paraprofessional costs, and covering fingerprinting costs.



- F. Buying additional equipment or supplies necessary to support intervention or enrichment for art and music programs.
- G. Provide free books to students so students can practice reading at home.

**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)
25,969	LCFF Low Income
14,337	LCFF EL
26,275	Title I Part A
10,994	LCFF Low Income
10,000	LCFF Low Income

**Strategy/Activity 6**

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

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

All

Strategy/Activity

**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)

# Budget Summary

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	173,775.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF Low Income	82,016	0.00
LCFF EL	14,337	0.00
Title I Part A	69,357	0.00