

# School Plan for Student Achievement

School: San Luis County Special Education

District: San Luis Obispo County Office of Education

County-District School (CDS) Code: 40-104056106769

Principal: Christopher Phillips

Date of this revision: 12/08/2022

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Christopher Phillips

Position: Director of Special Education/Principal

Telephone Number: 805-593-3186

Address: 3360 Education Drive  
San Luis Obispo, CA 93405

E-mail Address: [cphillips@slocoe.org](mailto:cphillips@slocoe.org)

The District Governing Board approved this revision of the SPSA **12/15/2022**



# 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	School Site Council (SSC) Approval Date	Local Board Approval Date
SLOCOE Special Education	40-10405-6106769	12/8/2022	12/15/2022

## Purpose and Description

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement in the SPSA.

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.

The San Luis County Special Education School has long-standing structures in place for communication with all educational partners or people affected by the school district and its daily work. Educational partners consultation is frequent, timely and meaningful. Various meetings have either standing SSC agenda items or SSC-related discussion topics.

## Educational Partner 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

#### School Site Council

The San Luis County Special Education schools have long-standing structures in place for communication with educational partners or people affected by the school district and its daily work. Educational partner consultation is frequent, timely and meaningful. Various meetings have LCAP/SPSA standing agenda items or LCAP/SPSA discussion topics. Educational partner groups include: **All Educational Partners**--the existing SSC serves as the LCAP Advisory Committee, which is an advisory group of students, parents, staff members, community partners and others who make recommendations to the County Board of Education, **Public**--at County Board of Education meetings, which are public, updates on goals, achievements and student progress are presented, **Students and Parents**-- are surveyed annually--individually and in small groups--survey results are provided to the LCAP Advisory Committee,

**Parents**--meetings with families and individual parent conferences, and **Community Agencies**--meetings with all educational partners and agency representatives.

## Resource Inequities

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

The San Luis Obispo County Office of Education does not have any resource inequities.

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal 1

San Luis Special Education school is committed to providing our students with access to a rigorous academic experience, preparing them for their next placement.

SLOCOE special education students will increase the overall school-wide percentage of students performing at proficiency or above in English/language arts. SLOCOE special education students will increase the overall school-wide percentage of students performing at or above proficiency in mathematics.

Identified Need:

Increase academic rigor for all students

#### Identified Need

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English language learner progress, suspensions and chronic absenteeism for students with disabilities, English language learners and socioeconomically disadvantaged youth. Additionally, the San Luis Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but has one indicator of another color on the 2019 California Dashboard.

As a result of COVID-19 restrictions and their impact on Dashboard indicator data SLOCOE remains in differentiated assistance.

The data available in the 2021-2022 Test Operations Management System currently indicates that 0% of students are performing at above the established standards in Math or English Language Arts.

39.1% of students have greater than a 10% positive attendance rate

2021-2022 School Year Local Data:(as of 12/21)

Tier I TFI Score 90%

Tier II TFI Score 77%

Tier III TFI Score 85

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 Test Operations Management System: 0% of students are currently at or above standard	Math-5% at or above standard ELA -5% at or above standard
Increase positive attendance rate	39.1 % of students have greater than 10% positive attendance	70% with greater than 10% positive attendance
Increase participation rate on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 Test Operations Management System: 71% of eligible students participated in the testing process.	Participation rate for all statewide assessments will be 100%
Increase and/or maintain Positive Behavioral Interventions and Supports (PBIS) implementation fidelity	2021-2022 School Year Local Data:(as of 12/21) Tier I TFI Score 90% Tier II TFI Score 77% Tier III TFI Score 85%	TFI scores will increase or maintain at current levels: Tier I TFI Score 90% Tier II TFI Score 77% Tier III TFI Score 85%

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

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

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

All Students, with an emphasis on unduplicated students including Special Education, English Language Learners, Socioeconomically Disadvantaged, and Foster Youth.

## Strategy/Activity

### Strategy:

Ensure that all students have access to Common Core State Standards-based and aligned core instructional materials. Ensure all students receive rigorous instruction that is aligned with Common Core State Standards (including core, supplementary and technology-based materials). Provide all students identified as below standard with researched-based interventions. Ensure all teachers have access to Common Core State Standards-based/aligned professional development, including instructional improvement strategies. Ensure all teachers have access to regular opportunities for collaboration time. Ensure administration has access to professional development on how to lead implementation efforts of the Common Core State Standards, effective instructional practices, and improvement strategies. Ensure that all staff analyze the participation data and develop data-driven strategies to increase student participation. Identify and provide parent and community participation opportunities.

Activity 1: Purchase supplemental curriculum, materials, and tools to increase access for special education students – 6/30/2023

Activity 2: Provide professional development training and collaboration opportunities for administration, staff, and parents – 6/30/2023

Activity 3: Provide interventions and student supports for students identified as below grade level (e.g. tutoring, intervention groups) – 6/30/2023

Activity 4: Purchase technology to increase access to special education students – 6/30/2023

Activity 5: Provide digital safety and technology training to students to support appropriate use of technology- 6/30/2023

Activity 6: Fund supplemental curriculum, materials, tools, technology and interventions to increase academic achievement. 6/30/2023

Activity 7: Provide specialized evidence-based interventions to increase academic, social-emotional, behavioral, and college and career readiness outcomes. 6/30/2023

### 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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,683.00	Title I 3010
\$2,248.00	Title I 3010
\$2,214.00	Title I 3010
\$1,832.00	Title I 3010
\$2,437.00	Title I 3010
\$14,783.00	CSI 3182

\$150,842.00

CSI 3182

## Annual Review

### SPSA Year Reviewed: 2020-2021

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.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Professional development was provided in the area of social emotional support and PBIS implementation.

The return to a traditional school setting and the use of targeted interventions have increased students' engagement in academics, time on task and work completion.

Supplemental curriculum was purchased to support differentiation in the classrooms and targeted interventions.

Technology was updated to increase students' access to information.

The strategies implemented continue to support San Luis County Special Education School's four goals.

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

The goal remains unchanged and activities have been updated to reflect current student and CSI needs.

The focus of the CSI funds became ensuring student access to education and information.

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

The goal remains unchanged and strategies have been updated to reflect current student (**CSI**) needs.

# Goals, Strategies, Expenditures, & Annual Review

## Goal 2

San Luis County Special Education school will provide additional opportunities and support for students to become engaged in school, in their learning, and in the development and attainment of goals for their successful future

Identified Need:

Increase student engagement

### Identified Need

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The San Luis County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but has one indicator of another color on the 2019 California Dashboard.

The overall suspension rate for the 2021-2022 school year remained at 0%.

2021-2022 Test Operations management system indicates that 0% of students are currently scoring at or above the established standard.

2021-2022 Test Operations management system indicates that 71% of eligible students participated in the California Assessment of Student Performance and Progress

39.1% of students have greater than a 10% positive attendance

With the exception of Staff, all demographics who answered the School Climate Survey report lower than a 3.5 out 4.0 satisfaction rate

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain decreased suspension rate and implementation of alternatives to suspensions	2020-2021 DataQuest Suspension Rate 0% 2021-2022 Local Data as of December 2021 Suspension rate 0%	Suspension Rate 0%
Increase the number of students scoring at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 Test Operations Management System: 0% of students are currently at or above standard	Math-5% at or above standard ELA -5% at or above standard

Increase Positive Attendance Rate	39.1 % of students have greater than 10% positive attendance	70% with greater than 10% positive attendance
Increase student participation rate on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 Test Operations Management System: 71% of eligible students participated in the testing process.	Overall participation rate of 100%
Increase in positive rating on the School Climate survey	2021-2022 Local Data Chris Jespersen Results: Families- Not enough respondents Staff - 3.4 Students- 2.43 DHH: Staff -3.5 Students-3.26 Families- Not enough respondents	All respondents at or above 3.5 out of 4.0 and family responses sufficient to rank

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

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

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

All Students, with an emphasis on unduplicated students including Special Education, English Language Learners, Socioeconomically Disadvantaged, and Foster Youth

#### Strategy/Activity

Students will have access to curriculum beyond the core. Ensure that staff has access to Positive Behavior Interventions & Supports (PBIS) to improve student resiliency skills and teach/model appropriate behavior that are aligned with classroom needs per location. Provide training and support to ensure all students have access to alternatives to suspension. Ensure that every administrator and all classroom staff has access to professional development on how to implement PBIS, support positive attendance, and implement alternatives to suspension. Provide students with socialization opportunities in the community and with typical peers. Training and collaboration opportunities will be made available to staff and parents regarding social emotional, behavioral and socialization best practices.

Activity 1: Contract with Children's Creative Project to provide weekly art and/or music instruction during ESY – 6/30/2023

Activity 2: Contract with Children's Creative project to provide weekly art and/or music during regular school year – 6/30/2023

Activity 3: Attend professional development training/collaboration opportunities for administration, staff, and parents – 6/30/2023

Activity 4: Provide students socialization activities in the community and with typical peers – 6/30/2023

Activity 5: Provide students with positive behavioral support to promote safe and appropriate behaviors – 6/30/2023

### **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)
\$741.00	Title I
\$4794.00	Title I
\$2,079.00	Title I
\$7,665.00	Title I
\$2,030.00	Title I
\$10,996.00	CSI 3182

## **Annual Review**

### **SPSA Year Reviewed: 2020-2021**

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.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Professional development was provided in the area of social emotional curriculum and the implementation of PBIS systems and supports. Supplemental English language arts and math curriculum were purchased to support differentiated instruction in the classrooms.

PBIS continues to improve student resiliency skills and teach/model appropriate behaviors that are aligned with the classroom needs per location.

With the use of supplemental materials and supports, students are more engaged in their academics as is evidenced by an overall increase in work completion.

All staff and students completed the 2021-2022 climate survey

The strategies implemented continue to support San Luis County Special Education School's four goals.

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

There were no major differences.

The goal remains unchanged and activities have been updated to reflect current student and CSI needs.

The focus of the CSI funds became ensuring student access to education and information

## **Goals, Strategies, Expenditures, & Annual Review**

### **Goal 3**

All students will successfully transition between school settings/programs leading to graduation from/complete high school.

Identified Need

Support transitions for all students

## Identified Need

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The San Luis County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but has one indicator of another color on the 2019 California Dashboard.

The overall suspension rate for the 2021-2022 school year was 0%.

2020-2021 CAASPP data shows that 0% of our students met standard in Math and 12.2% met standard in English Language Arts. The 2020- 2021 data also shows 25.61% of the students nearly met any ELA and 8.45% nearly met in Math.

The 2021-2022 Test Operations Management System currently shows 0% of students are currently at or above standard.

The 2020/2021 overall participation rate on the CAASPP was 71%.

In 2021-2022 39.1% of students had greater than 10% positive attendance.

Staff continues to work with educational partners to ensure that all students 16 or older with an IEP have Individualized Transition Plans as well as transition goals and services.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transition Plans for every student with an IEP	Percentage of students with ITPs for the 2021-2022 school year is 100%.	Monitor student IEPs to ensure 100% of students 16 years of age and above have an ITP.
Transition Goals and Services for every student with an IEP	Percentage of students with transition goals and services for the 2021-2022 school year is 100%.	Will ensure youth aged 16 and above with transition goals and services are at the CDE target of 100%.
Increase the number of students scoring at or above standard on the California Assessment of Student Performance and Progress (CAASPP)	2021-2022 Test Operations Management System: 0% of students are currently at or above standard	Math-5% at or above standard ELA -5% at or above standard
Increase Positive Attendance Rate	39.1 % of students have greater than 10% positive attendance	70% with greater than 10% positive attendance
Maintain decreased suspension rate and implementation of alternatives to suspensions	2020-2021 DataQuest Suspension Rate 0% 2021-2022 Local Data as of December 2021 Suspension rate 0%	Suspension rate 0%

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

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

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

All Students, with an emphasis on unduplicated students including Special Education, English Language Learners, Socioeconomically Disadvantaged, and Foster Youth

#### **Strategy/Activity**

Students will have transition IEPs. Staff will be trained in compliance practices for transitions. Parents and the community will have access to opportunities to develop knowledge of how to support their child(ren) during times of transition as well as support their children in acquiring the necessary skills for transitions.

Activity 1: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2023

Activity 2: Provide tours and transition supports to students and parents (adult programs, colleges, school districts) – 6/30/2023

Activity 3: Fund transition supports which may lead to better transitions for our student's futures and outcomes.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$2,248.00	Title I 3010
\$1,218.00	Title I 3010
\$5,339.00	CSI 3182

## **Annual Review**

### **SPSA Year Reviewed: 2019–20**

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.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet

academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following goals, related actions and expenditures to raise the academic performance of students not yet meeting state standards.

Professional development was provided in the areas of social emotional curriculum and the implementation of PBIS.

Supplemental English language arts and Math curriculum were purchased to support differentiation of instruction in the classrooms.

PBIS Incentives, new materials and updated technology helped to increase student engagement.

Implementation of PBIS and social emotional curriculum helped to improve student resiliency skills and teach/model appropriate behaviors based on student need.

Students were provided opportunities to meet with the Guidance Counselor in support of students' Individualized Transition Plans and services.

COVID 19 protocols limited in person transition activities and students and parents were limited to virtual tours and transition supports (adult programs, colleges, school districts).

With the use of the supplemental materials, students are more engaged in their academics as is evidenced by an overall increase in work completion and an overall positive response from the school climate survey.

The strategies implemented continue to support San Luis County Special Education School's four goals.

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

The goal remains unchanged and activities have been updated to reflect current student and CSI needs.

The focus of the CSI funds became ensuring student access to education and information

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.

## Goals, Strategies, Expenditures, & Annual Review

**Goal 4:** San Luis County Special Education school will increase parent/caregiver involvement to support the success of students. Identified Need

The San Luis Obispo County Office of Education has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. The San Luis County Office Special Education School has been identified as a school in need of Comprehensive Support and Improvement due to all state indicators being red, but has one indicator of another color on the 2019 California Dashboard.

The overall suspension rate for the 2021-2022 school year was 0%.

2020-2021 CAASPP data shows that 0% of our students met standard in Math and 12.2% met standard in English Language Arts. The 2020- 2021 data also shows 25.61% of the students nearly met any ELA and 8.45% nearly met in Math.

The 2021-2022 Test Operations Management System currently shows 0% of students are currently at or above standard.

In 2021-2022 39.1% of students had greater than 10% positive attendance.

In the 2021-2022 the use of virtual meeting options helped to increase overall IEP team participation rate and maintain 100% parent involvement in the IEP process.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement at all IEP's	Parent involvement in the IEP process was at a rate of 100% for the 2021-2022 school year	Will promote parent involvement in the IEP process to ensure a continued target of 100% participation.
Increase Positive Attendance Rate	39.1 % of students have greater than 10% positive attendance	70% with greater than 10% positive attendance
Maintain decreased suspension rate and implementation of alternatives to suspensions	2020-2021 DataQuest Suspension Rate 0%  2021-2022 Local Data as of December 2021  Suspension rate 0%	Suspension rate 0%
Increase parent involvement in non IEP related school activities	Due to the COVID-19 protocols parent teacher conferences and the resource fair were not held.  There were not enough responses to obtain a family rating on the 2021-2022 School Climate Survey	Increase parent participation to 70%.

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

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

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

All Students, with an emphasis on unduplicated students including Special Education, English Language Learners, Socioeconomically Disadvantaged, and Foster Youth

### Strategy/Activity

Staff will be trained in ways to increase parent/guardian involvement. Training and collaboration opportunities will be made available to parents and the community.

Activity 1: Provide quarterly parent opportunities for collaboration and/or training for parents and/or guardians – 6/30 /2023

Activity 2: Attend professional development trainings/collaboration opportunities for administration, staff, and parents – 6/30/2023

Activity 3: At least once during the 22-23 school year, a resource fair will be held to provide information about community resources available to families of students with special needs – 6/30/2023

Activity 4: Fund quarterly opportunities for collaboration/training for parents and guardians. 6/30/2023

## **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$3,378.00	Title I 3010
\$2,248.00	Title I 3010
\$812.00	Title I 3010
\$6,729.00	CSI 3182

## **Annual Review**

### **SPSA Year Reviewed: 2020-2021**

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.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Professional development was provided in the areas of social emotional curriculum and the implementation of PBIS

Supplemental English language arts and Math curriculum were purchased to support differentiation of instruction in the classrooms.

PBIS Incentives, new materials and updated technology helped to increase student engagement.

Implementation of PBIS and social emotional curriculum helped to improve student resiliency skills and teach/model appropriate behaviors based on student need.

With the use of the supplemental materials, students are more engaged in their academics as is evidenced by an overall increase in work completion and an overall positive response from the school climate survey.

The strategies implemented continue to support San Luis County Special Education School's four goals.

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

The goal remains unchanged and activities have been updated to reflect current student and CSI needs.

The focus of the CSI funds became ensuring student access to education and information

While there were no significant changes, COVID-19 protocols limited in person events for parents , guardians and students.

## 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	\$ 42,085.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ 188,689.00 + \$18,794.00 Indirect = \$207,483
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 230,316.00

## 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 (\$)
Title I, Part A	\$38,890.00
Title IV	\$3,195.00

Subtotal of additional federal funds included for this school: \$ 42,085.00

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 (\$)
	0.00

Subtotal of state or local funds included for this school: \$ 0.00

Total of federal, state, and/or local funds for this school: \$ 230,774.00