School Year: 2022-23

Captain Cooper Elementary School
School Plan for Student Achievement (SPSA)

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>School-site Council (SSC) Approval Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain Cooper Elementary School</td>
<td>27-65987-6026025</td>
<td>5/5/2022</td>
<td>6/22/2022</td>
</tr>
</tbody>
</table>

Purpose and Description

Briefly describe the purpose of this plan (School-wide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

School-wide Program

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

Captain Cooper Elementary School is a Title 1 school with a School-wide Program to support students. Our school goals match the district LCAP goals in the areas of ELA, ELD, Math and Social, Emotional and Behavioral learning. The school's plan meets the ESSA requirements by advancing equity for disadvantaged and high needs students, ensuring students are taught to high academic standards, providing information to educators, families, students and communities through annual state-wide assessment, helping grow innovative practices and evidence-based interventions and developing action to effect positive change. Our SPSA and Title 1 budget provide funding for an ELD/ELA/math intervention teacher, school counseling, instructional aide support in the classroom, and instructional coaching by the teaching principal. The SPSA and budget support a bilingual shared book program and math games to connect home and school, as well as a student and family math night. To grow the innovative programs and intervention programs at the school, the SPSA and budget support acquisition of supplemental materials and supplies for the intervention instructional program (ELA, math, ELD), social/emotional behavioral learning, summer school, and our innovative STEAM program. Lastly, the SPSA supports the English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings to encourage parent participation in the development of the SPSA and Title 1 budget.

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

9/2/21  ELAC/SSC meeting- ELAC information, importance of attendance reviewed, ELPAC and CAASPP data reviewed
9/9/21  All Staff meeting- ELPAC and CAASPP data reviewed
10/7/21 Parent Club Meeting
10/21/21 All Staff Meeting
11/4/21 ELAC/SSC meeting- Review Safety Goals and needs, EL Reclassification, Parent Engagement Policy and Plan, 2021-22 SPSA and Title 1 budget
11/8/21 All Staff meeting- review Safety Goals and needs
1/13/22 All Staff meeting- LCAP Information and data presentation:CA Dashboard review for LCAP- school and district data
2/3/22 DELAC/ELAC/SSC meeting- LCAP Information and data presentation: CA Dashboard review for LCAP- school and district data
2/10/22 All Staff meeting- Review 2021-22 SPSA and Title 1 budget; Review draft of 22-23 SPSA;
3/3/22 ELAC/SSC meeting- Review 2021-22 SPSA and Title 1 budget; Review draft of 22-23 SPSA;
Title 1 funds review and update staff and student survey results, assess needs, Summative ELPAC and CAASPP information
3/10/22 All Staff meeting- CA Dashboard review for LCAP- school and district data, LCAP parent, staff and student survey results, assess needs
4/7/22 ELAC/SSC- District LCAP Stakeholder meeting
4/21/22 All Staff meeting- LCAP survey summary and data presentation
5/5/22 DELAC/ELAC/SSC meeting- Final review and approval of SPSA and Title 1 budget, Request Federal Funds, LCAP-Review and consultation on LCAP Goals and Questions
5/12/22 All Staff meeting- Final review of SPSA, Title 1 budget and LCAP

Resource Inequities

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

As a result of the needs assessment, materials and supplies were identified to supplement intervention for: ELA, math and ELD, social/emotional/behavioral learning, bilingual books for shared reading at home, and STEAM for the innovative science, technology, engineering, art and math program. The personnel needs identified are instructional coaching, intervention teaching (ELD, ELA, Math), school counseling and instructional aide support for English learners and intervention students. Due to the high percentage of English learners and students in the low socioeconomic demographic group, our students don’t have the same access to resources and experiences as the students at other district schools; therefore, materials and supplies addressing the goal areas allow our students access to educational and enriching experiences. Professional development for instructional staff is also a need in the areas of ELD, ELA, math and SEL to meet the needs of the students.
# Goals, Strategies, Expenditures, & Annual Review

## Goal 1

English Language Arts: By June 2022, 65% of students will score “Meets” or “Exceeds” on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).

### Identified Need

On the 2021 California Assessment of Student Performance and Progress (CAASPP), 60% of students met or exceeded standards in ELA and 40% of students did not meet or exceed the standards in ELA.

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment</td>
<td>June 2022, 81% of 3rd-5th grade students met average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.</td>
<td>By June 2023, 85% of 3rd-5th grade students will meet average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.</td>
</tr>
<tr>
<td>ELA portion of the California Assessment of Student Performance and Progress (CAASPP)</td>
<td>60% of 3rd-5th grade students scored “Meets” or “Exceeds” on the ELA portion of the 2020-21 California Assessment of Student Performance and Progress (CAASPP).</td>
<td>By June 2023, 65% of 3rd-5th grade students will score “Meets” or “Exceeds” on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).</td>
</tr>
<tr>
<td>STAR ELA Assessment</td>
<td>52% of 3rd-5th grade students met or exceeded standards on the 2022 STAR ELA assessment.</td>
<td>By June 2023, 65% of 3rd-5th grade students will meet or exceed standards on the STAR ELA assessment.</td>
</tr>
</tbody>
</table>

### Strategy/Activity 1

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

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

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.
**Strategy/Activity**

ELA intervention teacher

**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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA intervention teacher (0.267 FTE) $39,898</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

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

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

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

**Strategy/Action**

ELA instructional coaching by teaching principal (0.1 FTE)

**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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal (0.1 FTE) $20,649</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

**Strategy/Activity 3**

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

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

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

**Strategy/Activity**

ELA intervention materials
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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA intervention materials $4,000</td>
</tr>
<tr>
<td>General Fund</td>
</tr>
</tbody>
</table>

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Math: By June 2022, 65% of students will score "Meets" or "Exceeds" on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP).

Identified Need

On the 2021 California Assessment of Student Performance and Progress (CAASPP), 40% students met or exceeded standards in Math and 60% of students did not meet or exceed standards in Math.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP).</td>
<td>40% of 3rd-5th grade students scored &quot;Meets&quot; or &quot;Exceeds&quot; on the math portion of the 2020-21 California Assessment of Student Performance and Progress (CAASPP).</td>
<td>By June 2023, 65% of 3rd-5th grade students will score &quot;Meets&quot; or &quot;Exceeds&quot; on the math portion of the California Assessment of Student Performance and Progress (CAASPP).</td>
</tr>
<tr>
<td>STAR Math Assessment</td>
<td>43% of 3rd-5th grade students met or exceeded standards on the 2022 STAR math assessment</td>
<td>By June 2023, 65% of 3rd-5th grade students will meet or exceed standards on the STAR math assessment</td>
</tr>
</tbody>
</table>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including math intervention students, special education students with math IEP goals and English learners.
Strategy/Activity

Math intervention Teacher (0.267 FTE)

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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math intervention teacher (0.267 FTE) $39,898</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math coaching by teaching principal (0.1 FTE)

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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal (0.1 FTE) $20,650</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math intervention materials

Proposed Expenditures for this Strategy/Activity

School Plan for Student Achievement| Page 6 of 14
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math intervention materials</td>
<td>General Fund</td>
</tr>
<tr>
<td>$4,000</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

**Strategy/Activity**

STEAM program

**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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEAM program materials</td>
<td>General Fund</td>
</tr>
<tr>
<td>$2,500</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students, including math intervention students, special education students with math IEP goals and English learners.

**Strategy/Activity**

Math Night for students and families

**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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

School Plan for Student Achievement| Page 7 of 14
Amount(s) | Source(s)
--- | ---
Math Night $500 | General Fund

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

**Goal 3**

English Language Development: By June 2022, 65% of EL students will either move one level or maintain their current level for only a second year on the Summative ELPAC, and/or meet reclassification criteria.

**Identified Need**

On the 2021 Summative English Language Proficiency Assessment for California (ELPAC), 23% of students scored at level 4, 62% of students scored at level 3, 15% of students scored at level 2 and 0% of students scored at level 1. The Summative ELPAC was optional during 2020, due to the pandemic, so we don't have two consecutive years to compare if students are improving one level or staying at one level for only a year. One student met the ELPAC standard for Reclassified Fluent English Proficient-RFEP for 2021. During the 2020-21 school year, approximately 24.5% of the students were designated English Learners (EL), according to the 2021 CA School Dashboard.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative ELPAC</td>
<td>On the 2021 Summative English Language Proficiency Assessment for California (ELPAC), 23% of students scored at level 4, 62% of students scored at level 3, 15% of students scored at level 2 and 0% of students scored at level 1. The Summative ELPAC was optional during 2020, due to the pandemic, so we don't have two consecutive years to compare if students are improving one level or staying at one level for only a year. One student met the ELPAC standard for Reclassified Fluent English Proficient-RFEP for 2021.</td>
<td>By June 2023, 65% of EL students will either move one level or maintain their current level for only a second year on the Summative ELPAC, and/or meet reclassification criteria.</td>
</tr>
<tr>
<td>Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment</td>
<td>June 2022, 81% of 3rd-5th grade students met average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.</td>
<td>By June 2023, 85% of students will meet average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>ELA portion of the California Assessment of Student Performance and Progress (CAASPP)</td>
<td>60% of 3rd-5th grade students scored &quot;Meets&quot; or &quot;Exceeds&quot; on the ELA portion of the 2020-21 California Assessment of Student Performance and Progress (CAASPP).</td>
<td>By June 2023, 65% of students will score &quot;Meets&quot; or &quot;Exceeds&quot; on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).</td>
</tr>
<tr>
<td>STAR ELA Assessment</td>
<td>52% of 3rd-5th grade students met or exceeded standards on the 2022 STAR ELA assessment.</td>
<td>By June 2023, 65% of 3rd-5th grade students will meet or exceed standards on the STAR ELA assessment.</td>
</tr>
</tbody>
</table>

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)

| English Learners and Redesignated Fluent English Proficient (RFEP) students |

**Strategy/Activity**

ELD intervention

**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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD intervention teacher (0.267 FTE) $39,897</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

School Plan for Student Achievement| Page 9 of 14
English Learners and Redesignated Fluent English Proficient (RFEP) students

Strategy/Activity

Instructional Assistants (3) to support English Learners

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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Assistant (0.71825 FTE) $46,841</td>
<td>Title 1</td>
</tr>
<tr>
<td>Instructional Assistant (0.71825 FTE) $34,526</td>
<td>General Fund</td>
</tr>
<tr>
<td>Instructional Assistant (0.71825 FTE) $34,526</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners and Redesignated Fluent English Proficient (RFEP) students

Strategy/Activity

Home-school connection bilingual book and math games program

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: Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual books and Math Games $1,000</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners and Redesignated Fluent English Proficient (RFEP) students
Strategy/Activity

ELAC/SSC Meetings/Parent Engagement

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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAC/SSC meeting supplies $200</td>
<td>Title 1</td>
</tr>
<tr>
<td>Childcare for ELAC/SSC meetings $300</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners and Redesignated Fluent English Proficient (RFEP) students.

Strategy/Activity

ELD coaching by teaching principal (0.1 FTE)

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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal (0.1 FTE) $20,650</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

Goals, Strategies, Expenditures, & Annual Review

Goal 4
Social, Emotional, Behavioral: All students will be provided with Social Emotional Learning (SEL) and positive behavior intervention supports. By June 2022, The overall suspension rates will decrease and the specific rate for any sub-group will not exceed 1.5%.

Approximately 53.1% of the students are socioeconomically disadvantaged according to the 2021 school Dashboard. Social, emotional and behavioral needs were identified as target areas in the
needs assessment. During the 2021-22 school year, there were 0 suspensions and 0 behavior referrals.

## Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Suspensions</td>
<td>0 suspensions</td>
<td>0 suspensions</td>
</tr>
<tr>
<td>Number of Behavior Referrals</td>
<td>0 behavior referrals</td>
<td>10 behavior referrals</td>
</tr>
</tbody>
</table>

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, including intervention students, special education students with IEP goals and English learners.

#### Strategy/Activity

School-wide positive social, emotional, behavioral tiered support program

#### 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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, emotional and behavioral learning materials $1,000</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

### Strategy/Activity 2

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

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

All students, including intervention students, special education students with IEP goals and English learners.

#### Strategy/Action

School Counselor providing services for classes, groups, individuals and parents (0.2 FTE)
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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor (0.2 FTE) $31,670</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English Learners.

Strategy/Activity

Parent Library in counseling office

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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting and family wellness books $400</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including ELA intervention students, special education students with ELA IEP goals and English Learners.

Strategy/Activity

Parent Workshop/Parent Engagement

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: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

School Plan for Student Achievement| Page 13 of 14
Amount(s)   \hspace{1cm} Source(s)

Parenting Workshop $2,188 \hspace{1cm} Title 1

**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**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$262,841</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$N/A</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$345,293</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>$262,841</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $262,841

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSER III</td>
<td>$35,827</td>
</tr>
<tr>
<td>ELO-P</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $45,827

Total of federal, state, and/or local funds for this school: $308,668