

# Single Plan for Student Achievement

## Peachland Elementary School 2021-22



We go the extra mile!

County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
19-64832-6020804	May 19, 2021	May 25, 2021

# School Mission and Vision Statements

Mission: At Peachland, our mission is to facilitate high levels of learning for all students, to empower them to maximize their unique potential within a safe, nurturing learning community.

Vision: Peachland is a school where students are empowered to take academic risks, collaborate, and engage actively in learning. Their experiences will contribute to their ability to be productive critical thinkers and caring citizens in their communities.

## Collective Commitments

### Peachland Collective Commitments:

- support an effective system of collaborative intervention and enrichment for all students.
- promote a culture of mutual accountability and student equity
- extend professional courtesy by being problem solvers and not problem admirers and assuming good intentions from all
- be positive, contributing members who work collaboratively using common language to achieve shared goals
- honor the individual students without using labels
- embrace shared responsibilities and help others grow in their leadership responsibilities
- celebrate our achievements and efforts while continually striving for even greater success

## School Demographics/Profile

Peachland Elementary School is located in Newhall, California, a suburban area north of Los Angeles. Built in 1960, Peachland was designed to accommodate 490 students. During the 20-21 school year, the school served approximately 313 students in person, from kindergarten through sixth grade, and 125 students in our district Digital Learning Academy. In addition, Peachland's Special Day Class Preschool Program served approximately 68 students. Students enter this program throughout the year as they turn three years old and become eligible for special education services. Two classes of general education preschool (administered by other district staff, not school staff) are also located on our campus.

The school serves a residential population in the Newhall community. Housing in the community includes apartments, condominiums, and single-family homes. Per the California School Dashboard, the English Learner (EL) population represented 38% of the total student body, and the number of students qualifying for Free/Reduced lunch was 58%. The two predominant ethnic student groups are Hispanic or Latino (65%) and White (30%); while the remaining 5% are listed as "other". Many of the students live in the local school area, although approximately 180 general education students travel from the East Newhall area to attend Peachland. There is a wide range of socio-economic backgrounds among Peachland families.

The Peachland school community is proud to be a part of a long tradition of excellence in the Newhall School District. One of the ways that we measure our school's performance is through the California School Dashboard ([caschooldashboard.org](https://caschooldashboard.org)).

The following data is from our Peachland's 2019 Dashboard Report:

Chronic Absenteeism	Green	5.2% Chronically Absent	Declined 0.7%
Suspension Rate	Green	0.8% Suspended	Declined 0.3%
English Learner Progress		63.8% Making Progress	High Range
English Language Arts	Green	26.6 points above	Increased 14.7 points
Mathematics	Blue	37.4 points above	Increased 15.6 points

With COVID-19 school closures that began in the spring of the 19-20 school year, students did not engage in academic state testing and therefore, this remains our current dashboard data.

## School Staff

Administration	<ul style="list-style-type: none"> <li>• 1 Principal</li> <li>• 1 Assistant Principal - Part time</li> </ul>
Office Staff	<ul style="list-style-type: none"> <li>• Office Manager</li> <li>• Attendance Clerk - Part Time</li> <li>• Community Liaison - Part Time</li> <li>• Health Assistant - Part Time</li> <li>• Production Assistant - Part Time</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>• 13 Classroom Teachers (Tk-6)</li> <li>• 4 .47 Teachers</li> </ul>
Special Education Staff	<p>Preschool:</p> <ul style="list-style-type: none"> <li>• 5 Classroom Teachers (Preschool)</li> <li>• 10 Instructional Aides</li> <li>• 2 Psychologists</li> <li>• 2 Behavior Support Specialists</li> <li>• 2 Speech &amp; Language Pathologists</li> <li>• 1 APE Specialist (Part Time)</li> <li>• 2 Occupational Therapists (Part Time)</li> </ul> <p>TK-6:</p> <ul style="list-style-type: none"> <li>• 1 Psychologist (Part time)</li> <li>• 1 Resource Specialist Teacher</li> <li>• 1 Speech &amp; Language Pathologist (Part time)</li> </ul>
Other Support Staff	<ul style="list-style-type: none"> <li>• 1 counselor</li> <li>• 1 Behavior Support Specialist</li> <li>• 1 Library/Media Technician</li> <li>• 1 Support Specialist - Science</li> </ul>

# Executive Summary

The 2020-21 school year was different than any other. Our teachers continued to hold high outcome standards, while students attended school through a distance learning model in their Google Classroom. Five Peachland teachers were selected, or assigned, to the Distance Learning Academies, where they committed to spend the entire year working with students who elected not to participate in the hybrid (Distance Learning and In-Person) AM/PM cohort model. The impact of the Distance Learning Academies reduced our staff to 18 teachers in the hybrid model. It also reduced the composition of our Instructional Leadership Team by one. In October of 2020, our special education SDC preschool classes returned to campus. In order to present the most effective learning opportunities for students, our staff renewed its focus on essential standards and teacher created assessments.

At the end of February 2021, we welcomed 315 students back to campus in an AM/PM hybrid learning model. Students attend school Monday through Thursday for 2.5 hours a day, with a focus on ELA/ELD, math and extension opportunities. Students were also assigned asynchronous work Monday through Friday to ensure not only that all daily instructional minutes were met, but also that students continued to receive instruction in Social Studies, Science, Physical Education, Art and Music. In mid-April, our students then moved from the 2.5 hours a day in the hybrid model back to our normal school attendance schedule with full day learning Monday through Thursday and minimum days on Fridays.

Celebrations from the 2020-21 school year included:

1. Created a Distance Learning Matrix (Positive Behavior Intervention and Supports or PBIS) for students to continue practicing our 3 Schoolwide Expectations of Be Safe, Be Respectful and Be Scholarly
2. Created a Covid19 Safe Matrix for our return to in person learning in late February continuing to encompass our 3 expectations
3. Designed a Perfect Attendance campaign to encourage students to attend to their learning both online and in person
4. Hired a fourth .47 teacher to assist the other three staff teachers in providing small group ELD, intervention and extension
5. Ensured that all students had access to a digital learning environment by providing laptops, hotspots and materials for in-home use
6. Successfully transitioned students from a digital learning platform back onto in person learning, on campus

Goals have been created for the 2021-22 school year. They are the following

1. All students will show proficiency toward the end of the year grade level expectations in Reading, as measured by District and Site Universal Screening Tools (Grades K-2) and the CAASPP exam results (Grades 3-6).
2. All students will show proficiency toward the end of the year grade level expectations in Concepts and Procedures and implementing the 8 Standards of Math Practice, as measured by District and Site Universal Screening Tools (Grades K-2) and the CAASPP exam results (Grades 3-6).
3. Peachland Elementary will provide a positive school climate for all students, as demonstrated and measured by the attendance reported through Chronic Absenteeism located on the CA Dashboard.

Additional actions that we plan to do during the school year to support our families, students and staff include increasing parent workshops and engagement opportunities for students, staff and parents. Parents have indicated that they need greater awareness of grade level standards/expectations, and do not have a solid understanding of their student's academic knowledge coming out of the pandemic and returning to school. For that reason, guides were shared with families to articulate what students should know and be able to do at their respective grade level. Furthermore, in response to parent inquiries, we plan to hold a PIQE (Parent Institute for Quality Education), as well as Early P-3 Literacy workshops during the 2021-22 school year, designed to support parent understanding of our collective efforts and work in building foundational reading skills.

Also new for this year, we will be offering extra learning opportunities during summer break, for those students who may have learning gaps that require support prior to the start of the 2021-22 school year.

Going forward into the 2021-22 school year, we plan to address learning needs for all students, academically, socially and emotionally. Our district will be funding a full-time Learning Support Teacher, whose sole purpose will be to provide supplemental support and instruction for struggling learners and students who are not yet able to read fluently. Additional focus will be placed in small group instruction and intervention time within the school day. Finally, we will create social emotional learning focus groups to help students deal with any potential stressors and anxieties that they may experience. Our focus this year will be implementing a Multi-Tiered System of Support to meet the needs of all learners. District-wide Universal Screening Tools will be administered to All Students in order to measure reading performance at the beginning, middle and end points of the school year. Based on this performance data, All Students - grades K-6 - will be grouped for instruction in Tiers 1, 2 and/or 3. All Students will participate in Tier 1 instruction. ELD instruction for EL students will be implemented in Tier 1. Depending on performance data, some students will participate in Tiers 2 and/or 3 reading intervention instruction.

All teaching staff will be supported with multiple opportunities for professional learning in foundational reading skills. We work to provide teacher teams, grades 3-6, opportunities to expand their literacy knowledge by attending conferences such as the California Literacy Conference and CAFE, which will focus on strengthening text comprehension strategies and supporting English Learning in building their comprehension skills.

## 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

Student progress is monitored throughout the school year. Teachers engage in team meetings using the PLC process which allows teacher teams to analyze data in order to determine student needs and required learning supports. State testing, along with district benchmarking trends, are reviewed and analyzed to set future goals that we would like to address in our SPSA.

Teaching staff has ongoing involvement in the identification of activities and strategies that will be used during the 2021-22 school year to meet our SPSA goals. Updating the SPSA is a standing item on the School Site Council agenda, as funding needs to be identified and ultimately approved. The beginning development of this plan was discussed with the Peachland Instructional Leadership team

on March 19, 2021, where all members of the team provided initial direction for our site. Staff was brought into the development following ILT input on April 27. Final approval from the School Site Council was complete on May 19. This final draft plan was then brought to the Governing Board on May 25th for presentation and approval.

## 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-ELA

All students will show proficiency toward the end of the year grade level expectations in Reading, as measured by District and Site Universal Screening Tools (Grades K-2) and the CAASPP exam results (Grades 3-6).

#### Identified Need

Analyzing Peachland Elementary reading data, we will focus our instruction for students, as follows: In grades K-2, reading instruction will center on foundational reading skills. Kindergarten instruction focuses on phonemic awareness (letter and sound recognition), phonics, blending and decoding CVC words, and building reading fluency (including sight words). Our results for kindergarten showed that students in the All Student category received 97% proficient in 18/19. Due to the Covid-19 school closure at the end of last year, data was not taken for the 19/20 school year.

Proficiency in first and second grade focuses on expanding sight word vocabulary and decoding skills to include complex sound spelling and multisyllabic words so that students will read fluently to build comprehension skills. Due to the Covid-19 school closure last year, data was not taken for students in the 2019-2020 school year. The data from the 18/19 school year is as follows: first graders in the All Student category were 39% proficient at meeting standard with EL students only reaching 24%. Students in second grade All Students scored 75% proficient with EL students only reaching 68%.

For students in grades 3-6, we will focus on ensuring that the foundational skills in phonics, reading fluency and comprehension are solidified, so they are able to read critically and analytically, which will be evidenced through the Reading Claim ELA portion of the CAASPP exam. Claim #1 Reading says "Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts." Demonstrating proficiency in this portion of the CAASPP requires mastery of the foundational skills listed herein.

Due to Covid-19 school closure, the 2019-20 CAASPP was not administered to students in grades 3-6. However, the data from the 2018-19 school year show that 18% of students in the All Students group are below standard for the Reading claim. Additionally, the EL student group data demonstrates that 43% of students are below standard for the Reading claim. Our staff believes strongly that reading is the foundation and driving force for student success in all academic areas. Through a coherent, Multi-Tiered plan for reading instruction and intervention, we will strive to build students' overall reading skills and increase performance data.

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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<p>Universal Phonics screener</p>	<p>Kindergarten: ESGI End of year benchmark - 4 subtests including: letter naming and sounds, sight words and reading CVC words All Students: 18/19 - 97%</p> <p>First &amp; Second Grade: Students are given an end of the year fluency passage from our adopted Reading program, Benchmark Advance to meet an expected corrected words per minute of 65 in first grade and in 104 second grade. All Students: 1: 39% 2: 75% EL Students: 1: 24% 2: 68%</p>	<p>Kindergarten: To increase the number of students who are proficient on all 4 subtests by 3 percentage points.</p> <p>First &amp; Second Grade: To expand the percentage of students meeting grade level expected correct words per minute by 5 percentage points in the All Student Group and by 10 percentage points in the EL Student Group.</p>
<p>CAASPP</p>	<p>2018/19 CAASPP Exam- 18% of our All Student group has shown to be in the below standard category for the Claim #1-Reading on the CAASPP exam. Additionally, 43% of our EL student group has shown to be in the below standard category for Claim #1-Reading.</p>	<p>To decrease the percentage of students who test below standard in Claim #1- Reading by at least 5 percentage points in the all student group and 15 percentage points in the EL student group.</p>

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)

Tier 1 - All Students

### Strategy/Activity

Tier 1 instruction for All Students will be administered by the general education teacher, in both whole and small group settings. Tier 1 instruction will focus on grade level content and Reading Standards for Foundation, Information and Literature. Teachers at Peachland are committed to teaching, but are not limited to: District Adopted Benchmark Curriculum, Thinking Maps, Depth & Complexity Icons (3-6), Kennedy Arts, GLAD Strategies, Systematic Phonics Instruction (TK-2) utilizing district approved programs/strategies.

Resources needed: General education teachers hourly, standards-based reading curriculum, whole and small group reading instruction time, PLC time, ILT time and input, Professional Development in understanding specific components of reading instruction, including phonemic awareness, phonics, fluency, vocabulary development and comprehension.

### 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, Other State, and/or Local.

Amount(s)	Source(s)
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No Additional Costs	NA
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## Strategy/Activity 2

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

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

Tier 1 - EL Students

### Strategy/Activity

Tier 1 instruction for EL Students will be administered by the general education teacher, in both whole

## 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, Other State, and/or Local.

Amount(s)	Source(s)
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No Additional Costs	NA
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## Strategy/Activity 3

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

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

Tier 1 - All Students

### Strategy/Activity

Grade-level teams will use common formative assessments and district wide universal screening tools at the beginning of the year and middle of the year to identify areas of need and strengths. These assessments will be used to group students appropriately within the classroom to provide leveled learning opportunities.

Resources needed: General education teachers hourly, District-wide Universal Screening Tools and testing, whole and small group reading instruction time, ELD small group instruction time, PLC time,

ILT time and input, updated technology for assessing and providing supplemental materials, Professional Development in understanding specific components of reading instruction, including phonemic awareness, phonics, fluency, vocabulary development and comprehension.

### **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, Other State, and/or Local.

Amount(s)

Source(s)

\$5,000 (Teacher hourly, screening/testing materials, ILT, professional development, classroom materials)

Supplemental

### **Strategy/Activity 4**

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

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

Tier 1 - EL Students

#### **Strategy/Activity**

Grade-level teams and the site Instructional Leadership team will meet to review data for EL students using the ELPAC exam to identify and chart student placement and progress in the Reading domain of the assessment who scored Minimally Developed (1) or Somewhat Developed (2). These results will be pulled using Summative ELPAC data for returning students or Initial Data for new students. This data will help to place students in appropriate groupings for EL instruction during classroom instruction.

Resources needed: General education teachers hourly, PLC time, ILT time and input

### **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, Other State, and/or Local.

Amount(s)

Source(s)

\$5,000 (Teacher hourly, screening/testing materials, ILT, professional development, classroom materials) - Shared in Strategy 3

Supplemental

### **Strategy/Activity 5**

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

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

Tier 1 - All Parents

## Strategy/Activity

Parent Engagement: A Parent Education event will be offered in the fall to provide parents advice and guidance in supporting their child's overall reading development.

Resources needed: General education teachers, Learning Support Teacher, parent communication/survey, Parent Engagement/Education 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)

Source(s)

\$2,000 (Teacher hourly, Parent Engagement Night, technology)

Supplemental

## Strategy/Activity 6

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

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

Tier 2 - Reading Intervention Students with Identified Needs

## Strategy/Activity

Site ILT team will work in concert with the Learning Support Teacher and .47 teachers to build grade level, rubric criterion for student identification and participation in Tier 2 instruction.

Resources needed: General education teachers, Learning Support Teacher, .47 teachers, ILT time and input, updated technology for assessing and providing supplemental materials, Professional Development.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2,000 (ILT, LST time, .47 hourly)

Supplemental

## Strategy/Activity 7

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

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

Tier 2 - Reading Intervention Students with Identified Needs

## Strategy/Activity

After analyzing data from the District-wide Universal Screening Tools, students in grades K-6 will be identified for Tier 2, small group (no more than 6 students in a group) targeted, skills-based, reading intervention instruction. Reading Intervention Instruction will be administered in 6-8 week cycles, with specific learning targets, and include pre and post Site Universal Screening Tools or teacher-created common formative assessments, to measure growth. PLC and ILT teams will work in concert with the Learning Support Teacher and .47 teachers to build grade level, rubric criterion for student identification and participation in Tier 2 instruction.

Resources needed: General education teachers, Learning Support Teacher, .47 teachers, standards-based reading curriculum, research-based intervention strategies and curriculum, small group reading intervention 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)	Source(s)
\$168,971 (4 - .47 intervention teachers, classroom materials)	Supplemental

**Strategy/Activity 8**

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

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

Tier 2 - EL Students

**Strategy/Activity**

Teachers will track student classroom data for EL students to determine additional support needed. Based on classroom progress and performance, teachers may increase small group instruction, offer book clubs to teach reading for enjoyment and language exposure, create opportunities to write or edit a classroom bilingual newsletter, etc. Progress will be monitored with the use of ELD district curriculum.

Resources needed: General education teachers, Learning Support Teacher, .47 teachers, standards-based reading curriculum, research-based ELD strategies and curriculum, small group reading intervention 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)	Source(s)
\$168,971 (4 - .47 intervention teachers, classroom materials) - Shared in strategy 7 (teacher hourly)	Supplemental

## Strategy/Activity 9

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

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

Tier 2 - Parents/Students of Reading Intervention with Identified Needs (Mid-Year)

### Strategy/Activity

Parent Engagement: A second Parent Education event will be offered to any parent of students receiving tier 2 instruction who are struggling readers. This event will offer translation services for families.

Resources needed: General education teachers, Learning Support Teacher, .47 teachers, parent communication/survey, Parent Engagement/Education 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)

Source(s)

\$2,000 (Teacher hourly, Parent Engagement Night, technology) - Shared in Strategy 5

Supplemental

## Strategy/Activity 10

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

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

Tier 3 - Reading Intervention Students, Not Demonstrating Adequate Progress from Tier 2 Instruction

### Strategy/Activity

After participating in Tier 2 small group intervention instruction for 6-8 weeks, K-6 students who do not demonstrate adequate growth within Tier 2 in the target skill will participate in remedial intervention during intensive small group instruction (no more than 3 students in a group) for 4 weeks, focused on the same learning target. Pre and post Site Universal Screening Tools or teacher-created common formative assessments will be administered to measure growth. PLC and ILT teams will work in concert with the Learning Support Teacher and .47 teachers to build grade level, rubric criterion for student identification and participation in Tier 3 instruction.

Resources needed: Learning Support Teacher, .47 teachers, PLC time, ILT time and input, updated technology for assessing and providing supplemental 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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$50,000 (1 - .47 tier 3 intervention teacher, materials, teacher coverage)

Title 1

### Strategy/Activity 11

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

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

Tier 3 - Reading Intervention Students, Not Demonstrating Adequate Progress from Tier 2 Instruction

#### Strategy/Activity

Students participating in Tier 3 intervention instruction may be offered the opportunity to attend After School Literacy Support classes designed to supplement in school Tier 3 instruction and further engage students in building their reading skills.

Resources needed: After school support teachers, research-based intervention curriculum, intensive small group reading intervention time, PLC time, ILT time and input, updated technology for assessing and providing supplemental materials, student transportation

#### 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)

\$36,374 (teacher hourly, transportation, materials, technology)

Title 1

### Strategy/Activity 12

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

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

Tier 3 - Reading Intervention Students, Not Demonstrating Adequate Progress from Tier 2 Instruction

#### Strategy/Activity

Parent Engagement: Parents of students in Tier 3 intervention instruction will be invited to participate in a Student Success Team (SST) meeting to review and discuss their child’s reading performance levels, as well as steps taken and the action plan to build reading skills. This event will offer translation services for families.

Resources needed: Teacher coverage for parent meetings

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,000 ( teacher coverage) - Shared in strategies 5 & 9	Supplemental

## Goal 2-Math

All students will show proficiency toward the end of the year grade level expectations in Concepts and Procedures, and implementing the 8 Standards of Math Practice, as measured by District and Site Universal Screening Tools (Grades K-2) and the CAASPP exam results (Grades 3-6).

### Identified Need

Analyzing Peachland Elementary math data, we will focus our instruction for students, as follows:

Math instruction in grades K-6 is linear and will center on concepts and procedures. Kindergarten instruction will focus on counting and cardinality, and number sense concepts, wherein students build skills in accurately counting objects, comparing numbers and learning basic place value. Students in grades 1 and 2 expand this knowledge to solve algorithms and real world problems with addition and subtraction, build math fact fluency and learn basic fraction, measurement, and time concepts.

Due to the Covid-19 school closure last year, data was not taken for students in the 2019-2020 school year. However, previous data trends show that 92% of our students in grade 1 and 79% of our students in second grade are meeting this goal.

For students in grades 3-6, we will focus on ensuring foundational math concepts and procedures are solidified, so they can expand their understanding of math using multiplication and division in order to solve real world problems, which will be evidenced through the Math Claim portion of the CAASPP exam. Claim #1 Math says “Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.” Demonstrating proficiency in this portion of the CAASPP requires mastery of the foundational skills listed herein.

Due to Covid-19 school closure, the 2019-20 CAASPP was not administered to students in grades 3-6. However, the data trends from the 2016-17, 2017-18 and 2018-19 school years show that 15%-24% of students in the All Students group are below standard for the Math claim. In concert with building reading fluency due to the consistent use of reading within the math curriculum, students must know and understand basic mathematical procedures to build upon. Through a coherent, Multi-Tiered plan for math instruction and intervention, we will strive to build students’ overall mathematical skills and increase performance data.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NSD Math Fluency Universal Screener	Kindergarten: 18/19 - 96%	Kindergarten: To have 98% the students test proficient
	First & Second Grade: First Grade - 92%	

	Second Grade - 79%	First & Second Grade: To increase the number of proficient students by 5 percentage points
CAASPP	Over the past 3 school years, not including 2019-20, 15%-24% of our all student group has shown to be in the below standard category for the Claim #1- Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. Additionally, 33%-44% of our EL student group has shown to be in the below standard category for Claim #1-Concepts/Procedures.	To decrease the percentage of students who test below standard in Claim #1- Concepts/Procedures by at least 5 percentage points in the all student group and 10 percentage points in the EL student group.

## Strategy/Activity 1

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

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

Tier 1 - All Students

### Strategy/Activity

Tier 1 instruction for All Students will be administered by the general education teacher, in both whole and small group settings. Tier 1 instruction will focus on the 8 Standards for Math Practice, as well as the foundational and essential grade level content standards in Math. Teachers at Peachland are committed to teaching, but are not limited to: District Adopted Bridges (K-5) including workplaces and Number Corner and College Preparatory Math (CPM for 6th grade) curricula, as well as DreamBox.

Resources needed: General education teachers hourly, standards-based math curricula, whole and small group reading instruction time, PLC time, ILT time and input, updated technology for assessing and providing supplemental materials, Professional Development in understanding specific components of math instruction, including the standards of math practice, math concepts and procedures.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,000 (Teacher hourly, ILT, technology, professional development, classroom materials) - Addressed in ELA Goal	Supplemental
\$38,625 (Teacher support, classroom materials, classroom support)	Site Base

## Strategy/Activity 2

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

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

Tier 1 - All Students

### Strategy/Activity

Grade-level teams will use common formative assessments and district wide universal screening

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$5,000 (Teacher hourly, screening/testing materials, ILT, professional development, classroom materials)-  
Addressed in ELA Goal

Supplemental

\$38,625 (Teacher support, classroom materials, classroom support) - Addressed in strategy 1

Site Base

## Strategy/Activity 3

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

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

Tier 1 - All Students

### Strategy/Activity

Parent Engagement: A Parent Education event will be offered in the fall to provide parents advice and guidance in supporting their child's overall math development. This event will offer translation services for families.

Resources needed: General education teachers hourly, standards-based math curricula, District-wide Universal Screening Tools and testing, whole and small group reading instruction time, PLC time, ILT time and input, Parent Engagement/Education time, updated technology for assessing and providing

supplemental materials, Professional Development in understanding specific components of math instruction, including the standards of math practice, math concepts and procedures.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$2,000 (Teacher hourly, Parent Engagement Night, technology,) - Addressed in ELA Goal	Supplemental
\$38,625 (Teacher support, classroom materials, classroom support) - Addressed in strategy 1 & 2	Site Base

**Strategy/Activity 4**

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

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

Tier 2 - Math Intervention Students with Identified Needs

**Strategy/Activity**

After analyzing data from the District-wide Universal Screening Tools, students in grades K-6 will be identified for Tier 2, small group (no more than 6 students in a group) targeted, skills-based, math intervention instruction. Math Intervention Instruction will be administered in 6-8 week cycles, with specific learning targets, and include pre and post Site Universal Screening Tools or teacher-created common formative assessments to measure growth. PLC and ILT teams will work in concert with the Learning Support Teacher and .47 teachers to build grade level, rubric criterion for student identification and participation in Tier 2 instruction.

Resources needed: General education teachers, Learning Support Teacher, .47 teachers, standards-based math curriculum, research-based intervention strategies, Site Universal Screening Tools, grade level rubrics/criterion, small group reading intervention time, PLC time, ILT time and input, updated technology for assessing and providing supplemental materials, Professional Development in understanding specific components of math instruction, including counting and cardinality, numbers and base ten operations, algebraic thinking, and measurement and data analysis.

**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, Other State, and/or Local.

Amount(s)	Source(s)
\$168,971 (4 - .47 intervention teachers, classroom materials) -Addressed in ELA Goal	Supplemental

## Strategy/Activity 5

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

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

Tier 2 - Math Intervention Students with Identified Needs

#### Strategy/Activity

Parent Engagement: A second parent education event will be offered for all Tier 2 students - to provide parents advice and guidance in supporting their child who is struggling in math. This event will offer translation services for families.

Resources needed: General education teacher hourly, Learning Support Teacher, .47 teachers, standards-based math curriculum, research-based intervention strategies, Parent Engagement/Education 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, Other State, and/or Local.

Amount(s)

Source(s)

\$2,000 (Teacher hourly, Parent Engagement Night, technology) - Addressed in ELA Goal

Supplemental

## Strategy/Activity 6

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

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

Tier 3 - Math Intervention Students Not Demonstrating Adequate Progress from Tier 2 Instruction

#### Strategy/Activity

After participating in Tier 2 small group intervention instruction for 6-8 weeks, K-6 students who do not demonstrate adequate growth within Tier 2 in the target skill will participate in remedial intervention during intensive small group instruction (no more than 3 students in a group) for 4 weeks, focused on the same learning target. Pre and post Site Universal Screening Tools, or teacher-created common formative assessments, will be administered to measure growth. PLC and ILT teams will work in concert with the Learning Support Teacher and .47 teachers to build grade level, rubric criterion for student identification and participation in Tier 3 instruction.

Resources needed: Learning Support Teacher, .47 teachers, research-based intervention curriculum, Site Universal Screening Tools, grade level rubrics/criterion, intensive small group reading intervention time, PLC time, ILT time and input, updated technology for assessing and providing supplemental materials, Professional Development in understanding specific components of math

instruction, including counting and cardinality, numbers and base ten operations, algebraic thinking, and measurement and data analysis.

### **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)
\$86,374 (1 -.47 tier 3 intervention teacher, materials, teacher coverage) - Expressed in ELA Goal	Title 1

### **Strategy/Activity 7**

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

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

Tier 3 - Math Intervention Students Not Demonstrating Adequate Progress from Tier 2 Instruction

#### Strategy/Activity

Students participating in Tier 3 intervention instruction will be offered the opportunity to attend After School Math Support classes designed to supplement in school Tier 3 instruction and further engage students in building their math skills which will further focus on priority standards in concepts and procedures.

Resources needed: Teacher Hourly, after school support teachers, research-based intervention curriculum, intensive small group reading intervention time, PLC time, updated technology for assessing and providing supplemental materials, Professional Development in understanding specific components of math instruction, including counting and cardinality, numbers and base ten operations, algebraic thinking, and measurement and data analysis.

### **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)
\$36,374 (Teacher hourly, transportation, materials, technology) - Expressed in ELA Goal	Title 1

### **Strategy/Activity 8**

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

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

Tier 3 - Math Intervention Students Not Demonstrating Adequate Progress from Tier 2 Instruction

#### Strategy/Activity

Parent Engagement: Parents of students in Tier 3 intervention instruction will be invited to participate in a Student Success Team (SST) meeting to review and discuss their child’s math performance levels, as well as steps taken and the action plan to build math skills. This event will offer translation services for families.

Resources needed: SST time, teacher hourly

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$5,000 (Teacher hourly, meeting materials) - Addressed in ELA Goal	Title 1

**Goal 3- School Climate**

Peachland Elementary will provide a positive school climate for all students, as demonstrated and measured by attendance reported through Chronic Absenteeism located on the CA Dashboard.

**Identified Need**

Regular attendance is a reflection of school climate. Research demonstrates that students who feel supported and engaged at school are more likely to attend regularly. Regular attendance is vital to student growth, social/emotional and academic achievement. Therefore, a positive school climate is integral to the success of students.

Core academic instruction in grades K-6 requires consistent student attendance. Regular daily attendance provides students with access to linear and spiral direct instruction in Mathematics and English Language Arts. Additionally, daily attendance allows students to engage in critical skill practice, concept exploration with hands-on materials, and academic discourse with peers - all of which result in academic growth.

Regular attendance is necessary for effective Tier 1 classroom differentiation, as well as Tiers 2 and 3 intervention instruction. Tiers 1 and 2 instruction and differentiation are characterized by short, targeted cycles of learning. Student absence for any portion of these learning cycles hinders overall progress, and CFA data supports that these students do not demonstrate the same level of proficiency as their regularly attending peers.

Currently, Peachland Elementary has 5.2% of students who are labeled chronically absent according to the 2019 California Dashboard which was a decline of 0.7% from the previous year putting us in the Green performance rating. Of our student groups, we would like to focus on connecting with our Hispanic population who were in the Orange Performance level with 5.8% chronically absent (an increase of 1.2%) and our Socioeconomically Disadvantaged students who were in the Yellow Performance level with 5.3% chronically absent (maintained from the previous year).

Throughout the 20-21 school year, attendance at Peachland significantly declined during distance learning. While students were online, connection with families via phone, email or home visits was very important in trying to keep students engaged. Teachers, office staff and administrators tried to stay in constant contact with families in order to follow students. Upon our return to in person learning, attendance has already increased but we will need to continue to focus on this increase. Offering full transportation routes will also help make improvements.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Performance Accountability on the CA Dashboard	Based on the CA Dashboard from 2019, Peachland Elementary was in the green tier with 5.2% of our students being chronically absent. This is a decline of 0.7% from the prior year.	To continue to decline by at least 0.5%.

### Strategy/Activity 1

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

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

Tier 1 - All Students

#### Strategy/Activity

In order to promote a positive school climate that respects all members of the school community, all Peachland Elementary students will be provided opportunities to learn through direct instruction on school wide behaviors and expectations. These direct instruction and learning opportunities will be facilitated through the site-based comprehensive Positive Behaviors, Interventions and Supports (PBIS) program.

Activities and events designed to foster positive student engagement, enhancing school attendance include: school wide and classroom PBIS matrices, direct and spiral instruction in behavior expectations, PBIS assemblies, PBIS reward events and activities, monthly attendance awards, and individual student recognition - Brag Tags, School Bulletin Board and School Marquee - for perfect attendance at identified increments (i.e. monthly and trimester).

Resources needed: General education teacher hourly, Counselor hourly, School Psychologist hourly, Behavior Support Specialist hourly. Professional Development in understanding specific components of PBIS.

### Strategy/Activity 2

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

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

Tier 1 - All Students

#### Strategy/Activity

To further enhance school climate, and therefore positively impact attendance, all Peachland Elementary School students will be administered a District Universal Screening for Social Emotional Well Being. The data gathered from this process will inform school staff of any students who may be in need of additional social/emotional support through site administration, classroom teachers, and school counselor.

Augmenting this universal screening process, all Peachland Elementary students will participate in direct instruction on social emotional learning through the District adopted curriculum. These direct instruction opportunities will occur using a variety of methodologies, including school-wide and classroom assemblies and educational activities.

All school staff will participate in Trauma Informed Practices for Schools (TIPS) Professional Development designed to build capacity and understanding of working with and helping students and families who may experience trauma.

Resources needed: General education teacher hourly, Counselor hourly, School Psychologist hourly, Behavior Support Specialist hourly. Professional Development in understanding specific components of social emotional learning and trauma.

### **Strategy/Activity 3**

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

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

Tier 2 - Students with attendance concerns, as measured and identified by L2 Attendance Letters

#### **Strategy/Activity**

After analyzing attendance data in Aeries, and following Tier 1 instruction for all students, those students who demonstrate attendance concerns by accumulating at least 6 excused and unexcused absences will receive an L2 attendance letter.

In order to partner with parents to resolve any underlying factors that may be contributing to attendance concerns, school staff - including site administration, classroom teachers, office staff and community liaisons - will make a concerted effort to communicate with parents regarding familial needs and issues surrounding attendance.

If student attendance concerns persist following communication with parents and the issuance of an L2 attendance letter, parents will be invited to participate in the School Attendance Review Team (SART) meeting process. The purpose of the SART process will be to gain greater understanding of parent needs and concerns related to attendance, outline clear expectations and strategies for attendance, and create a strategic plan with parents that is designed to improve student attendance.

Resources needed: Office staff hourly, Counselor hourly. Aeries software access and Professional Development for office staff in managing attendance and L2 letter processes. Professional Development in understanding specific components of SART. Administrator time to plan and manage the SART process.

### **Strategy/Activity 4**

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

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

Tier 3 - Students with continued attendance concerns which does not demonstrate any improvement, despite SART interventions and district attendance letters

### Strategy/Activity

If student attendance concerns persist following parent participation in the SART process, the student's case will be referred to the District Attendance Review Team (DART). The purpose of this district team meeting is to further investigate the underlying causation for the persistent attendance issues, come to an agreed-upon strategic plan for resolution.

Should student attendance concerns continue following the DART process, the student's case will be referred to the SELPA-wide School Attendance Review Board (SARB), wherein representatives from the Department of Children and Family Services, Los Angeles Sheriff's Department and Los Angeles District Attorney's Office will meet with the family, along with school site staff, to further investigate and resolve the pervasive attendance issues. A strategic plan for school attendance will be developed and parent(s) will be advised of potential legal intervention that may result from continued poor attendance.

Resources needed: Office staff hourly, Counselor hourly. Aeries software access and Professional Development for office staff in managing attendance processes. Professional Development in understanding specific components of DART and SARB. Administrator time to plan and manage DART and SARB process. Administrator collaboration time with Student Support Services to coordinate SARB process.

### 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)
\$3,960	PBIS allocated funds

## Annual Review

### SPSA Year Reviewed: 2020-21

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 2020-21 SPSA was created during the time that our district shifted from in-person learning to a distance learning model, due to COVID-19. The goals set forth were created on the premise that school would be taught in a traditional model where students attended full time, in-person. However, at the beginning of this school year, COVID restrictions required that we remained in a distance learning model due to the pandemic. Our focus had to be realigned to create a digital setting in

Google Classroom with a online PBIS matrix and alternative schedules and regulations set forth by the Department of Education.

As a district, our coaches developed essential standards for each grade level in English Language Arts and Math. Unit assessments were aligned to these standards and teachers met regularly each Friday, via Zoom, utilizing Professional Learning Community strategies to plan, pace and discuss student progress and performance.

Additionally, with the shift to a three to four hour school day in a virtual learning environment, our teachers were asked to focus on English Language Arts (including writing), English Language Development and Math. For Language Arts, in kindergarten, students learning focused on letter name and sound recognition, as well as decoding CVC words and recognizing sight words. Students in primary grades 1-3, focused on reading fluently through the understanding of phonics, blending and decoding. In upper grades (4-6), the focus continued in reading fluency with expansion of comprehension skills to identify the main idea and details of a given text. We had an average of 58 students at a time receiving intervention instruction, including Tier 2 instruction from our .47 and full time teachers. Full time teachers and .47 teachers also worked together to deliver English Language Development instruction for students who are English Learners.

In Mathematics, teachers focused on mathematical reasoning, place value and computation to develop new grade level standards and review previous grade levels. Intervention was offered for an average of 32 students at a time using data to determine need. In Kindergarten, the main focus was counting and cardinality, identifying numbers within 20, basic addition and subtraction fluency, and an introduction to place value. Primary grades built upon these skills, with the main focus being on adding and subtraction within 100 and using multiple strategies for solving story problems with addition and subtraction, understanding place value as it relates to all other math concepts and working for finding and unknowns in problems. In upper grades (4-6), the focus was on strengthening and expanding essential computation and problem solving skills to add, subtract, multiply, and divide multi-digit whole numbers, fractions, and decimals.

We had set a goal to continue to provide ELD services to students that had both integrated and designated supports. Students did not complete their ELPAC exams last year due to Covid, but have since completed them this year upon return and we are waiting for results so that we can work to redesignate our students who are showing proficiency in the English Language. It is our hope that we will be able to redesignate at least 15 students, which is an increase of 6 students from 2019-20.

Positive Behavior Interventions(PBIS) continues to be a critical focal point for our students and staff. We want students to feel happy and safe at school, so that they will regularly attend and can focus attention on academics. During distance learning, our team created a digital matrix and continued to visit and honor students who were demonstrating our three Be's (Be Safe, Be Respectful and Be Scholarly) online. With the return to on campus, we again created a matrix that incorporated behaviors that tied to Covid guidelines. Additionally, we created classroom lessons and reviews for students to learn, review and practice our expected behaviors. Each month, students were chosen by their teacher to be named "Student of the Month." These students were ones who demonstrated our three Be's and were celebrated with a visit to the school to see Miles, our mascot, as well receive

a certificate, a treat and their name displayed on our marquee. This practice continued in person as we additionally announced their names over the school wide intercom.

The last challenge that we faced this year was attendance. During distance learning, teachers reported many students not attending their “live” instruction and/or being successful with work completion. At times, students were physically there (on meets) but unable to engage in the learning as they were dealing with many home distractions. As a site, we made many phone calls, sent emails and visited family homes. Students received attendance letters and parents were asked to meet virtually with administration to ensure students became reconnected to their learning.

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

Two major budget items were planned for and discussed in the 2020-21 school plan, but were unattainable due to the school closure and distance learning model.

One of our Title 1 goals was to hire a fifth .47 teacher at a cost of \$20,000. This teacher would have been dedicated to Tier 3 instruction. Due to a lack of applicants, in concert with the limited time students were online that required focus on priority standards, we did not hire this person and continued our focus with classroom teachers and the current four .47 teachers that we had and pay for out of supplemental dollars to focus on intervention. With the amount of students we had online that did not have the proper technology at home, we delegated these extra funds to help the site purchase technology so that we could provide devices to every student.

Additionally, our site had set aside \$18,000 for teachers (including ILT members) to meet and analyze collected data with substitute teachers covering their class in order to create clear tiers of instruction for students. Teams were able to meet during Friday collaborative meetings and use the limited data we had this year to make these teaching decisions. Substitute teachers were not hired and teachers were not pulled from the classroom for this work.

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 initial plan from 2020-21 will be leveraged in the 2021-22 school year, but has been further developed and modified to not only address student needs, but also address the learning loss of students due to the pandemic. English Language Arts and Math are addressed in Goals 1 & 2 where a plan to hire a teacher dedicated to tier 3 instruction is listed. Additionally, behavior and attendance are supported under Goal 3.

## 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	\$86,347
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$218,544

## 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 1	\$86,347

Subtotal of additional federal funds included for this school: \$86,347

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 (\$)
Base Grant	\$38,625
Supplemental Funds	\$177,971

Subtotal of state or local funds included for this school: \$216,596

Total of federal, state, and/or local funds for this school: \$302,943