

School Year: 2021-2022

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Paloma High School	07 61721 0733998	10-21-2021	11/17/2021

## Purpose and Description

**Briefly describe the purpose of this plan.**

The purpose of this plan is to improve the educational practices, increase students' learning and prepare them for their post-high school endeavors. In striving for these goals, we will also attempt to meet four goals: 1) improve students' performance on state-mandated testing, 2) prepare students for their varied post-secondary plans and activities, 3) decrease suspension rates, and 4) maintain or increase a two-year average graduation rate of (at least) 68% to exit Comprehensive Support and Improvement (CSI) status for graduation rate.

**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 goals for this plan were initially developed using available information from the California School Dashboard (CSD) as well as a needs assessment conducted at a School Site Council (SSC) meeting in the spring of 2019. Per the 2019 CSD, La Paloma High School had only one red indicator compared to four red indicators in 2018. The 2018 CSD red indicators included the following four areas: 1.) graduation rate, 2.) college and career readiness, and performance in 3.) English Language Arts (ELA) and 4.) Mathematics on the Smarter Balanced Assessment Consortium (SBAC), the lone remaining red indicator in 2019 was for College and Career readiness. Also, even though the CSD reflects a green indicator for graduation rate, we must maintain a two-year average of at least 68 percent to exit CSI status for graduation rate. In addition, most students at La Paloma often have poor attendance, are unengaged with/in school, and are credit deficient when they enroll at La Paloma. For the 2021-2022 school year, the four goals for La Paloma High School, in alignment with our district's Local Control Accountability Plan (LCAP), include:

- **Increasing students' performance on the SBAC in ELA and Mathematics,**

- **Increasing students' preparation for post-secondary education and/or endeavor(s),**
- **Decreasing suspension rates,**
- **Increasing our graduation rate.**

Using state adopted materials and the monitoring of instruction and student progress, La Paloma will continually monitor the ESSA requirements. We will continue to collaborate on site as well as with outside parties (including, but not limited to McREL International) to improve our educational program and to meet students' needs.

## **Stakeholder Involvement**

### **Involvement Process for the SPSA and Annual Review and Update**

La Paloma staff members were made aware of the SPSA goals and were given the opportunity to share their input at a staff meeting. Staff members who serve on School Site Council (SSC) were also involved in the review, development, and approval of the SPSA. The working plan was shared with staff via email and then discussed further at both a staff meeting as well as at a SSC. During the SSC meeting, all members of the SSC had the opportunity to provide feedback, offer suggestions, and/or seek clarification on the plan. A draft of the plan was sent to members of the SSC in advance of the October 21, 2021 SSC meeting.

## **Resource Inequities**

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

Based on a needs assessment feedback from the La Paloma SSC (May 8, 2019), the lone identified resource inequity may be the lack of a Marriage and Family Therapist(s) (MFT) to support our students' socioemotional well-being. For the 2021-2022 school year, our school psychologist/counselor is on site four days a week and we have recently obtained the services of a mental health intern who is available to support our students. The intern's presence has helped to alleviate the workload of our school psychologist/counselor.

# Goals, Strategies, Expenditures, & Annual Review

## Goal 1

- **Improve Smarter Balanced Assessment Consortium (SBAC) results in English Language Arts (ELA) and Mathematics for all students.** *(Aligns with the 2021-2022 LCAP Goal 2A - The Liberty Union High School District (LUHSD) will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:*

*Meeting state and federal accountability measures.*

### Identified Need

Students arrive at La Paloma deficient in credits and underperforming on standardized (state) testing compared to their peers.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>SBAC results:</b></p> <p><b>LCAP Goal 2A</b> - The LUHSD will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by: A. Meeting state and federal accountability measures.</p> <p><b>Priority 4A</b> - Percentage of students districtwide with an "Exceeds" or "Meets" SBAC score.</p>	<p><b>For the Spring 2019 administration of the SBAC, our students achieved the following (preliminary) results:</b></p> <ul style="list-style-type: none"> <li>• 15.88% of students scored in the "Standard Met" (14.29%) and the "Standard Exceeded" (1.59%) ranges for ELA.</li> <li>• 0% of students scored in the "Standard Met" or "Standard Exceeded" ranges for Mathematics.</li> </ul>	<p><b>*For the Spring 2022 SBAC administration, we will strive to prepare our students to achieve the following:</b></p> <ul style="list-style-type: none"> <li>• 17% of students will score in the "Standard Met" and/or "Standard Exceeded" range for ELA.</li> <li>• 1% of students will score in the "Standard Met" and/or "Standard Exceeded" range in Mathematics.</li> </ul>

### Strategy/Activity 1

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

All La Paloma students. Nearly all students who enroll at La Paloma are credit deficient and underperforming compared to their peers.

## Strategy/Activity

- **\*NOTE – Due to the COVID-19 pandemic, state-mandated testing (i.e. SBAC) has not been administered since the Spring of 2019. The results used for this plan reflect the results for the Spring 2019 administration.**

La Paloma offers significantly smaller class sizes (maximum 20:1 student to teacher ratio) than classes at the comprehensive sites (~32:1 ratio). Given this lower student to teacher ratio, students have increased daily access to individualized help, support and/or feedback in all content areas, including ELA and Mathematics. Students also have the ability to work at a pace that best suits their needs and learning abilities and, perhaps most beneficial for our population, our program is designed for students to complete work on site in lieu of being done independently at home. Students have access to a computers in every class as each classroom has an assigned cart of laptops. Students also have access to Edgenuity classes which provide an avenue to learn and recover credits. These devices also provide access to other platforms (e.g., Khan Academy and Clever) which supports student achievement in addition to increasing students' familiarity with the use of laptops/technology.

As mentioned in the narrative above, students have increased daily access to individualized help, support and/or feedback in all content areas in addition to teachers' implementation of differentiated instruction. In English and Mathematics classes, teachers use the Board-adopted materials, Spring Board for ELA and Big Ideas for Mathematics to support students' achievement of course standards. The materials for ELA include embedded strategies and/or activities that provide support for all students in their development of overall ELA skills. In addition, ELA teachers include research-based strategies to help all students build their reading and writing skills. In our science and social studies classes, teachers use the Board-adopted HMH and TCI materials to support student achievement of course standards

Using quarterly common assessments as well as the use of Interim Assessment Blocks (IABs), teachers receive timely feedback on students' progress toward learning targets. As the IABs are administered on a computer, students' exposure to this platform and the assessment helps them to be better able to navigate and feel more confident/comfortable with the platform prior to the SBAC administration. While La Paloma has been involved with professional development through/with McREL International for the past two years, our McREL work has begun this year. We have already had three visits to campus by Tonia Gibson, a representative from McREL, identify areas of need. Mrs. Gibson will work with our teachers on site throughout the year for a total of eighteen days. Our staff professional development was going to focus on improving instructional strategies, increasing student engagement, and focusing on success criteria.

## 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)
Certificated salaries - ~\$900,000.00	District LCFF funds
McREL (2021-2022 contract) - ~85,600.00	CSI grad rate 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 La Paloma master schedule continues to maintain an average class size ratio of 20:1. As a result of smaller class sizes, teachers have the ability to differentiate instruction to meet students' learning needs. All teachers have also taken advantage of professional development, either individually or through the district, to improve their instructional practices. At the start of the 2020-2021 school year, we had planned to start more intensive/direct work with McREL International with the intended goal of meeting the academic goals described in this plan. This work was not able to happen due to the pandemic and travel restrictions. However, the La Paloma certificated staff members collaborated more frequently with on-site colleagues as well as with peers district-wide to develop interactive and engaging student-centered lessons, to examine common assessment results, and to share best practices.

While the La Paloma results for the SBAC Mathematics, like those throughout the district, have room for improvement, the preliminary 2019 SBAC Mathematics results reflect mild improvement from the prior year's administration. Students scoring Standard Nearly Met increased from 6.17% (2018) to 8.06% (2019); a growth of 1.89%. Unfortunately, we did not have any students in the desired Standard Exceeded or Standard Met ranges for the Mathematics as outlined for Goal 1 of this plan. While assessed La Paloma students remained 193 points below standard in 2019, they did close the achievement gap 35.1 points compared to 2018. This increased moved our CSD indicator status out of the red.

La Paloma student results for the SBAC English Language Arts (ELA) demonstrated considerable growth. La Paloma students had a total of 15.88% of students who scored in the desired Standard Exceeded or Standard Met ranges for the ELA; growth of 13.38%. The ELA results exceeded our goal and we will continue to implement our current practices and work to improve the instructional practices, in both Mathematics

and ELA, to support our students' learning and performance on these assessments. While assessed La Paloma students remained 83 points below standard in 2019, they did close the achievement gap 86 points compared to 2018. This increase moved out CSD indicator status out of the red.

Despite the mixed results on the spring 2019 SBAC assessments, the outcomes did not accurately reflect the hard work of La Paloma teachers and staff. For the 2020-2021 school year, 76 students graduated during distance learning, and students collectively earned 7,988.5 credits for the year. This credit total represents our second largest number of credits earned and is considerable given that distance learning took place during the fourth quarter of the 2019-2020 school year. It should be noted that students earned a total of 1731.5 credits in the fourth quarter which represents a drop of 497.5 credits compared to the fourth quarter of the 2018-2019 school year and a drop of 123.5 credits compared to the eight-year average for the fourth quart

**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 are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies /activities to meet the articulated goals.

**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.**

Due to COVID-19 and distance learning starting in March of 2019 and extending through the 2020-2021 school year, the state cancelled the administration of the SBAC. As a result, there is no change to this goal (from the 2019-2020 SPSA) and we will strive to meet or exceed this goal during the 2021-2022 school year.

## Goal 2

- **Increase student preparation for post-secondary education.** *(2019-2020 LCAP Goal 2D - The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.)*

**Identified Need** – We strive to prepare students for their post-high school endeavors as students who graduate from La Paloma are not UC/CSU eligible.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cohort graduation rate. (Priority 5E)	Over the past three years, La Paloma has averaged	Increase and/or maintain graduation (percentage)

	roughly 90 graduates annually with 82 students having graduated in June 2021.	rate of at least 68% for all students.
Implementation of state standards for board adopted academic content, CCSS/ELD, and NGSS programs and services. (LCAP Priority 2A, B)	All content area state standard adoptions and programs are in place.	For the 2021-22 school year, ongoing use of board-adopted academic content, CCSS/ELD, and NGSS content. (LCAP Priority 2A, B)

## **Strategy/Activity 2**

### **Students to be served by this Strategy/Activity -**

All La Paloma students.

### **Strategy/Activity -**

We will continue to inform, prepare, and connect our students to post-secondary education as most students at La Paloma are bound for community college, a branch of the military, vocational school/training, or the work force. The goal of our program is to ensure that students have viable options for future success and independence. Through rigorous curriculum, sound instructional practices, and the aligning of courses to state and federal standards, students are afforded the opportunity to learn at a level that allows access to and success in post-secondary education.

From fieldtrips to Career Day as well as collaboration with the military and our local community college, the La Paloma program provides opportunities for students to become informed about college and career options. All staff members, including our intervention teacher and our counselor, are available to help students monitor their progress in earning credits and developing post high school plans. We have an Advisory program through which each teacher has a caseload of students whom they monitor and assist with their educational paths. Also, many of our teachers implement restorative justice practices during Advisory to develop and/or deepen students' connection to school.

The counselor has communicated with our local community college, Los Medanos College (LMC), to have students register for LMC as well as to explore a summer bridge program to support our graduates who choose to pursue education after graduation. We hope that a summer bridge program will provide students with a variety of resources designed to ease their transition from high school to college and thus support their success in higher education. Our counselor has also developed a student survey, administered during Advisory, that asked students about their post high school plans as well as how we, the staff at La Paloma, can assist them with their plan. The counselor has also planned for a counselor from LMC to come to our campus to work with students – both individually as well as in groups, to formulate post high school plans. As per the needs assessment conducted at the SSC meeting in the spring of 2019 as

well as anecdotal evidence, some students have expressed apprehension about leaving La Paloma due to lack of a solid post high school plan. In the spring of 2021, a site license for Eureka! software was purchased. Through the use of this software, students establish their profile and the software identifies their strengths and areas of interest, Furthermore, the software identifies what schools and/or trade schools offer degrees or certificates in the areas of interest/aptitude as well as outlining a path to different programs that match these areas. By helping students develop individual plans, we hope that they will maintain adequate attendance and make more consistent progress in classes which will in turn help us achieve Goal Four (graduation rate) of this plan. We also assist students and their families with the application for financial aid (FAFSA). We will continue to support our population with this task as the cost of higher education is a barrier to postsecondary success for many students, most especially those from low income families.

Awards ceremonies, guest speakers and other activities (e.g. positive attendance recognition, Challenge Day, etc) deliver positive messages which help foster students' perseverance and sense of self-worth. It was also suggested that students receive recognition (including, but not limited to performing good deeds, making academic or behavioral improvement(s), attending school, etc...) as students express a need to be recognized for efforts in these types of areas and, when recognized, are more apt to continue with the positive trait.

### **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)
Certificated salaries ~\$900,000.00	District LCFF funds
\$ 3,000.00 busses for field trips	CSI (grad rate) grant money
\$ 6,000.00 substitutes	CSI (grad rate) grant money
\$695.00 - Eureka! software	Site allocation

## **Annual Review**

**SPSA Year Reviewed: 2020-21**

### **ANALYSIS**

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

We were able to implement the actions described in the 2020-2021 Single Plan for Student Achievement. Based on the number of graduates (82) and credits earned



(6,215.7) last year, the strategies/activities were effective, despite distance/remote learning, as students matriculated from La Paloma into their post-secondary activities.

**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 are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.

**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.**

There are no changes to existing goals.

### Goal 3

- **Decrease suspension rate by 3%** (2019-2020 LCAP Goals 1A and 1C - *The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which support student learning by: (1A) providing a safe, secure, updated and clean environment and (1C) fostering an atmosphere of respect and civility among all students*)

### Identified Need

**Many La Paloma students experience attendance issues** in addition to being credit deficient and underperforming compared to their peers. All students need to attend school to have the opportunity to learn, to earn credit, and/or to make progress toward graduation. When students miss additional time due to suspension, their academic progress is potentially compromised. Also, studies support that suspension from school is not an effective means of correcting (inappropriate) behavior.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates	For the 2020-2021 school year, there were 4 total suspensions. This number represents a decrease of 33 suspensions from the 2019-2020 school year.	Reduction of (at least) 3% in suspensions for the 2021-2022 school year WHEN COMPARED TO the 2019-2020 school year (37 total suspensions).
School Connectedness	Results from the most recent* California Health Kids' Survey (CHKS)	Increase student connectedness by 2% for the ranges indicated

	indicate that students (78%) report a moderate to high level of school connectedness.	(moderate and high).
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**Strategy/Activity 1- \*While the CHKS was administered in the spring of 2021, school connectedness applied to only in-school and hybrid only schools.**

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

All La Paloma students.

**Strategy/Activity**

We will continue to work with students to support them and to foster their connection to La Paloma. Upon intake at La Paloma, individual students and their parent(s) meet with the Principal. At this meeting, students learn about the La Paloma program, how to experience success here, and they are made aware that the La Paloma program differs from the program at a comprehensive site and that our program allows for a certain degree of flexibility to support students. Students are encouraged to communicate with an adult should they have a question(s) and/or concern(s). As reflected in the results of the California Healthy Kids’ Survey, most students feel connected to school and that staff cares for/about them.

In addition to our Intervention Specialist working with students and their families to support student progress toward graduation, all teachers will continue to monitor the progress of their Advisory caseload of students. These teachers also engage with students in a variety of ways to support them academically and socio-emotionally. Teachers are encouraged to act as mentors to their Advisory students in addition to serving as content instructors.

Our leadership teacher is exploring having another Challenge Day at La Paloma. Challenge Day is an experiential social and emotional learning program that offers schools an opportunity to ignite a shift toward greater school connectedness, empathy, and inclusivity. The program goes beyond traditional anti-bullying efforts, building empathy and inspiring a school-wide movement of compassion and positive change; adults and youth working together to create a school where everyone is included and thrives.

**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)
~ \$880,000.00 - certificated salaries	District LCFF funds
~ *\$5,000.00 – guest speaker(s)	CSI (grad rate) grant money

~*\$5,700.00 - bus passes	CSI (grad rate) grant money
~ \$2,500.00 – home visits	CSI (grad rate) grant money

# Annual Review

SPSA Year Reviewed: 2019-20

## ANALYSIS

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

We have been successful in implementation of the strategies described in the plan to meet our goal. Prior to the onset of the 2018-2019 school year, the staff at La Paloma had received two trainings on Restorative Justice practices. These practices, as implemented by staff, helped us to reduce our rate of suspension as most students (per the CHKS) felt connected to school. As a result of the decrease in suspension, the campus climate committee noted that the environment on campus was conducive to learning and students had more opportunity to make progress as they were present on campus. Guest speaker, Dr. Victor Rios, shared his own tale of resilience in overcoming a disadvantaged situation as a youth. As his story paralleled the lives of La Paloma students, his message resonated with our student body. We also hosted Challenge Day which contributed to a campus atmosphere in which students were more apt to empathize with others and their life situation/circumstances.

**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 are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies /activities to meet the articulated goals.

**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.**

There are no changes to existing goals.

## Goal 4

- **Maintain or increase a 67% graduation rate.** (2019-2020 LCAP Priority 5E - Increase graduation rates by .2% for all students with a special focus on African American, EL, SED, and Students with Disabilities.)

## Identified Need

In January of 2019, La Paloma High School was identified for CSI due to the school's graduation rate being below 67%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of graduates in June 2022.	Based on our preliminary numbers, we believe (at least) 67% of our seniors graduated in 2020 (cohort year 2016-2017). For the 2019-2020 school year, La Paloma had a total of 82 graduates.	We will strive to maintain or increase a graduation rate of at least 68% for the 2021-2022 school year.

**Strategy/Activity 1** - \* Our numbers indicate that at least 68% of our seniors graduated last year. This graduation rate would have exited La Paloma from CSI graduation rate status as we would have met the two-year average required by the state. Unfortunately, the 2019-2020 year was not counted due to COVID-19. For the 2020-2021 school year, the California Dashboard which includes graduation rate was not active.

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

All La Paloma students. Nearly all students who enroll at La Paloma are credit deficient.

### Strategy/Activity

In mid-January 2019, La Paloma learned of our **Comprehensive Support and Improvement (CSI) status due to a graduation rate under 67%**. District office personnel supported La Paloma High School in developing CSI plans. The Associate Superintendent and Director of Curriculum and Instruction met with the site principal to identify school-level needs. Additionally, the Educational Services Associate Superintendent and Director of Curriculum of Instruction met with the stakeholders (including parents, students, and staff) to discuss the CSI process. At a School Site Council (SSC) meeting in the spring of 2019, site stakeholders were provided with a variety of data to analyze, including attendance data and the number of credits earned by quarter. The principal facilitated a needs assessment with the SSC. Data discussed during the needs assessment/root cause analysis included the number of credits individual students were earning, the attendance rates of students, the placement process for students transferring to La Paloma High School, and the need to provide food to students who attend tutoring sessions and/or who make progress toward graduation.

At the SSC meeting, stakeholders discussed evidence-based strategies/interventions, including:

- identifying students at risk of not graduating and ensuring that every staff member is aware of those students,
- having an intervention teacher meet with at-risk students on a regular basis to get updates on their academic progress and problem-solve any concerns,
- contacting parents of at-risk students to discuss options to help their children be successful,
- the continued implementation of the online credit recovery program Edgenuity, both during the school day as well as after school hours (night school), to help at-risk students recover credits,
- hiring an at-risk counselor, using other funding sources, for the 2019-20 school year,
- developing a positive culture and celebrating success – including food rewards for achievement (both academic and attendance-related successes).

As mentioned earlier in this plan, La Paloma staff is working more closely this year with McREL to improve instructional strategies, implement higher quality instruction, increase student engagement, and focus on success criteria. We anticipate that this work will lead to more student buy-in to and engagement with their education and that they will experience more success and thus increase their chances of graduating on time with their cohort class. Also, an Alternative Education assistant Principal has been hired to help support the site and student success. Furthermore, our school psychologist/counselor is present on site four days a week and hwe have recently secured the services of an mental health intern to help support students' mental health.

Certificated and classified salaries ~ \$1,056,000		District LCFF funds
\$81,200 – McREL (2020-2120 contract)		CSI (grad rate) grant money
~\$15,000 – \$ 30,000 - 2-3 teachers on 120% contract (if needed)		CSI (grad rate) grant money
~\$10,000 - Fall and Spring Interession School	CSI (grad rate) grant money	CSI (grad rate) grant money
~\$ 48,000 (40%) - Assistant Principal		CSI (grad rate) money

# Annual Review

## SPSA Year Reviewed: 2020-21

As mentioned in the narrative above, our monitoring of students' progress indicates that at least 68% of our seniors graduated in June of 2020. This graduation rate would have exited La Paloma from CSI graduation rate status as we would have met the two-year average required by the state. Unfortunately, the 2019-2020 year was not counted due to COVID-19 despite students having access to on campus instruction for three quarters of the year. For the 2020-2021 school year, due to distance learning, the graduation rate requirement continued to be suspended. This year, the staff at La Paloma will work to meet or exceed the target graduation rate which will allow La Paloma to exit CSI graduation rate status.

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 28,150.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ 328,332.00
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	<b>\$ 356,482.00</b>

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$ 20,185.00

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

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

State or Local Programs	Allocation (\$)
LCAP - State Supplemental/Concentration	\$ 6,883.00
Site Allocation	\$ 28,150.00

Subtotal of state or local funds included for this school: \$ 35,033.00

Total of federal, state, and/or local funds for this school: \$ 383,550.00