



Mary Tsukamoto Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Meetings with SSC during 2016/17 (8/17/16, 10/14/16, 2/7/17 and 5/18/17) and beginning of 2017/18 (9/14/17, 9/19/17, and 9/21/17) school year to review plan, budget and priorities. Meetings with Staff during 2016/17 (11/7/16, 1/3/17, and 5/1/17) and beginning of 2017/18 (9/5/17) school year to review plan, budget, and priorities. LCAP and input also shared during Title I/Stakeholder (8/31/16, 1/5/17, and 2/2/17) and ELAC Meetings during 2016/17 (8/31/16, 3/22/17, 5/10/17) Results discussed with Leadership Team at final meeting of the year, May 8, 2017 Updated Program Plan shared at Title 1/ELAC/Stakeholder Meeting, August 24, 2017</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Based on priorities from stakeholder surveys the following expenditures have been increased for 2017-18: AIT and AIP funding increased based on data supporting overall growth in student academic performance after small group intervention; Structured recess support to proactively address historic behavior problems during unstructured time; ELD support to increase teacher knowledge through professional development, as well as enhanced ELD programs and interventions to increase opportunities to meet AMAOs Counseling support services for Tier I and Tier II students Continued subscriptions for iReady, Accelerated Reader and Lexia</p>

B. Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion
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- EAP
- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Students will receive necessary support with targeted instruction for implementation of CCSS and teachers will receive continued professional development opportunities to support CCSS.

Metric: Content Standards Implementation

Actions/Services 1.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Provide relevant professional development for professional reflection and application- including but not limited to GLAD, TLIM, PLC work and CCSS and curriculum and materials 2- Time sheets for planning (cert./class.);	Research supports collective efficacy through PLC work. Teacher clarity effect Size .75 Professional development Effect Size .62	Classroom observations; Minutes from PLC and Grade Level planning meetings; Attendance of PL opportunities

What funding source will you use?

- 1- Title I, \$14,227 and Concentration, \$13,382- PD Costs, outside vender costs;
 - 2. Title I, \$8,800- timesheets
- Totals:
Title I (\$33,027)
Concentration (\$13,382)

Actions/Services 1.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Provide students with enrichment and experiential learning through field trips. Provide entrance fees, transportation fees, and outside contracts with outside providers to provide all students with cultural/academic/enrichment opportunities.	Outdoor/adventure programs Effect Size .52; Motivation Effect Size .48 Enrichment Effect Size .39	Student attendance, program participation and participation on field trip opportunities;

What funding source will you use?

- 1. Title I, \$10,000- fees for students to attend field trips;
Title I After School, \$5,000- fees for after school presentations/activities
GATE, \$1500- cost of outside competitions and events

Site Goal 1.2

Increase the number of students reading on grade level by the end of 3rd grade, with the continuation of best practices for 4th, 5th , and 6th grades (emphasis on increasing achievement with our Hispanic, African American, Students with Special Needs, and Foster Youth groups).

Metric: Content Standards Implementation

Actions/Services 1.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Participation in grade level release day and paraeducator training to plan implementation practices learned from K-3 district professional development (OGLR); 2- Time sheet teachers and paraeducators to participate in workshops and planning;	Research supports collective efficacy through PLC work; Teacher Clarity Effect Size .75 Professional Development Effect Size .62	State, district, and site assessments; Common formative assessments; Participation in designated training

What funding source will you use?
1. Title I, \$5,000- timesheets/subs for release day planning 2. Concentration, \$9,000- timesheets Totals- Title I (\$5,000) Concentration (\$9,000)

Actions/Services 1.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Academic Intervention Teacher and Paras for small group targeted instruction and push-in classroom support	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58	SBAC Formative and Summative Assessments CAST data

What funding source will you use?
Title I, \$140,000- cover cost of AIT and Academic Intervention Paras timesheets

Actions/Services 1.2.3

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Extended Day small group instruction	Small Group Learning Effect Size .49	SBAC

Reading Phonic Instruction Effect Size .60
 Reading Comprehension Programs Effect Size .58

Program assessments

What funding source will you use?

Title I- After School, \$10,000 (\$7,000 timesheets cert./class. and \$3,000 supplies)
 EL Supplemental, \$3,725 (timesheets cert./class. for EL small group instruction after school)

Site Goal 1.3

Provide supplementary curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level and target student instructional needs.

Metric: Instructional Materials

Actions/Services 1.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Purchase TIME for Kids and/or Scholastic News for every student; 2- Purchase supplementary on-line resources to provide additional reading, language and math practice in class and assessable from home: iReady, Lexia, AR, Education City, Rosetta Stone	Research supports providing high interest, grade leveled reading materials for student instruction and home practice to re-enforce taught skills; Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels Computer assisted instruction Effect Size .37	Grade level assessments SMART Goals Student fluency scores in reading and math; Comprehension assessments

What funding source will you use?

Title I, \$15,500

Actions/Services 1.3.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Purchase additional instructional supplies for workshop, intervention, WIN and after school programs.	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58	SBAC Program Assessments

What funding source will you use?

1. Title I, \$1,000- timesheets cert./ class. and supplies
 EL Supp, \$5,000- timesheets cert./class. and supplies/materials for EL specific small group instruction and after school intervention (outside of designated ELD time)

Site Goal 1.4

Provide additional Librarian time for more frequent access to research materials, supplementary reading materials, Accelerated Reader, that can be checked out by students and families.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- librarian technician	Research shows that family reading increases language development, fluency and comprehension skills	Number of books checked out Lexile Level Progress iReady data

What funding source will you use?

- 1- Title I, \$15,000

Site Goal 1.5

Meet federally mandated Annual Measurable Objectives (AMAOS) for English Language Learners.

Metric: Progress toward English Proficiency

Actions/Services 1.5.1

Principally Targeted Student Group

- EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Provide supplemental designated and integrated ELD during (outside of WIN)and after school. 2- Purchase instructional supplies 3- Contracted teachers	English Language Learners benefit from Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learning along with strategies including, but not limited to, Active Participation, Language Support, Structured Student Interaction, and Formative Assessment	Student interim, formative, and summative assessments CELDT scores State, district, and site assessments ELD walkthrough form

What funding source will you use?

- 1. EL Supplemental, \$2,000- timesheets
- 2. EL Supplemental, \$500- instructional supplies
- 3. Title After School, \$5,000- timesheets

Actions/Services 1.5.2

Principally Targeted Student Group		
• EL • R-FEP		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Administer CELDT and analyze scores; 2- Provide professional development on integrated/designated ELD strategies; 3- Provide planning time using time sheets	Research supports collective efficacy through PLC work. Teacher Clarity Effect Size .75 Professional Development Effect Size .62	Student interim, formative, and summative assessments; District EL Walkthrough form; CELDT Data analysis SBAC Analysis
What funding source will you use?		
1- EL Supplemental, \$2,000- timesheets for testing and analysis 2. EL Supplemental, \$1,000- timesheets/subs for professional development opportunities 3. Title After School, \$5,000- timesheets for afterschool planning		

District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1	
Provide time and resources for teachers to analyze data, set goals (implementation of SMART goals), create lessons and respond to students' assessed needs demonstrated in common grade level assessments, based as site/grade level formative assessment plan/timeline.	
Metric: Data and Program Evaluation	

Actions/Services 2.1.1		
Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Provide substitutes, stipends and professional development opportunities and resources for teachers and paraeducators based on grade level needs assessments.	Teacher Clarity effect Size .75 Professional Development effect size .62 Research supports collective efficacy through PLC work.	SMART Goals PLC work (data included in minutes) SBAC
What funding source will you use?		
Title I, \$3,000 (timesheets/stipends) and \$2,000 (Prof. Dev.costs)		

Site Goal 2.2
Provide additional time for teachers to provide targeted instruction based on assessed need.

Metric: Other (Site-based/local assessment)

Actions/Services 2.2.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Reading and math intervention groups one hour, two days a week, after school	Small Group Learning Effect Size .49 Feedback while learning math Effect Size .45 Phonics instruction Effect Size .60 Repeated reading programs Effect Size .67	Report cards SMART Goals Classroom assessments

What funding source will you use?

Title I- After School, \$8,000 (timesheets cert./class.) and \$2,000 (supplies)
EL Supplemental, \$1,500 (timesheets for EL specific groups)

Actions/Services 2.2.2

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Provide assessment and performance opportunities to identify and engage underrepresented students for GATE/CREST	Acceleration Effect Size .72	Analyze subgroup data qualifying for gate; Number of GATE referrals CREST competition participation

What funding source will you use?

GATE, \$1000- timesheet

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

All students and staff will have an equal opportunity to learn and work in a culturally responsive, physically safe environment.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Implementation of school supports and programs that help to provide a safe and engaging, social emotional, and physical environment for ALL students; 2- PBIS practices continuation (Tier II); 3- Weekly announcements; 4- Character Education and Leadership (TLIM) Assemblies; 5- Handbooks; 6- Counselor 7- Groups support materials; 8- Strong Kids curriculum; 9- Provide training to staff; 10- Structured sports/activities during unstructured time; 11- MHT; 12- Contracted services (STORM); 13- Timesheets for teachers and paraeducators promoting TLIM & PBIS	School culture and climate has impact on classroom environment with Effect Size .56 Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .48 Reducing Anxiety Effect Size .48 Social skills programs Effect Size .40	Attendance data SARB referrals CHKS results Parent meetings/Surveys
What funding source will you use?		
1. Title I, \$1,500 (materials and incentives to promote positive campus culture) 2. PBIS, \$500 (on-going incentives, signage, promotion of positive practices) 6. Title I, \$71,864; Supplemental, \$7,000 (Total- \$78,864) 7. Title I, \$1,500 (materials for counseling groups/activities) 10. Title I, \$3,936 Timesheets (cert./class) and materials for structured sports and activities		

Actions/Services 3.1.2

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- On-going staff participation in professional development opportunities to maintain a safe and positive culture and climate on site (TLIM, Trauma Training, PBIS-Tier II Trainings, etc.)	School culture and climate has impact on classroom environment with Effect Size .56 Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .48 Reducing Anxiety Effect Size .48 Cooperative vs. Competitive Learning Effect Size .54 Social Skills programs Effect Size .40	California Healthy Kids Survey results Discipline Data Parent Surveys Staff Surveys
What funding source will you use?		
Title I, \$3,000 (\$2,000 for timesheets cert./class. and \$1,000 for PD costs)		

Site Goal 3.2

Decrease school wide suspension rate for Hispanic, African American, Foster Youth and Students with Special Needs.

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Decrease school wide suspension rate for African American, Hispanic, Foster Youth, Low Income, EL and SWD students by providing professional development for teachers on behavioral intervention strategies and classroom management; 2- Implementation of engaging hands-on activities to promote higher level thinking and participation; 3- School wide behavior plan in place; 4- PBIS supports; 5- Structured sports; 6- Character Education and Leader In Me and assemblies; 7- Contracted services; 8- Provide materials and supplies; 9- Parent workshops	School culture and climate has impact on classroom environment with Effect Size .56 Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .48 Reducing Anxiety Effect Size .48 Parental Involvement Effect Size .51 Student- teacher relationships Effect Size .73 Problem solving teaching Effect Size .61	Analyze attendance data/SARB referrals; CHKS results; Parent meetings/surveys; Use of common leadership language of the 7 Habits; Staff use of School wide Behavior Process (with fidelity)

What funding source will you use?

1. Title I, \$1,000 (\$500 timesheets cert./class., \$500 PD costs)
 2. GATE, \$1,000 and Title I After School, \$3,000 (after school enrichment classes- contracted services and/or timesheets)
 5. Title I After School, \$5,000- after school sports programs for students (contracted services or timesheets)
 8. Title I, \$500- supplies
 9. Title I, \$500 (timesheets cert./class.) and EL Supplemental, \$1,000 (bilingual support at night events and translated materials)
- Totals:
 Title I (\$2,000)
 GATE (\$1,000)
 EL Supplemental (\$1,000)

Site Goal 3.3

Students will be on time every day to reach their greatest learning potential.

Metric: Attendance

Actions/Services 3.3.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Provide communication (including BTA support for non-English speakers), support, and incentives to support daily attendance; 2- Purchase materials and supplies; 3- Provide awards and recognitions	School culture and climate has impact on classroom environment with Effect Size .56 Self Concept Effect Size .48 Daily attendance supports access to standards and curriculum; Daily attendance fosters mindset and habits for college and career	Monitor attendance rates/SARB; CHKS results; Parent meetings/surveys

What funding source will you use?

2 & 3. EL Supplemental, \$1,000

Actions/Services 3.3.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Students will be provided with a school climate that recognizes their efforts to be safe, hands-free, achieving, responsible and kind (SHARK) and practice 7 Habits of Highly Successful People. 2- Provide character education/Leader in Me assemblies 3- Purchase incentives, awards, and recognitions for positive behavior; 4- Contracted services; 5- Purchase radios; 6- Purchase materials and supplies	School culture and climate has impact on classroom environment with Effect Size .56 Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .48 Reducing Anxiety Effect Size .48 Student-Teacher relationships Effect Size .73	Student recognition at assemblies/events Student and parent surveys Weekly student and staff leaders recognized

What funding source will you use?

3,4,5, and 6. Title I, \$500 and PBIS \$500 (contracted services, incentives, and items to promote safety)

Actions/Services 3.3.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Staff development for certificated and classified to support a positive school culture and climate (PBIS and TLIM); 2- Purchase materials and supplies; 3- Time sheet for classified and certificated staff; 3- Substitute coverage as needed; 4- Contracted services	Research supports collective efficacy through PLC work. Teacher Clarity Effect Size .75 Professional Development Effect Size .62 Problem solving teaching Effect Size .61	Staff surveys SMART Goals Classroom observations Positive staff-staff/ staff-student interactions

What funding source will you use?

Title I, \$500- timesheets (cert./class.) and contracted services

District Strategic Goal 4: All students will benefit from programs and services designed to	District Needs and Metrics 4: Students need parent, family and community stakeholders as
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inform and involve family and community partners.	direct partners in their education as measured by: <ul style="list-style-type: none"> Family and Community Engagement
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Students need a strong partnership between the home and school and for parents and family members to be equipped to help their students with academic and social-emotional needs at home.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Provide parent workshops; 2- Provide parent volunteer opportunities; 3- Provide parent opportunities to serve on committees (SSC, ELAC, etc.); 4- Timesheet teachers; 5- Purchase materials and supplies; 6- Contracted services; 7- Parent/Student Handbooks; 8- Purchase Communication Folders; 9- Provide Parent Liaison to provide support to parents and community	Family engagement and development of strong relationships with home and school increases attendance and school performance	Parent sign in and participation at events Parent surveys Parent conferences and meetings

What funding source will you use?

Title I, \$1000- \$500 timesheets cert./class. and \$500 supplies

Actions/Services 4.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Provide training to staff that promote parent involvement/home visits; 2- Timesheet for teachers; 3- Purchase supplies and materials	Research supports collective efficacy through PLC work. Teacher Clarity Effect Size .75 Professional Development Effect Size .62	Parent participation at events/meetings; Sign in sheets; Parent Surveys; Number of home visits conducted

What funding source will you use?

Title I, \$1,647- timesheets and supplies
 EL Supplemental, \$1,000- timesheets and supplies

Site Goal 4.2

Students will benefit from school events that promote parent and family involvement.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Students will benefit from school events that promote attendance, academics, and positive character traits and leadership skills; 2- Supplies and materials to support trimester awards; 3- CREST Competitions; 4- EL Recognition; 5- Parent Recognition; 6- Coffee and Conversation Meetings; 7- WatchDOGS events; 8- Time sheets for teachers/paraeducators; 9- Contracted services	School culture and climate has impact on classroom environment with Effect Size .56 Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .48 Reducing Anxiety Effect Size .48	Parent sign in sheets and participation at events; Parent surveys; Parent Conferences and meetings

What funding source will you use?

- 2. Title I, \$500
- 3. GATE, \$1,500
- 4. EL Supplemental, \$2,000
- 8 & 9. Title I After School, \$2,000

Actions/Services 4.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1- Students will benefit from school events that promote parent and family involvement; 2- Purchase materials and supplies events such as Harvest Festival, Jog-A-Thon, Book Fairs, Walk to School, Read Across America Week, Talent Show, Family Fun Run; 3- Winter Extravaganza; 4- Conferences; 5- Time sheets for teachers and staff; 6- Contracted services	Family engagement and development of strong relationships with home and school increases attendance and school performance Parental involvement Effect Size .52	Parent sign in and participation at events; Parent surveys; Parent conferences and meetings;

What funding source will you use?

- Title I, \$2,000- timesheets and materials for events

C. Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Mary Tsukamoto Elementary - 385

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$32,363	\$32,363	\$32,363	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$797	\$0	\$797	\$797	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	42.3752	\$0	\$4,850,640	\$4,850,640	\$4,850,640	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$83,466	\$83,466	\$83,466	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$12,266	\$0	\$12,266	\$12,266	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$66,633	\$66,633	\$66,633	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$187,432	\$187,432	\$0	\$0	\$187,432	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$22,382	\$22,382	\$22,382	\$0	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$1,500	\$1,000	\$1,000	\$1,500	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$1,780	\$0	\$1,780	\$1,780	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$20,725	\$20,725	\$14,225	\$1,500	\$2,000	\$3,000	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$30,051	\$30,051	\$0	\$0	\$30,051	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	3	\$0	\$311,474	\$311,474	\$209,527	\$5,000	\$91,800	\$5,147	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and	0	\$729	\$0	\$729	\$729	\$0	\$0	\$0	\$0

Neglected									
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	2.0938	\$0	\$76,712	\$76,712	\$0	\$0	\$76,712	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.0938	\$0	\$4,801	\$4,801	\$0	\$0	\$4,801	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$25,000	\$10,000	\$8,000	\$2,000	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0	\$0	\$97,826	\$97,826	\$97,826	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$95,917	\$95,917	\$95,917	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	3.135	\$0	\$281,973	\$281,973	\$281,973	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	4.3851	\$0	\$203,566	\$203,566	\$203,566	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$195	\$0	\$195	\$195	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9539 Target Donations	0	\$333	\$0	\$333	\$333	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9564 Safe Routes to School - Mary Tsukamoto Elementary School	0	\$208	\$0	\$208	\$208	\$0	\$0	\$0	\$0
Totals	60.683	\$16,308	\$6,416,961	\$6,433,269	\$6,001,326	\$17,500	\$402,796	\$11,647	

Signatures: (Must sign in blue ink)

Date

Principal **Elizabeth D. Rueda**

School Site Council Chairperson **Sarah Tudor**

EL Advisory Chairperson **Maria Medeiros**

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

