Elk Grove Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal:

(Signature):

County-District-School (CDS) Code: 34673146033047

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.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?
Elk Grove Elementary School consulted with stakeholders during the 2019-2020 school year in compliance with the LCAP process review and analysis: Stakeholders were consulted in the following manner: Elk Grove Elementary School, School Site Council Meetings: 9/16/19, 4/24/20 ELAC Site Meetings: September 2019, exact date to be edited upon verification from former vice principal Staff Meetings: 8/12/19, 8/28/19, 10/9/19, 11/20/2019, 1/5/2020, 1/11/20, 4/1/2020 Leadership Team: 10/23/2019, 1/15/2020, 4/16/2020 Parent events: 8/22/2019, 10/24/2019, 11/14/201`9, 11/20/2019, 12/19/2019, 1/23/2019, 2/27/2019 Elk Grove Unified School District Student, Staff and Parent LCAP Surveys Elk Grove Elementary School participation rate on the EGUSD LCAP Survey: Staff: 64, Parents: 98, Students (grades 4-6) 474

Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Consultation with stakeholders affirm that our planning for the 2019-2020 school year were in alignment with the learning and socio-emotional needs of the students enrolled at Elk Grove Elementary School. EGUSD 2019 LCAP survey administered in the Fall affirm that the goals and spending plans of the 2019-2020 LCAP align with student, staff, and family expectations for our school.

Resource Inequities

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
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.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1

Elk Grove Elementary School students in all grades regardless if they are general education, Foster Youth, students with disabilities, English Language Learners,or socioeconomically disadvantaged students will benefit from AVID instruction and activities that will enable them to acquire organizational skills.
AVID will prepare students for success when progressing to secondary schools, college and career.

Metric: Other (Site-based/local assessment)	

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?
Elk Grove Elementary School will continue to implement the AVID program for the 2020-2021 school year. TK through Sixth grade teachers will be continue to participate staff learning opportunities deigned to build their capacity which will enable them to better prepare students for success in their elementary studies and when the promote to secondary schools.	AVID is a evidence based curriculum that helps to develop student behaviors that lead to success. Skills that will be included: research and writing, with discussion, note taking, study skills, and time management. All areas that will help students to be successful. Based on John Hattie's book Visible Learning and his research of effect sizes: **Goals 0.50** **Motivation 0.48** **Cooperative vs individual learning 0.59** **Acceleration 0.68** **Enrichment 0.39** **Not labeling students 0.61** **Enquiry-based teaching 0.31**	Effectiveness will be measured through the implementation of the AVID program. All classrooms will place visible AVID materials (posters) on bulletin boards References to colleges and career option will be visibly displayed. Annual Sacramento County Office of Education and Elk Grove Unified School District program implementation surveys and fidelity assessments -CAASPP

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1780	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$4320	Certificated Salaries	Edit	Delete

Site Goal 1.2

Students on the verge of academic success by needing additional academic support or have been identified as GATE will most benefit and be supported through intervention/enrichment and supplemental learning.

Metric: Other (Site-based/local assessment)	

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?
Students identified and recommended as GATE will have opportunities for enrichment. Monies will be used not only for materials, but for salaries and stipends for GATE classes as well.	Schools have reported improvement in their lower performing students when consistent intervention in small groups is provided. Hattie's effect size of instructional strategies is the main basis for this decision. Based on John Hattie's book Visible Learning and his research of effect sizes: **Response to intervention 1.07** **Providing formative evaluation 0.90** **Acceleration Programs 0.68** **Enrichment Programs 0.53** **Creativity Programs 0.62** **Mastery learning 0.58**	Effectiveness will be measured through student grades on both formal and informal assessments. Attendance records from after school GATE programs Parent/Staff/Student satisfaction/recommendation surveys

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$3000	Materials/Supplies/Equipment	Edit	Delete
GATE (7105/0000)	$1000	Certificated Salaries	Edit	Delete
GATE (7105/0000)	$750	Classified Salaries	Edit	Delete

Site Goal 1.3

Physical Education resources and curriculum will be updated and replenished.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

• All • 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?
All students will gain access to updated and refreshed PE equipment. In addition, students in our SCC class will have the opportunity to use purple turtle riding scooters to support the PE curriculum and standards.	It is important that students and teachers get the resources they need so that they can achieve. Based on John Hattie's book Visible Learning and his research of effect sizes: **Interventions for students with learning needs 0.77** **Comprehensive instructional programs for teachers 0.72** **Direct instruction 0.6** **Quality of Teaching 0.48** **Tactile stimulation programs 0.58** **Play Programs 0.5**	Increase in mobility, participation, and stamina throughout the school year. Individual student goal setting as measured by physical assessments. Annual results from Fifth grade physical education testing

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.4

If Elk Grove Elementary School receives appropriate funding, the school will supplement the librarian's salary that is not covered by the district.

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?
The school will supplement 4.5 hours per week of the librarian's salary that is not currently covered by the school district.	In order to achieve academic goals, students need access to reading material and individual(s) knowledgeable in the various genres and themes. This not only can foster a love of reading and increase fluency/comprehension, but can support the teacher with classroom learning as well. Based on John Hattie's book Visible Learning and his research of effect sizes: **Interventions for students with learning needs 0.77** **Repeated reading programs 0.75** **Exposure to reading 0.43**	Reduction of lost or non-returned library materials Improved organization of library materials Purchase of new library materials Implementation of two Scholastic Book Fairs Manage textbook ordering for new and continuing students Annual inventory of student textbook

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$3500	Classified Salaries	Edit	Delete

Site Goal 1.5

Increase met or exceed CAASPP scores in ELA and Math for all students and specifically for African American, Foster Youth, English Language Learners, students with disabilities, and socioeconomically disadvantaged students in grades third through sixth by the following percentages:

ELA

GRADE	2019 met or exceeded percentage score	percentage increase	2021 goal percentage score
Third	54	10%	59
Fourth	64	10%	44
Fifth	57	10%	63
Sixth	70	5%	74

Math

GRADE	2019 met or exceeded percentage score	percentage increase	2021 goal percentage score
Third	63	5%	66
Fourth	61	5%	64
Fifth	42	10%	46
Sixth	46	10%	51

Decrease NOT MET CAASPP scores in ELA and Math for all students in grades third through sixth by the following percentages:

ELA

GRADE	2019 NOT MET percentage score	percentage decrease	2021 goal percentage score
Third	19	10%	17
Fourth	17	10%	15
Fifth	21	10%	18
Sixth	13	10%	8

Math

GRADE	2019 NOT MET percentage score	percentage decrease	2021 goal percentage score
Third	15	10%	13
Fourth	9	10%	9
Fifth	22	10%	19
Sixth	22	10%	19

Metric: CAASPP

Actions/Services 1.5.1

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?
Administer ELPAC, CAASPP, fluency/spelling assessments Create school-wide, and grade level specific SMART goals for ELA and Math Conduct first trimester Co-op meetings to obtain early identification and intervention of students struggling to meet grade level standards of ELA and Math Conduct second trimester Co-op meeting to review intervention plan effectiveness of students identified during the first trimester Co-op, and to review students new to the school who were not identified in the first trimester Co-op. Renew subscriptions for: DBQ Moby Max subscriptions Purchase: Brain Pop Jr. with ELL Reflex Math Toolbox Project Scholastic Leveled Reader (books) Purchase: 1 Laptop 34 mousepads 6 HP printers HP printer ink TK-6th grade level novel sets Teacher curriculum manuals Sand and water tables Purchase school support equipment: Replace laminator Install: Ceiling mount projectors in rooms N1 & D6	John Hattie, Visable Learning for Teachers: Maximizing Impact on Learning 1. Formative assessments 2. Learning targets 3. Success criteria Hattie, 10.2015 Influences and effect size: 1. Collective teacher efficacy 1.57 2. Teacher clarity 0.75 3. Formative Evlauation	Teacher evaluations Increase frequency of walk-through ELL observations Increase re-designation of ELL students Review Early-Out grade level meeting notes Monitor teacher created assessments Monitor fluency and spelling assessments Increase in CAASPP scores Monthly professional learning opportunities

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$26200	Contracts/Services	Edit	Delete
Supplemental/Concentration (7101/0000)	$19450	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.5.2

Principally Targeted Student Group

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?

Funding Source	Amount	Description of Use		

Actions/Services 1.5.3

Principally Targeted Student Group

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?

Funding Source	Amount	Description of Use		

Site Goal 1.6

Metric: Content Standards Implementation

Actions/Services 1.6.1

Principally Targeted Student Group

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?

Funding Source	Amount	Description of Use		

Site Goal 1.7

Metric:

Actions/Services 1.7.1

Principally Targeted Student Group

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?

Funding Source	Amount	Description of Use		

Actions/Services 1.7.2

Principally Targeted Student Group

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?

Funding Source	Amount	Description of Use		

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:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

Contingent upon funding, and school system, teachers will have a full release day and half days to discuss and plan with their grade level groups and to participate in Co-Ops.

Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group
• All • Foster Youth

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?
Substitute teachers will be hired so that teachers can spend meaningful planning time to meet in grade level groups, and in Co-Ops to plan and discuss SMART goals, assessments, ways to support ELs, participate in IEP's, and other methods to ensure students have maximized access to the curriculum. Teachers will have both full and 1/2 day release days. Assessment duplication will be provided to teachers.	When teachers are using the same assessments, they can fill holes in the curriculum and learn instructional strategies from each other. Based on John Hattie's book Visible Learning and his research of effect sizes: **Meta-cognitive strategies 0.69** **Teacher clarity 0.75** **Professional development 0.51** **Goals 0.50**	-Effectiveness will be measured through the hiring of substitute teachers for each planning day. -Grade levels will provide a copy of outcomes and results to the administration. -District Benchmarks -SMART Goals -CAASPP

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$9000	Certificated Salaries	Edit	Delete

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Site Goal 2.2

Regardless of funding or absence thereof, English Language Learners will be supported, assessed and their progress monitored either in regular classroom settings or through distance learning.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

• EL

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?
Certificated salaries, stipends and materials will support the EL and ELPAC coordinators to assist teachers with best practices and programs for EL students (i.e. Rosetta Stone) adhere to district/state assessments and deadlines and complete testing.Site ELAC meetings (may include the cost of light refreshments and materials and resources necessary to host ELAC meetings) Utilize translator services for IEP, SST, and 504 meetings as needed.	Explicit teaching strategies 0.57 Professional development 0.51 small group learning 0.47 Individualized instruction 0.22 Ability grouping 0.12	Effectiveness will be measured through: ELPAC- Initial and Summative Assessments EL Coordination to include time sheet compensation for EL Coordinator when applicable) Professional development to support designated and integrated instruction Supplemental materials for ELD instruction, intervention, and enrichment

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$200	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7150/0000)	$8350	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	$1623	Contracts/Services	Edit	Delete

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:

- **Cohort Graduation**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**
- **School Climate**
- **Social Emotional Learning**
- **Suspension**

Site Goal 3.1

Elk Grove Elementary will strengthen its school climate through the continued development of its PBIS program for its students and Arbinger training for its staff.

Metric: School Climate

Actions/Services 3.1.1

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?
New signage for the playground and multi-purpose rooms will replace the old and outdated/damaged signs currently in place. New sandwich PBIS boards for the playground. Certificates for PBIS for our monthly student recognition awards assemblies	PBIS is a highly regarded and well researched effective system to help support all students. Based on John Hattie's book Visible Learning and his research of effect sizes: **Peer influences 0.53** **School effects 0.48** **Teacher expectations 0.43** **Decreasing disruptive behavior 0.34**	-Effectiveness will be measured through: --The number of Synergy and office referrals -A teacher survey at the end of the year -The purchasing of supports for PBIS and other student supports. Increase Tier One TFI score from 97% to 100% Increase Tier Two TFI score from 65% to 75%

-	**Systems accountability 0.31**

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
PBIS (7440/7510)	$1000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 3.2

In addition to PBIS, Elk Grove Elementary's objective is to encourage students be able to self regulate their behaviors achieved through the renewal of the Mindful Schools program, continued yard supervisory coverage, access to extracurricular resources and exposure to new experiences and learning.

Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group

• All • School-wide

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?
-The Mindfulness initiative will benefit all by helping students be mindfully "present" in school, and will seek to decrease outbursts and undesirable behaviors. -The school will cover the costs of yard supervision in the amount of **$3000** to ensure students are safe and follow school rules. In addition to yard coverage, materials will be purchased to add variety to school yard play as well as storage, and support parent safety committee. -Recess equipment replacement for all grade levels. -The school will contribute monies toward the 6th grade Alliance Redwoods field trip to help offset cost of science camp and transportation, so that all students can attend the trip.	Evidence based practice of Mindfulness produces improved cognitive outcomes, social/emotional skills, and general well-being. Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes: **Reducing anxiety 0.40** **Motivation 0.48** **Classroom management 0.52** **Behavioral intervention programs 0.62** **Self-regulation strategies 0.52** The Research on Mindfulness in Education notes that educators report: (Teacher Self-Efficacy Scale: TSES:Tschannen-Moran & Hoy, 2001) **83% Improved Focus** **89% Better Emotion Regulation** **76% More Compassion** **79% Improved Engagement** Regarding exposure to new learning, resources, and supervision: **Creativity programs 0.62** **After school programs 0.4** **Decreasing disruptive behavior 0.34** **School climate 0.32** **Excerise 0.26**	Effectiveness will be measured through: --The number of Synergy and office referrals -A teacher survey/feedback at the end of the year -The renewal of the Mindful Schools Program -Student participation in the computer science program and Alliance Redwoods trip -Yard Supervision

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1500	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$1500	Classified Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$6000	Contracts/Services	Edit	Delete

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and involve family and community partners.	Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families

Site Goal 4.1

Elk Grove Elementary will continue to engage our parent community through a variety of activities including the WatchD.O.G.S. program and parent nights. In the event our school is still in distance learning, parents will be supported through a variety of measures such as webinars and Zoom meetings provided by staff.

Metric: Attendance Rate	

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?
Funds will be used to purchase materials and increase participation for the Watch.D.O.G.S. program (Dads of Great students). -Parents will be invited to parent nights on how to use the technology resources with their children, promote positive family interactions, and increase school safety.	There is a correlation of student success and parent involvement based on research. Children whose parents were more involved in school, had fewer behavior problems and better social skills. Based on John Hattie's book Visible Learning and his research of effect sizes: **Parental involvement 0.49 Motivation 0.48** **Home environment 0.52** **NEAtoday.org:** Ongoing research shows that family engagement in **schools** improves student achievement, reduces absenteeism, and restores **parents**' confidence in their children's education. Students with involved **parents** or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.	Sign in sheets Participation Sign-Up Genius (monitors WatchD.O.G. participation).

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	$750	Certificated Salaries	Edit	Delete

Site Goal 4.2

Metric: Chronic Absentee Rate	

Actions/Services 4.2.1

Principally Targeted Student Group

• EL • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the

	Effective Practice?	Actions/Services?
Elk Grove Elementary School will continue to address for the purpose of reducing chronic absences for all students with an emphasis on students with disabilities and English Language Learners. 1. Elk Grove Elementary School will focus on early identification and intervention for students who indicated a pattern of chronic absenteeism. 2. Continue to work with families who have had attendance issues in the past. 3. Incorporate new ways of approaching children and their families utilizing strategies from our Mindfulness program and Trauma informed Schools. 4. Re-institute attendance recognition at monthly awards assemblies 5. Conduct home visits of chronically absent students 6. Refer chronically absent students who do not improve to the EGUSD SARB office.	Information received from www.attendanceworks.com	Decline in chronic tardy and full day absences Increase in overall daily attendance

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

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.

This is not applicable to Elk Grove Elementary.

Local Control Accountability Plan (LCAP)
Year 2020 - 2021

IV. Funding

Elk Grove Elementary - 252

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	$25,366	$25,366	$25,366	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	0	$0	$31,655	$31,655	$31,655	$0	$0	$0	$0
7101 LCFF Supple/Conc TK - 6 **0000** Unrestricted	0	$0	$75,250	$75,250	$56,250	$9,000	$10,000	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$10,173	$10,173	$0	$10,173	$0	$0	$0
7440 Positive Behavior Incentive Supports **7510** Low Performing Student Block	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	$0	$143,444	$143,444	$113,271	$19,173	$11,000	$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$143,444

Signatures: (Must sign in blue ink)   **Date**

Benefits Calculator for Timesheets	
⦿ Certificated	Staff Amount $
	Benefits Amount $
◯ Classified	Total $

Principal   **Dave Neves**

_____   _____

School Site Council Chairperson   **Ryan Allen**

_____   _____

EL Advisory Chairperson   **Victor Tovar**

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