



Mary Tsukamoto Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146110985

**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
<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/> <p>The LEA consulted stakeholder groups; Staff, School Site Council, ELAC, and Parents at: Title I Parent meetings, Coffee and Conversation, and LCAP input meetings. Meetings were held on:</p> <p>School Site Council: 10/2/19, 11/20/19, 2/6/20, 4/23/20 ELAC Meeting: 10/15/19, 2/26/20, _____ Coffee and Conversation: 11/21/19, 1/16/20, 2/20/20 LCAP Input Meeting: 7/24/19, 7/25/19, 8/21/19 Title I Parent Meeting: 7/24/19, 7/25/19, 8/21/19 Staff Meeting: 1/6/20, 2/3/20, 4/28/20 Leadership Meeting: 1/27/20, 2/4/20</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Based on 2019-2020 LCAP needs survey results from both parents and teachers, we will continue to provide release time for grade-level teams to collaborate and plan. We will continue to utilize district approved technology resources such as iReady, Accelerated Reader, Reflex and interim assessments as diagnostic and instructional tools (Illuminate), and provide additional trainings for teachers. We will continue to purchase and train teachers on using the intervention curriculum of Fountas & Pinnell, Guided Reading practices and add a second academic intervention teacher and continue with para-educator support (as needed) to give teachers opportunities to teach small group intervention in the classrooms. Because our SBAC reading and math scores of students meeting or exceeding standards (overall) have marginally increased or declined for the past three years, the instructional coach will work in collaboration with our AIT team to support high quality instruction in the classroom. We will continue with the primary focus on reading, secondary focus on math, intervention and coaching overall. We will eliminate the counselor position and will continue to find ways to support our PBIS and social emotional learning by providing professional development such as Zones of Regulation to maintain a safe school and effective learning environment. Finally, we will work to provide more consistent parent/family nights with academic focus, improving the home-school connection and implementation of effective learning practices at home. Dashboard measures identify the site as a Comprehensive Support and Improvement site, due to our red and orange indicators, warranting changes in instructional, assessment, and attendance programs and practices.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>In 2019 Mary Tsukamoto Elementary was identified as a Comprehensive Support and Improvement (CSI) school, because our subgroups were</p>

identified with a red indicator in Suspension Rate and orange indicators in both academic areas, ELA and Math, as well as Chronic Absenteeism. This demonstrated a need for additional targeted support to meet growth goals. As a result of our needs assessment, and in response to our orange designation in academic measures, additional resources have been allocated toward focused instructional support through an additional Academic Intervention Teacher. To address our red designation in Suspension Rate, as well as orange in Chronic Absenteeism, funds are being allocated toward additional professional development (within CSI parameters) focusing on Social Emotional Learning and Cultural Responsive Instructional Strategies. Each of our goals outline baseline data and expected outcome, and the defined actions are targeted and systemic in order to focus on increased student achievement.

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"> • 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 	
<p>Jump To: District Goal 1 District Goal 2 District Goal 3 District Goal 4 Justification Certification</p>		
<p>Site Goal 1.1</p>		
<p>Provide professional development, workshops, conferences, and technology to support the implementation of the California Common Core State Standards and the alignment of CCSS with State Framework and curriculum materials in order to eliminate the achievement gap. Increase the percent of students attaining proficiency in the core subject areas based on CAASPP ELA and Math scores by providing high quality, researched based instructional practices.</p> <ul style="list-style-type: none"> • Increase in CAASPP scores of students meeting or exceeding standards (overall) by 3% in Math. • Increase in Math performance on K-2 benchmark tests by 5% in Math. • EL students guided reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year. • ELPAC level achievement (increase of 10%) on level 4, increase redesignation by 10% 		
<p>Metric: A-G Completion</p>		
<p>Actions/Services 1.1.1</p>		
<p>Principally Targeted Student Group</p>		
<ul style="list-style-type: none"> • All 		
<p>Specific Actions to Meet Expected Outcome</p> <p>Instruction: Utilizing the lesson study format, teachers will have release days for instructional best practices (including but not limited to AVID) and integration of CCSS, culmination into grade and cross-grade level SMART goals. Teachers will develop grade level plans which will include performance targets for students. Funding will provide for substitutes to release teachers.</p> <p>Deliver high quality first instruction followed by focused small group intervention provided by iTeam (AIT), as needed, based on on-going grade level assessments.</p> <p>Materials to support small group instruction, including but not limited to sentence strips, white board markers, leveled readers, etc.</p>	<p>What is the Research Confirming this is an Effective Practice?</p> <p>Research supports collective efficacy through PLC work.</p> <p>Collective Teacher efficacy- effect size 1.57</p> <p>Teacher clarity effect Size .75</p> <p>Learning by Doing: A Handbook for PLC at Work, Richard DuFour, 2006</p>	<p>How will you Measure the Effectiveness of the Actions/Services?</p> <p>AITs will work with teams during PLC and staff planning time to analyze targeted areas. Data will be measured (and adjustments to planning will be made) at the end of each trimester. Establish the K-2 baseline data at the beginning of the school year. Analyze and measure at the end of each trimester. Teachers will use this data to target specific areas needed for improvement in planning and instructing.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3603	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$8954	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
<p>Professional Development: Provide teachers and administrators opportunities to attend professional development, workshops and conferences to support implementation of Common Core, best instructional practices in Literacy and Math (ie. AVID), TLIM practices, ELD best practices and cultural responsive pedagogy. Purchase PD for release days. Provide books, materials, and resources for professional reading in literacy practice.</p>	<p>Teaching strategies effect size .62 Teacher clarity effect size .75 Professional development effect size .62</p>	<p>Goal will be measured at the end of each trimester by admin and teachers during data monitoring release/planning days. Admin will provide weekly feedback to teachers through observations of teacher practice, in addition to attending PLC meetings to review collected data from teams. Each trimester, teachers will review student achievement data and make adjustments as necessary to instruction and planning. Assessments to review include:</p> <ul style="list-style-type: none"> • Summative Assessment- SBAC, embedded assessment, site selected assessment • Independent reading level • Running records • Comprehension assessments • Core curriculum (Wonders/Go Math) chapter and unit assessments • adaptive diagnostic assessments for math and reading • Interim assessments

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$650	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$7950	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

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?
<p>Technology: Purchase additional technology and licenses such as laptops, chrome books, ipads, projectors and bulbs, doc cameras, and printers to replace/maintain/support existing classroom/admin equipment where technology is used such as GoMath! and Wonders, and any district approved curriculum technology supports, particularly those that support student academic growth</p>	<p>Integrated curricular programs effect size .39 Interactive Video Methods effect size. 52</p>	<p>Goal will be monitored during data monitoring/release days each trimester using: SMART Goal formative and summative assessments. Monitoring will focus on an increase in exposure to technology that supports existing instruction and an increased student engagement/time on task (measured by admin walk through)</p>

during Distance Learning, by accessing from home (multi-tiered supports such as, but not limited to: iReady, Reflex, Accelerated Reader, Epic, Spelling City, etc.), and to meet SMART goals attainment for each grade level. Purchase maintenance agreements that support supplemental instructional programs.

To assist teachers during Distance Learning, a second monitor and attachable speakers will be provided to enhance instructional delivery.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$7818	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$46357	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Provide extended learning opportunities targeting literacy for our lowest achieving students to increase the percentage of students meeting or exceeding standards in ELA as evidenced by CAASP and other measures of achievement in reading. Students will be identified for extended learning opportunities using formative assessments. Instruction will be based on need after analysis of pre-assessment results.
 Number of students meeting or exceeding standards
 ELA increase of 5% from 46% to 51% overall

Metric: CAASPP

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?
<p>Delivering high quality first instruction followed by focused small group intervention that is based on on-going grade level assessments.</p> <p>Purchase any needed materials and supplies to support the work in core subjects, including materials to support hands-on activities for instruction/intervention. Provide extended day/intersession instruction in ELA and/or Math.</p>	<p><i>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</i>, Fisher, Frey and Hattie 2016</p> <p>Small group learning effect size .49 Reading phonic instruction effect size .60 Reading comprehension effect size .58</p> <p>In 2004 McCREL publication, The Effect Size of OUt of School Time Strategies in Assisting Low Achieving Students in Reading and Math, the most effective programs are tutoring programs to strengthen reading and math. In another publication, Improving Schools: What Works? Educational Leadership Feb. 2015, the research indicates that re-teaching focused on particular standards has led to improved outcomes on state assessments.</p>	<p>Goal will be monitored at the end of each trimester on data monitoring/release days. Planning will focus on increasing CAASPP scores 5% increase from 46% to 51% (ELA) and 10% increase from 38% to 48% on overall performance. K/1 benchmark- increase by 5% on students on overall performance. An increase in student achievement as measured by pre/post assessments. Goal will include an increase in student achievement as measured by pre/post assessments. These are monitored at the end of each trimester during data monitoring/release days.</p> <p>Measurement tools include:</p> <ul style="list-style-type: none"> • BPST • Running Records • Fluency • Interim assessments • Comprehension • iReady • Reflex • Guided Reading Text Level Growth

Funding Source	Amount	Description of Use		
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Title I – Basic (4900/3010)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$9500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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- Two Academic Intervention Teachers 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	CAASP 5% increase from 46% to 51% K/1 benchmark- increase by 5% on students on overall performance. An increase in student achievement as measured by pre/post assessments. <ul style="list-style-type: none"> • BPST • Running Records • Fluency • Interim assessments • Comprehension • iReady • Guided Reading Text Level Growth

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$250000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

Provide Professional Development to address the implementation of ELD standards and best practices to support instruction for English Learners in designated and integrated English language development.
 Provide Para support for English learners to support ELA and English Language Development with a goal of:

- EL Student Guided Reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year
- ELPAC Achievement: increase 10% in the number of level 4 students.
- Increase redesignation by 10%

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

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?
Instructional Support: Provide teachers access to instructional coaching to refine best practices and instructional strategies to increase student engagement with English learners for designated ELD and Integrated ELD. Cost to cover substitutes for release days for teacher and for contracts with vendors for PD. Intervention Support (ELD): Provide para support in classroom during WIN and ELA to support English learners in small groups for	Small group learning effect size .49 Professional Development: Teaching strategies effect size .62 Engagement effect size .45	Goal will be measured by teachers during PLC meetings on a weekly basis. Monthly reports on student progress/data and placement in intervention groups will be monitored on a monthly basis by admin during PLC meetings. The focus of the goal will be increasing EL Student Guided Reading levels initial and trimester assessments with increase of 2+ reading levels from beginning to end of year, ELPAC Achievement: increase 10% in the number of level 4 students, an increase in

EL students not meeting grade level standards and/or not making progress. Funding to cover class size reduction so the classroom teacher can work with EL only.	redesignation by 10%, and Site/District Assessments. Admin EL walk through observations
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.2

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?
<p>Provide supplemental designated and integrated ELD during (outside of WIN) and after school.</p> <p>Purchase instructional supplies (sentence strips, index cards, journals, leveled readers, graphic organizers, etc.)</p> <p>Provide para support in classroom during WIN and ELA to support English Learners in small groups for ELs not meeting grade level standards.</p>	Small group effect size .49	<p>EL Student Guided Reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year</p> <ul style="list-style-type: none"> • SBAC • ELPAC • Redesignation • Site/District assessments

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Provide additional exposure to literature to increase reading comprehension and fluency by increasing library tech hours and adding intervention groups, with a goal of:

- Increased Fluency Rate levels by 10%each trimester and increase overall student percentage reaching benchmark of 95% accuracy by 10%.

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?
<p>Library: Increase contract hours for Library Tech. to present mini lessons during library time.</p>	<p>Reading Is Fundamental, Access to Print Materials Improves Children’s Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010) Reach Out and Read, Reading Aloud to Children: The</p>	<p>Goal of increased fluency will be measured each trimester during data monitoring/release days, with an expectation of increasing Fluency Rate levels by 10% each trimester and increasing overall student percentage reaching</p>

Evidence, 2008)National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007) benchmarks of 95% accuracy by 10%.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$30000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.5

Provide opportunities for students who demonstrate exceptional academic, cognitive, leadership, creative, and performing arts abilities to participate and explore talents through extracurricular offerings and differentiated instruction in class as measured by an increase by 10% of students who qualify for GATE services.

Metric: Other (Site-based/local assessment)

Actions/Services 1.5.1

Principally Targeted Student Group

- All • 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?
<p>GATE: Provide a Gifted and Talented Education Program that provides students access to extracurricular activities that enhance their abilities.</p> <p>CREST/GATE Coordinator- \$1000.00 for coordinator stipend to provide: -Parent outreach -Personnel expenses for making direct contact with underrepresented families and their students -Coordination of CREST/GATE Program -Site CREST/GATE Committee Chair -Purchase materials/supplies, field trips and entry fees to competitions -Professional development opportunities for coordinator</p>	<p>Acceleration Effect Size 0.68 Creativity Program Effect Size 0.65</p>	<p>Action will be measured by admin and GATE coordinator by reviewing student and parent interest surveys, with a goal of increasing the number of students who qualify for GATE services by 10%.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1600	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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)

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?
Professional Development and Collaboration: Provide release time for teachers to meet in CO-OPS and CAST meetings: - Analyze data and share best practices to increase student achievement.	Teachers meeting in collaboration has been proven to be effective for planning the instructional program, Tier I and Tier II Interventions. Proven practice based on John Hattie's research (2009) on effect size (Visible Learning) Collaborative Teacher Efficacy effect size 1.57.	Decrease of requested SSTs and referrals to Special Education by 10% . Student response to intervention 5% achievement measured by assessments. <ul style="list-style-type: none"> • Summative Assessment-SBAC • Curriculum embedded • site/district assessments • teacher assessments

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

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?
Grade Level Data Analysis Provide release time for teachers to analyze data and collaborate around research-based best practice that leads to high quality first instruction to eliminate the achievement gap in addition to their regular 1.5 hours of PLC time on EO day.	Teachers meeting in collaboration has been proven to be effective for planning the instructional program, Tier I and Tier II Interventions. Proven practice based on John Hattie's research (2009) on effect size (Visible Learning) Collaborative Teacher Efficacy effect size 1.57. Professional Development effect size .62 Teacher Clarity effect size .75 Teacher professional development: Collective Teacher Efficacy effect size 1.57	Students will make a 3-5% gain as measured by: <ul style="list-style-type: none"> • Informal observation and teacher surveys • Summative Assessment-SBAC • Curriculum embedded • site/district assessments • iReady Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the second trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

Provide a tool to identify our lowest achieving students, and a systematic process to monitor student progress and plan for instruction and intervention.

Metric: Assessment System

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?		
Reading and math intervention groups one hour, two days a week, outside of regular instructional time.	Small Group Learning Effect Size .49 Feedback while learning math Effect Size .45 Phonics instruction Effect Size .60 Repeated reading programs Effect Size .67	5% increase in students meeting or exceeding grade level standards on SBAC, interim assessments and/or BPST results.		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.2.2

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?		
Assessment for Learning: Purchase site licenses for computer-adaptive assessment system in reading in grades K-6 which identifies and sub-skills students know, skills their ready to work on next, identifies students in need of intervention, and provides a process for progress monitoring.	Computer-based systems, with research-based underpinnings, used to both assess student learning and differentiate learning to address learning gaps have a positive impact on student learning. Systems such as but not limited to Measures of Academic Performance (MAP) and RENLEARN form Renaissance Learning.	Students will make a 3-5% gain as measured by: <ul style="list-style-type: none"> • Informal observation and teacher surveys • Summative Assessment-SBAC • Curriculum embedded assessments • site/district assessments • Student growth in reading levels Fountas and Pinnell leveling system • Change in Reading Lexile Levels • iReady data Outcomes will be assessed and data will be reviewed throughout the year - at the beginning of the school year, to acquire baseline data, and then every 6-12 weeks to measure growth and modify interventions as needed.		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$4000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.3

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law. Success criteria will include

- EL students guided reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year.
- ELPAC level achievement (increase of 10%) on level 4, increase redesignation by 10%

Metric: Assessment System

Actions/Services 2.3.1

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?
<p>Complete ELPAC assessments according to timelines and use this data for research based instruction in ELD. Our ELPAC Coordinator is a classified staff member whose duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. In conjunction with admin, our EL Coordinator will be an administrator who will oversee the ELPAC Coordinator and the implementation of these duties.</p>	<p>English Language Proficiency Assessments for California, CDE website</p>	<p>ELPAC Coordinator will ensure that 100% of assessments are complete within the appropriate time frame.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$750	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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

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

- 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?
<p>Character education assemblies Purchase awards and recognitions for positive behavior, promoting positive character and leadership traits. Purchase signage and program promotional resources for specific PBIS events.</p>	<p>Marzano's Classroom Instruction That Works: Researched-Based Strategies for Increasing Student Achievement 2001, demonstrates the connection between recognizing and praising effort and raising student achievement.</p>	<p>This action will be measured by the number of un-duplicated students recognized for each monthly and trimester award, improved discipline data, improved grades.</p>

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?		
On-going staff participation in on-line professional development opportunities to maintain a safe and positive culture and climate virtually and on site when students return for in person instruction. (TLIM- [7 Habits Happy Kids video library, student leadership journals], Trauma Training, Zones of Regulation, 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	4% reduction in referrals 5% reduction in off site suspensions Increased class participation in Wildly Important Goals (WIGS) from 80% to 95%		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Increase positive behavior structures and practices for all at-risk subgroups to reduce suspension incidents from 71 to 35 and behavioral referrals by 50%, from 440 to 220. **(No funding source needed)**

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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?		
Intervention Team (Principal, Behaviorist, Mental Health Therapist, Psychologist and Vice Principal) and PBIS Team (Vice Principal & Teachers) meet regularly to analyze data, develop plans and identify strategies and provide interventions to address problem behaviors and at-risk students. <i>(No funding needed for these actions)</i>	Positive Behavior Intervention Supports School-wide System is an evidenced based practice.that has strong correlation for improved social and academic outcomes for students. Rob H. Horner, George Sugai and Timothy Lewis	RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 school year to 2020-2021. Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with decrease in referrals between previous and current school year when trimesters are compared		
Funding Source	Amount	Description of Use		

Site Goal 3.3

Increase peaceful conflict resolution grades 1-6 by utilizing PBIS, Zones of Regulation and STORM Recess Coaches during lunch and after school time periods to teach and reinforce character values and resolution strategies through structured sports. Continue to decrease suspensions and referrals using PBIS strategies and Zone of Regulation. Data from last year showed 420 incidents in 2019-2020 school year. STORM Recess Coaches will continue for the 2020/2021 school year. Our goal is to monitor specific demographics by establishing a baseline with end of the year data.

Metric: Suspension

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?
<p>Increase positive culture and climate on campus by utilizing recess intervention program leaders during lunch recess to teach and reinforce school-wide <i>PBIS Super SHARK and Leader In Me</i> character values using structured sports.</p> <p>Utilize recess intervention coaches to teach and reinforce school-wide <i>PBIS Super SHARK and Leader In Me</i> character values using structured sports each day at lunch and morning recesses.</p>	<p>Are We Losing Play Without a Purpose?, Sarah Sparks, 2017</p> <p>Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression, Murphy, H.A., 1983</p> <p>The Effects of Pre-Correction and Active Supervision on the Recess Behavior of Elementary School Students; Lewis, T.J., 2000</p>	<p>We will continue to utilize our baseline data from 2018/2019, and 2019/2020 to decrease our referrals and suspensions through PBIS and structured sports. Data is monitored monthly and presented/discussed/analyzed by staff each trimester (during a staff and PBIS Tier 1 meetings). In addition, Admin will meet informally with intervention coaches on a regular and consistent basis to monitor specific students and monthly to discuss and review our data. Data used includes EGUSD Core Survey results and Pre and Post referral and suspension data. For this year, we will use 2018/2019 as a baseline to decrease incidents with certain demographics. We will decrease our Hispanic incidents by 5% (from 21%) and our African American by 25% (from 40%), by implementing recess intervention coaches for the 2019/20 school year.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$32000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

Increase students' parents/guardians opportunities to participate in school-wide events (parent-teacher conferences, parent education workshops, Back to School Night, Open House, Literacy and Math Nights, etc.) decision making bodies (SSC, ELAC, and PTO).

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?
<p>Participation: Encourage participation in school-wide events through mass communication methods: personal invites made by students, email from principal, flyers, phone message, website posting and twitter. Provide training for volunteers and Watch D.O.G.S. Provide resources and materials such as shirts, radios, and light refreshments, to support the volunteers.</p> <p>Provide a listing/handbook of parent involvement activities in multiple languages.</p> <p>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- Competitions; 4- EL Recognition; 5- Parent Recognition; 6- Coffee and Conversation Meetings; 7- WatchDOGS events; 8- Time sheets for teachers/paraeducators; 9- Contracted services</p>	<p>National Center for School Engagement reports, a 2002 National Education Service study indicates that when parents are involved, students tend to achieve more, regardless of socio-economic status, ethnic/racial background or parents' educational level.</p> <p>The work of Funk & Wright 2003, Deepening Democracy: Institutional Innovators in Empowered Participation Governance, concludes educating parents, including them in governance, and encouraging volunteerism, has a positive impact on achievement.</p>	<p>This goal will be measured monthly during meetings with Parent Liaison, PTO and administration. Effectiveness will be determined by an increase in participation in school-wide functions and decision making bodies by analyzing sign in sheets, parents surveys, calendared events, modes and frequency of contact, and parent feedback cards.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

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?
<p>Compensate teachers, BTAs and/or outside speakers to attend/facilitate ELAC meetings</p> <p>Provide light refreshments and materials for ELAC meetings.</p>	<p>Coleman's research shows that students benefit most when parents and schools work together</p>	<p>Increase attendance to ELAC meetings by 20%</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$150	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$350	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Provide home/school communications with school contact information, newsletters, and parent involvement information and materials.

Metric: Relationships Between Staff and Families

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?
<p>Communication resources: Purchase materials for home-school communications. Usage of Identakid system to track visitors, volunteers, tardies and early dismissals. Purchase supplies such as ink, badges, and renewal license.</p>	Parent Involvement effect size.51	Goal will be measured by reviewing sign in sheets/attendance data at events in the classroom, by analyzing parent feedback cards after every event, and by monitoring sign in logs/calendar.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$180	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.3

Increase TK- sixth grade parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home. Workshops to parents to include specific goals, strategies and outcomes showing school wide progress. Specific assessment data will be monitored regularly to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. According to our Parent Survey Results for 2019, 71% of our families felt we supported them in meeting their child's learning needs at home, but rated it's importance at 83%.

Metric: Partnerships for Student Outcome

Actions/Services 4.3.1

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?
<p>Parent Engagement: Increase preschool/transitional kindergarten and kindergarten parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home. Provide support as a transitional activity from preschool/transitional kinder to kindergarten and during the kindergarten year.</p> <p>Provide parent education on early literacy first through third grade. Purchase books to build home libraries Provide workshops for parents Provide refreshments for meetings Provide materials for workshops and trainings</p>	Workshops Work! Hosting Literacy Workshops for Families and Preschoolers, Nel Duke, 2014	<p>Specific assessment data will be monitored each trimester to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. The following assessments will be shared with parents:</p> <ul style="list-style-type: none"> • Kindergarten BSPT pre and post data • Kindergarten CAP data • Kindergarten pre and post reading scores • Parent pre and post survey <p>EGMAP K-1 Benchmark</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$3500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$2000	Contracts/Services	Edit	Delete

Actions/Services 4.3.2

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?
<p>Parent workshops: Provide second through sixth grade parents Family education workshops for ELA and Math, with EL supports for English Learner families. Provide a series of ELA and Math workshops to empower parents with strategies, materials and high quality books to support their children at home. Provide refreshments for parent meetings.</p> <p>Title 1 Parent Involvement-Additional Hourly Teacher Presenters</p> <p>Title 1 Parent Involvement-Workshop Materials</p>	<p>Parent Involvement and Student Achievement: A Meta-Analysis, William Jeynes, 2005</p>	<p>Specific assessment data will be monitored each trimester to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. Topics for training will come from EGUSD parent CORE survey results and parent exit slips from training. Teacher input will include students performance on CAASPP, K-2 benchmark tests, chapter tests, and summative and formative assessment data.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$1200	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	\$1000	Contracts/Services	Edit	Delete
EL Supplemental (7150/0000)	\$1561	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$6089	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.4

Provide education, resources and support to parents to assist them to support their child's educational, social , and emotional needs. Increase parent participation by comparing 2018/2019 and 2019/2020 to 2020/2021 parent events with a desired increase of 10%. When reviewing parent survey results, 81.5% of our families agreed that we were effective in communicating with our community.

Metric: Family and Community Engagement

Actions/Services 4.4.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
<p>Parent Education: Provide a parent liaison to coordinate parent education, resources, and academic support for families.</p>	<p>Parental Involvement effect size .51</p>	<p>This goal will be measured by collecting data (feedback forms and sign in sheets) from each parent event. Data will be analyzed by comparing baseline data for the 2019-20 school year. Parent liaison, PTO and admin will meet monthly to review data and collaborate on additional strategies and ways to increase attendance.</p>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$3000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.5

Provide collaboration opportunity for staff to plan and schedule home visits. **(No funding allocation needed)**

Metric: Family and Community Engagement

Actions/Services 4.5.1

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?
<p>Provide training and promote home school visits by staff already trained, as well as those new to the site. <i>(No funding needed for these actions)</i></p>	<p>Parent involvement effect size .51 Teacher-student relationships .52</p>	<p>Teacher participation rate Monthly visits will be monitored Monthly measure of referral data from participants who have participated in home visits to who have not</p>

Funding Source	Amount	Description of Use		

Site Goal 4.6

Students will be on time every day to reach their greatest learning potential. **(No funding source needed)**

Metric: Attendance Rate

Actions/Services 4.6.1

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?
<p>Identify at-risk students by attendance patterns and increase teacher and administrative communication and interactions with students' families as needed to goal set and develop plans for improved attendance, on-time school arrival and reduction of early-dismissals. Host attendance improvement meetings with EL support as needed.</p>	<p>Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017 Research supports the need for regular school attendance in order for students to demonstrate proficiency in school.</p>	<p>This action will be measured by the following data:</p> <ul style="list-style-type: none"> Monthly ADA reports Monthly chronic truancy report Trimester Attendance award rates Ongoing chronic absenteeism School Attendance Tracking Tools (SATTs) through Attendance Works

online resources

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.6.2

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?
<p>Teachers will be provided classroom perfect attendance flags to hang outside classroom to identify when they have perfect attendance (daily)</p> <p>Postcards sent to families to encourage (and celebrate) school attendance (monthly)</p>	<p>"A randomized experiment using absenteeism information to "nudge" attendance" (Feb, 2017), Rogers, Duncan, et. al.)</p>	<p>Action effectiveness will be measured by the following data:</p> <ul style="list-style-type: none"> • Monthly ADA • Monthly chronic truancy report • Trimester Attendance rates • Ongoing chronic absenteeism • School Attendance Tracking Tools (SATTs) through Attendance Works online resources

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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.

n/a

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

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	\$32,056	\$32,056	\$32,056	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$46,922	\$46,922	\$46,922	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$25,272	\$25,272	\$21,772	\$2,000	\$500	\$1,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$21,991	\$21,991	\$12,000	\$5,750	\$0	\$4,241	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$456,349	\$456,349	\$371,060	\$19,500	\$45,500	\$20,289	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$500	\$500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$583,590	\$583,590	\$483,810	\$27,250	\$46,500	\$26,030	

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	\$456,349
Subtotal of state or local funds included for this school	\$127,241

<p>Benefits Calculator for Timesheets</p> <p><input checked="" type="radio"/> Certificated</p> <p>Staff Amount \$ <input type="text"/></p> <p>Benefits Amount \$ <input type="text"/></p> <p><input type="radio"/> Classified</p> <p>Total \$ <input type="text"/></p>		<p>Principal Elizabeth Rueda</p> <p>_____ _____</p> <p>School Site Council Chairperson Andrea Hernandez</p> <p>_____ _____</p> <p>EL Advisory Chairperson Hashim Zahir</p> <p>_____ _____</p>	<p>Signatures: (Must sign in blue ink)</p> <p>Date</p>
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