



## Charles Mack Elementary

# Local Control Accountability Plan (LCAP) 2021-2022

**Principal:** MARK HOGGE

**County-District-School (CDS) Code:** 34673146033005

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

\*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

<p><b>Involvement Process for LCAP and Annual Update</b></p> <hr/> <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>Mack Staff worked together throughout the school year in staff meetings and grade level PLCs to review and analyze last year's LCAP and data from multiple sources, such as the Dashboard and grade level RTI data as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. Our Leadership Team met throughout the year to plan and evaluate plans that would support students and instruction. Staff was surveyed seeking input for the 2021-2022 school year. Our PBIS Team meets monthly to look at student data, make plans to address needs, and receive input for it's membership, which included staff and parents. The PBIS Fidelity Inventory was completed and informed decisions moving forward.</p> <p>Data was shared with parents and guardians during our Title One meetings and feedback was solicited. Our English Learner Advisory Committee meets regularly throughout the year and shares and analyzes data, activities, programs, and expenditures that serve our EL students. Our School Site Council reviewed Mack data related to EGUSD's four Strategic Goals and our progress toward our goals. The council provides input and suggestions based on student need.</p> <p>The follow were opportunities to be a part of the planning process for this LCAP/Annual Review and Analysis:</p> <ul style="list-style-type: none"> <li>- Mack Leadership Team meetings on 4/26/21, 5/3/21</li> <li>- Staff Meetings on 4/12/21, 5/3/21</li> <li>- ELAC on 4/15/21, 5/20/21</li> <li>- School Site Council on 5/13/21</li> <li>- Staff survey in May 2021</li> <li>- Back to School Night and Title One meeting on</li> <li>- EGUSD Parent, Staff , and Student surveys in May 2021</li> </ul>
<p><b>Impact of LCAP and Annual Update</b></p> <hr/> <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>As a result of input and collaboration with all our stakeholders, Charles Mack's LCAP now reflects those suggestions, observations, insights, and results from data collected. We are emphasizing early literacy and numeracy, reading fluency and reading comprehension. Additional paraeducators will be employed to academically support our primary students. Part-time Academic Intervention Teachers will provide weekly small group instruction to supplement high-quality, core classroom instruction.</p>

### Resource Inequities

<p><b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b></p>
<p>Charles Mack Elementary was identified as an Alternative Targeted Support and Improvement school because our subgroups of students with</p>

disabilities (SWD), socio-economically disadvantaged students, and our African American students were not making necessary growth more than 2 years in a row. They need more targeted intervention & staff need more training on foundational skills to meet these targeted needs. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for these subgroups.

- Assessment data is collected each trimester on small group intervention with specific learning targets and goals for each student group, Academic Intervention Teachers (AIT), classroom teachers, and our extended day program are supporting these targeted needs.
- Our PLC time with our Special Education, PBIS Team, Tier II Team, and Classroom Teachers have been formed to target student outcomes and discuss the progress of SWD, socio-economically disadvantaged, and our African American students using standards aligned interim assessment data.

### Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></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><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/Local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>	
<p><b>Site Goal 1.1</b></p>		
<p>Increase the percentage of students meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th.                  Increase the percentage of students in Kindergarten meeting grade level expectations in ELA and Math to 34 percent.                  Increase the percentage of students in 1st &amp; 2nd grades meeting grade level benchmarks In ELA and Math to 34 percent.</p> <ul style="list-style-type: none"> <li>• For Grades 3rd - 6th overall Math scores will increase 3% from 26% meeting or exceeding on CAASPP.                         <ul style="list-style-type: none"> <li>◦ According to the Dashboard: 2019 African American students were in the Yellow due to increasing 17.7 points.</li> <li>◦ According to the Dashboard: 2019 Hispanic students were in the Orange due to maintaining 0.3 points.</li> <li>◦ According to the Dashboard: 2019 SED students were in the Yellow due to increasing 5.2 points.</li> <li>◦ According to the Dashboard: 2019 White students had no color designation due to too few students in that category.</li> </ul> </li> <li>• Overall ELA scores will increase 4% from 31% meeting or exceeding on CAASPP.                         <ul style="list-style-type: none"> <li>◦ According to the Dashboard: 2019 African American students were in the Yellow due to increasing 31.4 points.</li> <li>◦ According to the Dashboard: 2019 Hispanic students were in the Orange due to maintaining 1.2 points.</li> <li>◦ According to the Dashboard: 2019 SED students were in the Yellow due to increasing 6.2 points.</li> </ul> </li> <li>• Based on the last valid ELA SBAC scores from spring 2021, 31% of 3rd - 6th graders scored at or above grade level.</li> <li>• 12% growth on ELA SBAC data 2016-2019</li> <li>• 6% Growth for African American students on ELA SBAC 2019</li> <li>• 35% of students who received 8-10 weeks of intervention from an AIT teacher increased at least 1 level on the SBAC test, compared to 21% without AIT services.</li> <li>• According to 2019-2020 intervention data, 77% of students in grades 3rd-6th saw at least a two level increase in their Guided Reading assessment scores. Twenty-eight percent achieved an increase of 3 or more levels.</li> </ul> <p><b>2021-2022 Goal:</b>                  Our goal is to provide the personnel, training, and tools for targeted intervention/acceleration and core instruction that results in an increase in the number of students achieving standards met on Smarter Balanced Assessments (3-6), Grade Level Benchmarks (K-2), and school metrics.</p>		
<p><b>Metric:</b> CAASPP</p>		
<p><b>Actions/Services 1.1.1</b></p>		
<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White</li> </ul>		
<p><b>Specific Actions to Meet Expected Outcome</b></p>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p>	<p><b>How will you Measure the Effectiveness of the Actions/Services?</b></p>
<p><b>Supplemental Personnel</b>                  a) Two Academic Intervention Teachers (3010)                  b) Library Tech (3010)                  c) Academic Program</p>	<p><u>John Hattie Intervention Research</u></p> <ul style="list-style-type: none"> <li>• Comprehension programs have a learning effect size .60</li> <li>• Small Group has a learning effect size of .49</li> <li>• Student Centered Teaching has a learning effect size .54</li> <li>• Response to Intervention has a learning effect size 1.07</li> </ul>	<p>a) 70% of Charles Mack students will progress at least 3 Guided Reading levels toward established grade level benchmarks during the school year.                  b) 100% of students will have</p>

<p>Coordinator (3010)</p> <p>d) Guided Reading, ELA "Essential" and Math "Essential" Para Tutoring (7101/0000)</p> <p>e) ELPAC Testing (7150)</p> <p>f) Newcomer Tutor - Timesheet (7150)</p> <p>g) Paraeducator (3010)</p>	<p><u><a href="#">APC/After School Research</a></u>  <i>Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective</i>  <a href="http://www.expandinglearning.org/docs/Durlak&amp;Weissberg_Final.pdf">http://www.expandinglearning.org/docs/Durlak&amp;Weissberg_Final.pdf</a></p> <p><i>Afterschool Programs Make a Difference: Findings From the Harvard Family Research Project</i>  <a href="http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html">http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html</a></p>	<p>access to visiting and checking out books in the library.</p> <p>c) All students who qualify will be given access to the after school program (ASES) for academic and .enrichment support.</p> <p>d) Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks. 100% of EL students will participate in the ELPAC assessment.</p> <p>e) 75% of 3rd-6th grade students will progress 2 or more Guided Reading levels towards established grade level benchmarks during an 8-10 week intervention cycle.</p> <p>f) Newcomers will improve in a BPST by 50%.</p> <p>g) Students will rise two Guided Reading levels during an 8-week intervention period while working with a paraeducator.</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$40930	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$32460	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$287484	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$11520	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$9200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • 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?
<p><b>Professional Development</b></p> <p>a) AVID training for 4th-6th grade teachers (7101)</p> <p>b) iReady training for untrained teachers/refresher for trained teachers</p> <p>c) GLAD Training for untrained teachers; updated GLAD training for trained teachers</p> <p>d) Release time for teachers to observe peers for best practices/lesson study (7101)</p> <p>e) Provide stipends and timesheets to teachers for extra work outside of the contract day: tutoring, attending workshops/PD and site planning with the grade level members.</p>	<p><u>John Hattie Research on PD:</u></p> <ul style="list-style-type: none"> <li>• Quality of Teaching has a .48 Effect Size</li> <li>• Professional Development has a .51 Effect size</li> <li>• Teacher credibility has a .90 effect size</li> <li>• Writing Programs have an effect size of .45</li> <li>• Teaching strategies have an effect size of .62</li> </ul> <p><i>Professional Development for Mainstream Teachers: Project GLAD and Beyond</i>  <a href="http://projectgladstudy.educationnorthwest.org/files/project-glad-handout.doc">http://projectgladstudy.educationnorthwest.org/files/project-glad-handout.doc</a></p> <p><b>Hattie's Research on Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Teacher clarity effect size .75</li> <li>• Professional Development effect size .62</li> <li>• Collective Teacher Efficacy effect size 1.57</li> <li>• Classroom Discussion effect size .82</li> <li>• Problem Solving Teaching effect size .68</li> </ul>	<p>a) 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>b) 100% of teachers will be trained in GLAD strategies</p> <p>c) 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>c) Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p> <p>d) assessment results/analysis of student achievement data</p> <p>e) sign in sheets from planning sessions</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$6000	Certificated 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 1.1.3**

**Principally Targeted Student Group**

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • 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?
<p><b>1. Instructional Materials</b></p> <p>a) Programs and supplemental programs for reading, language acquisition, coding, engineering (not limited to and including AR and DBQ online) (3010)</p> <p>b) Intervention writing supplies, books, workbooks, office materials, replacement equipment and parts for Title I purchases and intervention programs including an open P.O with Office Depot (3010)</p> <p>c) Intervention Supplies, intervention writing supplies, books, workbooks, replacement equipment and parts for title I purchases and intervention programs, including an open P.O with Office Depot (7101)</p> <p>d) Online subscription resources for all students, namely: i-Ready for 1-6, Scholastic, Renaissance (Accelerated Reader and Star Reading), Imagine Learning for EOs K-2, Generation Genius (Science K-6), Starfall, Epic, SeeSaw, Learning 360, BrainPop, and Reflex through ExploreLearning. (3010)</p> <p><b>2. Professional Development: AVID</b> Provide professional development in the area of AVID strategies to school administration as well as to all interested teachers through the summer of 2022 through monthly professional development opportunities.</p>	<p>John Hattie, <u><a href="#">Visible Learning for Teachers: Maximizing Impact on Learning:</a></u></p> <ul style="list-style-type: none"> <li>• Repeated reading programs have an effect size of .67</li> <li>• Small group learning has an effect size of .49</li> <li>• Student centered teaching has an effect size of .54</li> <li>• Teaching strategies has an effect size of .61</li> </ul> <p><u><a href="#">Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning,</a></u> Fisher, Fey, Hattie 2016.</p>	<p>a) Independent reading program will reflect 70-100% usage by students.</p> <p>b) 100% of Charles Mack teachers will implement and consistently use the writing program</p> <p>c) 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>d) 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>e) Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$12500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD

Hawaiian or Pacific Islander • R-FEP • School-wide • 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?
<p><b>GATE Coordinator and GATE Program</b></p> <p>a) GATE (7105) students will be provided differentiation through depth and complexity by participating in after school enrichment taught by time-sheeted teachers.</p> <p>b) Provide after-school enrichment opportunities to potentially qualify students for GATE in a multitude of ways - timesheeted</p> <p>c) Materials will be purchased to support the GATE after school program</p>	<p><u>John Hattie Research on GATE:</u></p> <p>Small group learning has an effect size of .49</p> <p><u>GATE Research:</u>  <u>Research on gifted Services Programs</u>  <a href="http://www.allencountyesc.org/files/5113/8506/4762/Research_on_Gifted_Statistics_-_Karen_Rogers.pdf">http://www.allencountyesc.org/files/5113/8506/4762/Research_on_Gifted_Statistics_-_Karen_Rogers.pdf</a></p> <p>For GT programs, Curriculum Compacting in Science has a learning effect size of .83</p> <p>For GT programs, cluster grouping has a learning effect size of .57</p>	<p>a) 3-7% Growth in the number of students that qualify for GPA and GATE when compared to the previous year.</p> <p>b) 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>c) 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</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)	\$3147	Materials/Supplies/Equipment	<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)

**Site Goal 2.1**

All grade levels will operate as a highly functioning Professional Learning Community to share best practices and participate in the cycle of inquiry. During 2019/2020 grade levels were meeting weekly and Professional Development was given by West Ed to support and improve PLC implementation. Below are Survey results given in February 2020 about the implementation of PLCs:

- 100% of staff were reviewing formative assessments during PLC
- 100% of staff were developing instructional strategies
- 100% of staff were discussing the needs of specific students

Increase the percentage of students meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th.  
 Increase the percentage of students in Kindergarten meeting grade level expectations in ELA and Math to 34 percent.  
 Increase the percentage of students in 1st & 2nd grades meeting grade level benchmarks In ELA and Math to 34 percent.

- For Grades 3rd - 6th overall Math scores will increase 3% from 26% meeting or exceeding on CAASPP.
  - According to the Dashboard: 2019 African American students were in the Yellow due to increasing 17.7 points.
  - According to the Dashboard: 2019 Hispanic students were in the Orange due to maintaining 0.3 points.
  - According to the Dashboard: 2019 SED students were in the Yellow due to increasing 5.2 points.
  - According to the Dashboard: 2019 White students had no color designation due to too few students in that category.
- Overall ELA scores will increase 5% from 31% meeting or exceeding on CAASPP.
  - According to the Dashboard: 2019 African American students were in the Yellow due to increasing 31.4 points.
  - According to the Dashboard: 2019 Hispanic students were in the Orange due to maintaining 1.2 points.
  - According to the Dashboard: 2019 SED students were in the Yellow due to increasing 6.2 points
- 50% over overall ELPAC scores will increase by one ELPAC level.

**2021-2022 Goal:**

Our goal is to make instructional decisions based on student assessment data. We will provide professional development in order to increase student achievement and effective teacher data analysis. We will also provide needed interventions for all students according to the assessment data, and to eliminate disproportionality.

**Metric:** Assessment System

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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><b>Provide release days for ALL teachers for:</b></p> <p>a) End of First Trimester Assessment Release Day (3010) \$225 x 14 teachers (grades 1, 2, &amp; 4) = \$3150</p> <p>b) Fall COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention decisions (3010) \$225 x 5 days (roving sub) = \$1125</p> <p>c) End of Second Trimester Assessment Release Day (3010) \$225 x 14 teachers (grades 1, 2, &amp; 4) = \$3150</p> <p>d) Winter COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention decisions.(3010) \$225 x 5 days (roving sub) = \$1125</p> <p>e) End of Third Trimester Assessment Release Day (3010) \$225 x 14 teachers (grades 1, 2, &amp; 4) = \$3150</p> <p><b>f) Site planning days (3010)</b></p>	<p><u>John Hatte Intervention (COOP) Research</u></p> <ul style="list-style-type: none"> <li>• Student Centered Teaching learning effect size .54</li> <li>• Response to Intervention learning effect size 1.07</li> <li>• Goals learning effect size .50</li> <li>• Teaching Strategies effect size of .60</li> <li>• Teacher expectations .44 effect size</li> </ul>	<p>a) 100% of students will be assessed at the end of each trimester.</p> <p>b) 100% of students will have individual goals and receive appropriate intervention at the end of each trimester.</p> <p>c) 100% of all kinder students will have an individualized set of goals and plan to achieve or exceed grade level standards.</p> <p>d) Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p> <p>e) 100% of students will be assessed by their teachers</p> <p><b>f) <u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• SMART Goals</li> <li>• CAASP</li> <li>• Benchmark Assessments</li> <li>• Fluency Grade Level Data</li> <li>• Illuminate Data</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$13110	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.2**

**Principally Targeted Student Group**

- EL • Hispanic or Latino • 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><b>English Learner Assessment Support</b></p> <p>a) Provide ELPAC testing support by administering the ELPAC testing to new Mack students for ALL EL students throughout the year. Support provided by certificated employees on a timesheet. (7150)</p> <p>b) Ensure the administration of the ELPAC to all EL students at Mack by the administration.</p>	<p><u>ELD Research</u>  <i>California English Language Development Standards: Proficiency level Descriptors</i>  <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf">http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</a></p> <p><i>An Evaluation of the Effectiveness of Imagine Learning for Improving Reading Skills</i>  <a href="https://cdn-websites.imaginelearning.com/corporate/sites/default/files/2019-01/Imagine%20Learning%202017-2018%20Texas%20Effectiveness%20Study%20Report%20Final.pdf">https://cdn-websites.imaginelearning.com/corporate/sites/default/files/2019-01/Imagine%20Learning%202017-2018%20Texas%20Effectiveness%20Study%20Report%20Final.pdf</a></p>	<p>a) All EL students assessed in ELPAC</p> <p>b) Accrual of benchmark ELPAC data for all EL students at Charles Mack</p> <p>c) 50% of EL students in after school tutoring will increase at least one EL level on their overall ELPAC test score.</p> <p>d) 3-7% increase in the number of</p>

(7150)

c) Accrue and disaggregate EL assessment data by the ELPAC coordinator and the administration

d) Provide Imagine Learning for our EL newcomers and EL students

e) Provide after school EL tutoring based on assessment data by certificated employees (ELO funds)

f) Utilize a retired teacher to provide intervention pull-out groups for specific EL students during the first trimester and possibly the third trimester. The retired teachers will be on a timesheet.

g) EL coordination will be done by the vice principal during her contracted time. This will be done in cooperation with the EL coach under the direction of the principal.

RFEP students when compared to the previous year.

e) 50% of EL students being serviced in pull-out group will increase at least one EL level on their overall ELPAC test score.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$14000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.3**

**Principally Targeted Student Group**

- American Indian or Alaska Native
- Asian
- Black or African American
- EL
- Filipino
- Foster Youth
- Hispanic or Latino
- Low Income
- Native Hawaiian or Pacific Islander
- R-FEP
- School-wide
- 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?
<p><b>Professional Development</b></p> <p>a) Site will implement a TOT model to provide PD and support for staff in implementing Illuminate Assessment System. Two teachers and one administrator will attend district training- then return to site to train the remainder of staff. Goal is for staff to begin to utilize Illuminate to achieve PLC goals..</p> <p>b) EL Support: EGUSD coach-driven PD for teachers on effective EL strategies and EL integration in August (preservice), September, October, and December (staff meetings).</p>	<p>John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Collective teacher efficacy has an effect size of 1.57</p>	<ul style="list-style-type: none"> <li>Formative walk-through data, teacher surveys, SBAC summative assessments. Admin team will meet at the end of every trimester to analyze each team's essential standards data.</li> </ul>

Funding Source	Amount	Description of Use		

**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**

The amount of referrals and suspensions will decrease by 10% and school wide implementation of PBIS, SEL strategies and culturally responsive teaching will continue. Improve overall score on TFI and decreased amount of students needing Tier 2 and Tier 3 supports, and increase percentage of positive responses by 15% on CHKS survey.

According to various data sources :

- California Dashboard 2019: African American and Two or More Races students Red; Asian, English Learner, Hispanic students were Yellow
- Suspension percentages: 2017- 3.1%, 2018- 2.1%, 2019 -4.9%
- CHKS in 2019: NA% students felt safe on campus, NA% reported that students know the rules, NA% reported positive behavior

All sub groups will increase to the next color on the color band in the area of suspensions according to the California Dashboards.

**2021-2022 Goal:**

Our goal is to add layers to our foundation of equitable instruction, intervention, SEL, and disciplinary practices to improve the social and emotional well-being of all Charles Mack students.

We have no discipline data for the school year of 2020-2021. However we received the results from our Tiered Fidelity Inventory in which we scored the following:

- Tier 1 Overall implementation: 90%
- Tier 2 Overall implementation: 75%

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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><b>Promote and Engage in Equitable Practices</b></p> <p>a) To actively connect our mission to all of our actions at school (no funding needed)</p> <p>b) Equity Team development (no funding needed)</p> <p>c) Signage for our schoolwide PBIS program (7440)</p> <p>d) Incentives for PBIS program (7101)</p> <p>e) Embedded schoolwide PBIS awards and assembly model based on Monthly Character Ed/2nd Step Themes and improved attendance</p> <p>f) Classroom support for the efficacious implementation of 2nd Step SEL curriculum</p> <p>g) Provide more enrichment assemblies around character education, anti-bullying, and VAPA</p> <p>h) Counselor to continue providing counseling services to groups of students who are in</p>	<p><u>Equity Research</u> Equity and Quality in Education <a href="https://www.oecd.org/education/school/50293148.pdf">https://www.oecd.org/education/school/50293148.pdf</a></p> <p><u>SEL Research</u> Impact of social-emotional learning on academic achievement- American Psychological Association <a href="https://www.sciencedaily.com/releases/2015/11/151123102813.htm">https://www.sciencedaily.com/releases/2015/11/151123102813.htm</a></p> <p><u>John Hattie SEL Research</u> Social Skills programs have an effect size of .39</p> <p>Decreasing Disruptive Behavior Effect Size 0.53 Self-Concept Effect Size 0.46 Motivation Effect Size 0.48 Reducing Anxiety Effect Size 0.48</p> <p>Lewis, T. J., Colvin, G., Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary school students. Education and Treatment of Children.</p> <p>Murphy, H. A., Hutchinson, J. M., &amp; Bailey, J. S. (1983). Behavioral school psychology goes outdoors: The effect of organized games on playground aggression. Journal of Applied Behavior Analysis.</p>	<ul style="list-style-type: none"> <li>• Maintain (+/- 5-10 %) on home suspensions when compared to the previous year.</li> <li>• 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</li> <li>• 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</li> <li>• Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</li> <li>• Monitoring the suspension rate monthly with staff; monitoring student progress through the use of data from the Restorative Practice Coach at each PBIS Tier II Meeting.</li> </ul>

varying levels of crisis. (4900)

i) Decrease the suspension rate by having a Restorative Practice coach work with students during morning and afternoon recess times.

j) Lunch with an administrator once a month for good citizenship (no funding needed).

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$50787	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- Black or African American • 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?
<p>a) Phone calls home from teachers regarding attendance. Follow-up of chronic absenteeism by administration.</p> <p>b) Monthly PBIS/Tier 1 Team meetings held to discuss students with attendance issues.</p> <p>c) Purchase leveled books for students who meet our attendance expectations.</p>	<p><i>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight</i>  <a href="https://www.edweek.org/media/chronicabsence-15chang.pdf">https://www.edweek.org/media/chronicabsence-15chang.pdf</a></p>	<ul style="list-style-type: none"> <li>• Attendance SOA will gather and share attendance data monthly. Particular attention will be given to African American, homeless, and foster youth.</li> <li>• Review and monitor students who meet the Chronic Absent (10% or more absence rate) biweekly with the PBIS/Tier 2 Team.</li> <li>• Student reading levels will increase due to access to additional leveled reading materials at home.</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

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>a) Provide supervision and support during recess/lunch to assist students with conflicts and use non-violent crisis intervention (no funding needed).</p> <p>b) Provide STORM coaches with materials and resources for implementation of support for SEL &amp; structured recess time (7440).</p> <p>c) Provide training for all staff on non-violent crisis intervention (7440).</p>	<p>What Brain Science Teaches Us About Conflict Resolution  <a href="https://www.edutopia.org/article/what-brain-science-teaches-us-about-conflict-resolution">https://www.edutopia.org/article/what-brain-science-teaches-us-about-conflict-resolution</a></p> <ul style="list-style-type: none"> <li>• Visible Learning: John Hattie</li> <li>• School culture and climate has impact on classroom environment with Effect Size .56</li> <li>• Decreasing Disruptive Behavior Effect Size .53</li> <li>• Self Concept Effect Size .48</li> <li>• Reducing Anxiety Effect Size .48</li> </ul>	<p>Progress assessed through the following:</p> <p>a) Student discipline data and referrals analyzed monthly</p> <p>b) PBIS Tiered Fidelity Inventory yearly</p> <p>c) Informal observations of Yard supervisors interactions during recess/lunch periods</p>

STORM  
Program <https://stormprogram.com/about/>

Maslow's Hierarchy of Needs - Students will not be successful learners until their basic needs are met.  
<https://www.simplypsychology.org/maslow.html>

Funding Source	Amount	Description of Use
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**Site Goal 3.2**

Strengthen our foundation of culturally responsive practices, intervention, social emotional learning strategies, and disciplinary practices.

Our goal is to continue to close the gap between subgroups in regards to the number of suspensions according to Synergy data.

- African American suspensions in 2019-20 - Red
- Hispanic suspensions in 2019-20 - Orange
- Two or More suspensions in 2019-20 - Yellow
- Students with Disabilities in 2019-20 - Red
- Socioeconomically Disadvantaged in 2019-20 - Red
- English Learners in 2019-20 - Orange
- White suspensions in 2019-20 - NA
- Pacific Islander suspensions in 2019-20 - NA
- Asian suspensions in 2019-20 - Orange

Our goal is to continue to close the gap between subgroups in regards to the number of chronically absent students according to the California Dashboard.

- African Americans will move from Red to Orange
- Two or More races will move from Yellow to Orange
- Students with Disabilities will move from Red to Orange
- Socioeconomically Disadvantaged will move from Red to Orange
- Asians will move from Yellow to Green
- English Learners will move from Yellow to Green
- Hispanics will move from Orange to Yellow

**Metric:** Suspension

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- Asian • Black or African American • EL • Hispanic or Latino • Low Income • SWD • Two or More

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?
<ul style="list-style-type: none"> <li>• Provide training on implicit bias, racial inequities, and non-punitive discipline practices for all staff to reduce the number of referrals and suspension amongst students of color and students with disabilities at Charles Mack.</li> <li>• Staff will be trained on behavior management techniques, positive reinforcement, eliminating labels and racial bias, building relationships, and a multi-tiered approach.</li> <li>• Provide workshop for staff with our behavior specialist and inclusion specialist on positive interventions and limit-setting.</li> <li>• Provide staff PD on the brain and culturally responsive techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Research indicates a relationship between a high discipline and suspension rate and lack of training in restorative justice, empathy, social justice, and racial equity among teachers. (Hinojosa, 2008; Skiba et al 2011; Bradshaw, Mitchell, Obrennan and Leaf, 2010)</li> <li>• Students of color are 6 times more likely to receive subjective discipline referrals and suspensions than those of their counterparts. (Riddle and Sinclair, 2019; U.S. DOE, 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in classroom and playground referrals for students of color specifically for African American and Hispanic students as well as students with disabilities.</li> <li>• Staff will review disaggregated behavior referral data on a monthly basis and identify areas of growth and areas of continued work.</li> <li>• Student discipline data will be shared with Leadership team and the School Site council each trimester.</li> </ul>

Funding Source	Amount	Description of Use
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<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/Local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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<p><b>Site Goal 4.1</b></p>	<p>Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families. According to the LCAP survey given in December, 2020. the top five areas of importance from parents were:</p> <ul style="list-style-type: none"> <li>• (Good teachers - 88% satisfied)</li> <li>• (A Safe School- 82% satisfied)</li> <li>• (Timely and regular feedback from teachers-71% satisfied)</li> <li>• (Bully Prevention - 76% satisfied)</li> <li>• (Regular communication from the school and teacher- 68% satisfied)</li> </ul> <p>These percentages will increase by 5%.</p> <p><b>2021-2022 Goal:</b> Our goal is to improve our parent involvement/parent engagement model and increase the efficacy of the programs and supports we provide. We will continue to improve parent involvement and staff communication through programs, events, and social media.</p>
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<p><b>Metric:</b> Relationships Between Staff and Families</p>	
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**Actions/Services 4.1.1**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White</li> </ul>
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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><b>1. Supplemental Personnel</b></p> <p>a) Parent Activities Coordinator (Elementary Adjunct Duty Stipend/LCAP/LCFF)</p> <p>b) English Language Development Coordinator (Elementary Adjunct Duty Stipend/LCAP/LCFF)</p> <p><b>2. Outreach and Engagement</b></p> <ul style="list-style-type: none"> <li>• FTO, ELAC, SSC, Equity Team, and DELAC</li> <li>• home visits</li> <li>• parent universities</li> <li>• Back to School Night, Open House</li> <li>• Harvest Festival</li> <li>• Multicultural Picnic</li> <li>• Walk to School Day</li> <li>• Family Dances and Socials</li> <li>• Winter Family Literacy Night (adjunct duty)</li> <li>• Regular email and autodialer messages</li> <li>• Charles Mack Facebook</li> <li>• Charles Mack website</li> <li>• Regular newsletters</li> </ul> <p><b>3. TK/Kinder Orientation and "We Both Read" Parent Training</b> To support our TK and kindergarten students' matriculation to school, host</p>	<p><u>Marzano Research</u> Parent Involvement has an effect size of .46 Homework has an effect size of .43 Home factors have an effect size of .67</p> <p>Parent Teacher Home Visit Project Research <a href="http://www.pthvp.org/what-we-do/results/">http://www.pthvp.org/what-we-do/results/</a></p> <p>Parent Involvement Research <a href="http://www.pthvp.org/what-we-do/results/i-research/">http://www.pthvp.org/what-we-do/results/i-research/</a></p> <p>Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p> <p>National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, from <a href="http://www.ncpie.org/WhatsHappening/researchJanuary2006.cfm">www.ncpie.org/WhatsHappening/researchJanuary2006.cfm</a>.</p> <p>The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school. National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i>. Bloomington, Indiana: National Education Service, 11-12.</p>	<ul style="list-style-type: none"> <li>• 150-200 attendees at Parent University events</li> <li>• Increase our ELAC and FTO participation</li> <li>• 200-400 attendees at CMES EL recognition</li> <li>• 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</li> <li>• 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</li> <li>• Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</li> </ul>

an orientation for students and parents that provides a tour of the campus and classrooms, participate in breakfast and/or lunch at school, and review processes and procedures, visit the computer lab and library where parents will receive additional information and training on the We Both Read program.

**4. Host a Family Writing Night.**  
Collaborate with UC Davis School of Education; students and their families will attend a writing-focused program where they work together to write and publish their own book.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1620	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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><b>Stakeholder Engagement</b></p> <p>a) ELAC Meetings; provide light refreshments - EL Supplemental (7150/0000)</p> <p>b) Parent Teacher Home Visit Project (LSS-funded)</p> <p>c) 2 Parent University and 3 literacy nights:</p> <ul style="list-style-type: none"> <li>• books and supplies for parent and student skill building (7415 and 2495)</li> <li>• books and supplies for parents to make classroom connections. (7415 and 2495)</li> <li>• food for 2 Parent U and 3 literacy nights (7415 and 2495)</li> </ul> <p>d) Parent University and literacy night vendors (4900)</p> <p>e) Survey Monkey multi-lingual outreach (4900)</p>	<p><i>Parent Teacher Home Visit Project</i> <a href="http://www.pthvp.org/what-we-do/results/">http://www.pthvp.org/what-we-do/results/</a></p> <p><i>Parent Involvement</i> <a href="http://www.cde.ca.gov/sp/sw/t1/ceparentinv.asp">http://www.cde.ca.gov/sp/sw/t1/ceparentinv.asp</a></p> <p>Highest number of home visits in the district in 2016-2017</p> <p><i>Research Spotlight on Parent Involvement</i> <a href="http://www.nea.org/tools/17360.htm">http://www.nea.org/tools/17360.htm</a></p>	<p>a) Increase attendance at ELAC meetings</p> <p>b) Implementation of All Star Family Volunteer recognition</p> <p>c) 100-200 attendees at Parent University events</p> <p>d) 200-400 attendees at CMES EL recognition</p> <p>e) 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>f) 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>g) Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$6000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$6000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.3**

**Principally Targeted Student Group**

- School-wide

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>a) Utilize BTA position to inform, translate, and connect with families at ELAC meetings.</p> <p>b) Provide materials to support families for success during ELAC meetings.</p>	<p>Coleman's research shows that students benefit most when parents and schools work together</p> <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <ul style="list-style-type: none"> <li>Parental involvement in learning effect size .51</li> </ul>	<p>a) Increased number of participants attending ELAC meetings as indicated on the sign-in sheets.</p> <p>b) All families will have necessary materials to be successful during ELAC meetings.</p>
Funding Source	Amount	Description of Use

### 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.

Charles Mack is not below 40% of enrollment of undocumented pupils





**Local Control Accountability Plan (LCAP)  
Year 2021 - 2022**

**V. Funding**

**Charles Mack Elementary - 311**

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	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$28,337	\$28,337	\$28,337	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	38.875	\$0	\$4,564,308	\$4,564,308	\$4,564,308	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1	\$0	\$128,123	\$128,123	\$128,123	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0	\$0	\$58,255	\$58,255	\$58,255	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$206,172	\$206,172	\$206,172	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0	\$0	\$26,820	\$26,820	\$20,200	\$0	\$5,000	\$1,620	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
<b>7111</b> Administrative Support - Title I <b>0000</b> Unrestricted	0.5	\$0	\$66,245	\$66,245	\$0	\$0	\$66,245	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$28,520	\$28,520	\$11,520	\$17,000	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7534</b> Site Custodial Services <b>0000</b> Unrestricted	0.5	\$0	\$30,090	\$30,090	\$0	\$0	\$30,090	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	3.425	\$0	\$458,771	\$458,771	\$388,874	\$13,110	\$50,787	\$6,000	\$0
<b>1510</b> Regular Education (TK-6) <b>3210</b> Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,191	\$6,191	\$6,191	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>3212</b> Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$47,274	\$47,274	\$47,274	\$0	\$0	\$0	\$0
<b>4720</b> Office of Expanded Learning <b>4124</b> ESSA: Title IV, Part B, 21st Century	0.1	\$49,908	\$185,042	\$234,950	\$234,950	\$0	\$0	\$0	\$0

Community Learning Centers Program									
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	3.0312	\$0	\$159,556	\$159,556	\$0	\$0	\$159,556	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>5860</b> Title I - Afterschool - District (rolls to 3010)	0.4375	\$0	\$17,905	\$17,905	\$17,905	\$0	\$0	\$0	\$0
<b>4720</b> Office of Expanded Learning <b>5862</b> Equitable Access (rolls to 4124)	0	\$23,809	\$47,722	\$71,531	\$71,531	\$0	\$0	\$0	\$0
<b>4720</b> Office of Expanded Learning <b>6010</b> After School Education and Safety (ASES)	0.5	\$42,879	\$209,400	\$252,279	\$252,279	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.75	\$0	\$237,647	\$237,647	\$237,647	\$0	\$0	\$0	\$0
<b>3660</b> Inclusive Education in Lieu of NPA <b>6500</b> Special Education	0.75	\$0	\$71,634	\$71,634	\$71,634	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	6	\$0	\$360,986	\$360,986	\$360,986	\$0	\$0	\$0	\$0
<b>4115</b> Director of Pre-K Education <b>7828</b> State PreK QRIS IMPACT Block Grant	0	\$3,970	\$0	\$3,970	\$3,970	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	60.8687	\$120,566	\$6,944,395	\$7,064,961	\$6,714,553	\$30,110	\$312,678	\$7,620	

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	\$996,178
Subtotal of state or local funds included for this school	\$6,068,783

Title I Centralized Services			
Title I Foster Youth	\$8,402	Title I Homeless	\$14,538
Title I Centralized Services	\$110,952	Title I Preschool	\$0

Principal **Mark Hogge** \_\_\_\_\_

School Site Council Chairperson **Jerrel Bolts** \_\_\_\_\_

EL Advisory Chairperson **Carmen Aguilera** \_\_\_\_\_