



Elk Grove Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: JILL JONES

County-District-School (CDS) Code: 34673146033047

**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

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/> <ul style="list-style-type: none"> • In addition to personal conversations with stakeholders, input was sought through multiple stakeholder meetings. Ongoing and continued conversations were held with stakeholders at grade level meetings, PBIS meetings, leadership meetings, PTO board meetings, parent communication Zoom meetings, ELAC meetings (1/27/21, 2/25/21, 4/28/21), School Site Council meetings (9/30/20, 12/17/20, 2/23/21, 3/9/21, 4/27/21), and staff meetings. • Continual input was sought through ongoing stakeholder and parent communication. • Monthly input sought through school newsletters and stakeholder surveys. • Data analysis and review at Winter 2020 and Spring of 2021 with SSC and staff. • Data shared out with staff at leadership and staff meetings and reviewed during grade level meetings • Dashboard shared at SSC, ELAC, Leadership, and Staff Meetings
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Through the evaluation of site data presented in the School Site Council and Leadership meetings, feedback was gathered on the areas of highest needs according to the four LCAP goal areas. Through this analysis, the following determinations were evaluated and ranked:</p> <ul style="list-style-type: none"> • Interventions to support literacy development in kindergarten through sixth grade. These include professional development for teachers, release time for observations, data and articulations meetings, targeted intervention during the school day, extended school day targeted intervention, systemic response to intervention for academic needs. • Provide ongoing social and emotional learning supports through classroom lessons with ongoing professional learning for all staff, supplemental curriculum, and increased PBIS signage and supports. • Additional supports for family engagement and after school supports <p>Decrease chronic absentee rates</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1: 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.		District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: <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 	
Site Goal 1.1			
Provide release time and professional learning for teachers and administrators to observe best practices, analyze data, collaborate on instructional strategies and student learning as measured by baseline data collected from teacher and administrator feedback using a survey measuring effectiveness of collaboration (individual and group), data analysis, and level of effectiveness in support of student learning through increased teacher efficacy with a focus on Foster Youth, LE and EL students.			
Metric: Other (Site-based/local assessment)			
Actions/Services 1.1.1			
Principally Targeted Student Group			
• All • EL • Low Income			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?		How will you Measure the Effectiveness of the Actions/Services?
1. Provide release time for teachers to analyze data, observe, participate in vertical and horizontal articulation with teachers, administration, parents, and instructional coaches, and support staff. Certificated substitutes to be provided for teacher release time. 2. Teachers will be give one full release day for the 2021-2022 school year.	1. Thiers, N. (2016). Educators deserve better: A conversation with Richard DuFour. Educational Leadership. Retrieved from http://www.ascd.org/publications/educationalladership/may16/vol73/num08/EducatorsDeserve-Better@-A-ConversationwithRichardDuFour.aspx <ul style="list-style-type: none"> • Teacher clarity and focus of collaboration is essential to improve student learning. • Schools need a systematic way of identifying interventions for students. 2. According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through: <ul style="list-style-type: none"> • Collective teacher efficacy (effect size: 1.57) 		<ul style="list-style-type: none"> • 1. Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • 1. Effectiveness will also be measured using informal observations of articulation meetings, classroom observations, and teacher feedback. • 2. 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		
Supplemental/Concentration (7101/0000)	\$9000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Increase by 3-5% the overall school-wide percentage of students meeting or exceeding standards and benchmarks by providing intensive, targeted, small-group or one on one instruction throughout the school day with a focus on Foster Youth, LE and EL students. In Kindergarten, increase the ELA benchmark proficiency from 85% to 88% or higher In 1st grade, increase the ELA benchmark proficiency from 74% to 77% or higher In 2nd grade, increase the ELA benchmark proficiency from 66% to 69% or higher In 3rd-6th Grade, increase the % of students whose fluency rate is on level and accuracy is at or above 95% from 72% to 73% or higher In 3rd-6th Grade, increase CAASPP meets/exceeds percentage from 57% to 61% or higher for ELA and from 51% to 54% or higher in Math. *Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>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.</p> <p>Provide a stipend for Gate Coordinator</p>	<p>Rogers, K. B. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. Gifted Child Quarterly. 51(4).</p> <p>Lessons in supported Gifted and Talented learners:</p> <ul style="list-style-type: none"> • Need daily challenge in areas of talent • Opportunities to be unique and to work independently • Provide varied accelerated opportunities Provide opportunities to socialize with like-ability peers • Differentiated instruction around pacing, review and practice, and organization of content 	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • Effectiveness will also be measured using informal observation and teacher feedback. • 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. • 3-7% increase in GATE program enrollment and participation as compared between 2019- 2020 enrollment and current year enrollment

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$2397	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

- All • 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	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
<p>1. Purchase additional supplementary curriculum and/or instructional materials, supplies, and equipment for workshop, intervention, enrichment, and extended day for specifically for our EL, Foster Youth, and low income, and Black or African American students.</p> <p>2. Provide additional hours for the librarian to run reading groups with our foster youth, EL students, and our students SWD.</p>	<p>According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through:</p> <ul style="list-style-type: none"> • Small group learning (effect size: .49) • Comprehension programs (effect size .60) • Student centered teaching (effect size .54) • Response to Intervention (effect size 1.07) 	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • EL Student Guided Reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year. • Effectiveness will also be measured using informal observation and teacher feedback. • 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		
EL Supplemental (7150/0000)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$38765	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

Provide professional development, workshops, conferences, and on site training to effectively implement the CCSS as measured by implementation of skills and strategies presented through data collected using survey presented to teachers and administration measuring effectiveness of collaboration (individual and group), data analysis, and level of effectiveness in support of student learning with a focus on Foster Youth, LE and EL students.

Metric: CAASPP

Actions/Services 1.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Professional Development (PD): Provide teachers and administrators opportunities to attend professional development, workshops and conferences to support best instructional practices in Math and Literacy, AVID, trauma informed practices, and culturally responsive pedagogy. Provide books, materials and resources for professional reading in literacy practice.</p> <p>We are contracted for Culturally Responsive Teaching with Dr. Sharroky Hollie @ https://www.culturallyresponsive.org/professionaldevelopment</p> <p>Math and ELA professional development with CPL Coaches</p> <p>PD with AVID via SCOE throughout the school year</p>	<p>According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through: Teaching/Instruction Strategies/Strategies Emphasizing Feedback (effect size: 1.29) Thiers, N. (2016). Educators deserve better: A conversation with Richard DuFour. Educational Leadership. Retrieved from: http://www.ascd.org/publications/educational_leadership/may16/vol73/num08/EducatorsDeserve-Better@-A-Conversation-with-RichardDuFour.aspx</p> <ul style="list-style-type: none"> • Teacher clarity and focus of collaboration is essential to improve student learning. • Schools need a systematic way of identifying interventions for students <p>According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves through:</p> <ul style="list-style-type: none"> • Collective teacher efficacy (effect size: 1.57) Hollie, S. (2017). 	<ul style="list-style-type: none"> • Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. • Effectiveness will also be measured using informal observations and teacher feedback

Culturally and linguistically responsive teaching and learning: Classroom practices for student success. Teacher Created Materials.

- Culturally and linguistically responsive teaching validates, affirms, bridges and builds relationships in order to create meaningful and relevant experiences for all students.

Child Trends. (2020, April 27). "Responding to Trauma through Policies that Create Supportive Learning Environments." Retrieved from <https://www.childtrends.org/>

- Schools need to provide time and resources in order to identify the most urgent needs of their site, develop an action plan that supports the school culture, and meets the individual needs of students.

- 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		
Supplemental/Concentration (7101/0000)	\$10000	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

To support all students with instruction guided by assessment results and continuous programmatic evaluation, data was collected based on district recommended assessments for kindergarten through sixth grade for the beginning of the year, fall, winter, and spring with a focus on Foster Youth, LE and EL students. Initial and Summative ELPAC data was collected during the winter of 20-21 with results pending to determine student performance. COOP data for the beginning of the year, fall, and winter indicated those students who were continuing to make progress toward meeting grade-level standards and those who were in need of additional supports.

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

- All
- Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Substitute teachers will be hired so that teachers can spend meaningful planning time to meet in grade level groups, and in Co-Ops to plan and discuss SMART goals, assessments, ways to support ELs, participate in IEP's, and other methods to ensure students have maximized access to the curriculum. In addition, substitute teachers will also be hired so that our Gate Coordinator can utilize that time for NNAT testing.	When teachers are using the same assessments, they can fill holes in the curriculum and learn instructional strategies from each other. Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes: Meta-cognitive strategies 0.69 Teacher clarity 0.75 Professional development 0.51 Goals 0.50	-Effectiveness will be measured through the hiring of substitute teachers for each planning day. -Grade levels will provide a copy of outcomes and results to the administration. -District Benchmarks -SMART Goals -CAASPP

Funding Source	Amount	Description of Use		
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Supplemental/Concentration (7101/0000)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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Site Goal 2.2

English learners require high-quality instructional programs and services based on the outcome of ELPAC administration and analysis, formative assessments, and site-based and local summative assessments with a focus on Foster Youth, LE and EL students. Through the increased frequency and quality of research based ELD practices throughout the instructional day, EL students will continue to grow in English proficiency. ELPAC data, formative assessments, and site-based and local summative assessments will be used to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students. Student success will be measured by:

- EL student trimester interim assessments at each grade level will show progress toward meeting priority standards.
- ELPAC data comparison between data in 2018 to 2019/2020 initial data and summative data from 2020/2021 will show student growth of a minimum of 1 level per year.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?										
<p>Certificated salaries, stipends and materials will support the EL and ELPAC coordinators to assist teachers with best practices and programs for EL students (i.e. Rosetta Stone) adhere to district/state assessments and deadlines and complete testing. Site ELAC meetings (may include the cost of light refreshments and materials and resources necessary to host ELAC meetings)</p> <p>Utilize translator services for IEP, SST, and 504 meetings as needed.</p>	<table border="0"> <tr> <td>Explicit teaching strategies</td> <td>0.57</td> </tr> <tr> <td>Professional development</td> <td>0.51</td> </tr> <tr> <td>small group learning</td> <td>0.47</td> </tr> <tr> <td>Individualized instruction</td> <td>0.22</td> </tr> <tr> <td>Ability grouping</td> <td>0.12</td> </tr> </table>	Explicit teaching strategies	0.57	Professional development	0.51	small group learning	0.47	Individualized instruction	0.22	Ability grouping	0.12	<p>Effectiveness will be measured through:</p> <p>ELPAC- Initial and Summative Assessments</p> <p>EL Coordination to include time sheet compensation for EL Coordinator when applicable)</p> <p>Professional development to support designated and integrated instruction</p> <p>Supplemental materials for ELD instruction, intervention, and enrichment</p>
Explicit teaching strategies	0.57											
Professional development	0.51											
small group learning	0.47											
Individualized instruction	0.22											
Ability grouping	0.12											

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$4173	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

Site Goal 3.1

To add layers to our foundation of equitable instruction, intervention, social and emotional learning, and disciplinary practices to support improving our culture and climate with a focus on Foster Youth, LE and EL students as measured by:

- RTI progress monitoring data in both academic and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 to 2021-2022.
- Leadership, PBIS Tier 1 and Tier II meeting data with a decrease in referrals between previous and current school year when trimesters are compared.

Metric: Social Emotional Learning

Actions/Services 3.1.1

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>New signage for the playground and multi-purpose rooms will replace the old and outdated/damaged signs currently in place.</p> <p>New sandwich PBIS boards for the playground.</p> <p>Certificates for PBIS for our monthly student recognition awards assemblies</p> <p>Provide Training and additional yard supervision during PBIS reteaching days, yard supervisor meetings/trainings, and attendance incentive extra recess.</p>	<p>PBIS is a highly regarded and well researched effective system to help support all students. Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes:</p> <p>Peer influences 0.53 School effects 0.48 Teacher expectations 0.43 Decreasing disruptive behavior 0.34 Systems accountability 0.31</p> <p>According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves though:</p> <ul style="list-style-type: none"> • Decreasing disruptive behavior (effect size: .3) • Reducing anxiety (effect size: .48) <p>https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf</p>	<p>-Effectiveness will be measured through: --The number of Synergy and office referrals -A teacher survey at the end of the year -The purchasing of supports for PBIS and other student supports.</p> <p>Synergy discipline data, specifically office referrals and suspensions</p> <ul style="list-style-type: none"> • Staff, student, and parent survey data (site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey) • PBIS Tier II data and collections monitory (bi-monthly)

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$200	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7101/0000)	\$7485	Certificated Salaries	Edit	Delete

Actions/Services 3.1.2

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>Provide new books and materials for classrooms and library to ensure all students have access to culturally responsive books and materials, character education books and materials, and other SEL books and materials.</p>	<p>Teaching Tolerance. Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. www.tolerance.org</p>	<p>Students will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, Students will reach grade level SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher feedback. 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.</p>

Funding Source	Amount	Description of Use		
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Family & Community Engagement (7415/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</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"> • 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
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Site Goal 4.1

To provide supplementary curriculum, resources, supplies, and technology to support and target student needs and to support the at home/school partnership and increase opportunities for families to participate in school-wide events by increasing attendance in SSC, ELAC, parent conferences, family nights, family and student study teams, and PTA with a focus on Foster Youth, LE and EL students events as measured by:

- Increase family attendance at family engagement events by 10% between 2019-2020 attendance and 2021-2022 attendance
- Increased school home communication and participation results according to yearly staff and family SEL and LCAP needs surveys
- Increase personal calls to targeted populations to invite to events and activities
- Decrease total percentage of students who are chronically absent

Metric: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Funds will be used to purchase materials and increase participation for the Watch.D.O.G.S. program (Dads of Great students).</p> <p>Family art and science nights to be held to engage families and build connections between families, school, and student learning.</p> <p>Provide timesheet support for teacher Bridge/Home Visits.</p>	<p>There is a correlation of student success and parent involvement based on research. Children whose parents were more involved in school, had fewer behavior problems and better social skills.</p> <p>Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes:</p> <p>Parental involvement 0.49 Motivation 0.48 Home environment 0.52</p> <p>NEAtoday.org: Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.</p> <p>Marzano Research: Parent Involvement (effect size: .46) The Enduring Importance of Parental Involvement: http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/</p>	<ul style="list-style-type: none"> • Sign in sheets • Sign-Up Genius (monitors Watch D.O.G.S participation). • Increase family attendance at family engagement events by 10% between 2019-2020 and 2021-2022 attendance • Decrease chronically absent students by 2% for the 2021-2022 school year

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$800	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$500	Contracts/Services	<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.

This is not applicable to Elk Grove Elementary.

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

V. Funding

Elk Grove Elementary - 252

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$27,215	\$27,215	\$27,215	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	38.875	\$0	\$4,415,664	\$4,415,664	\$4,415,664	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$106,971	\$106,971	\$106,971	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$56,504	\$56,504	\$56,504	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$254,263	\$254,263	\$0	\$0	\$254,263	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$75,250	\$75,250	\$57,765	\$10,000	\$7,485	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$10,173	\$10,173	\$6,000	\$4,173	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$200	\$800	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,326	\$6,326	\$6,326	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$48,436	\$48,436	\$48,436	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.3125	\$0	\$61,418	\$61,418	\$0	\$0	\$61,418	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	1.75	\$0	\$194,140	\$194,140	\$194,140	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.75	\$0	\$203,341	\$203,341	\$203,341	\$0	\$0	\$0	\$0

3770 Full Inclusion 6500 Special Education	6.75	\$0	\$447,307	\$447,307	\$447,307	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$443	\$0	\$443	\$443	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	55.4375	\$443	\$5,912,405	\$5,912,848	\$5,574,509	\$14,173	\$323,366	\$800	

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	\$116,180
Subtotal of state or local funds included for this school	\$5,796,668

Principal **Jill Jones**
 School Site Council Chairperson **Simon Levison**
 EL Advisory Chairperson **Huda Dawud**

