



Ellen Feickert Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: ERIC MURCHISON

County-District-School (CDS) Code: 34673146101844

**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/> <p>The LEA met and consulted with stakeholders throughout the school year as a part of the LCAP process review and analysis: Not exclusive of: School Site Council Meetings: 9/23/20, 1/6/21, 3/10/21, 4/14/21 ELAC Site Meetings: 2/25/21 Staff Meetings: 8/12/20, 9/28/20, 11/2/20, 1/4/21, 2/1/21, 3/1/21 PTO Meetings: August 21, 2020, February 5, 2021 EGUSD Student, Staff, and Parent Surveys ELPAC Testing administered - Feb. 21 - May 21, 2021 - assessments were analyzed to determine goal areas.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These consultations affected the LCAP in several ways. Staff determined technology needs to due school closure because of COVID19. The needs of technology, an academic intervention teacher became our focus for the school year.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>Receiving approximately \$60,000 in school site funds, was an, approximately 40% reduction, compared to the prior year's funding amount. This limited tremendously our ability to continue programs. Also there was a shift in fund expenditures due to COVID19 and school closures. Technology, although supported by district, continued to be a need area.</p>

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
-----------------------------------	--------------------------------------

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

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores. During the 2019-2020 school year, the CAASPP testing was cancelled due to the COVID19 crisis. Although school was closed until March 2020, we were able to complete CAASPP testing this school year. Thus, our goal areas remain consistent for the upcoming school year's testing (2021-2022 CAASPP Goals):

Number of students meeting or exceeding standards...

- ELA increase by 5% - Currently 57% (from 2018-2019 - continuation due to school closure - COVID19)
- Math increase by 5% - Currently 49% (from 2018-2019 - continuation due to school closure - COVID19)

NOTE: These percentages are inclusive of many students who are in a self-contained classroom of which language is the primary disability.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All • Asian • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
With a focused emphasis on Foster Youth, EL, and Low Income students: 1. Fund (K-6) Academic Intervention Teacher for English/Language Arts & Mathematics - continuation from 2019-2020 Provide schedule, space, materials for intervention instruction 2. Create SMART Goals 3. Administer CAASPP, ELPAC, Fluency, Spelling, and other teacher created assessments	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria John Hattie, October 2015 Influences and Effect Size <ul style="list-style-type: none"> • Collective teacher efficacy 1.57 • Teacher clarity 0.75 • Formative Evaluation 0.68 	Administration will: 1.Hire qualified credentialed teacher - Provide schedule, space, materials for intervention instruction Evaluate teacher - EGUSD Certificated Teacher Process 2. Analyze monthly teacher created and EGUSD fluency/spelling assessments.- as a part of the PLC process 3. Evaluate program based upon student assessments not exclusive of:CAASPP, ELPAC, teacher created, program and EGUSD assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$50000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All • Asian • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
With focus on EL, Foster and Low Income students:	Research supports building student reading and math fluency using high interest,	Effectiveness of use of outputs will be measured by:

<p>1. Purchase supplies- copy materials/supplies, paper, ink, pencils</p> <p>2. Administer, Maintain, Analyze EGUSD Fluency and Spelling Assessments Administer Trimester Writing Prompts (K-6) Administer Trimester Performance Tasks (3-6)</p> <p>3. Provide district approved supplementary training, curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level or student learning needs (i.e. Reflex Math, IXL math program, Brain Pop and Brain Pop Junior.</p> <p>4. Provide resources, materials, and technologies to meet students' diverse learning needs: -Agendas for grades -Supplies and materials -AVID program for 6th grade. -Curriculum and technology site licenses (from district approved list) -Additional technology resources (printers/ink) to provide teachers and parents with diagnostic and progress monitoring reports -Riso supplies for printing of materials to support students' proficiency in ELA and mathematics -Supplemental supplies and service agreements to support the instructional programs -Supplemental leveled text and decodables to support small group instruction in grades TK-6</p>	<p>interactive programs that provide feedback and adjust to student performance levels.</p> <p>John Hattie: Visible Learning for Teachers; Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Small Group Learning • Reading Phonics Instruction Effect Size: .60 • Reading Comprehension Programs Effect Size of 0.58 	<p>1. Supplies will support the assessments for grade level standards.</p> <p>2. EGUSD Fluency and Spelling assessments will be analyzed during CoOp Conferences as a progress monitoring component. Early Out Wednesday meetings will be dedicated to analysis of the aforementioned assessments inclusive of the PLC processes.</p> <p>3. SMART goal results will be constructed and reviewed, informed and adjusted at the Wednesday "Early Out Meetings." CoOp Conferences will also serve as a progress monitoring component to address English Language Arts, Trimester writing samples (TBEAR) and mathematics performance, individually and in grade level groupings.</p> <p>4. Monthly grade level meetings to determine progress toward AVID program component implementation.</p>
---	---	--

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>Site Goal 1.2</p>	
<p>Close the achievement gap with the lowest performing subgroups - continuation of goal from 2019-2020 school year due to COVID19 school closure (CAASPP state testing cancelled - current year - tested). Based on data from the CAASPP testing and the California State Dashboard.</p> <ul style="list-style-type: none"> • Asian, Hispanic & African American, English Learners - increase 5% for aforementioned subgroups respectively - based on aggregated scores from 18-19 CAASPP 	
<p>Metric: CAASPP</p>	

<p>Actions/Services 1.2.1</p>		
<p>Principally Targeted Student Group</p>		
<p>• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander</p>		
<p>Specific Actions to Meet Expected Outcome</p> <p>1. Continue work as a PLC, by creating SMART Goals - school wide, grade level, and each trimester based on EGUSD and site assessments.</p> <p>2. Purchase updated technology accessories to enhance classroom instruction</p> <p>3. Fund release days to administer and analyze standardized and common formative</p>	<p>What is the Research Confirming this is an Effective Practice?</p> <p>John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49 	<p>How will you Measure the Effectiveness of the Actions/Services?</p> <p>1. Utilize Wednesday Early Out Wednesdays to analyze data to inform practice: Assessments to be analyzed: Wonders/GoMath Assessments Teacher Created - PLC Interim CAASPP Assessments - (IABs) TBEAR Writing EGUSD Spelling Inventory</p> <p>2. Implement Illumination assessment management software as an analysis tool</p>

assessments.		3. Utilize time as provided by substitute teachers to analyze the aforementioned assessments.
--------------	--	---

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$13000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

Implement AVID program in Grade 4, 5, and 6 - continuation from previous school year (2019-2020) due to school closures (COVID19).

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide professional development and on-going training to sixth grade teachers for the AVID program. 2. Provide supplies, equipment, and release time for implementation of AVID program. 3. Coordinate implementation with Elk Grove Regional Feeder Pattern Schools	Teacher Clarity Effect Size - .75 Clear Goal Intentions Effect Size - .48 Collective teacher efficacy: 1.39 School Support Programs - .212	1. Observation of implementation in classes, as well as self perception survey results. Reword measurement 2: Minutes/notes from GL meetings/discussions analyzing and adjusting program implementation, as well as student use of learned processes. And measurement 3: Feedback from regional elementary and secondary sites to align program. These changes make them measurements of your actions.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
---	--

Site Goal 2.1

- All 3-6 grade students are provided the opportunity for GATE identification and accelerated learning.
- Increase students as GATE identified by 5% from previous years (2019-2020) to upcoming year (2021-2022)
- Provide an after-school GATE enrichment program
- Provide a menu of after-school enrichment programs

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Hire and provide stipend for GATE Teacher/Coordinator (up to \$500 each based on time accounting) Teacher will assess all 3rd grade students using NNAT (fall) Assess new students in grades 4-6 who are using NNAT (Spring) Attend district GATE Coordinator meetings 2. Provide staff professional learning regarding the program, GATE student needs, and qualifying process Hold parent meeting to provide program and identification process Teach after school GATE enrichment program - year-long programs - from Jan. 2020 - Jan. 2021. 3. Purchase materials/supplies for GATE/Accelerated program	<ul style="list-style-type: none"> • Nelson, 2016. The O Factor: Identifying and Developing 5-25 Year Olds Who Are Gifted in Organizational Leadership. • Hattie, 2015. Teacher Clarity. Effect size of Teacher Clarity. .75 	1. Evaluate Teacher and GATE program annually 2. Review newly identified GATE students lists <ul style="list-style-type: none"> • Observe and provide feedback to the GATE after school program regarding identification process, testing, and program. • Evaluate after school enrichment program and provide teacher feedback. 3. Review/Approve supply/material expenditures

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

Utilize research-based ELD instruction, strategies, and techniques. Use ELCAP, EGUSD Fluency and Spelling assessments, and CAASPP data to analyze student needs for effective programmatic and student-based ELD instruction. Assess all EL students to identify current levels in order to provide targeted English Language instruction throughout the day and provide intervention opportunities.

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?
1. Provide a coordinator to train credentialed teacher conduct initial and annual ELPAC assessments for all English Learners to track progress of individual EL students. <ul style="list-style-type: none"> • 30 hours for TK/K initial assessments (Fall) • 40-50 hours for summative ELPAC assessment (Spring) • EL Coordination work (timesheeted) 2. Hold ELAC site meetings <ul style="list-style-type: none"> • Identify an ELPAC coordinator 3. Maintain professional development that supports integrated and designated ELD. <ul style="list-style-type: none"> • Utilize funding for supplemental materials for EL instruction, 	<ul style="list-style-type: none"> • <u>Teaching Academic Vocabulary</u> By Kate Kinsella, Ed.D. • CDE. 2017. Considerations in the Transition of the English Language Proficiency Assessments for California (ELPAC) Paper-Pencil Tests to Computer-Bases Assessments 	1. Monitor/ Analyze Testing Process and ELPAC Summary Reports of individual students. Evaluate teacher test administration. Review ELPAC scores and track student progress each trimester 2. Attend/Evaluate ELAC site meetings 3. Staff evaluation of professional development - Classroom walkthrough observations to see learned ELD instructional strategies in action. 4. Evaluate para - professional and corresponding EL curriculum and program

intervention, and enrichment			
4. Utilize para-professional to support EL students			
Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$6000	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

PBIS Comprehensive Implementation: Continue to utilize structures and processes of the Positive Behavioral and Intervention and Support model. PBIS Tier 1 and 2 teams will meet monthly to support social and emotional needs of students. The POI and TFI will be utilized to determine effectiveness of implementation.

Metric: Social Emotional Learning

Actions/Services 3.1.1

Principally Targeted Student Group
 • All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Positive Behavior and Intervention and Support - on-going implementation - Year 7 including focus on school culture and climate. Continue training and support of students, staff, and school community in the area of PBIS Continue use of Check in - Check out process with Tier 2 students Tier 3 PBIS training program.if available Build upon "Gold" rating of current PBIS model by applying for "Platinum" Rating as described by national PBIS criteria. Maintain monthly meetings of PBIS teams - Tier 1 and Tier 2. Use PBIS funding for signage, supplies, materials Use PBIS funding to release staff for Tier 3 training. Use PBIS funding for registration fees - PBIS Coalition Conference 2. Identify Foster Youth and provide staff with	Robert Marzano, "What Works in Schools," 2002 (Safe and Orderly Environment) "Is School-wide Positive Behavior Support an Evidenced-based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis	1. Oversee implementation school-wide Identify and monitor students receiving Tier 2 supports Use the TFI to determine success and need areas. Provide PBIS Parent Survey - analyze results to inform practice Analyze (monthly) discipline incidents - behavior referrals (and suspensions) PBIS discipline data/MHT referrals Gather, share, and analyze behavior data monthly - school site council, staff meetings Analyze and share results with parents, staff, and school site council. Release staff for Tier 3 training. Release staff for PBIS conference. 2. Monitor and provide support services to students designated as Foster Youth. Meet with tutor monthly to determine need/progress areas. 3. Distribute/Analyze California Health Kids Survey Data. - with grade level teams and staff

FYS services/outreach		
3. Administer California Healthy Kids Survey to all students in grades 4, 5, and 6.		

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$2500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Reduce Suspension Rate by 0.5 % as measured by the California Schools Dashboard (Fall 2019 - Medium Decrease - 1.5 Value to 1.1 Value - "Orange" Performance Level"

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

- All • 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. Implement Tier 1 and Tier 2 PBIS Program school-wide, Utilize Tier 2 Supports from PBIS 2. Collect and Analyze Suspension Data monthly with whole staff 3. Analyze Suspension Data with Staff, Tier 1, Tier 2, and School Site Council monthly. 4. Analyze and address disproportionality of suspensions in regards to over-represented groups of students 5.. Continue to implement Restorative Practices Training 6. Utilize Mental Health Technician and PBIS Behaviorist	Do Suspensions Affect Student Outcomes? Johanna Laco , Matthew P. Steinberg Published August 17, 2018	1. Analyze Monthly - Suspension Data - at Tier 1 and Tier 2 monthly meetings. 2. Analyze Monthly (whole staff) - Behavioral Referral Data (PBIS) 3. EGUSD Suspension Quarterly Reports Analyses California School Dashboard Status 4. Provide, analyze, and inform data and practice regarding disproportionality specific to students groups which are over-represented. 5. Principal to hold Restorative Practice Meetings with Tier 2 and Tier 3 students, analyzing individual and school-wide data monthly. 6. MHT to track caseload and report progress monthly - Tier 2 PBIS meetings

Funding Source	Amount	Description of Use		

<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
--	---

Site Goal 4.1

Provide evening educational opportunities for parents/guardians/caretakers and increase the average participation rate
 Hold monthly, on average, one Dragon University Parent Nights per school year (2021-2022)

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Hold Back to School Night/Open House 2. <u>Dragon Parent University:</u> Literacy/Reading Skills 1st Grade Parent Night Parent Teacher Conferences Dragon Tech "Bytes and Bites - bring your family to school day" Science Family Night STEM Music Family Night 3. KFTV Dragon News - continue to engage families through video production of a weekly newscast 4. Utilize various communication modes: auto-dial phone calls, print (monthly newsletter), emails, school website, and social media 5. Fund necessary "light" snacks, supplemental materials, equipment, and personnel.	John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. <ul style="list-style-type: none"> • Parental Involvement 0.51 Back to school: How parent involvement affects student achievement http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.htm	1. & 2. Attendance at events Parent surveys Sign-in Sheets Collect data/Goal Set - Back to School Night/Open House/Parent Conference Attendance 2. Parent University - Analyze Attendance and Evaluation Data 3. Collect and analyze Subscriptions, Views and "Likes" web traffic 4. Analyze communication modes to determine effectiveness of each 5. Utilize staff and materials to support family nights - evaluate effectiveness

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Increase daily attendance (2021-2022)

- Increase overall attendance rate to 96.5%
- Decrease Chronic Attendance by 1%

Based Upon School Year-Long Data (from 18-19 Pre-COVID19 data):

General Ed - 96.27%
 Mild-Mod - 94.85%
 Mod-Sev - 94.32%

Total - 95.99%

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- All • 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?

<ol style="list-style-type: none"> 1. Track monthly attendance data 2. Provide incentives for individual and classroom attendance - 3. Continue attendance incentives, work with SARB office and hold SART meetings with families to increase attendance 4. Utilize SARB process - phone calls, letters, emails, parent meetings 	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes Applied Survey Research, May 2011</p>	<ol style="list-style-type: none"> 1. Distribute Monthly Synergy Attendance Data to staff 2. Utilize PTO funding to maintain recognition and incentives for students and classes with perfect attendance Recognize students at monthly awards assemblies for perfect attendance. Classroom recognition for perfect attendance. Monthly rewards, Bike Giveaway (year end) 3. Hold SART (AIO) Parent Meetings - utilize Parent Contracts to increase attendance 4. Collect data regarding AIO process information
--	--	--

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.

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.

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

V. Funding

Ellen Feickert Elementary - 257

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	\$16,857	\$16,857	\$16,857	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	25.375	\$0	\$3,163,359	\$3,163,359	\$3,163,359	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.63	\$0	\$73,686	\$73,686	\$73,686	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$34,760	\$34,760	\$34,760	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$211,229	\$211,229	\$0	\$0	\$211,229	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$60,500	\$60,500	\$93,000	\$0	\$0	\$0	\$-32,500
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,397	\$3,397	\$0	\$4,000	\$0	\$0	\$-603
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$5,010	\$5,010	\$0	\$6,000	\$0	\$0	\$-990
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$5,000	\$0	\$-4,000
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$5,395	\$5,395	\$5,395	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$40,473	\$40,473	\$40,473	\$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)	1.1875	\$0	\$48,500	\$48,500	\$0	\$0	\$48,500	\$0	\$0
3100 Special Day Classes (SCC) 6500 Special Education	6.75	\$0	\$655,424	\$655,424	\$655,424	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.95	\$0	\$285,465	\$285,465	\$285,465	\$0	\$0	\$0	\$0

3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	11.8125	\$0	\$893,253	\$893,253	\$893,253	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	5.25	\$0	\$246,817	\$246,817	\$246,817	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$364	\$0	\$364	\$364	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	56.955	\$364	\$5,745,125	\$5,745,489	\$5,508,853	\$10,000	\$264,729	\$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$94,368
Subtotal of state or local funds included for this school	\$5,651,121

Principal **Eric Murchison**

School Site Council Chairperson **Brian Painter**

EL Advisory Chairperson **Alicia Villapanda-Baron**
