



Florence Markofer Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: DOROTHY STOPPELMANN

County-District-School (CDS) Code: 34673146098743

**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 style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>January staff meeting January leadership meeting February PTO meeting September PTO meeting October Staff Meeting October Leadership meeting 1st Fall School Site Council Meeting</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The plan is a direct result from meetings help throughout the year and the input from multiple stakeholders. The general consensus in all of the stakeholder meetings was a concern that the school district is not funding the Program Administrator position.</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

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP
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- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

Students and staff will benefit from staff professional development. Not only teachers but also classified staff will receive high-quality professional development specific to their responsibilities. Students will benefit from an opportunity to attend small-group instruction in ELA and math when determined there is a need. There will be a concentrated effort to provide English Learners more sheltered learning of English. Students and staff will benefit from some advancements in technology and technology specific professional development. Our ultimate goal is to increase our CAASPP scores in ELA. While the school had a 5 point gain in ELA on the state standard met, we are still 11 points from meeting the standard. The school has committed to make another 5 point gain in ELA. Provide high quality Tier II early literacy intervention for (K-3) students that are struggling. Increase their reading rates and comprehension.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

- All • EL • Low Income • R-FEP • 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?
1. Fund (K-6) Academic Intervention Teacher for English/Language Arts & Mathematics - continuation from 2020-2021. With a focused emphasis on Foster Youth, EL and Low income students.	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Collective teacher efficacy 1.57 • Teacher clarity 0.75 • Formative Evaluation 0.68 	<ul style="list-style-type: none"> • Evaluate program based upon student assessments not exclusive of: CAASPP, ELPAC, teacher created assessments and EGUSD assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$40000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Fund the purchase of supplemental technologies, supplies and programs to support teachers and staff in providing solid first instruction and intervention.

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?
Provide district approved supplementary training, curriculum, technology, resources	John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences	Effectiveness of use of outputs will be measured by:

and supplies to meet SMART goal attainment for each grade level and to focus on student learning needs. (ex. Scholastic news, MyON, iReady, AVID, Academic Vocabulary Toolkit, Starfall Education, etc...).

Provide resources, materials, and technologies to meet students' diverse learning needs:

- Agendas for grades 3-6;
- Supplies and Materials to maintain compliant in AVID program for grades 3-6;
- Communication folders for grades K-2;
- 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 to run supplemental materials to support students' proficiency in ELA and mathematics;
- Student supplies needed to support programs used to increase academic achievement.
- Sufficient paper to accommodate all Wonders, intervention, tutoring, ELD, and enrichment programs.
- Supplemental supplies and service agreements to support the instructional program;
- Supplemental leveled text and decodables to support small group instruction in grades TK-6

on student learning.

- Response to Intervention 1.07
- Teaching strategies .62
- Small Group Learning .49

- Grade level assessments data analysis
- Increase overall average scale score improvement of 10 points as measured by CAASP (Currently 8 points below standard)
- SMART goal results
- SRC reading program to support early literacy and life long enjoyment of reading

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

Site Goal 1.3

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.

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?
<ul style="list-style-type: none"> • Continue work as a PLC, by creating SMART Goals - school wide, grade level, and each trimester based on EGUSD and site assessments. • Purchase updated technology accessories to enhance classroom instruction • Fund release days to administer and analyze standardized and common formative assessments. 	<p>John Hattie's Visible Learning for Teachers 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 • Smal 	<ul style="list-style-type: none"> • Utilize Wednesday Early Out Wednesdays to analyze data to inform practice: Assessments to be analyzed: EGUSD assessments, Wonders/Go Math, Teacher created - PLC, Interim, CAASPP • Implement Illuminate assessment management software as an analysis tool • Utilize time as provided by substitute teachers to analyze the aforementioned assessments.

Funding Source	Amount	Description of Use		

Supplemental/Concentration (7101/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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<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)
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<p>Site Goal 2.1</p> <ul style="list-style-type: none"> • 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 	
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Metric: Other (Site-based/local assessment)

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?
<ul style="list-style-type: none"> • provide stipend for GATE Teacher/Coordinator • Coordinator will manage NNAT assessment process for all 3-6 grade students. • Coordinator will attend District GATE Coordinator meetings • Coordinator will provide staff professional learning regarding the program, GATE student needs, and qualifying process • Hold parent meetings to provide program and identification process • Teach after school GATE enrichment program - year-long programs, recruit other teachers to teach after school GATE/Accelerated enrichment programs • 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 	<ol style="list-style-type: none"> 1. Evaluate 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)	\$300	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$3097	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1250	Certificated Salaries	<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?
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, intervention, and enrichment 	Teaching Academic Vocabulary 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

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$4669	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

Comprehensive Tier 1 and Tier 2 PBIS Implementation: Continue to use structures and procedures of the Positive Behavior and Intervention and Support Model. PBIS Tier 1 and Tier 2 Leadership teams will meet monthly to support social and emotional needs of the students to support needs of students. Teams will monitor data regarding disproportionality for discipline, attendance and academic progress. The TFI will be used to determine effectiveness of implementation.

Metric: Suspension

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?
<ul style="list-style-type: none"> • Ongoing implementation of PBIS Universal Expectations and Supports with a focus on school climate and culture supporting students returning to in person instruction. • Continue training and support of students, staff, and school community in the area of PBIS. • Implementation of Check in Check out process with Tier 2 students. • Build upon "Bronze" rating of current PBIS model by applying for "Silver" 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 • Administer California Healthy Kids Survey to all students in 4-6 grades. 	<p>PBIS is a highly-regarded and well-researched effective system to help support all students.</p> <ul style="list-style-type: none"> • Altering School Climate Through School wide Positive Behavioral Intervention and Support, Bradshaw C., 2009 	<ul style="list-style-type: none"> • The goal would be to reduce office referrals and suspensions by 5%. • Our <u>Tier I</u> Fidelity Score was 91% for 2019-2020. We aim to increase this to be above 95% for 2021-2022. • Our <u>Tier II</u> Fidelity Score for 2019-2020 was 70%. We aim to increase this to 80% for 2021-2022. • Gather, share, and analyze behavior data monthly - school site council, staff meetings • Analyze and share results with parents, staff, and school site council. • Distribute/Analyze California Health Kids Survey Data. - with grade level teams and staff

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • EL • 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?
<ul style="list-style-type: none"> • Collaboration with Foster Youth Services to provide wrap around services and tutoring for all foster youth at the school. Support will be provided for expediting registration, transfer of records and educational services. Provide staff training on the foster youth system and how we all can help them with school success. 	<ul style="list-style-type: none"> • Foster Youth Tool Kit: http://kids-alliandce.org/edtoolkit • We will use material from this website to support our staff in their training. 	<ul style="list-style-type: none"> • Tracking that all foster youth have access to supplemental academics either at the school or by foster youth programs. • Use school wide assessments and track foster youth students with the foster youth coordinator to assure that they are making adequate progress. • Tier II supports will be provided for those that show academic deficiencies.

Funding Source	Amount	Description of Use		

Actions/Services 3.1.3

Principally Targeted Student Group

- Asian • Black or African American • Foster Youth • Hispanic or Latino • 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?
<p>1. Provide professional learning opportunities for staff that support the development of culturally responsive practices, implicit bias interruption strategies, restorative practices,</p>	<p>Cultural responsiveness is integral to the "essence" of effective teaching, Effective Teaching is Culturally Responsive, Culturally Responsive Teaching: A Guide to Evidence-</p>	<p>2021 Goals to increase the positive perception of school climate by students in the following areas as measured by the California Healthy Kids Survey:</p>

and social emotional learning through an equity lens. 2. Purchase books and materials to support professional learning opportunities for staff that support the development of a positive school culture, culturally responsive practices, restorative practices, and social emotional learning through an equity lens.	Based Practices for Teaching All Students Equitably, Basha Krasnoff, March 2016	School Connectedness Academic Motivation Caring Adults in School Social and Emotional Learning Supports Anti-bullying Climate
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$300	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<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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<p>Site Goal 4.1</p> <p>Increase parent and community engagement through a student centered news broadcast.</p> <p>Metric: Other (Site-based/local assessment)</p>

Actions/Services 4.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Continue to implement an extended day media production program to provide systematic media production instruction to students. • Provide funding for additional technology, supplies, and equipment to support media production and enhance community engagement. • Students will create school news segments that will keep families informed about 	<p>Cary, A. (2006) How Strong Communication Contributes to Student and School Success: Parent and Family Involvement</p> <p>https://www.nspr.org/files/docs/Strong_Communication_Students_School_Success.pdf</p>	<ul style="list-style-type: none"> • Produce a minimum of 8 videos that can be shared with the Markofer School Community

events happening on campus and engage the community with what is currently happening at the school.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Strengthen our home school connection through the programs and supports that we provide for students and families. Decrease our chronic absenteeism.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Develop a 5 step program to address chronic absenteeism. Markofer tends to have a chronic absents concern with the Asian and Hispanic populations in particular. The 5 steps will consist of: 1. Early monitoring/tracking 2. Engage parents and students 3. Personal outreach 4. Response to removing barriers 5. Frequent recognition of improvement	There is much research in on the website of www.attendanceworks.com . Much of it points to mind sets of families.	We will track attendance data weekly and begin early in the year making personal contacts with families that are showing an absence patterns. We hope to increase our attendance rate by .05% over the 2019/2020 school year.
Funding Source	Amount	Description of Use

Site Goal 4.3

Continue to find new ways to reach out to parents and the community to strengthen home-school connection.

Metric: Family and Community Engagement

Actions/Services 4.3.1

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase School-wide Family and Community Engagement: <ul style="list-style-type: none"> Build partnership with Parent Teacher Organization working together to support programs to enhance the school experience. 	John Hattie <u>Visible Learning</u> : <ul style="list-style-type: none"> Parental involvement has a .49 effect size, a .48 effect size for student motivation and a .72 Teacher/Student relationship effect size. 	We will track participation via sign-in sheets. We aim to increase parent and community engagement in activities as compared to the 2019-2020 sign-in sheets.

<ul style="list-style-type: none"> • Installation of PTO sponsored Electronic Marquee • Parent - Teacher Conferences • Back to School Night • Open House • Establish & Communicate current events in print, website, social media, marquee, as well as District sponsored communication applications. • Build partnership with the FACE Department to collaborate and foster programs to support the Markofer school community. • Provide translation services for parent meetings. 		
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$500	Classified Salaries	<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.

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

V. Funding

Florence Markofer Elementary - 313

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	\$19,171	\$19,171	\$19,171	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	28.375	\$0	\$3,550,726	\$3,550,726	\$3,550,726	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.83	\$0	\$77,734	\$77,734	\$77,734	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$40,072	\$40,072	\$40,072	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$225,800	\$225,800	\$0	\$0	\$225,800	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.5	\$0	\$62,750	\$62,750	\$55,000	\$1,250	\$5,000	\$1,500	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,397	\$3,397	\$0	\$3,397	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$4,669	\$4,669	\$0	\$4,669	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$5,503	\$5,503	\$5,503	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$41,395	\$41,395	\$41,395	\$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)	1.375	\$0	\$59,698	\$59,698	\$0	\$0	\$59,698	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.6315	\$0	\$324,916	\$324,916	\$324,916	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.75	\$0	\$40,689	\$40,689	\$40,689	\$0	\$0	\$0	\$0

3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	19.375	\$0	\$1,046,804	\$1,046,804	\$1,046,804	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3	\$0	\$197,504	\$197,504	\$197,504	\$0	\$0	\$0	\$0
4115 Director of Pre-K Education 7828 State PreK QRIS IMPACT Block Grant	0	\$411	\$0	\$411	\$411	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$177	\$0	\$177	\$177	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	59.8365	\$588	\$5,701,828	\$5,702,416	\$5,400,102	\$9,316	\$291,498	\$1,500	

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	\$106,596
Subtotal of state or local funds included for this school	\$5,595,820

Principal **Dorothy Stoppelmann** _____

School Site Council Chairperson **Jennifer Leon** _____

EL Advisory Chairperson **Haroon Khalil** _____