



Foulks Ranch Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: JOSEPH DONOVAN

County-District-School (CDS) Code: 34673146107700

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

***Meets E.C. 64001 Requirements for a Single Plan for Student Achievement**

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <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>Input for the review/analysis of the Foulks Ranch 2020-21 LCAP involved many stakeholders. Previous school year's assessment data was analyzed during the year and stakeholder input was acquired through a variety of virtual opportunities (due to the pandemic) throughout the 2020-21 school year:</p> <ul style="list-style-type: none"> - Monthly PTO executive and general meetings - School Site Council meetings (9/24/20, 10/1/20, 6/1/21) - ELAC meetings (12/9/20, 1/20/21, 4/14/21) - Faculty meetings (monthly) - Leadership meetings (monthly) - School Culture meetings and Relationship Project meetings (bi-monthly) - Early Out Monday Grade Level PLC meetings - Electronic Surveys for Parents and Staff
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These stakeholder consultations provided input, clarification, and consensus for Foulks Ranch around the short and long term planning goals, measurable outcomes, and suggestions for future goals. Through surveys, sharing and collecting relevant data, and a cycle of inquiry, we were able to determine our progress and map out future needs. Our 2021-2022 plan goals, actions, resource allocations, and progress indicators are the result of these frequent and on-going consultations. Through these consultations, parents and teachers encouraged the continued professional development of our teachers and staff around Professional Learning Communities, International Baccalaureate Primary Years Program exploration, Framework for High Quality Instruction and Social Emotional Learning. In addition, parents indicated the continued support of intervention time, parent trainings, and continuance of School-wide PBIS focus on bullying education and prevention. Increased professional development and supports for students who have experienced trauma and increased attention to programs aimed at Social Emotional Learning (SEL) areas due to projected fallout from the COVID 19 pandemic. More technology available to more students with additional teacher training on teaching with technology and student learning through technology. All stakeholder groups support targeted students with intervention services, both during the school day and after school (Extended Day, Intersession and use of Academic Intervention Teacher AIT), and a continued focus on parent involvement.</p> <p>Due to COVID 19 pandemic during the end of the 2019-2020 and the entire 2020-2021 school year, the LCAP for the 2021-2022 school year will include similar goals from the 2020-2021 LCAP. The School Site Council, ELAC, parent and staff stakeholder consultations have led to goals for the upcoming school year to be focused on providing extended learning opportunities, increase of parent involvement, professional development centered on social emotional learning and high quality instruction, increase of educational technology hardware and instructional supports, and increase opportunities to address learning loss due to Covid 19 pandemic.</p> <p>Stakeholders shared that interventions are in place to support growth. They feel that professional development for teachers, release time for teachers to observe colleagues, PLC data meetings, monthly CO-OP meetings, targeted intervention during the school day, systemic response to intervention for behavior and academic needs are all positives moving forward. It is recommended that these all continue and in addition the</p>

hiring of an Academic Intervention Teacher (AIT) to work along with timesheeted certificated and classified intervention support would be beneficial.

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 • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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<p>Site Goal 1.1</p> <p>Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores by providing high quality, research based instructional practices.</p> <p>Following goals set for the 2021 22 CAASPP:</p> <p>SBAC Math (DFS) FRES: -5 GOAL 10 AA: -75.2 GOAL -50 EL: -26.7 GOAL -1 SWD: -67.4 GOAL -42</p> <p>SBAC ELA (DFS) FRES: 12.1 GOAL 27.1 AA: -37.6 GOAL -12 EL: -23.2 GOAL 0 SWD: -47.1 GOAL -22</p> <p><i>* Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver</i></p>	
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Metric: CAASPP

Actions/Services 1.1.1

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>1) Provide internal professional development through release time for teachers to observe colleagues, plan and collaborate on school-wide instructional targets, and discuss students of concern in trimesterly CO-OPs. (Roving substitutes \$197.75 per day, x 8 = \$1,582)</p> <p>2) Use of 2 Academic Intervention Teachers to assist during WIN times to create smaller groups and assist grade levels with targeted instruction to underperforming students. (AITs: \$45.20 per hour x 5 hours a day = \$226 per day x 4 days per week = 904 per week x 3 weeks a month = \$2,712 x 9 = 10</p>	<p>See Darling-Hammond, L. (2005) Professional Development Schools: Schools for Developing a Profession on making teacher professional learning an endemic part of every successful school.</p>	<p>1) Effectiveness of release time will be measured by review of results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p> <p>2) Effectiveness of AIT uses will be measured in PLCs through teacher developed formative assessments that determine students acquisition of the chosen essential standards. PLC minutes and student</p>

<p>months = \$ 24,408 - \$27,120 x 2 AITs = \$48,816 - \$54240 Total)</p> <p>3) Materials and supplies for GATE program implemented to provide unique and different experiences for students through multiple sessions of enriching and engaging after school classes.</p>		<p>data presented to administration during CO-OPs will measure implementation of this goal while the overall impact on student learning will be measured summatively by CAASPP and K/1/2 Benchmarks.</p> <p>3) The effectiveness of the Foulks Ranch GATE program will be measured by student attendance rates and parent survey results.</p>
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Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1582	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$51225	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Increase English Language Learner Reclassification rate to 25% and progress toward English Proficiency as measured by the ELPAC to 45%.

Metric: Redesignation

Actions/Services 1.2.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Continuously improve the proficiency of English Learners through designated and integrated ELD and additional supports and interventions throughout the instructional day.</p> <p>2) Site English Language Coordinator will monitor, assess and review state mandated ELD assessments. Coordinator will also support site English Learner Advisory Committee and monitor/guide ELD instruction on site with grade level PLC teams. ELPAC Coordinator will administer Initial and Summative Assessments.</p>	<p>Research confirms that tiered/responsive academic school-wide support systems increase student achievement (comprehensive ELD research is universally accepted - see various studies from UCLS, Kate Kinsella, California ELD frameworks).</p>	<p>1) The effectiveness of this will be measured by EL Walkthrough data that will ultimately be represented in site PIC data.</p> <p>2) The effectiveness will be measured by the collected data on progress toward team-determined essential standards. Summatively, the CAASPP, ELPAC and redesignation data will determine if goals were met.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$7740	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1		
All grade levels and intervention team will operate as a high functioning Professional Learning Community (PLC) to share best practices, analyze of assessment data, and make modifications based on the data. All will participate in these weekly PLC meetings and use the cycle of inquiry to improve student achievement and help close our achievement gap.		
Metric: Assessment System		
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?
<p>1) PLC s meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member of every grade level. Support PLC Guiding Coalition team throughout the year as team reviews common assessment plan, intervention services, ELD instruction and enrichment services. (See 1.1.1 Funding Sources)</p> <p>2) * IXL Yearly Site Subscription - \$13,283 * Renaissance Learning - Accelerated Reader Yearly Site Subscription - \$ 12,240 * Starfall Yearley Site Subscription - \$270</p>	<p><u>A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</u> Voelkel, R. (2011)</p> <p>McLaughlin, M. & Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school. <u>See Strategic Inquiry: Starting Small for Big Results in Education</u></p> <p>Research from DuFours/ Solution Tree consistently states that the PLC framework for school management is a positive and effective structure for professional growth.</p> <p>Meeting the demands of today's world requires a shift in assessment strategies to measure the skills now prized in a complex global environment. The Partnership for 21st Century Skills believes that such a shift is vital to the widespread adoption of 21st Century skills in our schools. We must move from the primarily measuring discrete knowledge to measuring students' ability to think critically, examine problems, gather information, and make informed, reasoned decisions while using technology. In addition to posing real world challenges, such assessments should accept a range of solutions to a task. http://www.p21.org/storage/documents/21st_Century_Skills_Assessment_e-paper.pdf</p>	<p>1) Site administrative team review results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p> <p>2) Student progress on licensed technology and software will be reviewed annually. The collaborative team will determine the continuation and/or discontinuation of current software. New software recommendations will be piloted by grade levels prior to recommending new purchases.</p>
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$30793	Contracts/Services
		<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: <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1	
PBIS - Implement School Wide Positive Behavior Interventions and Supports (PBIS), understanding Social Emotional Learning (SEL), Culturally Responsive Practices, and Safety Precautions for Staff and Students.	

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- All • Black or African American

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) Elementary Counselor Intern to work 2 days a week in conjunction with site Psych and MHT to run social skill and anger management groups.</p> <p>2) Purchase of SEL Toolbox Project materials: such as, but not limited to: The K-3 puppet set (character set of 4) is \$110 Book Sets: Grades K-1 Book Set- (16 books) \$195 Grades 2-3 Book Set- (15 books) \$180 Grades 4-6 Book Set- (15 books) \$170 Grades K-6 Complete Book Set- (38 books) \$450 Posters: K-3 12 Tools Poster- Color (24 x 36) \$15 4-6 Tools for the Journey Poster- Color (24 x 36) \$15 SEL Novels: <u>Fish in a Tree</u> Hunt, Lynda Lullaly \$600 for 40 copies through Perma-Bound.</p>	<p><u>Is School-wide Positive Behavior Support an Evidence-based Practice?</u> by Rob H. Horner, George Sugai and Timothy Lewis April 2015.</p>	<p>1) Effectiveness of Counselor Intern to be seen in feedback from students and families participating in focused groups, teacher feedback on progress made in areas of concern.</p> <p>2) Effectiveness of increased yard and crosswalk supervision to be seen in a decrease of problems at arrival and dismissal, parent survey results about traffic flow at peak times and child safety.</p> <p>3) Effectiveness shown in teacher feedback and focus students meeting grade level essential standard benchmarks.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1150	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Maintain less than 2% suspension rate for all subgroups and reduce disproportionality in suspension rates.

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

- Black or African American • 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?
<p>1) Deliberately and intentionally analyze current policies and procedures to understand the marginalizing of individuals or groups of students better. Provide professional development for teachers to help with understanding and building relationships with the students and their families. Identify specific individuals to ensure documentation that student progress is consistent with rewards and ensure that the staff understands purpose and value of the system.</p>	<p>Efforts to address disproportionality must also be comprehensive in nature as no one intervention has been found to be successful in isolation (Skiba et al., 2008) Multitier systems of support (MTSS) provide valuable framework for planning and coordinating efforts related to monitoring, pre-referral procedures, and special education decision making for individual students.</p>	<p>1) The effectiveness of this will be seen in positive staff feedback to Removing Labels activities, decrease in discipline referrals and MTSS referrals for behavioral concerns.</p>

Funding Source	Amount	Description of Use		

District Strategic Goal 4:
 All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:
 Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

Increase opportunities for parents and families to participate in school-wide events by focusing on new families and parent groups who traditionally do not attend school functions such as: SSC, ELAC, PTO general meetings, PTO events, Parent Workshops, SST, BTSN, Open House, Carnival, Auction, and Friday Falcon assemblies.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Publicize all school wide events via email, Remind Talking Points, flyers, newsletters, marquee, morning announcements, Synergy, Facebook, Twitter and Foulks Ranch website. Follow up communications with personal calls to targeted populations.	Children whose parents were more involved across elementary school had fewer problem behaviors and better social skills, but that children's academics weren't affected. The study followed 1,300 children from 10 US cities from birth to fifth grade.	1) Effectiveness of parent outreach will be measured by increased scores from families on culture and climate survey surveys, increased attendance logs at events and comment card feedback data

Funding Source	Amount	Description of Use

Actions/Services 4.1.2

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?
1) Support Parent Teacher Home Visit Project - district funds will be used to provide training/hourly compensation for staff to conduct home visits. Participate in workshops that support family engagement.	Research supports the efficacy of home visits. (PTHVP website, Karen Mapp publications from the GSE Harvard).	1) Effectiveness will be measured by amount of participating teachers and feedback from parents post-visit.

Funding Source	Amount	Description of Use

Actions/Services 4.1.3

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Support SEL Coordinator to expand the Social Emotional Learning Toolbox for staff. Provide staff development in class services/support. and materials to support mindful practices.	Research categorically states (from Kaiser Health Foundation, CASEL, and other sources) that mindful practices in schools is an effective way of addressing wellness and providing students/staff with pro-social ways of managing stress.	1) Effectiveness of focus on SEL Toolkit at Foulks Ranch will be seen in student, staff and parent survey results. It will also be seen through analyzing Tier II data and MTSS referrals.

Funding Source	Amount	Description of Use		

Site Goal 4.2
Foulks Ranch looks to decrease absentee, tardy, and early dismissal rates for all students. Increase overall attendance rate to 98.5% Decrease tardy rate to 1% Decrease early dismissal to 1%

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) PBIS team will support, design, secure signage that clearly delineates school wide expectations as well as student acknowledgement for student and staff positive recognitions systems. SEL Toolkit and Foulks Ranch Falcon Five visible throughout campus. 2) Enhance, recess, grade level and SMT supplies to display a variety and choice for students as they interact with each other learning skills, sportsmanship and sense of belonging with team sport and school as a whole.	Research confirms that tiered/responsive academic school wide support systems increase student achievement (comprehensive PBIS research is universally accepted - see various studies from University of Oregon, US Department of Education).	1) Effectiveness will be measured by Synergy attendance data, late/tardy student percentages and early dismissal documentation to see if increased signage and inviting, student friendly atmosphere positively affects attendance. 2) Effectiveness of increased focus on student preferred playground activities will be seen in Daily Attendance Rate increase from low of 95% since beginning of school year (8/15/21) to more appropriate 98.5%.

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

Actions/Services 4.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide admissions fees and necessary supplies for teams of students plus parent coaches to participate in NGSS or other accelerated activities such as: Capital Region Engineering Science	Nelson, 2016. The O Factor: Identifying and Developing 5- to 25 Year Olds Who Are Gifted in Organizational Leadership. Kanter, D. E., and Konstantopoulos, S. 2010.	Admin will: Support student participation and team progress as well as attend culminating events.

<p>Technology (CREST) and/or GATE related activities.</p>	<p>The impact of a project-based science curriculum on minority student achievement, attitudes, and careers: The effects of teacher content and knowledge and inquiry-based practices.</p> <p>Joseph Krajcik, Susane Codere, Chanyah Dahsah, Renee Bayer andKongju Mun. 2014. Planning Instruction to Meet the Intent of the Next Generation Science Sttandards.</p>			
<p>Funding Source</p>	<p>Amount</p>	<p>Description of Use</p>		
<p>GATE (7105/0000)</p>	<p>\$2897</p>	<p>Certificated Salaries</p>	<p><input type="button" value="Edit"/></p>	<p><input type="button" value="Delete"/></p>

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.

Funding supports intervention teachers, teacher collaboration, professional development opportunities, and release time to benefit all students.
Funding supports PBIS program to benefit all students
Funding supports parent participation opportunities to benefit all students.

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

V. Funding

Foulks Ranch Elementary - 263

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	\$26,598	\$26,598	\$26,598	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	36.375	\$0	\$4,504,393	\$4,504,393	\$4,504,393	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$167,292	\$167,292	\$167,292	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$52,628	\$52,628	\$52,628	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$215,995	\$215,995	\$0	\$0	\$215,995	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$84,750	\$84,750	\$52,807	\$30,793	\$1,150	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$1,500	\$0	\$0	\$2,897	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$7,740	\$7,740	\$7,740	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$1,000	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,043	\$6,043	\$6,043	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$46,010	\$46,010	\$46,010	\$0	\$0	\$0	\$0
3711 Special Education Preschool 3310 Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	1.75	\$0	\$118,226	\$118,226	\$118,226	\$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	\$83,539	\$83,539	\$0	\$0	\$83,539	\$0	\$0
3150 Independent Living Skills (ILS)	5	\$0	\$354,982	\$354,982	\$354,982	\$0	\$0	\$0	\$0

6500 Special Education									
3410 Special Education Mild/Moderate 6500 Special Education	2.7375	\$0	\$197,833	\$197,833	\$197,833	\$0	\$0	\$0	\$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	7.75	\$0	\$490,430	\$490,430	\$490,430	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	9.7813	\$0	\$542,579	\$542,579	\$542,579	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$29	\$0	\$29	\$29	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	68.7813	\$29	\$6,904,435	\$6,904,464	\$6,569,090	\$30,793	\$300,684	\$3,897	

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	\$253,818
Subtotal of state or local funds included for this school	\$6,650,646

Principal **Joe Donovan** _____
 School Site Council Chairperson **Jordan Rankin** _____
 EL Advisory Chairperson **Mayra Shannon** _____