



## Mary Tsukamoto Elementary

# Local Control Accountability Plan (LCAP) 2021-2022

**Principal:** JANA VERMETTE

**County-District-School (CDS) Code:** 34673146110985

**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

<b>Involvement Process for LCAP and Annual Update</b>
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>The LEA consulted stakeholder groups; Staff, School Site Council, ELAC, and Parents at: Title I Parent Meetings and Parent Information Meetings. Meetings were held on:</p> <p>School Site Council: 12/17/20, 2/24/21, 4/14/21, 4/20/21, 5/6/21                  ELAC Meeting: 9/17/20, 4/21/21, 6/9/21                  Parent Information Meetings: 2/17/21, 3/2/21, 3/9/21                  LCAP Input Meeting: 2/12/21, 2/23/21                  Title I Parent Meeting: 10/9/20, 2/3/21                  Staff Meeting: 11/18/20,12/7/20,1/11/21,2/9/21,3/15/21, 4/12/21, 5/10/21                  Leadership Meeting: 12/14/20,1/19/21, 2/22/21, 3/22/21</p>
<b>Impact of LCAP and Annual Update</b>
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Based on 2020-2021 LCAP needs survey results from both parents and teachers, we will continue to provide release time for grade-level teams to collaborate and plan. We will continue to utilize district-approved technology resources such as iReady, Accelerated Reader, Reflex, and interim assessments as diagnostic and instructional tools (Illuminate), and provide additional training for teachers. We will continue to purchase and train teachers on using the intervention curriculum of Fountas &amp; Pinnell, Guided Reading practices and continue to fund two academic intervention teachers to give teachers opportunities to teach small group intervention in the classrooms. Because of COVID-19, we do not have SBAC data in reading and math to determine if students are meeting or exceeding standards (overall). In an effort to recover learning loss from the pandemic, instructional coaches will work in collaboration with our AIT team to support high-quality instruction in the classroom. We will continue with the primary focus on reading, secondary focus on math, intervention, and coaching overall. We will continue to find ways to support our PBIS and social-emotional learning by providing professional development such as The Leader in Me to maintain a safe school and effective learning environment. Finally, we will work to provide more consistent parent/family nights with an academic focus, improving the home-school connection and implementation of effective learning practices at home. Dashboard measures from the 2019-20 school year (our most recent data) identify the site as a Comprehensive Support and Improvement site, due to our red and orange indicators, warranting changes in instructional, assessment, and attendance programs and practices.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
<p>In 2019 Mary Tsukamoto Elementary was identified as a Comprehensive Support and Improvement (CSI) school, because our subgroups were</p>

identified with a red indicator in Suspension Rate and orange indicators in both academic areas, ELA and Math, as well as Chronic Absenteeism. This demonstrated a need for additional targeted support to meet growth goals. As a result of our needs assessment, and in response to our orange designation in academic measures, additional resources have been allocated toward focused instructional support through an additional Academic Intervention Teacher. To address our red designation in Suspension Rate, as well as orange in Chronic Absenteeism, funds are being allocated toward additional professional development (within CSI parameters) focusing on Social-Emotional Learning and Cultural Responsive Instructional Strategies. Each of our goals outline baseline data and expected outcome, and the defined actions are targeted and systemic in order to focus on increased student achievement.

### Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>	
<p><b>Site Goal 1.1</b></p>		
<p>Provide professional development, workshops, conferences, additional staff, and technology to support the implementation of the California Common Core State Standards and the alignment of CCSS with State Framework and curriculum materials in order to eliminate the achievement gap. Increase the percent of students attaining proficiency in the core subject areas based on CAASPP ELA and Math scores by providing high quality, researched-based instructional practices.</p> <ul style="list-style-type: none"> <li>• Increase in CAASPP scores of students meeting or exceeding standards (overall) by 3% in Math.</li> <li>• Increase in Math performance on K-2 benchmark tests by 5% in Math.</li> <li>• EL students guided reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year.</li> <li>• ELPAC level achievement (increase of 10%) on level 4, increase redesignation by 10%</li> </ul>		
<p><b>Metric:</b> Other (Site-based/local assessment)</p>		
<p><b>Actions/Services 1.1.1</b></p>		
<p><b>Principally Targeted Student Group</b></p>		
<ul style="list-style-type: none"> <li>• All</li> </ul>		
<p><b>Specific Actions to Meet Expected Outcome</b></p> <p><b>Instruction:</b></p> <p>1. Utilizing the lesson study format, teachers will have release days for instructional best practices (including but not limited to AVID) and integration of CCSS, culmination into grade and cross-grade level SMART goals. Teachers will develop grade-level plans which will include performance targets for students. Teachers will analyze data and collaborate around research-based best practices that lead to high-quality first instruction and eliminate the achievement gap. Funding will provide for substitutes to release teachers.</p> <p>2. Deliver high-quality first instruction followed by focused small group intervention provided by iTeam (AIT), as needed, based on ongoing grade-level assessments.</p> <p>Materials to support small group instruction, including but not limited to sentence strips, whiteboard markers, etc.</p>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p> <p>Research supports collective efficacy through PLC work.                  Collective Teacher efficacy- effect size 1.57                  Teacher clarity effect Size .75                  Learning by Doing: A Handbook for PLC at Work, Richard DuFour, 2006</p>	<p><b>How will you Measure the Effectiveness of the Actions/Services?</b></p> <p>1) Establish the K-2 baseline data at the beginning of the school year. Analyze and measure at the end of each trimester. Teachers will use this data to target specific areas needed for improvement in planning and instructing.</p> <p>2) AITs will work with teams during PLC and staff planning time to analyze targeted areas. Data will be measured (and adjustments to planning will be made) at the end of each trimester.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2816	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$10088	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

**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><b>Professional Development:</b> Provide teachers and administrators opportunities to attend professional development, workshops and conferences to support implementation of Common Core, best instructional practices in Literacy and Math (ie. AVID), PLCs, SEL, ELD best practices and culturally responsive pedagogy (GLAD). Purchase PD for release days. Provide subs for teachers to attend if midday. Provide books, materials, and resources for professional reading in literacy practice.</p>	<p>John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Teacher Professional Learning Communities focused on student learning have an effect size of 1.57 Teaching strategies effect size .62 Teacher clarity effect size .75 Professional development effect size .62</p>	<p>Goal will be measured at the end of each trimester by admin and teachers during data monitoring release/planning days. Admin will provide weekly feedback to teachers through observations of teacher practice, in addition to attending PLC meetings to review collected data from teams. Each trimester, teachers will review student achievement data and make adjustments as necessary to instruction and planning. Assessments to review include:</p> <ul style="list-style-type: none"> <li>• Summative Assessment- SBAC, embedded assessment, site selected assessment</li> <li>• Independent reading level</li> <li>• Running records</li> <li>• Comprehension assessments</li> <li>• Core curriculum (Wonders/Go Math) chapter and unit assessments</li> <li>• adaptive diagnostic assessments for math and reading</li> <li>• Interim assessments</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$7000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$47054	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.3**

**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?
<p><b>Technology:</b> Purchase licenses such as GoMath! and Wonders, and any district approved curriculum technology supports, particularly those that support student academic growth with multi-tiered supports such as, but not limited to: iReady, Reflex, Accelerated Reader, Epic, Spelling City, etc, and to meet SMART goals attainment for each grade level. Purchase supplemental technology to</p>	<p>Integrated curricular programs effect size .39 Interactive Video Methods effect size .52</p>	<p>Goal will be monitored during data monitoring/release days each trimester using: SMART Goal formative and summative assessments. Monitoring will focus on an increase in exposure to technology that supports existing instruction and an increased student engagement/time on task (measured by admin walk through)</p>

replace/maintain/support existing classroom equipment where technology is used, along with maintenance agreements that support supplemental instructional programs.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$25751	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$4500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

Provide extended learning opportunities targeting literacy for our lowest achieving students to increase the percentage of students meeting or exceeding standards in ELA as evidenced by CAASP and other measures of achievement in reading. Students will be identified for extended learning opportunities using formative assessments. Instruction will be based on need after analysis of pre-assessment results.  
 Number of students meeting or exceeding standards  
 ELA increase of 5% from 46% to 51% overall

**Metric:** CAASPP

**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 two Academic Intervention Teachers for small group targeted instruction and push-in classroom support.	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58	CAASP 5% increase from 46% to 51% K/1 benchmark- increase by 5% on students on overall performance.  An increase in student achievement as measured by pre/post assessments.  <ul style="list-style-type: none"> <li>• BPST</li> <li>• Running Records</li> <li>• Fluency</li> <li>• Interim assessments</li> <li>• Comprehension</li> <li>• iReady</li> <li>• Guided Reading Text Level Growth</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$267249	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.3**

Provide Professional Development to address the implementation of ELD standards and best practices to support instruction for English Learners in designated and integrated English language development.  
 Provide Para support for English learners to support ELA and English Language Development with a goal of:

- EL Student Guided Reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year
- ELPAC Achievement: increase 10% in the number of level 4 students.
- Increase redesignation by 10%

<b>Metric:</b> Progress toward English Proficiency				
<b>Actions/Services 1.3.1</b>				
<b>Principally Targeted Student Group</b>				
• EL • R-FEP				
<b>Specific Actions to Meet Expected Outcome</b>		<b>What is the Research Confirming this is an Effective Practice?</b>		<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<p><b>1) Instructional Support:</b> Provide teachers access to instructional coaching (includes AVID) to refine best practices and instructional strategies to increase student engagement with English learners for designated ELD and Integrated ELD. Cost to cover substitutes for release days for teachers and for contracts with vendors for PD.</p> <p><b>2) Intervention Support (ELD):</b> Provide para support in classroom during WIN and ELA to support English learners in small groups for EL students not meeting grade-level standards and/or not making progress.</p> <p>Funding to cover class size reduction so the classroom teacher can work with EL only.</p>		<p>Small group learning effect size .49 Professional Development: Teaching strategies effect size .62 Engagement effect size .45</p>		<p>1) The goal will be to increase EL Student Guided Reading levels initial and trimester assessments with an increase of 2+ reading levels from beginning to the end of the year.</p> <p>2) Achievement: increase 10% in the number of level 4 students, an increase in redesignation by 10%, and Site/District Assessments. Admin EL walkthrough observations.</p>
<b>Funding Source</b>		<b>Amount</b>	<b>Description of Use</b>	
Supplemental/Concentration (7101/0000)		\$4184	Certificated Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
EL Supplemental (7150/0000)		\$2000	Classified Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
EL Supplemental (7150/0000)		\$1561	Certificated Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

<b>Actions/Services 1.3.2</b>				
<b>Principally Targeted Student Group</b>				
• EL • R-FEP				
<b>Specific Actions to Meet Expected Outcome</b>		<b>What is the Research Confirming this is an Effective Practice?</b>		<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<p>1) Provide supplemental designated and integrated ELD during (outside of WIN) and after school.</p> <p>Purchase instructional supplies (sentence strips, index cards, journals, leveled readers, graphic organizers, etc.)</p>		<p>Small group effect size .49</p>		<p>1) EL Student Guided Reading levels initial and trimesterly assessments with an increase of 2+ reading levels from beginning to end of year.</p> <ul style="list-style-type: none"> <li>• SBAC</li> <li>• ELPAC</li> <li>• Redesignation</li> <li>• Site/District assessments</li> </ul>
<b>Funding Source</b>		<b>Amount</b>	<b>Description of Use</b>	
EL Supplemental (7150/0000)		\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
EL Supplemental (7150/0000)		\$2000	Certificated Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)		\$2184	Certificated Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

<b>Site Goal 1.4</b>				
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Provide additional exposure to literature to increase reading comprehension and fluency by increasing library tech hours and adding intervention groups, with a goal of:

- Increased Fluency Rate levels by 10%each trimester and increase overall student percentage reaching benchmark of 95% accuracy by 10%.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.4.1**

**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?
<b>Library:</b> Increase contract hours for Library Tech.to present mini lessons during library time.	Reading Is Fundamental, Access to Print Materials Improves Children’s Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010) Reach Out and Read, Reading Aloud to Children: The Evidence, 2008)National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007)	Goal of increased fluency will be measured each trimester during data monitoring/release days, with an expectation of increasing Fluency Rate levels by 10% each trimester and increasing overall student percentage reaching benchmarks of 95% accuracy by 10%.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.5**

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.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.5.1**

**Principally Targeted Student Group**

- All • 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?
<b>GATE:</b> Provide a Gifted and Talented Education Program that provides students access to extracurricular activities that enhance their abilities.  CREST/GATE Coordinator- \$1000.00 for coordinator stipend to provide: -Parent outreach -Personnel expenses for making direct contact with underrepresented families and their students -Coordination of CREST/GATE Program -Site CREST/GATE Committee Chair -Purchase materials/supplies, field trips and entry fees to competitions -Professional development opportunities for coordinator	Acceleration Effect Size 0.68 Creativity Program Effect Size 0.65	Action will be measured by admin and GATE coordinator by reviewing student and parent interest surveys, with a goal of increasing the number of students who qualify for GATE services by 10%.

Funding Source	Amount	Description of Use		

GATE (7105/0000)	\$1600	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"/>
GATE (7105/0000)	\$2297	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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<b>Site Goal 2.1</b>	
<p>Provide time and resources for teachers to analyze data, set goals (implementation of SMART goals), create lessons and respond to students' assessed needs demonstrated in common grade level assessments, based as site/grade level formative assessment plan/timeline.</p>	
<p><b>Metric:</b> Data and Program Evaluation</p>	

**Actions/Services 2.1.1**

<b>Principally Targeted Student Group</b>			
<ul style="list-style-type: none"> <li>• All</li> </ul>			
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>	
<p>Professional Development and Collaboration: Provide release time for teachers to meet in CO-OPS and CAST meetings:                      - Analyze data and share best practices to increase student achievement.</p>	<p>Teachers meeting in collaboration has been proven to be effective for planning the instructional program, Tier I and Tier II Interventions. Proven practice based on John Hattie's research (2009) on effect size (Visible Learning) Collaborative Teacher Efficacy effect size 1.57.</p>	<p>Decrease of requested SSTs and referrals to Special Education by 10% . Student response to intervention 5% achievement measured by assessments.</p> <ul style="list-style-type: none"> <li>• Summative Assessment-SBAC</li> <li>• Curriculum embedded</li> <li>• site/district assessments</li> <li>• teacher assessments</li> </ul>	
<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

<b>Site Goal 2.2</b>	
<p>Provide a tool to identify our lowest achieving students, and a systematic process to monitor student progress and plan for instruction and intervention.</p>	
<p><b>Metric:</b> Assessment System</p>	

**Actions/Services 2.2.1**

<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>• EL</li> </ul>		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<p>Reading and math intervention groups for EL</p>	<p>Small Group Learning Effect Size .49</p>	<p>5% increase in EL students meeting or</p>



students. One hour, two days a week, outside of regular instructional time.	Feedback while learning math Effect Size .45 Phonics instruction Effect Size .60 Repeated reading programs Effect Size .67	exceeding grade level standards on SBAC, interim assessments and/or BPST results.
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 2.3**

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law. Success criteria will include

- EL students guided reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year.
- ELPAC level achievement (increase of 10%) on level 4, increase redesignation by 10%

**Metric:** Assessment System

**Actions/Services 2.3.1**

**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?
<b>Complete ELPAC assessments</b> according to timelines and use this data for research based instruction in ELD. Our ELPAC Coordinator is a classified staff member whose duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. In conjunction with admin, our EL Coordinator will be an administrator who will oversee the ELPAC Coordinator and the implementation of these duties.	<b>English Language Proficiency Assessments for California</b> , CDE website	ELPAC Coordinator will ensure that 100% of assessments are complete within the appropriate time frame.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$750	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$8000	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

<b>Site Goal 3.1</b>	
<p>Students need a safe, respectful and responsible school climate to reach their greatest potential. We aim to increase peaceful conflict resolution in grades 1-6 by utilizing additional yard supervision to teach and reinforce character values and resolution strategies. We will increase the positive culture and climate at Tsukamoto by utilizing Positive Behavior Interventions and Supports (PBIS) lessons, signage, Zones of Regulation, as well as incentives for positive achievement and behavior. Our goal is to decrease the disproportionality amongst subgroups in regards to the number of suspensions according to (CA Accountability Dashboard, PBIS data, etc.):</p> <ul style="list-style-type: none"> <li>Data from the 2019-2020 school year showed 420 incidents. Our goal is to monitor specific demographics by establishing a baseline with end-of-the-year data.</li> </ul>	
<b>Metric:</b> School Climate	

**Actions/Services 3.1.1**

<b>Principally Targeted Student Group</b>				
<ul style="list-style-type: none"> <li>All</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p><b>Character Development</b> 1) Students will be taught character education using The Leader in Me program, PBIS, and SEL professional development provided by the district.</p>	<p>Marzano's Classroom Instruction That Works: Researched-Based Strategies for Increasing Student Achievement 2001, demonstrates the connection between recognizing and praising effort and raising student achievement. School culture and climate has an impact on classroom environment with Effect Size .56 Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .48 Reducing Anxiety Effect Size .48 Cooperative vs. Competitive Learning Effect Size .54 Social Skills programs Effect Size .40</p>	<p>1) This action will be measured by the number of un-duplicated students recognized for each month and trimester award, improved discipline data, improved grades. Our goals include: 4% reduction in referrals 5% reduction in off-site suspensions Increased class participation in Wildly Important Goals (WIGS) from 80% to 95%</p>		
Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$800	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$12000	Contracts/Services	Edit	Delete

<b>Site Goal 3.2</b>	
<p>Increase positive behavior structures and practices for all at-risk subgroups to address disproportionality with suspension incidents. Improve from 71 to 35 and behavioral referrals by 50%, from 440 to 220. <b>(No funding source needed)</b></p>	
<b>Metric:</b> Suspension	

**Actions/Services 3.2.1**

<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>Intervention Team</b> (Principal, Behaviorist, Mental Health Therapist, Psychologist and Vice Principal) and PBIS Team (Vice Principal &amp; Teachers) meet regularly to analyze data,</p>	<p>Positive Behavior Intervention Supports School-wide System is an evidenced based practice.that has strong correlation for improved social and academic outcomes for</p>	<p>RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-</p>

develop plans and identify strategies and provide interventions to address problem behaviors and at-risk students. <i>(No funding needed for these actions)</i>	students. Rob H. Horner, George Sugai and Timothy Lewis	2020 school year to 2020-2021. Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with decrease in referrals between previous and current school year when trimesters are compared
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Funding Source	Amount	Description of Use		
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**Actions/Services 3.2.2**

**Principally Targeted Student Group**

- Black or African American • EL • Hispanic or Latino • Low Income • 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?
<b>Professional Development in Restorative Discipline:</b> 8 Teachers and 2 administrators will be trained in restorative discipline practices that build quality relationships, effective interpersonal skills, and high-quality instruction. The cost of their subs will also be covered.	Research documents that teachers can create engaging environments through personal care, maintaining positive social environments, and creating academic tasks that are authentic, collaborative and give students choices where they can experience some control over their learning. (Fredricks and McColskey - 2012; Perry, Turner and Meyer, 2006;)	A decrease in suspensions by the end of the 2021-2022 school year by 50% as compared to the 2018-2019 data.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2790	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**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 students' parents/guardians opportunities to participate in school-wide events (parent-teacher conferences, parent education workshops, Back to School Night, Open House, Literacy and Math Nights, etc.) and decision-making bodies (SSC, ELAC, and PTO).

**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?
<b>Participation:</b> Encourage participation in school-wide events through mass	National Center for School Engagement reports, a 2002 National Education Service	This goal will be measured monthly during meetings with Parent Liaison, PTO and

communication methods: personal invites made by students, email from principal, flyers, phone message, website posting and twitter. Provide training for volunteers and Watch D.O.G.S. Provide resources and materials such as shirts, radios, and light refreshments, to support the volunteers.

Provide a listing/handbook of parent involvement activities in multiple languages.

- 1- Students will benefit from school events that promote attendance, academics, and positive character traits and leadership skills;
- 2- Supplies and materials to support trimester awards;
- 3- Competitions;
- 4- EL Recognition;
- 5- Parent Recognition;
- 6- Coffee and Conversation Meetings;
- 7- WatchDOGS events;
- 8- Time sheets for teachers/paraeducators;
- 9- Contracted services

study indicates that when parents are involved, students tend to achieve more, regardless of socio-economic status, ethnic/racial background or parents' educational level.  
The work of Funk & Wright 2003, Deepening Democracy: Institutional Innovators in Empowered Participation Governance, concludes educating parents, including them in governance, and encouraging volunteerism, has a positive impact on achievement.

administration. Effectiveness will be determined by an increase in participation in school-wide functions and decision making bodies by analyzing sign in sheets, parents surveys, calendared events, modes and frequency of contact, and parent feedback cards.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- EL • 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?
Compensate teachers, BTAs and/or outside speakers to attend/facilitate ELAC meetings  Provide materials for ELAC meetings.	Coleman's research shows that students benefit most when parents and schools work together	Increase attendance to ELAC meetings by 20%

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$150	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$350	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.2**

Provide home/school communications with school contact information, newsletters, and parent involvement information and materials.

**Metric:** Relationships Between Staff and Families

**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?
<p><b>Communication resources:</b> Provide translation services for non-English speaking families. Purchase materials for home-school communications. Usage of Identakid system to track visitors, volunteers, tardies and early dismissals. Purchase supplies such as ink, badges, and renewal license.</p>	Parent Involvement effect size.51	Goal will be measured by reviewing sign in sheets/attendance data at events in the classroom, by analyzing parent feedback cards after every event, and by monitoring sign in logs/calendar.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$180	Materials/Supplies/Equipment	Edit	Delete
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete

**Site Goal 4.3**

Provide education, resources, and support to parents to assist them to support their child's educational, social, and emotional needs.

- Increase parent participation by comparing 2019/2020 to 2020/2021 parent events with the desired increase of 10%.
- When reviewing parent survey results, 81.5% of our families agreed that we were effective in communicating with our community.
- Increase TK- sixth-grade parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home.
- Workshops to parents to include specific goals, strategies, and outcomes showing school-wide progress. Specific assessment data will be monitored regularly to determine what areas families need the most support in. A baseline goal will be established at the first-trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. According to our Parent Survey Results for 2019, 71% of our families felt we supported them in meeting their child's learning needs at home, but rated its importance at 83%.

**Metric:** Partnerships for Student Outcome

**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?
<p><b>Parent Engagement:</b> Increase preschool/transitional kindergarten and kindergarten parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home. Provide support as a transitional activity from preschool/transitional kinder to kindergarten and during the kindergarten year.</p> <p>Provide parent education on early literacy first through third grade. Purchase books for the classroom and library. Provide workshops for parents Provide refreshments for meetings Provide materials for workshops and trainings.</p>	Workshops Work! Hosting Literacy Workshops for Families and Preschoolers, Nel Duke, 2014	<p>Specific assessment data will be monitored each trimester to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. The following assessments will be shared with parents:</p> <ul style="list-style-type: none"> <li>• Kindergarten BSPT pre and post data</li> <li>• Kindergarten CAP data</li> <li>• Kindergarten pre and post reading scores</li> <li>• Parent pre and post survey</li> </ul> <p>EGMAP K-1 Benchmark</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$14500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.3.2**

**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><b>Parent workshops:</b> Provide second through sixth-grade parents Family education workshops for ELA and Math, with EL supports for English Learner families. Provide a series of ELA and Math workshops to empower parents with strategies, materials, and high-quality books to support their children at home. Provide refreshments for parent meetings.</p> <p>Title 1 Parent Involvement-Additional Hourly Teacher Presenters</p> <p>Title 1 Parent Involvement-Workshop Materials</p>	<p>Parent Involvement and Student Achievement: A Meta-Analysis, William Jaynes, 2005</p>	<p>Specific assessment data will be monitored each trimester to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. Topics for training will come from EGUSD parent CORE survey results and parent exit slips from training. Teacher input will include students performance on CAASPP, K-2 benchmark tests, chapter tests, and summative and formative assessment data.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1280	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.3.3**

**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><b>Parent Education:</b> Provide a parent liaison to coordinate parent education, resources, and academic support for families.</p>	<p>Parental Involvement effect size .51</p>	<p>This goal will be measured by collecting data (feedback forms and sign-in sheets) from each parent event. Data will be analyzed by comparing baseline data for the 2019-20 school year. Parent liaison, PTO, and admin will meet monthly to review data and collaborate on additional strategies and ways to increase attendance.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.4**

Provide collaboration opportunity for staff to plan and schedule home visits. **(No funding allocation needed)**

**Metric:** Family and Community Engagement

**Actions/Services 4.4.1**

**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?
Provide training and promote home school visits by staff already trained, as well as those new to the site. <i>(No funding needed for these actions)</i>	Parent involvement effect size .51 Teacher-student relationships .52 PTHV should be part of a systems approach to decreasing implicit biases and fostering school and family partnerships. PTHV leverages multiple research-supported strategies that reduce implicit biases. (Mindset Shifts and Parent Teacher Home Visits, Oct. 2017)	Teacher participation rate Monthly visits will be monitored Monthly measure of referral data from participants who have participated in home visits to who have not

Funding Source	Amount	Description of Use

**Site Goal 4.5**

Students will be on time every day to reach their greatest learning potential. Targeted subgroups include Black/AA, EL, Foster Youth, and low income.

**Metric:** Attendance Rate

**Actions/Services 4.5.1**

**Principally Targeted Student Group**

- Black or African American
- EL
- Foster Youth
- 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?
Identify at-risk students by attendance patterns and increase teacher and administrative communication and interactions with students' families as needed to goal set and develop plans for improved attendance, on-time school arrival, and reduction of early dismissals. Host attendance improvement meetings with EL support as needed. <b>(No funding source needed)</b>	<b>Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017</b>  Research supports the need for regular school attendance in order for students to demonstrate proficiency in school.	This action will be measured by the following data:  <ul style="list-style-type: none"> <li>• Monthly ADA reports</li> <li>• Monthly chronic truancy report</li> <li>• Trimester Attendance award rates</li> <li>• Ongoing chronic absenteeism</li> <li>• School Attendance Tracking Tools (SATTs) through Attendance Works online resources</li> </ul>

Funding Source	Amount	Description of Use

**Actions/Services 4.5.2**

**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>Teachers will be provided flag poles and hardware to hang classroom perfect attendance flags outside the classroom to identify when they have perfect attendance (daily)</p> <p>Postcards sent to families to encourage (and celebrate) school attendance (monthly)</p>	<p><b>"A randomized experiment using absenteeism information to "nudge" attendance"</b> (Feb, 2017), Rogers, Duncan, et. al.)</p>	<p>Action effectiveness will be measured by the following data:</p> <ul style="list-style-type: none"> <li>• Monthly ADA</li> <li>• Monthly chronic truancy report</li> <li>• Trimester Attendance rates</li> <li>• Ongoing chronic absenteeism</li> <li>• School Attendance Tracking Tools (SATTs) through Attendance Works online resources</li> </ul>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.5.3**

**Principally Targeted Student Group**

- Black or African American • EL • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide club opportunities for students before school once a week for 30 weeks. In partnership with the Sheldon HS Senior Project Coordinator, high school seniors will lead the activities with the support of MTES teachers/advisors. Teachers will be compensated for their time.</p> <p>Priority participation will be given to students with attendance concerns as an incentive to come to school.</p> <p>Clubs may include: Animation, Art, Drama, Dance, Chess, Book Club, Basketball, Soccer, Ceramics, Science, etc.</p>	<p><b>Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017</b></p> <p>Research supports the need for regular school attendance in order for students to demonstrate proficiency in school.</p>	<p>Participants' attendance will be tracked. A baseline SEL level will be established and monitored.</p> <p>This action will be measured by the following data:</p> <ul style="list-style-type: none"> <li>• Monthly ADA</li> <li>• Monthly chronic truancy report</li> <li>• Trimester Attendance rates</li> <li>• Ongoing chronic absenteeism</li> <li>• School Attendance Tracking Tools (SATTs) through Attendance Works online resources</li> <li>• SEL Student Surveys</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2000	Certificated 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.

n/a



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

**V. Funding**

**Mary Tsukamoto Elementary - 385**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$32,878	\$32,878	\$32,878	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	44.375	\$0	\$5,010,735	\$5,010,735	\$5,010,735	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.2	\$0	\$153,199	\$153,199	\$153,199	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0	\$0	\$65,145	\$65,145	\$65,145	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$185,258	\$185,258	\$0	\$0	\$185,258	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0	\$0	\$25,272	\$25,272	\$21,772	\$0	\$0	\$3,500	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$5,397	\$5,397	\$4,897	\$0	\$0	\$500	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$21,991	\$21,991	\$6,561	\$14,750	\$0	\$680	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$500	\$500	\$0
<b>7534</b> Site Custodial Services <b>0000</b> Unrestricted	0.5	\$0	\$32,441	\$32,441	\$0	\$0	\$32,441	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	2.25	\$0	\$410,424	\$410,424	\$367,554	\$3,000	\$18,590	\$21,280	\$0
<b>1510</b> Regular Education (TK-6) <b>3210</b> Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,878	\$6,878	\$6,878	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>3212</b> Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$53,153	\$53,153	\$53,153	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2.5001	\$0	\$125,489	\$125,489	\$0	\$0	\$125,489	\$0	\$0

<b>4720</b> Office of Expanded Learning <b>6010</b> After School Education and Safety (ASES)	0	\$0	\$133,169	\$133,169	\$133,169	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	3.25	\$0	\$341,279	\$341,279	\$341,279	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	5.1976	\$0	\$211,279	\$211,279	\$211,279	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$1,132	\$0	\$1,132	\$1,132	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	62.2727	\$1,132	\$6,814,987	\$6,816,119	\$6,409,631	\$17,750	\$362,278	\$26,460	

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	\$595,944
Subtotal of state or local funds included for this school	\$6,220,175

Title I Centralized Services			
Title I Foster Youth	\$8,402	Title I Homeless	\$4,626
Title I Centralized Services	\$104,548	Title I Preschool	\$0

Principal **Jana Vermette** \_\_\_\_\_

School Site Council Chairperson **Andrea Hernandez** \_\_\_\_\_

EL Advisory Chairperson **Mohammad Hashim Zahir** \_\_\_\_\_