



Samuel Kennedy Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: SANDRA BROWN

County-District-School (CDS) Code: 34673146033104

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The Kennedy staff met to review and analyze our student performance results based on our previous year's LCAP. We looked at the impact of the actions outlined in the plan as they related to the state and EGUSD's four strategic goals. The PLC Leadership Team and Grade Level Leadership Teams met throughout the year to review data and determine action plans on how we would improve student achievement as we focus on high-quality instruction, assessments, parent engagement, and wellness. All stakeholders were invited to provide feedback at scheduled meetings and through the use of district and site surveys. Parent groups were also invited to provide feedback at PTO, ELAC, and SCC meetings.</p> <p>Stakeholders were invited to attend the following meetings to provide input to our site LCAP plan.</p> <ul style="list-style-type: none"> • SSC Meetings/Trainings- September 23, 2020, October 21, 2020, November 18, 2020, February 24, 2021, March 17, 2021, April 21, 2021, & May 19, 2021 • ELAC Meetings- September 30, 2020, October 28, 2020, January 27, 2021, February 24, 2021, March 31, 2021, April 28, 2021 and May 26, 2021 • Campus Culture and Climate Meetings- September 3, 2020, October ,1 2020, November 5, 2020, December 3, 2020, January 7, 2021, February 4, 2021, March 4, 2021, April 1, 2021, May 6, 2021, and June 3, 2021 • PLC Leadership Meetings- August 17, 2020, September 14, 2020, October 12, 2020, November 9, 2020, January 11, 2021, March 8, 2021, April 12, 2021, and May 10, 2021. • Staff Meetings- August 3, 2020, October 5, 2020, November 2, 2020, December 7, 2020, January 4, 2021, February 1, 2021, March 1, 2021, April 5, 2021, May 3, 2021, and June 7, 2021. • Leadership Meetings- August 10, 2020, September 28, 2020, October 26, 2020, November 30, 2020, January 25, 2021, March 29, 2021, April 26, 2021, and May 24, 2021. <p>The LCAP Plan was developed at our February 24 and April 21, 2021 SSC meetings. The final draft was completed at our May 19, 2021 SSC meeting.</p>

Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Due to pandemic and our need to shift to a Distance Learning model, many changes were made to our plan so that we could best serve our students. Below are some of the changes that were suggested and made throughout the 2020-2021 school year. We held more meetings virtually so that we could seek frequent input from stakeholders. We also recruited assistance from the FACE and LSS departments to assist us with translation services for our parent meetings.</p> <ol style="list-style-type: none"> 1. We are a very large school and we have very little space on campus for extra staff. We did not hire push in general education paraeducators. Instead, we hired retired teachers and timesheeted them to assist with small group and tutoring. When we returned, those teachers continued to provide small group tutoring to our students. We hope to use this model in 2021-2022. 2. Our Newcomers were struggling with having to be on screen for such a long time each day having very little knowledge of the English language. Screens were often off and very little engagement was taking place. We formed two Newcomer classes which helped our students focus on speaking and listening. Engagement increased in their Newcomer and regular ed classes. 3. We were unable to host outside programs on our campus. For this reason, we reallocated our STORM funds to the school library. We are excited to have new books in our school library. 4. We were informed by HR that we were unable to hire a school counselor for the 2020-2021 school year. Funds were used to help us with rebranding our Tier 1 PBIS work. We also used the funds to mail home letters and postcards to students who were being recognized for improved academic progress, improved attendance, and for following school rules. 5. Additional online programs were also purchased to enhance student engagement. (Sum Dog, Pear Deck, Brian Pop, etc..) 6. Additional funds were set aside to help teachers make copies for at home work using the district's printing department. 7. When students were allowed to return in person, funds were used to hire retired teachers to provided assistance with the new benchmark assessments and to help with small group instruction. 8. Continue to develop a Tier 2 program support for our Newcomer students.

9. Identify ways we can support students who need additional support with learning loss that took place during the 2020-2021 school year.

Resource Inequities

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

Samuel Kennedy Elementary School was recognized as an Alternative Targeted Support and Improvement school due to our chronic absenteeism. It is high in almost all of our subgroups. We have 323 students who regularly ride the bus to school. Unfortunately, our district has been unable to provide transportation services for our students during the pandemic. Clearly, this has had an impact on our attendance. Thankfully, we were able to connect our families with Chromebooks and hotspots so that they can attend school. While this did take a great deal of effort, we were able to do home visits and assist families as needed.

School Goals for 2021-2022

- **Decrease the number of chronically absent students. We are currently at 19.6%. Our goal is to cut it by 5% and hit 14.6% by the end of the year.**
- **Increase CAASPP and school-wide Math scores with the implementation of a school-wide math fact program and a focus on math instruction. Our goal is to increase by 5% school-wide. 21% to 26% in Math.**
- **Increase CAASPP and school-wide ELA scores with an implementation of a new Tier 2 support plan and a consistent year-long assessment plan.**
- **Finalize our school-wide assessment plan and grade level smart goals.**
- **Implement our Second Step program school-wide.**
- **Develop a Cougar Buddy System to increase the level of connections students are making with adults throughout the day.**

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>	
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<p>Provide targeted instruction for for students assessed to be below grade level to close the achievement gap for students not proficient in reading. The following measures will be used to progress monitor the intervention:</p> <ul style="list-style-type: none"> • District Benchmark Assessments • Fountas and Pinnell running records • iReady Diagnostics • LTRS • SBAC ELA/Math scores • ELPAC <p>Increase student reading achievement to 40% proficiency in grades 3-6 as is measured by CAASP by utilizing iReady, Fountas and Pinnell and CFAs as diagnostic and progress monitoring tools and increase student reading achievement to 75% proficient in grades K-2 using benchmark assessments as a summative measure.</p> <p>The following measures will be utilized to identify and progress monitor student performance: SBAC, iReady Diagnostic 1, 2, 3 in ELA/Math; iReady online progress reports (ELA/Math); Fountas and Pinnell running records and EGUSD District Benchmark Assessments(Grades TK-1) and ongoing ELPAC data. Provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP/SBAC, Fountas & Pinnell Running Record data and I-Ready data and increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.</p> <p>Our goal is to close the achievement gap with the lowest performing subgroups in ELA according to the CAASPP/SBAC 2021 and the California's Accountability Dashboard:</p> <ul style="list-style-type: none"> • African American students will move from 26% meets or exceeds standards to 30% (Red to Orange) • Students with Disabilities will move from 2% meets or exceeds standards to 10% (Red to Orange) • Hispanic students will move from 27% meets or exceeds standards to 37% (Yellow to Green) • Asian students will move from 37% meets or exceeds standards 45% (Orange to Yellow) • English Language Learners will move from 15% meets or exceeds standards to 25% (Orange to Yellow) • Students with two races or more will move from 32% meets or exceeds standards to 38% (Orange to Yellow) • ELA OVERALL/SCHOOLWIDE = Will move from 29% to 35% (Orange to Yellow) <p>Our goal is to close the achievement gap with the lowest performing subgroups in MATHEMATICS according to the SBAC 2021 and the California's Accountability Dashboard:</p> <ul style="list-style-type: none"> • African American students will move from 6% meets or exceeds standards to 10% (Red to Orange) • Students with Disabilities will move from 2% meets or exceeds standards to 8% (Red to Orange) • Asian students will move from 18% meets or exceeds standards to 25% (Orange to Yellow) • Students with 2 or more races will move from 15% meets or exceeds standards to 20% (Orange to Yellow) • Socioeconomically Disadvantaged students will move from 14% meets or exceeds standards to 20% (Orange to Yellow) • MATHEMATICS OVERALL/SCHOOLWIDE = Will move from 21% to 26% (Orange to Yellow)

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>Grade Level Data Analysis Provide release time for teachers to analyze data and collaborate around research-based best practice that leads to high quality initial instruction to close the achievement gap in addition to their regular 1.5 hours of PLC time on Wednesdays.</p> <p>Grade Level Release Day Planning & Professional Development Provide release time for teachers to do collaborative planning around formative assessments, backward plan units of study, meet with instructional coaches, create year long plans, create school-wide assessment plan, and observe in classrooms throughout the year.</p> <p>Peer Observations Provide release time so that staff may observe their colleagues during classroom instruction. During the observation, teachers will be asked to identify strategies/best practices and discuss their observations during their weekly PLC meetings.</p>	<p>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey and Hattie 2016</p> <ul style="list-style-type: none"> • Collective Teacher Efficacy effect size 1.57 • Teacher Clarity effect size .75 	<ul style="list-style-type: none"> • Improved student achievement on Kennedy common formative and summative assessment measures • K-1 EGUSD Benchmarks • CAASPP • ELPAC

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$15000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	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>1) Using a Variety of Instructional Strategies, Resources and Technologies to Meet Students' Diverse Learning Needs - Agendas for grades 4-6 - Curriculum and technology site licenses -Grade level print orders for small/whole group instruction. -Grade level print orders for CFAs. - Additional technology resources (printers/ink) to provide teachers and parents with diagnostic and progress monitoring reports for student data chats, monthly progress monitoring and trimester parent conferences to close the achievement gap - Duplos to run supplemental Title I materials to support students' proficiency in ELA and mathematics; - Supplemental supplies and service agreements to support the instructional program; supplemental leveled text and decodables to support small group instruction in grades TK-6</p> <p>2a iReady Students in grades K-6 will access iReady online instruction for 30-45 minutes a week in Reading and Math. This will take place during their small group instruction time.</p> <p>2b. Reflex Math Students in grades 1st-6th will use Reflex math to increase their math fluency. This program will be used during Tier 2 intervention services within the home classroom.</p> <p>2c. Accelerated Reader Students in grades 1-6 will participate in our school-wide reading incentive program using Accelerated Reader. Students will be recognized for their efforts during our awards ceremonies.</p> <p>2d. SumDog/Brain Pop/Pear Deck</p>	<p>30 Years of Research : What We Now Know About How Children Learn to Read, Gossen</p> <p>John Hattie: <i>Visible Learning for Teachers:Maximizing Impact on Learning</i></p> <ul style="list-style-type: none"> • <i>Small Group Learning</i> • <i>Reading Phonics Instruction Effect Size: .60</i> • <i>Reading Comprehension Programs Effect Size of 0.58</i> 	<ul style="list-style-type: none"> • Observations during instructional rounds • Pre and Post on benchmark reading assessments • Student surveys

Purchase the following programs to assist teachers in increasing their engagement during their lessons.

2e. Fountas And Pinnell

We would like to purchase the F&P online library and assessment program to engage our students as they develop their basic reading skills. We also feel this assessment program will help us better identify students who need help with phonemic awareness, phonics, and comprehension.

2f. EPIC

We would like to purchase an online reading library for our students so that they may access books from home to do their daily reading assignments. This will also increase access to books for our families.

3. AVID

Students in grades 4-6 will be introduced to AVID during the 2020-2021 school year. Teachers will help students prepared to be college ready and provide instruction on organization skills, goal setting, note taking, and college readiness.

4. TECHNOLOGY

We will need to purchase additional technology to assist our students when they return to learning at school. We predict we will need to purchase additional Chromebooks, recharging cords, mice, etc.. to replace those that are lost, broken, or not functioning well.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$40000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$60000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$800	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Professional Conferences Provide opportunities for teachers and staff to attend professional conferences to enhance their instructional practice or those that support our PLC,(Solution Tree) GLAD, SEL Training, AVID, Technology, and PBIS implementation efforts.</p>	<p>Professional Learning Teams Continuum, Richard Dufour</p>	<ul style="list-style-type: none"> • Commitments to capacity-building grade level teams as is observed through grade level minutes and instructional rounds

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$30000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

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>Curricular Trips Provide for every student in grades TK-6 curricular trips to provide real-life experiences to support their curricular units of study and increase their ability to speak and write about the content they are learning enhancing their college and career readiness related to expressive tasks.</p>	<p>Making the Case For Fieldtrips: What Research Tells Us and What Site Coordinators Have To Say, Martha L. Nabors, Ph.D.,</p>	<ul style="list-style-type: none"> • Authentic student writing samples in required genres • observations during collaborative conversations

Curricular and Culture Assemblies

Provide additional opportunities for students to build their content knowledge around curricular areas of studies, cultural competency and social emotional learning outcomes by hosting assemblies on campus.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$4616	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Professional Development: iReady</p> <p>Provide professional development for all newly hired staff on how to utilize the iReady integrated blended learning program for ELA, Math and Writing to assess and measure mastery of standards, identify specific needs for whole class or small groups for reteaching, understand the progress throughout grade level instruction, identify patterns across groups of student to plan small group instruction, personalize learning paths and monitor student growth over time.</p>	<p>www.i-ready.com/research</p> <p>The Educational Research Institute of America: The iReady and Smarter Balanced Assessment Consortium</p>	<ul style="list-style-type: none"> • Classroom observations • Student Formative, interim and summative assessments from iReady and Fountas and Pinnell

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

Actions/Services 1.1.6

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>Academic Intervention Teacher</p> <p>An Academic Intervention Teacher will provide small group instruction for students who need additional supports in ELA. Benchmark assessments will be used to identify which students are not reading at grade level.</p> <p>Paraeducator</p> <p>Timesheet paraeducators for small group intervention. Paraeducators will work with our AIT to support students who have experienced learning loss during the 2020-2021 pandemic.</p> <p>Tier I Intervention: All students in grades TK-6 will be taught by their classroom teacher at their F&P instructional level during the small group reading time of the literacy block. Teachers may be timesheeted for tutoring after school.</p>	<p>Research Base for Guided Reading as an Instructional Approach, Fountas and Pinnell 2010</p> <p>John Hattie, Visible Learning for Teachers: Maximizing impact on Learning</p> <ul style="list-style-type: none"> • Small group learning (.49 effect size) • Reading Phonics instruction (.60 effect size) • Reading comprehension programs (.58 effect size) 	<p>Fountas and Pinnell pre and post scores (growth along the continuum)</p> <p>iReady typical and stretch growth from diagnostic #1-3</p> <p>LTRS pre and post scores</p> <p>Grade Level CFAs</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$25000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$25000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$112500	Certificated Salaries		

			<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$46914	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.7

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>Library Technician Our Library Technician will provide library services to our students and families. Parent University meetings will be held in the library and the LT will assist the principal with Principal Meet & Greets, Tk/Kindergarten Orientation, Parent University events, and other activities which help connect the school and the community. The Library Technician will also support school-wide literacy programs such as Accelerated Ready, iReady, and We Both Read programs.</p> <p>Books and Materials Purchase high interest and culturally relevant books for school and classroom libraries. Purchase additional materials/supplies to update the services provided in our library.</p>	A Full Time School Librarian Makes a Critical Difference in Boosting Student Achievement, D. Katchel, 2013	<ul style="list-style-type: none"> Fountas and Pinnell progress pre and post iReady "Reading Literature" and "Reading Informational" progress from Diagnostic #1-3. 		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$45000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.8

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>APC Coordinator for Cougar Academy FTE for our APC to coordinate the ASES program along with helping to reinforce and carry out our school priorities.</p> <p>The paraprofessionals in the Cougar Academy program will receive professional development in reading and math to support the goals of the school. Paraprofessionals will also receive additional professional development from our Academic Intervention Teacher.</p>	Research Says After School Programs Can Pay Off, ASCD, J. David, 2017	<ul style="list-style-type: none"> iReady pre and post scores increase one band for students participating in after school program F&P pre and post reading scores increase for students in after school program Growth in scaled scores on SBAC (3-6) increase for students participating in after school program 		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$12000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.9

Principally Targeted Student Group				
• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • White				
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>Supplemental Programs- Before and After School Students will be invited to participate clubs and tutoring groups. Teachers and paraeducators will be timesheeted for before/after school activities.</p> <p>Materials will be purchased to support before/after school program to support STEM, CREST, Coding, etc..</p>	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning	<p>SBAC, ELPAC, and site CFAs will be used to identify students who need or would enjoy additional supports.</p> <p>Increase in number of students participating in before/after school programs.</p>		

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.10

Principally Targeted Student Group				
<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?		
<p>1. GATE students will taught by time-sheeted teachers to teach GATE enrichment classes after school.</p> <p>2. Materials or supplies will be purchased to support the GATE After School Program.</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> Instructional Quality Effect Size 1.0 Small Group Learning Effect Size 0.49 Creativity Programs Effect Size of 0.65 	<p>1, Increase the number of GATE students who are currently identified by 10%.</p>		
Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1897	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

Provide teachers and staff with the professional development and resources they need to improve school-wide PLC practices. Teachers will meet weekly to develop high-quality lesson plans with learning targets and success criteria, create common formative assessments, develop action plans, share students work, and study best practices to enhance the academic progress of all students.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group				
<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?		
<p>PLC Leadership Team and Grade Level Leadership Release Days Release time for the PLC Leadership Team and Grade Level Leadership Team to discuss school-wide systems and practices prior to the end of the school year.</p> <p>PLC Materials We will need to annually purchase materials/books that will assist the grade level teams to have a better understanding of PLC work.</p> <p>PD Library We would like to build a PD library where teachers will be able to check out books to read. These books will cover instructional strategies/research-based practices that will help our teachers improve their best practices.</p>	<p>Learning By Doing: A Handbook for Professional Learning Communities at Work, Richard DuFour, 2006</p>	<ul style="list-style-type: none"> Progress monitoring and planning documents related to schoolwide program 		
Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

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?		
Intervention Team Meetings- Tier II Provide sub release time for classroom teachers to meet with the Tier II team regarding students of concern and to collaborate with the Tier II team members (psychologist, behaviorist, etc)	Implementing Practices that Work Best to Accelerate Student Learning- Fisher, Frey 7 Hattie 2016 <ul style="list-style-type: none">Collective Teacher EfficacyTeacher Clarity - effect size .75	Decreased number of students receiving SSTs and being referred for assessment Increase in ELA/Math CAASPP scores		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

English Language Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. We will increase the frequency and quality of the use of research proved ELD practice throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and ELD instruction. Teachers will provide designated ELD strategies 30 minutes a day, 5 days per week (K is 15 minutes a day) as required by law.

Our goal will be to increase our redesignation rate for English Language Learners each year. Our goal will be to increase by 5% for the 2021-2020 school year.

2014-2015	4.5%
2015-2016	5.7%
2016-2017	10.7%
2017-2018	12.2%
2018-2019	7.11%

In 2019, the CA Dashboard reports that 44.8% of our EL students are at least one year of growth. Our goal is to have at least 50% of our students make their yearly growth goal.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group				
• EL • 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?		
1. ELPAC Coordinator will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The ELPAC Coordinator is a certificated staff member. We will use funds to purchase supplies and light refreshments for site ELAC meetings. The EL Coordinator will continue to be an administrator who will work with our EL Coach to oversee the implementation of testing. 2. EL Coordinator will plan ELAC meetings, participate in DELAC meetings, RFEP monitoring, and redesignating of students.	English Language Proficiency Assessments for CA, CDE Website	1. Our goal is to ensure all students are assessed according to required timelines and than an additional 12% of our EL students become redesignated this year. 2. The goal is for our ELAC meetings to have an 5% more attendees than the previous year.		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$5000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$38205	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.2.2

Principally Targeted Student Group				
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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?
Site will implement a TOT model to provide PD and support for staff in implementing Illuminate Assessment System. Two teachers and one administrator will attend district training and return to train the site. Illuminate will assist the team in meeting their grade level site goals. Teachers may be released to receive training and to observe training teachers on how to design, implement, and facilitate goals.	Visible Learning- John Hattie Collective Teacher Efficacy- 1.57	Formative walk-through data, teacher surveys, SBAC summative assessments, Data days during Trimester 1/2 will be used to evaluate data by admin/grade level teams.

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

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <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

At Samuel Kennedy we will, decrease the disproportionality of discipline actions for at risk subgroups. At Kennedy, our African American and Special Education students will decrease in number of office referrals by 10%. We will provide equitable instruction, intervention, SEL, and disciplinary practices to reduce suspensions.

In 2020-2021, our suspension rate was 3.2%. Our goal is to keep our suspension rate at or below this rate.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

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>Recess Supports</p> <p>Increase positive culture and climate on campus by utilizing program leaders during afternoon lunch recess and after school on Wednesday to teach and reinforce school-wide <i>PBIS Guidelines for Success</i> and character values using structured sports.</p> <p>Provide playground supplies and equipment for student activities on campus.</p> <p>Purchase safety mats to ensure student, staff, and parent safety in high traffic areas.</p>	<p>Are We Losing Play Without a Purpose?, Sarah Sparks, 2017</p> <p>Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression, Murphy, H.A., 1983</p> <p>The Effects of Pre-Correction and Active Supervision on the Recess Behavior of Elementary School Students; Lewis, T.J., 2000</p>	<ul style="list-style-type: none"> • EGUSD Core Survey results • Pre and Post referral and suspension data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$15000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of the
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	Practice?	Actions/Services?
<p>Friday Character Education Assemblies Three times a month, the PE teachers will provide small group SEL lessons for grades 1-6. Classes will focus on our school-wide Character Education themes and Second Step. Teacher will also incorporate PE activities for improved health and wellness.</p> <p>Walk the Mile Club Students often arrive early due to transportation or parent need. They will be part of our early morning Walk the Mile Club. Students will be recognized weekly for meeting their wellness goals. Teachers will be timesheeted to run the program in the mornings. Classified staff will help with supervision.</p> <p>Students receive tickets for participating in the program. Prizes are given out each Monday in our weekly raffle. Students are also recognized for participating daily in the program. Parents are also invited to walk with their children as part of our school-wide wellness program.</p> <p>We have seen an increase in our attendance since we have implemented this program. Parents are allowed to drop their students off as early at 7:15 to have breakfast and participate in the program. Students enjoy being recognized for their efforts and then attend school more regularly and arrive on time to participate in the program.</p>	<p>Schools with strong character education programs report higher academic performance, improved attendance, reduced violence, and fewer disciplinary issues.</p>	<ul style="list-style-type: none"> • Increased attendance data • Decrease in suspension and referral data • Increase in academic performance

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Increase the positive culture and climate at Kennedy by utilizing Positive Behavior Interventions and Supports (PBIS) lessons and signage as well as incentives for positive achievement and behavior

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> • All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Positive Reward Systems and Signage Increase the positive culture and climate by staff providing Students PBIS Awards Celebrations, Monday Morning Community Assemblies, Cougar of the Month, Cougar Pride recipients, School-wide Attendance Celebrations, Daily Morning Walk Club, and PBIS positive culture events.</p> <p>We will purchase rewards for our PBIS Paw Print Friday giveaways. Students may receive pencils, folders, erasers, stress balls, pens, art supplies, formal awards, ribbons, etc..</p> <p>Rebranding We are in the process of rebranding our school culture. We will need a new school logo that will be used with all new PBIS signage, postcards, awards, and student celebrations.</p> <p>Cougar Buddies Staff will "adopt" a student buddy to connect with on a daily basis. Students will be honored at monthly Cougar of the Month assemblies. Special awards will be purchased to honor students.</p>	<p>Altering School Climate Through Schoolwide Positive Behavioral Intervention and Support, Bradshaw C., 2009</p>	<ul style="list-style-type: none"> • EGUSD Core Survey results for parents and students • Pre and Post referral and suspension data

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

Title I – Basic (4900/3010)	\$8000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.3

Increase the site's resources and response students' academic, social and emotional needs including peaceful conflict resolution and bullying prevention through personnel, training, Tier II collaboration meetings, Co-Ops Release Time for knee to knees and SST/IEP/504 meetings.

Metric: Other (Site-based/local assessment)

Actions/Services 3.3.1

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><u>Second Step Curriculum for Grades K-6</u> Kennedy Elementary School is a Second Step School. All teachers will be trained to use the curriculum and will deliver weekly lessons in their classrooms. After school staff will also implement the program.</p> <p>We will provide staff with additional Second Step professional development. Purchase additional Second Step Curriculum for new staff.</p> <p>Materials and supplies will also be purchased to enhance instruction and program implementation.</p>		<p><u>Early Intervention Can Improve Low Income Children's Cognitive Skills and Academic Achievement.</u> American Psychological Association, April 22, 2004.</p>		<ul style="list-style-type: none"> • Tier II MTSS Documents • Decrease Office Referrals • Pre and Post 2nd Step assessments • Decrease suspension
Funding Source		Amount	Description of Use	
Title I – Basic (4900/3010)		\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

Actions/Services 3.3.2

Principally Targeted Student Group				
• Black or African American • EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander				
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><u>Mentoring the Pride</u> During morning and lunch recesses, students will be invited to work with a mentor who will teach strategies that they can be use to assist the students in being successful in the classroom and at home. Students will be referred by teachers and recommended by our Tier 2 team.</p>	<p>Effective Strategies for Mentoring African American Males</p> <p>https://www.air.org/sites/default/files/downloads/report/Effective%20Strategies%20for%20Mentoring%20African%20American%20Boys.pdf</p>			<p>-Reduced total number of suspensions and referrals -Measure student academic achievement</p>
Funding Source		Amount	Description of Use	

Supplemental/Concentration (7101/0000)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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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

Provide parents opportunity to increase their ability to participate fully in the educational process by offering parent trainings, parent nights, parent support and additional opportunities to conference with teachers around strategies to help at home, student concerns, progress etc.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<u>Home and School Connection and Communication</u> Provide additional school staff through the parent liaison position to support the home-school connection and building relationships with families before, during and after school.	Parent Involvement and Student Achievement: A Meta-Analysis , William Jaynes, 2005	Parent Core Survey Results Increased Parent Participation at Back to School Night, Open House		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?		
<u>Parent Trainings</u> Provide a series of academic trainings including iReady ELA and math, Early Literacy, Fountas and Pinnell Reading Levels, other academic interventions, social emotional and safety trainings to inform and empower parents with strategies, materials and high quality books to support their children at home; provide additional opportunities for teachers to conference with parents on strategies to help their children at home. Materials will be purchased to support the parent trainings. Materials may be sent to the printing department when needed.	Parent Involvement and Student Achievement: A Meta-Analysis , William Jaynes, 2005	<ul style="list-style-type: none"> • EGUSD parent CORE survey results • Parent EXIT slips from trainings 		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

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>ELAC Meetings</p> <p>1. Provide materials for parents at ELAC meetings. Invite guest speakers to share ways parents can support their children at home with literacy, etc.</p> <p>2. Release teachers to attend and present at our ELAC meetings.</p>	<p>Parent Involvement and Student Achievement: A Meta-Analysis, William Jeynes, 2005</p>	<p>Increase in parent participation (via sign ins) at meetings</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.4

Principally Targeted Student Group
<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?
<p>Staff will be trained to conduct home/bridge visits throughout the school year. Staff will be timesheeted for visits.</p>	<p>Parent Teacher Home Visit Project http://www.pthvp.org/wp-content/uploads/2016/09/Landscape-Evaluation-2014.pdf</p> <p>The earlier parents get involved in their children's educational process, the better students tend to do in their overall performance (Shepard, 1995).</p> <p>Parent Engagement improves students success in academic achievements, social behaviors, and more likely to stay in school and develop into a competent adult (Brooks 2006; Chapman, 2003; Learning First Alliance, 2001)</p>	<p>Home visit goal for 2021-2022 (50 visits) Parent teacher home visit data Parent survey data</p>

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

Site Goal 4.2

Decrease our chronic absenteeism. Strengthen our home-school connection through the programs and supports that we provide for students and families. In reviewing the data, 19.6% of our students are chronically absent. Our goal is to improve our attendance by 7% this school year.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group
<ul style="list-style-type: none"> All • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>We will create a school-wide attendance plan to celebrate students and families who receive perfect attendance each month. Phone calls from teachers, administrators, and office staff regarding attendance. We will identify students with chronic absenteeism and connect them to our Silent Helper program and document our progress through the MTSS referral process. Student of concern will be discussed at our weekly Tier 2 meeting and an action plan will be created for each student.</p> <p>The team will work closely with our FACE team and our Attendance Intervention Office to provide additional resources and trainings for families.</p> <p>The FACE team will also provide training for our staff in</p>	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15change.pdf</p>	<ol style="list-style-type: none"> Analyze monthly attendance Work with Tier 2 Team to identify families with concerns Complete home visits as needed Celebrate students with perfect attendance each month.

helping our families and our team solve the chronic absenteeism problem we are facing.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<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

Samuel Kennedy Elementary - 296

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	\$31,494	\$31,494	\$31,494	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	42.375	\$0	\$5,260,253	\$5,260,253	\$5,260,253	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$167,233	\$167,233	\$167,233	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$63,852	\$63,852	\$63,852	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$189,627	\$189,627	\$0	\$0	\$189,627	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$32,616	\$32,616	\$4,616	\$5,000	\$23,000	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,397	\$5,397	\$5,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$38,205	\$38,205	\$0	\$38,205	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$39,282	\$39,282	\$0	\$0	\$39,282	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1.725	\$0	\$557,914	\$557,914	\$486,914	\$20,000	\$24,000	\$27,000	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,546	\$6,546	\$6,546	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$50,316	\$50,316	\$50,316	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 4124 ESSA: Title IV, Part B, 21st Century Community Learning Centers Program	0.1	\$56,082	\$207,287	\$263,369	\$263,369	\$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)	3.2814	\$0	\$173,770	\$173,770	\$0	\$0	\$173,770	\$0	\$0
4900 Director of School Improvement Support 5860 Title I - Afterschool - District (rolls to 3010)	0.4	\$0	\$20,732	\$20,732	\$20,732	\$0	\$0	\$0	\$0
4720 Office of	0	\$23,809	\$47,722	\$71,531	\$71,531	\$0	\$0	\$0	\$0

Expanded Learning 5862 Equitable Access (rolls to 4124)									
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0.4	\$57,170	\$239,266	\$296,436	\$296,436	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 6011 After School Kids Code Grant Pilot Program	0	\$55,546	\$0	\$55,546	\$55,546	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	3.25	\$0	\$297,526	\$297,526	\$297,526	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	2.25	\$0	\$119,247	\$119,247	\$119,247	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$895	\$0	\$895	\$895	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	58.4814	\$193,502	\$7,549,285	\$7,742,787	\$7,201,903	\$63,205	\$450,679	\$27,000	

Total Funds Provided to the School Through the Consolidated Application	TBD	Title I Centralized Services			
Total Federal Funds Provided to the School from the LEA for CSI	N/A	Title I Foster Youth	\$8,402	Title I Homeless	\$6,608
Subtotal of additional federal funds included for this school	\$1,144,178	Title I Centralized Services	\$134,929	Title I Preschool	\$215,715
Subtotal of state or local funds included for this school	\$6,598,609				

Principal **Sandra Brown** _____

School Site Council Chairperson **Santrice Davis** _____

EL Advisory Chairperson **Alicia Raya** _____