Stone Lake Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: MARK BEARD

County-District-School (CDS) Code: 34673146118053

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
How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?
The process of gaining input in regards to the LCAP is an ongoing process. Stone Lake provides monthly Coffee Klatches on the first Monday of each month to provide opportunities for parents to share information and provide feedback. Aug 3; Sept 8; Oct 5; Nov 2; Jan 11; Feb 1; March 1; April 5; May 3 Two Survey Monkeys were also sent out, one at the end of the 2019-2021 school year and one in October of 2020 the requested parents to provide feedback on services and programs that they would like to see at Stone Lake, and or continue at Stone Lake. Staff meetings were done on Feb 3rd, March 3rd and April 7th to start the process of getting input from staff on past expenditures and future plans. Teachers were provided an opportunity to brainstorm ideas. Grade level meetings each Monday are always attended by administration, but during the months of April, May, and June, these visits revolved around seeking input on 21-22 school plans. Leadership Meeting April 28th and May 26 ELAC meetings on October 21st, Jan 20, and May 6th (Needs Assessment). School Site Council meetings occurred on Feb 12th and April 23. ELAC meeting March 6th

Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
The consultations allowed us to see that IXL continues to be a tool that is used by parents and teachers to support student learning in ELA and Math. With that feedback, parent, teacher, and student, we will continue to utilize IXL as our supplemental program for next year. Parent feedback continues to show that VAPA and extended learning opportunities are important as well. We will need to make sure to do our best to provide students with ways to remediate and assist with learning loss. We will once again return with teacher release days to help teachers plan for the new year. We will return, as best as we can, with ways to meet the needs of our GATE students. We also hope to return with parent activities that brings families back on campus.

Resource Inequities

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1

Based on the California Dashboard, Stone Lake Elementary School will maintain at least a High Status (Green or Blue) for the "All Students" category in both English Language Arts and Math. Moreover, Stone Lake will at least Increase Change of "All Students" by growing the average distance from "Met Standard" by at least seven points in ELA and five points for Math.

18-19
ELA: 50.8 points above standard
Maintained 0.2 Points
Math: 25.9 points above standard
Maintained 2.6 Points

Current State: CAASPP CXL for 19-20-CXL
CAASPP for 20-21-TBD

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?
Provide teachers with opportunities to collaborate through PLC's focusing on the four PLC questions and utilize Illuminate as one way to monitor this process: • What we want students to learn? • How are we going to know they have learned it? • What are we going to do to support those that have not learned it? • What are we going to do for those that have already learned it? Math was an area of weakness based on past CAASPP scores in relation to ELA. SMART Goals will be reinstituted in this area. RTI-A focus on supporting an intervening with students that are struggling with grade level concepts. Provide teachers the opportunity to report via a Co-Op process struggling students and progress being made. • 2 Sessions of 4 Track Co-ops x 1 roving substitute for each Co-Op=$246x8=$1,968	Hattie and multiple researchers have identified teachers as having the greatest impact on student learning. According to Hattie, RTI has 1.07 effect size.	1. We will measure effectiveness based on the California Dashboard presented to the public each year. • We will monitor and discuss 3rd-6th grade level teams as they will increase the use of IAB's as a means to monitor grade level progress on standards. • SMART Goals turned in from each grade level every trimester as way to strengthen PLC work. • Co-Ops scheduled two times this year will specifically be utilized to monitor the progress of students receiving intervention or even tiered supports. These Co-ops occur twice a year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1968	Certificated Salaries	Edit	Delete

Site Goal 1.2

100% of our 3rd grade students will be reading at grade level by the end of 3rd grade based on minimum standards in the areas of fluency and lexile. Fluency rate must be at the 50%ile or higher.

18-19: **Based on end of the year assessments, 85% of SL students finished the year reading on grade level.**

19-20**: TBD**

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Stakeholder input clearly continued to show the value and need of IXL for site-based support in both ELA and Math. Also provide continued staff PD to support the implementation of IXL. • Site license for IXL in math and ELA is $9,563 We will timesheet our library tech an additional hour each day she works (3 days) to provide additional time for the library to be open for students before and after school. $2196 will be allocated for this. Part of this will come out of supplemental funds and part will come out of FACE funds.	This study investigated thousands of public schools in the state of California that used IXL mathematics and English language arts (ELA) between 2012 and 2015. We examined the impact of IXL Math and IXL ELA as measured by the California Assessment of Student Performance and Progress (CAASPP). Analysis required that schools have both pretest and posttest scores, so only schools with valid 2013 Academic Performance Index (API) and 2015 CAASPP test scores were included. IXL usage by the schools in this study ranged from less than one minute per student, per week, to over 100 minutes per student, per week. Our researchers found, even with the wide range in usage, strong positive correlation between IXL usage and schools' performance on the CAASPP in both math and ELA. These findings are statistically significant. Lexia Core 5 is a research based reading intervention program proven to accelerate the development of fundamental literacy skills. One study showed at-risk students made substantial progress in Core5 in the last few months of school. One-third of nearly 10,000 students ended the year working on skills in or above their grade level. Based on research from the School Library Journal, Quality school library programs significantly impact the most vulnerable students. For the first time, the impact of library programs on selected student groups that tend to experience achievement gaps was examined directly. The Pennsylvania System of School Assessment (PSSA), which measures how well schoolchildren are doing in reading, writing, math, and science according to the state's education standards, maintains separate test scores for subgroups of students who are economically disadvantaged, black, Hispanic, and have	1. Fluency and Lexile assessments will measure the effectiveness of our actions. • We will monitor usage rates for IXL and also monitor impact on 3rd-6th grade students in the area of math on the CAASPP. • All students that have been identified as reading below grade level heading into 1st grade will meet identified usage rates. This will be monitored by our computer lab teacher, VP, and classroom teacher.

Individualized Education Programs (IEPs). PSSA scores range from "Advanced," which indicates an in-depth understanding of the subject and superior academic performance, to "Below Basic," which reflects poor understanding and inadequate academic performance.

Consistently, reading and writing scores are better for students who have a full-time certified librarian than those who don't. Students who are economically disadvantaged, black, Hispanic, and have IEPs (i.e., students with disabilities) benefit proportionally more than students generally. These findings suggest that staffing libraries with certified librarians can help close achievement gaps.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$9563	Contracts/Services	Edit	Delete
Supplemental/Concentration (7101/0000)	$2196	Classified Salaries	Edit	Delete

Actions/Services 1.2.2

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?

Funding Source	Amount	Description of Use		

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

100% of our teachers will use common assessments with common scoring criteria in the core subjects of ELA and Math. With a 100% of grade level teams once again turning in SMART goals in the area of Math.

19-20 100% of teacher assessment grids turned in show common assessments

19-20 100% of grade level teams turned in SMART goals and SMART goal results.

Metric: Other (Site-based/local assessment)	

Actions/Services 2.1.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Early Out Wednesday meetings are periods of time set aside for teachers to specifically create, maintain, and examine student data from assessments. It is considered our PLC time. 2. Input from staff asked for the return of grade level release days (half day) at the end of the year to help teachers review the year and plan for the next year. • 20 teachers x $125=$2500 • 7 teachers timesheeted for 3.75 hoursx$50=$1312.50	Hattie's work shows that professional development has a 0.51 ES. Teachers learn best practices from each other via PLC time. • Collective teacher efficacy 1.57 • Teacher clarity .75 • Formative evaluation .68 Rick DuFour, Becky DuFour, and Bob Eaker September 2007 Authors of Learn By Doing Importance of Common Assessments	1. Common grade level assessment grids turned in each trimester. 2. Teacher agendas and notes for the meetings. 3. SMART Goals set and results turned in.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$3813	Certificated Salaries	Edit	Delete

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Site Goal 2.2

Based on the California Dashboard, 80% of our EL students will demonstrate progress by moving one proficiency level as measured by the ELPAC or at least maintain English Level Proficiency Indicator (ELPI) 4.

Current Status
18-19 44.4% of our EL students moved one proficiency level or at least maintained level 4.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
A certificated teacher will work in conjunction with the VP to help coordinate and administer initial and summative ELPAC. The teacher will be on a hourly timesheet for her work. Under the direction of the VP, the teacher will also help deliver intensive support to newcomers and struggling EL students during the instructional day as well as support in re-designation, RFEP monitoring. ELPAC Testing $2500 (TBD) EL Tutoring: $3619 (TBD based on cost of ELPAC testing) Set aside $155 for light refreshments for families and awards certificates for redesignated EL students.	Rosetta Stone and Reading Wonders are both researched based curriculums for ELL's. In addition, IXL is also shown to be an effective research based program for EL students. The authors examined the implementation of a blended learning program for literacy instruction across kindergarten through Grade 5 in a Title I urban elementary school, including a population of students (18%) who are English learners. Student progress in the online component of the blended learning program was a significant predictor of growth in reading performance on a standardized reading assessment (Group Reading Assessment and Diagnostic Evaluation, Pearson Assessment, Boulder, CO) when controlling for student grade level, initial student skill level, and English learner status; however, students in kindergarten through Grade 2 showed more substantial gains than students in later grades. These results suggest there is a benefit of a blended learning approach to literacy instruction for a diverse cross-section of students, particularly when beginning instruction in the early grades. (*Prescott, J., Bundschuh, K., Kazakoff , E.R.& Macaruso, P. (2017)* **Elementary school–wide**	1. Students will be measured based on their progress on the ELPAC. 2. 100% of students will be tested and timelines will be met for initial and summatives 3. Students will also be monitored based on the information presented in the California Dashboard.

implementation of a blended learning program for reading intervention. Journal of Educational Research

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$6119	Certificated Salaries	Edit	Delete

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Site Goal 2.3

100% of redesignated students will be proficient in ELA as measured by CAASPP scores that meet or exceed standards.

18-19: 88.89% of reclassified students met or exceeded standards in ELA

Metric: Assessment System	

Actions/Services 2.3.1

Principally Targeted Student Group
• 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?
Redesignated students will be monitored and continue to receive high quality instruction. *NO FUNDING REQUIRED	Students that are redesignated must be monitored for four years after they are reclassified.	1. Student progress on the CAASPP in the area of ELA.

Funding Source	Amount	Description of Use		

District Strategic Goal 3:

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

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

Stone Lake will address disproportionality by having the percentage of referrals for our African American subgroup equal or less than the percentage of African American students enrolled.

Our African American subgroup was a PTSG with a Red designation on the last Dashboard 5x5 Grid with regard to suspensions . We will move the African American subgroup to either "Green or Blue"

Metric: Suspension	

Actions/Services 3.1.1

Principally Targeted Student Group

• All • Black or African American

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
We will continue to utilize our PBIS and HAWKS Honor to identify and celebrate the accomplishments of Stone Lake students, and continue to help make them feel connected to their school. • $1,000 for school-related supplies (e.g., pencils, pens, binders, folders, etc.) that students will earn based on the HAWKS tickets that they earn each week. We will utilize an RTI model with our Tiered Support Team leading the way in supporting students that might need additional support and rise to Tier 2 and 3 support. Our RTI Team that meets every other week will monitor referrals of students, any student that reaches three referrals will trigger our RTI team to discuss this student and brainstorm supports. The VP and principal will monitor this subgroup and look at alternatives to suspension for every subgroup. We will continue to utilize Restorative Practices and techniques with students and look for alternatives to suspensions.	Hattie's research shows that RTI has a 1.07 effect size.	1. Effectiveness will be measured based on site data on referrals for all students and specifically our African American subgroup. • This behavior data as well as academic data will be monitored twice a month in PBIS meetings as well as during our RTI meetings. • The Ca. Dashboard data will be used to monitor effectiveness of suspension data. Our SIS will be used to measure referrals.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

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Site Goal 3.2

Stone Lake will provide a safe, caring, nurturing environment where all kids feel cared for, connected to our school and ready to learn. Based on the EGUSD Social Emotional Learning and Culture/Climate Student Survey Fall 2021 Results given to 4th-6th grade students, Stone Lake students will yield the following results to these questions:

92% of Stone Lake students surveyed with the SEL/CCSS will answer that teachers treat students fairly either Most of the Time or All of the Time.

92% of Stone Lake students surveyed with the SEL/CCSS will answer that they are happy to be at Stone Lake Most of the Time or All of the Time.

92% of Stone Lake students surveyed with the SEL/CCSS will answer that they feel either Safe or Very Safe.

19-20 79% of our 4th-6th grade students said they feel either "Safe" or "Very Safe".
    87% of our 4th-6th grade students felt teachers treated them fairly all or most of the time.

To continue and measure the effectiveness of PBIS
92% of the 4th-6th grade students surveyed via the 21-22 SES/CCSS will say that students know what the rules are "Most of the Time or All of the Time".
92% of our AA students surveyed via the 21-22 SES/CCSS will say that students know what the rules are "Most of the Time or All of the Time".

The student participation of our National Elementary Honor Society (NEHS) and Gifted and Talented Education (GATE) programs will reflect the diversity of our school community. We will ensure equitable representation by building on our current programs so at least 10% of any ethnic subgroup is represented and 5% of the SWD subgroup is represented.

Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group
• All • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
We will continue to utilize our PBIS and HAWKS Honor to identify and celebrate the accomplishments of Stone Lake students, and continue to help make them feel connected to their school. We will provide unique after school opportunities for our students in the area of GATE by working with outside vendors like EDMO. We will provide unique after school opportunities for students in the area of STEAM/STEM. With a focus making sure that the programs service the widest range of age groups. EMDO will be a partner in this endeavor. Based on EDMO's cost, we will allocate GATE money for students to participate in EDMO. • $3,625 for EDMO We will also allocate funds to continue GATE students participating in Mathletes in the Franklin Region or on a national scale via a distance learning model. • $100 fee for Franklin Mathletes • $625 Teacher stipend (benefits included).	School Climate and the CCRPI : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools Research has demonstrated that a positive school climate is associated with: •Academic achievement •Student engagement in school •Positive social skills development	1. We will utilize the EGUSD Social Emotional Learning and Culture/Climate Student Survey Fall 2020 Results 2. Monitor the students that are accepted into NEHS and GATE and compare to the diversity of our school composition.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$625	Certificated Salaries	Edit	Delete
GATE (7105/0000)	$3772	Contracts/Services	Edit	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

We will provide our parents with opportunities to participate in family friendly school-wide activities. With a focus this year that 85% of our parents will attend our Back to School night and Open House as measured by sign-in logs that will be at each class.

19-20 79% of our families attended Back to School Night
Open House will be baseline

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Utilize multiple communication platforms to notify parents of school events. Provide Stone Lake families the opportunity to participate in family friendly events.	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hattie's research assigns a 0.49 ES on parental involvement.	1. Back to School Night and Open House attendance sign-in. 2. End of year parent survey that specifically focuses on the questions that elicit parent feelings on opportunities offered to their families at Stone Lake.

Funding Source	Amount	Description of Use		

Site Goal 4.2

Based on the end of the year Administrative Effectiveness Survey that parents take, 85% of our parents will either Agree or Strongly Agree that they are provided opportunities for parent input in making decisions at Stone Lake

Metric: Input in Decision Making

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?
Provide parents with the opportunities to provide input via multiple platforms. Coffee Klatches, that are both PM and AM, and also Survey responses. Utilize Talking Points as one of the primary communication tools with parents. Collaborate with our EL population via our ELAC and DELAC meetings and continue to receive feedback from this stakeholder group at our school regarding programs and services for our EL students. Once a month we will hold a day to have SSTs in order to review present levels and make adjustments accordingly. The purpose of these meetings are to monitor students' academic progress.. • 10 days x $246 = $2,460	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hattie's research assigns a 0.49 ES on parental involvement.	1. Utilize the 20-21 Admin. Effectiveness survey given at the end of the year via SurveyMonkey as well as to provide input on other things at Stone Lake.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2460	Certificated Salaries	Edit	Delete

Site Goal 4.3

Based on the California Dashboard, the "All Students" category under Chronic Absenteeism, will be in the **"Very Low 2.5% or less in Current**

Year" to "Low More than 2.5% to 5.0% in Current Year". In addition, the All Students Group will either "Maintain or Decline" from the previous year.

Chronic absenteeism is measured by students missing more than 10% of their enrolled school days.

Metric: Chronic Absentee Rate	

Actions/Services 4.3.1

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?
Our school SOA and VP will closely monitor the attendance of students. A spreadsheet has been created to monitor the progress of students with attendance concerns, and our office will be proactive in working with and notifying families with attendance problems. Closely monitor our African American subgroup as this subgroup is close to Red on the Dashboard. Continue to utilize our PBIS work to make Stone Lake a safe and enjoyable place for all students to attend. *NO FUNDING REQUIRED	Students cannot learn if they are not in school. The research for the Dept of Education is clear. Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school.	1. We will utilize the goals set in our LCAP as the basis of the measurement of effectiveness and utilize district data on attendance as well as site data on early dismissals. This data will continue to be monitored by the office and admin teams continuously. 2. Utilizing the California Dashboard will also serve as a data point.

Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Stone Lake Elementary - 377

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	$20,148	$20,148	$20,148	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	33.375	$0	$4,043,404	$4,043,404	$4,043,404	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	1.2	$0	$138,119	$138,119	$138,119	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$45,956	$45,956	$45,956	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$200,397	$200,397	$0	$0	$200,397	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$20,000	$20,000	$13,727	$3,813	$0	$2,460	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$4,397	$4,397	$0	$0	$4,397	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$6,119	$6,119	$0	$6,119	$0	$0	$0
7415 Family and Community Engagement **0000** Unrestricted	0	$0	$0	$0	$0	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$5,763	$5,763	$5,763	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$43,617	$43,617	$43,617	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.125	$0	$78,700	$78,700	$0	$0	$78,700	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	2.75	$0	$267,254	$267,254	$267,254	$0	$0	$0	$0

3655 Pre-K SCC (Non-ASD) **6500** Special Education	2.5	$0	$141,218	$141,218	$141,218	$0	$0	$0	$0
3660 Inclusive Education in Lieu of NPA **6500** Special Education	0.75	$0	$38,535	$38,535	$38,535	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) **6500** Special Education	5.5	$0	$326,617	$326,617	$326,617	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	3.3125	$0	$162,045	$162,045	$162,045	$0	$0	$0	$0
3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II **6512** Special Education: Mental Health Services	2.75	$0	$144,216	$144,216	$144,216	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	56.2625	$0	$5,687,505	$5,687,505	$5,390,619	$9,932	$284,494	$2,460	

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	$128,080
Subtotal of state or local funds included for this school	$5,559,425

Principal   **Mark Beard**

School Site Council Chairperson   **Dominique Parke**

EL Advisory Chairperson   **Chaitali Mondal**