



Charles Mack Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Mark Hogge

County-District-School (CDS) Code: 34673146033005

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

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

IV. Goals, Actions and Services

Charles Mack Elementary | Focused Work: 2022-2023

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?

Mack Staff worked together throughout the school year in staff meetings and grade level PLCs to review and analyze last year's LCAP and data from multiple sources, such as the Dashboard and grade level RTI data as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. Our Leadership Team met throughout the year to plan and evaluate plans that would support students and instruction. Staff was surveyed seeking input for the 2022-2023 school year. Our PBIS Team meets monthly to look at student data, make plans to address needs, and receive input for it's membership, which included staff and parents. The PBIS Fidelity Inventory was completed and informed decisions moving forward.

Data was shared with parents and guardians during our Title One meetings and feedback was solicited. Our English Learner Advisory Committee meets regularly throughout the year and shares and analyzes data, activities, programs, and expenditures that serve our EL students. Our School Site Council reviewed Mack data related to EGUSD's four Strategic Goals and our progress toward our goals. The council provides input and suggestions based on student need.

The follow were opportunities to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Mack Leadership Team meetings on 8/23/21, 9/14/21, 10/4/21, 11/1/21, 1/18/22, 2/15/22, 4/4/22, 5/2/22
- Staff Meetings on 9/13/21, 9/27/21, 10/11/21, 10/25/21, 11/8/21, 11/29/21, 12/13/21, 1/24/22, 2/28/22, 3/28/22, 4/11/22, 4/25/22, 5/9/22, 5/23/22
- ELAC on 9/7/21, 10/6/21, 11/3/21, 12/1/21, 2/9/22, 4/6/22, 5/4/22
- School Site Council on 9/9/21, 10/14/21, 3/10/22, 4/21/22, 5/12/22
- Staff survey in Feb 2022
- Back to School Night and Title One meeting on 8/17/21
- EGUSD Parent, Staff, and Student surveys in Feb 2022
- LCAP Planning Team met 3 times: 4/5/22, 4/14/22, 4/28/22

Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

As a result of input and collaboration with all our stakeholders, Charles Mack's LCAP now reflects those suggestions, observations, insights, and results from data collected. We are emphasizing early literacy and numeracy, reading fluency and reading comprehension. Additional paraeducators will be employed to academically support our primary students. Academic Intervention Teachers will provide weekly small group instruction to supplement high-quality, core classroom instruction.

Resource Inequities

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

Charles Mack Elementary was identified as an Alternative Targeted Support and Improvement school because our subgroups of students with disabilities (SWD), socio-economically disadvantaged students, and our African American students were not making necessary growth more than 2 years in a row. They need more targeted intervention & staff need more training on foundational skills to meet these targeted needs. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for these subgroups.

- Assessment data is collected each trimester on small group intervention with specific learning targets and goals for each student group, Academic Intervention Teachers (AIT), classroom teachers, and our extended day program are supporting these targeted needs.
- Our PLC time with our Special Education, PBIS Team, Tier II Team, and Classroom Teachers have been formed to target student outcomes and discuss the progress of SWD, socio-economically disadvantaged, and our African American students using standards aligned interim assessment data.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured

instruction to promote college, career, and life readiness and eliminate the achievement gap.

- 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

Increase the percentage of students meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th. Increase the percentage of students in Kindergarten meeting grade level expectations in ELA and Math to 34 percent.

Increase the percentage of students in 1st & 2nd grades meeting grade level benchmarks in ELA and Math to 34 percent.

- For Grades 3rd - 6th overall Math scores will increase 3% from 26% meeting or exceeding on CAASPP.
 - According to the Dashboard: 2019 African American students were in the Yellow due to increasing 17.7 points.
 - According to the Dashboard: 2019 Hispanic students were in the Orange due to maintaining 0.3 points.
 - According to the Dashboard: 2019 SED students were in the Yellow due to increasing 5.2 points.
 - According to the Dashboard: 2019 White students had no color designation due to too few students in that category.
- Overall ELA scores will increase 4% from 31% meeting or exceeding on CAASPP.
 - According to the Dashboard: 2019 African American students were in the Yellow due to increasing 31.4 points.
 - According to the Dashboard: 2019 Hispanic students were in the Orange due to maintaining 1.2 points.
 - According to the Dashboard: 2019 SED students were in the Yellow due to increasing 6.2 points.
- Based on the last valid ELA SBAC scores from spring 2021, 31% of 3rd - 6th graders scored at or above grade level.
- 12% growth on ELA SBAC data 2016-2019
- 6% Growth for African American students on ELA SBAC 2019
- 35% of students who received 8-10 weeks of intervention from an AIT teacher increased at least 1 level on the SBAC test, compared to 21% without AIT services.
- According to 2019-2020 intervention data, 77% of students in grades 3rd-6th saw at least a two level increase in their Guided Reading assessment scores. Twenty-eight percent achieved an increase of 3 or more levels.
- **Academic Intervention Teachers** worked with small groups over an 8-week period of time, in grades 1-6. 158 students were serviced based on being far below meeting grade level as measure by beginning of the year BPST (Basic Phonics Skill Test), first 100 high frequency sight words, and Scholastic Guided reading.
 - Of the thirty-seven 1st grade students receiving AIT services, 97% made progress toward meeting the grade level target in their phonic skills as measure by the BPST, 86% of the students made progress toward meeting the grade level target for sight words as measured by the first 100 high frequency sight words, and 75% of the students made progress toward meeting the grade level target in Guided Reading as measured by Scholastic Guided Reading assessments.

Of the forty-one 2nd grade students receiving AIT services, 97% made progress toward meeting the grade level target in their phonic skills as measure by the BPST, 100% of the students made progress toward meeting the grade level target for sight words as measured by the first 100 high frequency sight words, and 93% of the students made progress toward meeting the grade level target in Guided Reading as measured by Scholastic Guided Reading assessments.

Of the eighty 3rd - 6th grade students receiving AIT services, 89% of the students made progress toward meeting the grade level target in Guided Reading as measured by Scholastic Guided Reading assessments. 80% of the eighty students made multiple level of growth toward the grade level target.

2022-2023 Goal:

Our goal is to provide the personnel, training, and tools for targeted intervention/acceleration and core instruction that results in an increase in the number of students achieving standards met on Smarter Balanced Assessments (3-6), Grade Level Benchmarks (K-2), and school metrics.

Metric: CAASPP

Actions/Services 1.1.1

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 • School-wide • SWD • White

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|---|--|
| <p>We will achieve our goal through enhancing our daily programs, instruction and opportunity and access, utilizing the following positions:</p> <p>a) One Academic Intervention Teacher (3010); One Academic Intervention Teacher (7101) One Academic Intervention Teacher FTE (ESSER FUNDS)</p> <p>b) Increased Library Tech hours (3010)</p> <p>c) Academic Program Coordinator (3010)</p> <p>d) ELPAC Testing - time-sheeted sub (7150)</p> <p>e) Newcomer Tutor - Timesheet (ELO FUNDS)</p> <p>f) Paraeducator (3010)</p> | <p><u>John Hattie Intervention Research</u></p> <ul style="list-style-type: none"> • Comprehension programs have a learning effect size .60 • Small Group has a learning effect size of .49 • Student Centered Teaching has a learning effect size .54 • Response to Intervention has a learning effect size 1.07 <p><u>Visible Learning for Literacy: Implementing Practices that work best to Accelerate Student Learning, Fisher, Frey, Hattie 2016.</u></p> <p><u>APC/After School Research Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective</u> http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf</p> <p><u>Afterschool Programs Make a Difference: Findings From the Harvard Family Research Project</u> http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html</p> | <p>a) Seventy percent of Charles Mack students will progress at least 3 Guided Reading levels toward established grade level benchmarks during the school year. Seventy percent of Kinder - second grade will meet district benchmarks for each trimester on Illuminate assessment system for letters, sounds, phonemic awareness, and phonics.</p> <p>b) One hundred percent of students will have access to visiting and checking out books in the library.</p> <p>c) All students who qualify will be given access to the after school program (ASES) for academic and enrichment support.</p> <p>d) Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks. One hundred percent of EL students will participate in the ELPAC assessment.</p> <p>e) Newcomers will improve on the BPST or Illuminate by 50%. The BPST/Illuminate measures basic phonics and letter/sounds for</p> |

beginning readers.

f) Student achievement will increase and behavior decrease as measured by RTI data reported trimesterly at COOPs.

| Funding Source | Amount | Description of Use | |
|--|----------|------------------------|--|
| EL Supplemental (7150/0000) | \$14206 | Certificated- Salaries | |
| Title I – Basic (4900/3010) | \$137742 | Certificated- Salaries | |
| Supplemental/Concentration (7101/0000) | \$137742 | Certificated- Salaries | |
| Title I – Basic (4900/3010) | \$40930 | Certificated- Salaries | |
| Title I – Basic (4900/3010) | \$44460 | Classified- Salaries | |
| Title I – Basic (4900/3010) | \$19200 | Classified- Timesheets | |
| Title I – Basic (4900/3010) | \$5143 | Classified- Timesheets | |

Actions/Services 1.1.2

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 • School-wide • SWD

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|---|--|
| <p>Professional Development:</p> <p>a) AVID training for 4th-6th grade teachers Provide professional development in the area of AVID strategies to school administration as well as to all interested teachers through the summer of 2022 through monthly professional development opportunities. (7101)</p> <p>b) District-funded AVID training throughout the 2022-2023 school year for all interested teachers. (DISTRICT FUNDS)</p> <p>c) Release time for teachers to observe peers for best practices/lesson study (7101)</p> <p>d) Provide stipends and timesheets to teachers for extra work outside of the contract day: tutoring, attending workshops/PD and site</p> | <p>John Hattie Research on PD:</p> <ul style="list-style-type: none"> • Quality of Teaching has a .48 Effect Size • Professional Development has a .51 Effect size • Teacher credibility has a .90 effect size • Writing Programs have an effect size of .45 • Teaching strategies have an effect size of .62 <p><i>Professional Development for Mainstream Teachers: Project GLAD and Beyond</i> http://projectgladstudy.educationnortheast.org/files/project-glad-handout.doc</p> <p>Hattie's Research on Professional Development:</p> <ul style="list-style-type: none"> • Teacher clarity effect size .75 • Professional Development | <p>a) Five intermediate teachers will be AVID trained during the summer of 2022. These teachers will implement AVID strategies on a daily basis. This will be measured through increased student organization and note-taking strategies.</p> <p>b) One hundred percent of teachers interested in district-led AVID training will participate throughout the 2022-2023 school year and implement AVID strategies.</p> <p>c) Effectiveness will be measured through formal and informal observations by school administration.</p> <p>d) Charles Mack student achievement will increase 50% through Guided Reading and Illuminate assessments. Teachers will complete sign-in sheets from</p> |

planning with the grade level members

- effect size .62
- Collective Teacher Efficacy effect size 1.57
 - Classroom Discussion effect size .82
 - Problem Solving Teaching effect size .68

planning sessions and timesheets for tutoring.

[Ramseth, P. R. \(2018\). Narrowing achievement gaps: An examination of advancement via individual determination \(AVID\): Grade eight, Ramseth, 2018](#)

[The Impact of Lesson Study on Teacher Effectiveness, Somma 2016](#)

| Funding Source | Amount | Description of Use | |
|--|--------|-----------------------------------|--|
| Supplemental/Concentration (7101/0000) | \$0 | Certificated- Salaries | |
| Title I – Basic (4900/3010) | \$8800 | Contracts/Services /Subscriptions | |
| Title I – Basic (4900/3010) | \$700 | Contracts/Services /Subscriptions | |
| Title I – Basic (4900/3010) | \$5600 | Certificated- Timesheets | |

Actions/Services 1.1.3

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 • School-wide • SWD

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|--|--|
| <p>Instructional Materials:</p> <p>a) Intervention Supplies, intervention writing supplies, books, workbooks, replacement equipment and parts for title I purchases and intervention programs, including an open P.O with Office Depot (7101/3010)</p> <p>b) Online subscription resources for all students, namely: Renaissance (Accelerated Reader and Star Reading), Generation Genius (Science K-6), Starfall, Moby Max, Lexia Core 5/Power Up Reading program, SeeSaw, and</p> | <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning:</p> <ul style="list-style-type: none"> • Repeated reading programs have an effect size of .67 • Small group learning has an effect size of .49 • Student centered teaching has an effect size of .54 • Teaching strategies has an effect size of .61 <p>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student</p> | <p>a) One hundred percent of intervention supplies will be used to increase student achievement. Seventy percent of Charles Mack intervention students will progress at least 3 Guided reading levels toward established grade level benchmarks using intervention supplies.</p> <p>b) Independent reading programs will reflect 70%-100% usage by students. Incentive programs within the classroom and school will increase this program usage.</p> <p>c) Ninety percent of teachers and</p> |

Reflex through ExploreLearning. (3010)

c) Purchase student planners/agendas and (3rd -6th) to help students learn organizational skills.

d) Binders and organizational materials for all AVID-trained classrooms.

Learning, Fisher, Fey, Hattie 2016.

[Ramseth, P. R. \(2018\). Narrowing achievement gaps: An examination of advancement via individual determination \(AVID\): Grade eight, Ramseth, 2018](#)

students will use their student planners/agendas on a daily basis to increase organization and homework completion.

d) Ninety percent of AVID-trained classrooms will effectively use binders and organization materials on a daily basis to increase student organization and homework completion.

| Funding Source | Amount | Description of Use | |
|--|---------|-----------------------------------|--|
| Supplemental/Concentration (7101/0000) | \$34575 | Contracts/Services /Subscriptions | |
| Title I – Basic (4900/3010) | \$4880 | Materials/Supplies/Equipment | |
| | | | |

Actions/Services 1.1.4

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 • School-wide • SWD

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|---|--|
| <p>GATE Coordinator and GATE Program:</p> <p>a) GATE students will be provided differentiation through depth and complexity by participating in after school enrichment taught by time-sheeted teachers. Materials will be purchased to support the GATE after school program. (7105)</p> <p>b) Provide after-school enrichment opportunities to potentially qualify students for GATE in a multitude of ways by time-sheeted teachers. (7105)</p> | <p>John Hattie Research on GATE:</p> <p>Small group learning has an effect size of .49</p> <p><u>GATE Research:</u> <i>Research on gifted Services Programs</i> http://www.allencountyesc.org/files/5113/8506/4762/Research_on_Gifted_Statistics_-_Karen_Rogers.pdf</p> <p>For GT programs, Curriculum Compacting in Science has a learning effect size of .83</p> <p>For GT programs, cluster grouping has a learning effect size of .57</p> <p>Barriers to Underserved Students' Participation in Gifted Programs and Possible Solutions. Del Siegle, E. Jean Gubbins, Patricia</p> | <p>a) Seventy percent of Charles Mack GATE students will progress at least 4 guided reading levels toward established grade level benchmarks.</p> <p>b) There will be at least a 5% growth in the number of students that qualify for GATE when compared to the previous year.</p> |

[O'Rourke, First Published April 13, 2016 Research Article.](#)

| Funding Source | Amount | Description of Use | |
|------------------|--------|------------------------------|--|
| GATE (7105/0000) | \$3147 | Materials/Supplies/Equipment | |
| GATE (7105/0000) | \$1250 | Certificated- Salaries | |

| | |
|---|--|
| <p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p> | <p>District Needs and Metrics 2:</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"> • Assessment System • Data and Program Evaluation • Other (Site-based/Local assessment) |
|---|--|

Site Goal 2.1

All grade levels will operate as a highly functioning Professional Learning Community to share best practices and participate in the cycle of inquiry. During 2019/2020 grade levels were meeting weekly and Professional Development was given by West Ed to support and improve PLC implementation. Below are Survey results given in February 2020 about the implementation of PLCs:

- 100% of staff were reviewing formative assessments during PLC
- 100% of staff were developing instructional strategies
- 100% of staff were discussing the needs of specific students

2022-2023 Goal:
 Our goal is to make instructional decisions based on student assessment data. We will provide professional development in order to increase student achievement and effective teacher data analysis. We will also provide needed interventions for all students according to the assessment data, and to eliminate disproportionality.

| | |
|----------------------------------|--|
| Metric: Assessment System | |
|----------------------------------|--|

Actions/Services 2.1.1

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 • School-wide • SWD • White

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|--|--|
| | | |

Provide release days for ALL teachers for:

- a) End of First Trimester Assessment Release Day (3010) \$225 x estimated 30 teachers) = \$6750
- b) Fall COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention decisions (3010) \$225 x 5 days (roving sub) = \$1125
- c) End of Second Trimester Assessment Release Day (3010) \$225 x estimated 30 teachers) = \$6750
- d) Winter COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention decisions. (3010) \$225 x 5 days (roving sub) = \$1125
- e) End of Third Trimester Assessment Release Day (3010) \$225 x estimated 30 teachers) = \$6750
- f) Spring COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention decisions. (3010) \$225 x 3 days (roving sub) = \$675
- g) Site planning days - prior to next school year
Estimated 35 teachers x 7 hours x \$40/hour = \$9800 (3010)

John Hattie Intervention (COOP) Research

- Student Centered Teaching learning effect size .54
- Response to Intervention learning effect size 1.07
- Goals learning effect size .50
- Teaching Strategies effect size of .60
- Teacher expectations .44 effect size

“Understanding and Using Reading Assessment, K-12,” Peter Afflerbach, 2017.

Hattie, John. Collective Teacher Efficacy According to John Hattie. 2018

a) One hundred percent of students will be assessed by the end of each trimester to monitor student progress, inform families of progress, and add relevant data to assessment matrixes and RTI documents.

b) One hundred percent of students will have individual goals and receive appropriate intervention at the end of each trimester through COOP meetings with classroom teachers, Academic Intervention Teachers, and administration.

c) One hundred percent of students will be assessed by the end of each trimester to monitor student progress, inform families of progress, and add relevant data to assessment matrixes and RTI documents.

d) One hundred percent of students will have individual goals and receive appropriate intervention at the end of each trimester through COOP meetings with classroom teachers, Academic Intervention Teachers, and administration.

e) One hundred percent of students will be assessed by the end of each trimester to monitor student progress, inform families of progress, and add relevant data to assessment matrixes and RTI documents.

f) One hundred percent of students will have individual goals and receive appropriate intervention at the end of each trimester through COOP meetings with classroom teachers, Academic Intervention Teachers, and administration.

g) One hundred percent of classroom teachers will be prepared to start the new school year with a solid year-long plan and activities scheduled with their grade level team.

Student progress will be measured through:

- SMART Goals
- CAASP

- Guided Reading Assessments
- Benchmark Assessments
- Fluency Grade Level Data
- Illuminate Data

| Funding Source | Amount | Description of Use | |
|-----------------------------|---------|--------------------------|--|
| Title I – Basic (4900/3010) | \$31440 | Certificated- Timesheets | |

Actions/Services 2.1.2

Principally Targeted Student Group

- EL • Hispanic or Latino • R-FEP

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|---|---|
| <p>English Learner Assessment Support:</p> <p>a) Provide ELPAC testing support by administering the ELPAC testing to new Mack students for ALL EL students throughout the year. Support provided by certificated employees on a timesheet. (7150)</p> <p>b) EL coordination will be done by the EL Coordinator during contracted time. This will be done in cooperation with the EL coach under the direction of admin. The ELPAC Coordinator and EL Coach will accrue and disaggregate EL assessment data prior to the start of the school year in order to create WIN time groups. (NO FUNDS NEEDED)</p> <p>c) Provide Imagine Learning for our EL newcomers and EL students. (DISTRICT PROVIDED)</p> <p>d) Provide after-school EL tutoring based on assessment data by certificated employees (ELO FUNDS)</p> | <p><u>ELD Research</u> <i>California English Language Development Standards: Proficiency level Descriptors</i> http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</p> <p><i>An Evaluation of the Effectiveness of Imagine Learning for Improving Reading Skills</i> https://cdn-websites.imaginelearning.com/corporate/sites/default/files/2019-01/ImagineLearning2017-2018TexasEffectivenessStudyReportFinal.pdf</p> | <p>a) All EL students will be assessed on ELPAC by the end of the 2022-2023 school year.</p> <p>b) The Charles Mack EL Coach and/or EL Coordinator will accrue and disaggregate ELPAC data using Synergy data charts.</p> <p>c) Seventy-five percent of EL newcomers and EL students will utilize Imagine Learning at least 60 minutes a week.</p> <p>d) Fifty percent of EL students in after-school tutoring will increase at least one EL level on their overall ELPAC test score.</p> |

| Funding Source | Amount | Description of Use | |
|-----------------------------|---------|------------------------|--|
| EL Supplemental (7150/0000) | \$5000 | Certificated- Salaries | |
| EL Supplemental (7150/0000) | \$15000 | Certificated- Salaries | |
| | | | |

Actions/Services 2.1.3

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 • School-wide • SWD

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|--|--|
| <p>Professional Development/Assessment System:</p> <p>a) 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- then return to site to train the remainder of staff. Goal is for staff to begin to utilize Illuminate to achieve PLC goals. (DISTRICT FUNDED)</p> <p>b) EL Support: EGUSD coach-driven PD for teachers on effective EL strategies and EL integration in August (preservice), September, October, and December (staff meetings).</p> | <p>John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Collective teacher efficacy has an effect size of 1.57</p> | <p>a) TOT team will meet with individual grade level PLC teams to review and analyze data and give any pertinent updates about the Illuminate Assessment System.</p> <p>b) Admin team and EL Coach will perform informative walk-throughs that provide feedback on effective EL practices being utilized in the classroom. Admin team will meet at the end of every trimester to analyze each team's essential standards data.</p> |

| Funding Source | Amount | Description of Use | |
|----------------|--------|--------------------|--|
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| | |
|--|---|
| <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

Site Goal 3.1

Our goal is to continue to close the gap, ultimately eliminating disproportionality between subgroups in regards to the number of suspensions according to Synergy data. The amount of referrals and suspensions will decrease by 10% and school wide implementation of PBIS, SEL strategies and culturally responsive teaching will continue. Improve overall score on TFI and decreased amount of students needing Tier 2 and Tier 3 supports, and increase percentage of positive responses by 15% on CHKS survey.

According to various data sources :

- California Dashboard 2019: African American and Two or More Races students Red; Asian, English Learner, Hispanic students were Yellow
- Suspension percentages: 2017- 3.1%, 2018- 2.1%, 2019 -4.9%
- CHKS in 2019: NA% students felt safe on campus, NA% reported that students know the rules, NA% reported positive behavior

All sub groups will increase to the next color on the color band in the area of suspensions according to the California Dashboards.

2022-2023 Goal:

Our goal is to add layers to our foundation of equitable instruction, intervention, SEL, and disciplinary practices to improve the social and emotional well-being of all Charles Mack students.

The results from our Tiered Fidelity Inventory are as follows:

- Tier 1 Overall implementation: 97%
- Tier 2 Overall implementation: 92%

Metric: School Climate

Actions/Services 3.1.1

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 • School-wide • SWD • White

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|--|--|
| <p>Promote and Engage in Equitable Practices</p> <p>a) To actively connect our mission to all of our actions at school (no funding needed)</p> <p>b) Equity Team development (no funding needed)</p> <p>c) Signage for our schoolwide PBIS program (7440)</p> | <p><u>Equity Research</u> Equity and Quality in Education https://www.oecd.org/education/school/50293148.pdf</p> <p><u>SEL Research</u> Impact of social-emotional learning on academic achievement- American Psychological Association https://www.sciencedaily.com</p> | <ul style="list-style-type: none"> • Maintain (+/- 5-10 %) on home suspensions when compared to the previous year. • 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks • 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix |

| | | |
|---|---|--|
| <p>d) Incentives for PBIS program (7101)</p> <p>e) Embedded schoolwide PBIS awards and assembly model based on Monthly Character Ed/2nd Step Themes and improved attendance</p> <p>f) Classroom support for the efficacious implementation of 2nd Step SEL curriculum</p> <p>g) Provide more enrichment assemblies around character education, anti-bullying, and VAPA (no funding needed)</p> <p>h) Counselor to continue providing counseling services to groups of students who are in varying levels of crisis. (4900)</p> <p>i) Decrease the suspension rate by having a Restorative Practice coach work with students during morning and afternoon recess times.</p> <p>j) Lunch with an administrator once a month for good citizenship (no funding needed).</p> | <p>/releases/2015/11/151123102813.htm</p> <p><u>John Hattie SEL Research</u> Social Skills programs have an effect size of .39</p> <p>Decreasing Disruptive Behavior Effect Size 0.53 Self-Concept Effect Size 0.46 Motivation Effect Size 0.48 Reducing Anxiety Effect Size 0.48</p> <p>Lewis, T. J., Colvin, G., Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary school students. <i>Education and Treatment of Children.</i></p> <p>Murphy, H. A., Hutchinson, J. M., & Bailey, J. S. (1983). Behavioral school psychology goes outdoors: The effect of organized games on playground aggression. <i>Journal of Applied Behavior Analysis.</i></p> | <p>benchmarks.</p> <ul style="list-style-type: none"> • Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks. • Monitoring the suspension rate monthly with staff; monitoring student progress through the use of data from the Restorative Practice Coach at each PBIS Tier II Meeting. |
|---|---|--|

| Funding Source | Amount | Description of Use | |
|-----------------------------|---------|------------------------------|--|
| PBIS (7440/0000) | \$1000 | Materials/Supplies/Equipment | |
| Title I – Basic (4900/3010) | \$50787 | Classified- Salaries | |
| | | | |

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • Foster Youth

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|--|--|
| <p>Increasing Attendance:</p> <p>a) Phone calls home from teachers regarding attendance. Follow-up of chronic absenteeism by administration.</p> <p>b) Monthly PBIS/Tier 1 Team</p> | <p><i>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight</i> https://www.edweek.org/media/chronicabsence-15chang.pdf</p> <p>Chronic Absenteeism in the Nation's Schools, US Department of Education, Data</p> | <ul style="list-style-type: none"> • Attendance SOA will gather and share attendance data monthly. Particular attention will be given to African American, homeless, and foster youth. • Review and monitor students |

| | | |
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| meetings held to discuss students with attendance issues. | updated from the Civil Rights Data Collection 2015-2016. | who meet the Chronic Absent (10% or more absence rate) biweekly with the PBIS/Tier 2 Team. |
| c) Positive phone calls home at the beginning of the school year for every student on campus. | Connection between Parent Teacher Home Visits and student success. https://pthvp.org/wp-content/uploads/2022/03/parent-teacher-home-visits-implementation-study.pdf | <ul style="list-style-type: none"> • Student reading levels will increase due to access to additional leveled reading materials at home. |
| d) Continued Parent Teacher/Home Visit trainings with the district and a campus-wide emphasis on family home visits. | | |

| Funding Source | Amount | Description of Use |
|----------------|--------|--------------------|
| | | |

Actions/Services 3.1.3

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 • School-wide • SWD • Two or More • White

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|--|---|
| <p>Social/Emotional Learning:</p> <p>a) Provide supervision and support during recess/lunch to assist students with conflicts and use non-violent crisis intervention.</p> <p>b) Continued commitment to school-wide daily SEL focus through morning meetings, conflict resolution, Golden Ticket incentives, expressive art, and restorative justice circles.</p> | <p>What Brain Science Teaches Us About Conflict Resolution https://www.edutopia.org/article/what-brain-science-teaches-us-about-conflict-resolution</p> <ul style="list-style-type: none"> • Visible Learning: John Hattie • School culture and climate has impact on classroom environment with Effect Size .56 • Decreasing Disruptive Behavior Effect Size .53 • Self Concept Effect Size .48 • Reducing Anxiety Effect Size .48 <p>Maslow's Hierarchy of Needs - Students will not be successful learners until their basic needs are met. https://www.simplypsychology.org/maslow.html</p> | <p>Progress assessed through the following:</p> <p>a) Student discipline data and referrals analyzed monthly</p> <p>b) PBIS Tiered Fidelity Inventory yearly</p> <p>c) Informal observations of Yard supervisors interactions during recess/lunch periods</p> |

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| Funding Source | Amount | Description of Use |
|----------------|--------|--------------------|
| | | |

Site Goal 3.2

Strengthen our foundation of culturally responsive practices, intervention, social emotional learning strategies, and disciplinary practices.

Our goal is to continue to close the gap between subgroups in regards to the number of suspensions according to Synergy data.

- African American suspensions in 2019-20 - Red
- Hispanic suspensions in 2019-20 - Orange
- Two or More suspensions in 2019-20 - Yellow
- Students with Disabilities in 2019-20 - Red
- Socioeconomically Disadvantaged in 2019-20 - Red
- English Learners in 2019-20 - Orange
- White suspensions in 2019-20 - NA
- Pacific Islander suspensions in 2019-20 - NA
- Asian suspensions in 2019-20 - Orange

Our goal is to continue to close the gap between subgroups in regards to the number of chronically absent students according to the California Dashboard.

- African Americans will move from Red to Orange
- Two or More races will move from Yellow to Orange
- Students with Disabilities will move from Red to Orange
- Socioeconomically Disadvantaged will move from Red to Orange
- Asians will move from Yellow to Green
- English Learners will move from Yellow to Green
- Hispanics will move from Orange to Yellow

| | |
|---------------------------|--|
| Metric: Suspension | |
|---------------------------|--|

Actions/Services 3.2.1

Principally Targeted Student Group

- Asian • Black or African American • EL • Hispanic or Latino • Low Income • SWD • Two or More

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|---|---|
| <ul style="list-style-type: none"> • Provide training on implicit bias, racial inequities, and non-punitive discipline practices for all staff to reduce the number of referrals and suspension amongst students of color and students with disabilities at Charles Mack. • Staff will be trained on behavior management techniques, positive reinforcement, eliminating | <ul style="list-style-type: none"> • Research indicates a relationship between a high discipline and suspension rate and lack of training in restorative justice, empathy, social justice, and racial equity among teachers. (Hinojosa, 2008; Skiba et al 2011; Bradshaw, Mitchell, Obrennan and Leaf, 2010) • Students of color are 6 times more likely to receive | <ul style="list-style-type: none"> • Decrease in classroom and playground referrals for students of color specifically for African American and Hispanic students as well as students with disabilities. • Staff will review disaggregated behavior referral data on a monthly basis and identify areas of growth and areas of continued work. • Student discipline data will be |

labels and racial bias, building relationships, and a multi-tiered approach.

- Provide workshop for staff with our behavior specialist and inclusion specialist on positive interventions and limit-setting.
- Provide staff PD on the brain and culturally responsive techniques.

subjective discipline referrals and suspensions than those of their counterparts. (Riddle and Sinclair, 2019; U.S. DOE, 2016.

shared with Leadership team and the School Site council each trimester.

| Funding Source | Amount | Description of Use | |
|----------------|--------|--------------------|--|
| | | | |

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families. According to the LCAP survey given in December, 2020. the top five areas of importance from parents were:

- (Good teachers - 88% satisfied)
- (A Safe School- 82% satisfied)
- (Timely and regular feedback from teachers-71% satisfied)
- (Bully Prevention - 76% satisfied)
- (Regular communication from the school and teacher- 68% satisfied)

At Charles Mack we will decrease the number of students who are chronically absent and or tardy to school. All students will have an equitable opportunity to learn in a culturally responsive, physically and emotionally healthy and safe environment. We will decrease our chronically absent students from 14.5% to 12.5% for our whole school. Our African American Populations will decrease from 28% to 24% and our Special Education Population from 19.8% to 15.8%.

2022-2023 Goal:

Our goal is to improve our parent involvement/parent engagement model by increasing the number of parents/guardians and family members that attend parent and family events, and increase the efficacy of the

programs and supports we provide. We will continue to improve parent involvement and staff communication through family programs, family events, and social media.

Metric: Relationships Between Staff and Families

Actions/Services 4.1.1

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 • School-wide • SWD • White

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|--|--|
| <p>1. Supplemental Personnel a) Parent Activities Coordinator (Elementary Adjunct Duty Stipend/LCAP/LCFF) b) English Language Development Coordinator (Elementary Adjunct Duty Stipend/LCAP/LCFF)</p> <p>2. Outreach and Engagement (7101)</p> <ul style="list-style-type: none"> • FTO, ELAC, SSC, Equity Team, and DELAC • home visits • parent universities • Back to School Night, Open House • Harvest Festival • Multicultural Picnic • Walk to School Day • Family Dances and Socials • Winter Family Literacy Night (adjunct duty) • Regular email and auto-dialer messages • Charles Mack Facebook • Charles Mack website • Regular newsletters <p>3. TK/Kinder Orientation and "We Both Read" Parent Training To support our TK and kindergarten students' matriculation to school, host an orientation for students and parents that provides a tour of the campus and classrooms, participate in breakfast and/or lunch at school, and review processes and procedures, visit the computer lab and library where parents will receive additional</p> | <p><u>Marzano Research</u> Parent Involvement has an effect size of .46 Homework has an effect size of .43 Home factors have an effect size of .67</p> <p>Parent Teacher Home Visit Project Research http://www.pthvp.org/what-we-do/results/</p> <p>Parent Involvement Research http://www.pthvp.org/what-we-do/results/i-research/</p> <p>Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p> <p>National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.</p> <p>The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.</p> | <ul style="list-style-type: none"> • 150-200 attendees at Parent University events • Increase our ELAC and FTO participation • 200-400 attendees at CMES EL recognition • 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks • 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks. • Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks. |

information and training on the We Both Read program.

4. Host a Family Writing Night.
Collaborate with UC Davis School of Education; students and their families will attend a writing-focused program where they work together to write and publish their own book. (7101)

National PTA. 2000. *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. Bloomington, Indiana: National Education Service, 11–12.

| Funding Source | Amount | Description of Use |
|--|---------|------------------------------|
| Supplemental/Concentration (7101/0000) | \$20683 | Materials/Supplies/Equipment |

Actions/Services 4.1.2

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 • School-wide • SWD • White

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|--|--|
| <p>Stakeholder Engagement</p> <p>a) ELAC Meetings; provide light refreshments - EL Supplemental (7150/0000)</p> <p>b) Parent Teacher Home Visit Project (LSS-funded)</p> <p>c) Two Parent University and three literacy nights:</p> <ul style="list-style-type: none"> books and supplies for parent and student skill building (4900 and 2495) books and supplies for parents to make classroom connections. (4900 and 2495) food for two Parent Universities and three literacy nights (4900 and 2495) <p>d) Parent University and literacy night vendors (4900)</p> <p>e) Family Teacher Academic Teams (FTAT) - classroom teachers collaborate to drive student learning and achievement through positive outreach, parent FTAT meetings that focus on</p> | <p><i>Parent Teacher Home Visit Project</i> http://www.pthvp.org/what-we-do/results/</p> <p><i>Parent Involvement</i> http://www.cde.ca.gov/sp/sw/t1/cefparentinv.asp</p> <p>Highest number of home visits in the district in 2016-2017</p> <p><i>Research Spotlight on Parent Involvement</i> http://www.nea.org/tools/17360.htm</p> <p>Collective Research from the Parent Teacher Home Visit Project, 2021</p> <p>The Wiley Handbook of Family, School, and Community Relationships in Education, First published: 21 December 2018</p> | <p>a) Increase attendance at ELAC meetings</p> <p>b) 100-200 attendees at Parent University events</p> <p>c) 200-400 attendees at CMES EL recognition</p> <p>d) 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>e) 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>f) Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p> |

specific classroom skills, and teacher follow-ups. (FACE office-funded)

| Funding Source | Amount | Description of Use |
|-----------------------------|---------|------------------------------|
| EL Supplemental (7150/0000) | \$0 | Certificated- Salaries |
| Title I – Basic (4900/3010) | \$13217 | Materials/Supplies/Equipment |

Actions/Services 4.1.3

Principally Targeted Student Group

- School-wide

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|---|---|
| <p>a) Utilize BTA position to inform, translate, and connect with EL families at ELAC meetings. (no funding needed)</p> <p>b) Provide materials to support families for success during ELAC meetings. (no funding needed)</p> | <p>Coleman's research shows that students benefit most when parents and schools work together</p> <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <ul style="list-style-type: none"> • Parental involvement in learning effect size .51 | <p>a) Double the average number of parents previously attending ELAC meetings (from 12 to 24) as indicated on the sign-in sheets.</p> <p>b) All families will have necessary materials to be successful during ELAC meetings.</p> |

| 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.

Charles Mack is not below 40% of enrollment of undocumented pupils

V. Funding

Charles Mack Elementary (311) | 2022 - 2023

| 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 | 0.0000 | \$0 | \$25,971 | \$25,971 | \$25,971 | \$0 | \$0 | \$0 | \$0 |
| 7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted | 0.0000 | \$0 | \$193,000 | \$193,000 | \$172,317 | \$0 | \$0 | \$20,683 | \$0 |
| 7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted | 0.0000 | \$0 | \$4,397 | \$4,397 | \$4,397 | \$0 | \$0 | \$0 | \$0 |
| 7150 EL Supplemental Program Services TK-6 0000 Unrestricted | 0.0000 | \$0 | \$34,206 | \$34,206 | \$14,206 | \$20,000 | \$0 | \$0 | \$0 |
| 7440 Positive Behavior Incentive Supports 0000 Unrestricted | 0.0000 | \$0 | \$1,000 | \$1,000 | \$0 | \$0 | \$1,000 | \$0 | \$0 |
| 4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected | 0.0000 | \$0 | \$362,899 | \$362,899 | \$267,455 | \$31,440 | \$50,787 | \$13,217 | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 0.0000 | \$0 | \$621,473 | \$621,473 | \$484,346 | \$51,440 | \$51,787 | \$33,900 | |

| | |
|---|-----------|
| 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 | \$362,899 |
| Subtotal of state or local funds included for this school | \$258,574 |

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson

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