Edna Batey Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Rebecca Matt

County-District-School (CDS) Code: 34673140101790

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

Edna Batey 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?

Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to EGUSD's four Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2022-2023 school year. Our PBIS Team meets biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals. Our administrators meet periodically throughout the year with our ELAC - targeting on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council

reviewed our site data related to EGUSD's four strategic goals and our progress toward our goals. The SSC provides input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

* Staff Meeting:

8/23/21, 9/13/21, 9/27/21, 10/11/21, 10/25/21, 11/18/21, 11/29/21, 12/13/21, 1/10/22, 1/23/22, 2/7/22, 2/21/22, 3/7/22, 3/21/22, 4/4/22, 4/25/22, 5/9/22

* Leadership Meeting: 9/1/21, 10/6/21, 11/3/21, 1/5/22, 2/2/22, 3/2/22, 4/6/22, 5/4/22

* School Site Council Meeting: 10/25/21, 1/26/22, 4/27/22, 6/1/22

* Staff Survey: 1/12/22

* Parent Survey: 11/4/21

* ELAC Meeting: 9/12/21, 2/10/22

Impact of LCAP and Annual Update

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

Parents and staff members agree on the importance to fund teacher release days to analyze data and research distance learning ideas. They also understand the need to meet with teachers individually several times a year to discuss student progress, thus we will use funds to support data analysis and team collaboration. We will also incorporate opportunities for us to think out of the box ways to save money for collaboration through the use of physical resources to compensate substitutes. We will also provide opportunities for teachers in grades k-6 to do cross grade articulation. Also, parents, staff, and students have requested we fund parent and social emotional learning programs.

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

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

- Increase number of students who will obtain proficiency in the Common Core content areas and beyond:
  - ELA 64% met or exceeded, increase by 4% (Goal: 68%)
  - Math 63% met or exceeded, increase by 2% (Goal 65%)
- Increase number of students who will obtain proficiency in the Common Core content areas and beyond, with the use of staff assessment program Illuminate:
  - 85% of all students grades K-2

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

• EL • Foster Youth • Low Income

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?
Action 1 Provide opportunities for grade levels to articulate and provide strategies and ideas across each grade level. These opportunities will occur during PLC time, staff & grade level meetings, as well as release day opportunities. Supplemental technology and needed materials to enhance instructional practices **Action 2** Provide 1/2 day release for each teacher 6 times per year for data analysis and/or assessment administration. $121 x 32 teachers x 6 meetings per year = $23,232 (These actions will support Foster Youth, EL, & LI students & families)	**Action 1 & 2** Hattie, John. Oct. 2015 Collective teacher efficacy 1.57 effect size See Darling-Hammond, L. (2005) <u>Professional Development Schools: Schools for Developing a Profession.</u> on making teacher professional learning an endemic part of every successful school.	**Action 1 & 2 Effectiveness will be measured by:** • K/1 Benchmark • Interim assessments • Formative assessments • ELPAC • Classroom observations *Teacher analysis of data will identify learnings gaps, need for acceleration, differentiated instruction

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$23232	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$10000	Materials/Supplies/Equipment	

Site Goal 1.2

Increase number of students who are identified GATE, as well as the number of activities to participate in throughout the year.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.2.1

Principally Targeted Student Group

• EL • Foster Youth • Low Income

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?
Action 1 GATE students will be identified and given additional opportunities	Why are Gifted Programs Needed https://www.nagc.org/resources-	**Action 1** Attendance at GATE events Parents/Student surveys

for enrichment throughout the school year.
$1400 Timesheet
$1250 GATE Coordinator Stipend
$2950 Materials (Materials from Mystery Science & DBQ-Document Based Question Activities)

publications/gifted-education-practices/why-are-gifted-programs-needed

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$1400	Contracts/Services /Subscriptions	
GATE (7105/0000)	$1000	Contracts/Services /Subscriptions	
GATE (7105/0000)	$1997	Materials/Supplies/Equipment	

Site Goal 1.3

Increase appropriate class placement in core classes at the middle school by bridging transition for students from 6th grade to middle school via articulation between 6th grade teachers and KAMS teachers.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

• All

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?
Action 1 6th grade teachers will be released for one day to meet with middle school ELA and Math teachers. 5 teachers x $240 = $1200 (These actions will support Foster Youth, EL, & LI students & families)	**Action 1** *This We Believe* (NMSA, 2010) states that effective transition programs help students move to a new school, become a part of the new school, and maintain their social and academic status. However, many transition programs fail because they ignore social concerns (Cauley & Jovanovich, 2006; Akos, 2002). Source: https://www.amle.org /BrowsebyTopic/WhatsNew/WNDet /TabId/270/ArtMID/888/ArticleID /750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx	**Action 1** Students will be accurately placed in ELA and Math classes, as well as honors, ELD and Special Education classes, as appropriate based on assessment data.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1200	Certificated- Salaries	

Actions/Services 1.3.2

Principally Targeted Student Group

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 before, during and after school intervention for students not meeting grade level standards. Provide supplemental technology to enhance instruction	John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. • Small group instruction, .49 • Reading comprehension program, .58 • RTI, 1.07	Effectiveness measured by: • BOY/EOY assessments • Interim assessments • Pre/post assessments • CAST/COOP meetings

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$25000	Certificated- Salaries	

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

All grade levels will operate as high functioning Professional Learning Communities (PLC) to share best practices and participate in a cycle of inquiry to improve student achievement.

Increase number of students who will obtain proficiency in the Common Core content areas and beyond:

- ELA 64% met or exceeded, increase by 4% (Goal: 68%)

- Math 63% met or exceeded, increase by 2% (Goal 65%)

Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

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?**
Action1. PLCs will meet weekly to build collective efficacy in professional communities. We will provide release time, materials, and resources to support student instruction.Actions will support a focus on Foster Youth, EL, & LI students & families)	**Action 1.** A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities Voelkel, R. (2011) **Action 1** McLaughlin, M. & Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school. _See Strategic Inquiry: Starting Small for Big Results in Education_, available at www.harvardeducationpress.edu	**Action 1** Effectiveness will be measured trimesterly during grade level data analysis meetings using: • K/1 Benchmark • Interim assessments • Formative assessments • ELPAC • Classroom observations • Administrative walk-throughs • Teacher evaluations

Funding Source	**Amount**	**Description of Use**	
Supplemental/Concentration (7101/0000)	$2315	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$1500	Materials/Supplies/Equipment	

Site Goal 2.2

Increase the opportunities for ELD Professional Development from 2 opportunities to 4 opportunities, with consideration of teachers' off-track time. Continue with the frequency and quality of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction inside and outside the classroom. Test EL students.

Metric: Data and Program Evaluation	

Actions/Services 2.2.1

Principally Targeted Student Group

• EL • Foster Youth • Low Income

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?
Actions 1 & 2 1. Provide instruction during the school day and beyond to support ELD to improve student inquiry. Provide release time for grade levels to collaborate and improve student learning. Supplemental materials and resources aligned to CCSS to support EL students Funding for ELAC Meetings (light refreshments) 2. Fund the administration of Initial and Summative ELPAC. EL coordination to be administered by administrator. Duties will consist of identification of EL students, re-designation, RFEP monitoring, and support for ELAC meetings.(These actions will support Foster Youth, EL, & LI students & families)	**Actions 1 & 2** Teaching Academic Vocabulary By Kate Kinsella, Ed.D. McLaughlin, M. & Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school. _See Strategic Inquiry: Starting Small for Big Results in Education_, available at www.harvardeducationpress.edu	**Actions 1 & 2** Effectiveness will be measured trimesterly during grade level data analysis meetings using: • CAASPP • K/1 Benchmark • Interim assessments • Formative assessments • ELPAC • Classroom observations • Administrative walk-throughs • Teacher evaluations

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$16148	Certificated- Salaries	

Site Goal 2.3

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

20-21: 93% of reclassified students met or exceeded standards in ELA

Metric: Assessment System	

Actions/Services 2.3.1

Principally Targeted Student Group

• 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?

Redesignated students will be monitored and continue to receive high quality instruction. * NO SUPPLEMENTAL 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

Continue with schoolwide implementation of PBIS Tier 1 & Tier 2 supports:

- PBIS Tier 1- 2020/21- 90%; 2021/22- 97%; Tier 2- 2020/21- 92%; 2021/22- 81%
  - We will continue to strengthen PBIS Tier 1 and fully implement Tier 2 training for the 2022/23 school year, by promoting a positive & productive school climate.

Continue to enhance Social Emotional Learning practices and strategies through implementation of schoolwide curriculum.

Metric: School Climate	

Actions/Services 3.1.1

Principally Targeted Student Group

• Black or African American • Foster Youth • Low Income • 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?
Action 1 Continue to strengthen site PBIS plan. Actions includes:	**Action1** Is School-wide Positive Behavior Support An Evidence-based Practice? by Rob H. Horner,	**Action 1** Effectiveness will be measured and shared with staff at monthly staff meetings using:

- Anti-bullying assemblies,
- Additional materials to support PBIS (signage, banners, etc.), provide a well maintained safe & inviting school
- Counselor to provide advice and personal support
- Bully Prevention
- Providing students and staff with Social Emotional Learning curriculum, and strategies to support daily instruction.
- School Mural with the Batey Bobcat Pact around the campus
- Promote Equity/Diversity Book Clubs for students, parents, & staff
- Learning opportunities for the school community to be exposed and understand strategies to support African American, Foster Youth, Special Education, & Homeless Students.
- Our tiered Support Team will meet every other week to discuss students of concern that have been referred via our MTSS system.
- Utilize district SEL curriculum to support students. Continue and expand further our character building initiative.

George Sugai and Timothy Lewis
April 2015
Download Word Document (120 KB)

PBIS (Positive Behavior Interventions and Supports). See www.PBIS.org

A meta-analysis of 213 programs, primarily covering three decades of research, found that social and emotional learning interventions that address the competencies listed above (in the site goal) increased students' academic performance by 11 percentile points, as compared to students who did not participate in such SEL programs (Durlak et al., 2011). https://www.edutopia.org/sel-research-learning-outcomes

- Discipline data
  - Monthly
- Survey results (student/parent/teacher)
  - Annually

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.

- Focusing on improving the school PBIS TFI score based on the current 2022 school year.
- EGUSD SEL Survey

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

Site Goal 3.2

Amount of referrals and suspensions will decrease by 10%. On-going implementation of PBIS & SEL strategies will continue to focus on eliminating disproportionality in discipline practices.
According to various data sources:

- Suspension percentages for the school years, Q1- Q3, 2018/19- 0.9%, 2019/20- 0.3%, 2021/22- 0.2%
  - Goal for 2022-23- 50% reduction for Q1-Q3
- In 2019/20 (3 months DL)- 70 total minor/major incidences; 2021/22 - 98 total minor/major incidences
  - Goal for 2022/23- 50% reduction each trimester

Metric: Suspension

Principally Targeted Student Group

• Black or African American

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?
We will continue to utilize our PBIS and Batey Bobcat Pact to identify and celebrate the accomplishments of Edna Batey scholars, and continue to help make them feel connected to their school. Work with CPL and the Equity Team to provide PD around Culturally Responsive Practices. and provide necessary materials (books, tool kits, additional training, etc)	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 Effective Teaching is Culturally Responsive, Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably, Basha Krasnoff, March 2016	1. We will utilize the EGUSD Culture/Climate Student Survey Results 2. Survey staff on PD. 3. The number of students participating in GATE activities. 4. Number of students participating in after school activities (of all ages).

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$15000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$9218	Contracts/Services /Subscriptions	

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 family engagement by fully implementing the WatchDOGS program.

Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

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?**
Action 1 Implement WatchDOGS program Provide food, materials and resources to support meetings and events. Pizza night for WatchDOGS $250 Donuts and Dads $100 Materials and supplies $200 (These programs will support Foster Youth, EL, & LI income students & families)	**Action 1** Children whose parents were more involved across elementary school had fewer problem behaviors and better social skills, but that children's academics weren't affected. The study followed 1,300 children from 10 US cities from birth to fifth grade. https://www.sciencedaily.com /releases/2010/05 /100514074915.htm	**Action 1** Effectiveness will be measured annually using: • Parent/Student surveys

Funding Source	**Amount**	**Description of Use**	
Supplemental/Concentration (7101/0000)	$1500	Materials/Supplies/Equipment	

Site Goal 4.2

Decrease the rate of absentees, tardies, and early dismissals for all students by 5%

Metric: Attendance Rate	

Actions/Services 4.2.1

Principally Targeted Student Group

• Foster Youth • Low Income • 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?**

Action 1	Action 1	Action 1
1. Collaborate with the AIO (Attendance Improvement Office) to focus on Foster Youth, EL, & LI students *Call home of at-risk students when absent * Fund part time parent liaison 2.5 hours / week x 22 weeks x $15 per hour = $825	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight http://www.edweek.org/media/chronicabsence-15chang.pdf	Effectiveness will be measured monthly during admin/office staff meetings using: • Attendance reports

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$825	Certificated- Salaries	

Site Goal 4.3

Improve home-school connection by increasing parent engagement opportunities, improving communications between school and home both by number and platforms, to increase response rate. Goal is to increase participation, initially with parent representation from each grade level, as a base measure.

Metric: Input in Decision Making	

Actions/Services 4.3.1

Principally Targeted Student Group

• All

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?
1. Provide parents with the opportunities to provide input via multiple platforms. Coffee Klatches, that are both PM and AM, and also Survey responses. 2. Utilize Talking Points as one of the primary communication tools with parents. 3. 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. 4. Once a month we will hold a day to have our Tiered Support Team meet in order to review present	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.	1-4 Effectiveness measured by: • 2021-22 Admin. Effectiveness survey • Event attendance rates • Parent sign-ins • Climate/Culture survey

levels and make adjustments accordingly for identified struggling students (academically and behaviorally).

- 10 days x $246 = $2,460

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

Justification of School-Wide Use of Funds

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

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

V. Funding

Edna Batey Elementary (210) | 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	$29,109	$29,109	$29,109	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$97,250	$97,250	$64,432	$3,815	$24,218	$4,785	$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	$16,148	$16,148	$0	$16,148	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$147,904	$147,904	$97,938	$19,963	$25,218	$4,785	

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	$0
Subtotal of state or local funds included for this school	$147,904

	Signatures: (Must sign in blue ink)	Date
Principal Jason Campbell		
School Site Council Chairperson Amanda Tolosano		
EL Advisory Chairperson Hafiz Khalid		