Elitha Donner Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Cindy Doyle

County-District-School (CDS) Code: 34673146112106

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

Elitha Donner 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?

Input for the review/analysis of the Elitha Donner 2021-22 LCAP involved many stakeholders. Previous school year's assessment data was analyzed during the year and stakeholder input was acquired through a variety of virtual opportunities throughout the 2021-22 school year:

- Monthly PTA executive and general meetings
- School Site Council meetings (11/16/2021, 1/26/2022, 2/16/2022, 4/20/2022, 05/15/2022)
- ELAC meetings (09/21/2021, 10/26/2021, 3/10/2022, 5/5/2022)

- Faculty meetings (monthly) Reviewed LCAP 6/8/2022
- Collaborative meetings (monthly) Reviewed LCAP 5/18/2022
- Early Out Wednesday Grade Level PLC meetings
- District and school Surveys for Parents, students, and Staff

Impact of LCAP and Annual Update

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

Through these consultations, parents encourage the continued professional development of our teachers and staff around culturally responsive teaching strategies, extended day support, intervention time, and parent trainings. In addition, they indicated the continued support of all students to remediate and excel through after school programs, GATE/enrichment practices, and English Language services. Parents and stakeholders want the continuance of School-wide PBIS with a focus on bullying education and prevention. Increased professional development and supports for students who have experienced trauma. Additional funds were allocated based on stakeholder priorities.

Resource Inequities

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

There weren't any resource inequities discovered. With LCFF, ESSER and general funding our current students' academic needs were met to the greatest extent possible.

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

Close the achievement gap with the lowest performing subgroups in ELA according to the most recent SBAC test

- Hispanic students will move from 36% meets or exceeds standards to 38%

- African American students will move from 24% meets or exceeds standards to 30%
- EL students will move from 27% meets or exceeds standards to 30%
- Students with Disabilities will move from 14% meets or exceeds standards to 18%
- Socio-Economically Disadvantaged students will move from 38% meets exceeds standards to 40%

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • Low Income • 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?
Update, renew library software as needed. Purchase multi-media materials, software, web based academic or diagnostic programs, culturally responsive materials and library supplies and books. Provide supplementary resources, opportunities and supplies to fully implement common core state standards. Administration and representative staff participation in AVID membership Academic Intervention Teacher to implement targeted instruction within the school day on a time sheet.	Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21stcentury skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning. *https://www.ed.gov/oii-news/use-technology-teaching-and-learning.*	Collaborative team will review and analyze grade level SMART goals each trimester following PLC procedures. Track A - October 19, 2022/March 29, 2322/June 21, 2032. Track B & C - November 9, 2022/March15, 2023/June 21, 2023. Track D - September 28, 2022, January 25, 2023/May 24, 2023.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$26000	Certificated- Salaries	
Title I – Basic (4900/3010)	$8000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$12328	Materials/Supplies/Equipment	

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?
Time sheet classified and certificated staff to work with identified groups of students during WIN/ Intervention time. The $ amount per classification is dependent on who is available to provide support and the amount of time they are able to provide support. Provide certificated support during, before and after the school day for students in grade K &1. Intersession and Expanded Day Opportunities for student intervention and support.	Use teachers and/or teaching assistants to deliver high-quality one-to one and small group Support using structured interventions. A copy of the study and guidance report are available at http://educationendownmentfoundation.org/news/teaching-assistants-should-notbe-substitute-teachers-but-can-make-a-real-difference.pd	Grade level common formative assessments will be reviewed each track on week to determine student growth and intervention grouping. August 15,2022/September 12, 2022/October 3, 2022/October 31, 2022/November 28, 2022/January 3, 2023/January 30, 2023/February 27, 2023/March 28, 2023/April 25, 2023/May 30, 2023.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$8000	Certificated- Salaries	
Title I – Basic (4900/3010)	$25000	Classified- Timesheets	
Title I – Basic (4900/3010)	$10000	Certificated- Timesheets	

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?
NEHS renewal and supplies, college to career supplies, GATE/Accelerated Entrance Fees/ Subscriptions/ Supplies/ Services, Certificated Stipends. Gate coordinator. Gate Coordinator Expenditure: $1000. • Professional development and	GIFTED & Gifted programs (separate from advanced placement/high ability courses) ENRICHMENT provide specific curricula aimed at challenging students at the appropriate PROGRAMS level. See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992)	District GATE identification assessment results will be reviewed each year to show an increase in the number of GATE identified students and referrals. GATE parent meeting attendance to equal the number of students on Enrichment Contracts will be

curriculum for relevant instruction to meet the needs of underperforming high-potential students. $200. • Parent Outreach Expenditure: $150. • Teacher Stipends/After School Academies: $1,500. • Materials/Celebration Expenditure: $205. • Program Initial and Renewal Fees: $95. • Field Trip/Enrichment Activities: $947. Increase VAPA experiences for students. Provide professional development in all VAPA areas for teachers and classified staff.	*Education Code* **Section 51210** (a) The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study … (e) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.	reviewed yearly to increase student participation in enrichment activities. Parent meeting dates for 2021/22 TBD. Assessment dates to follow district assessment windows.	

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$402	Materials/Supplies/Equipment	
GATE (7105/0000)	$1195	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$4000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$4500	Certificated- Timesheets	
GATE (7105/0000)	$2800	Certificated- Timesheets	

Site Goal 1.2

Provide interventions and supports for English Learner to increase English proficiency. Increase ELPI Progress of 49.4% making progress toward English proficiency to 55%.

Metric: Progress toward English Proficiency	

Actions/Services 1.2.1

Principally Targeted Student Group

• EL

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?
Certificated/Classified staff to support EL students. Duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings.The $ amount per classification is dependent on who	Program delivery, increases the likelihood of sustaining an effective ELD instructional program and promoting student outcomes. (Parrish, Linquanti, et, al. Effects of implementation of Proposition 227: A Five Year evaluation: AIR &	ELPAC assessment data will be reviewed yearly to determine student need in addition to WIN time common formative assessments each month. EL walk-thru observations. EL walk-thru dates to followed based on district EL

is available to provide support and the amount of time they are able to provide support. Provide technology to enhance English Language acquisition. Provide EL incentives and celebrations, encouragement materials and other items to increase student engagement and parent participation. Administration of both the Initial, summative and Alternate ELPAC assessment. Provide articulation in the area of ELD instruction to certificated / classified staff. The amount of staffing needed TBD.	WestEd: 2006.) Professional Development for EL Teachers Effective EL teachers need language skills and knowledge and the ability to teach listening, speaking, reading and writing.	department timelines.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$1000	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	$16138	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 a high functioning Professional Learning Community to share best practices and participate in the cycle of inquiry. Grade Level will increase one level on the continuum reflection in each area: norms, Identification of Essential Outcomes, Collaboration, Intervention/Extension, Common Formative Assessments.

Metric: Assessment System	

Actions/Services 2.1.1

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?
Provide common release time for Highly Effective Academic Teams (HEAT) grade level and cross grade level articulation to participate in the PLC process. Provide Collaborative Team release time to: • Formalize the process for collaborating regarding individual student interventions • Develop standard grade level interventions • Analysis of current at-risk students • Continue daily dedicated intervention time	*A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities Voelkel, R. (2011) *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. *A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities Voelkel, R. (2011) *Positive effects of technology on cognition, affect and behavior and its use in learning. Waxman, H.C., Lin, M., & Michko, G.M. (2003) *Response to Intervention (Rtl) instruction, has been documented to provide effective diagnosis, treatment and improved Student learning outcomes. (See Bryk, et. al., 2010, Organizing Schools for Improvement) *(2009) on improving the quality of interventions and avoiding pitfalls of adopting drill and practice and repetitive English and math skills courses.	The collaborative team will review grade level Critical Issues for Team Consideration each trimester. Track A - October 19, 2022/March 29, 2322/June 21, 2032. Track B & C - November 9, 2022/March15, 2023/June 21, 2023. Track D - September 28, 2022, January 25, 2023/May 24, 2023. Classroom observations, Walk-throughs, FONT

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$17500	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each

Group?	Practice?	Action/Service?
Provide consultation from outside consultants to include but not limited to Solution Tree coach, Responsive Classroom Trainers for Common Formative Assessment Intervention as a part of RTI, or other outside consultant relating to Social Emotional Learning, Restorative practices and trauma informed care. This includes all training materials and supplies aligned to the afore mentioned professional development and trainings. Teacher professional development and purchases related to the trainings. Provide teacher release time to attend professional development, classroom observations, and time to collaborate with grade level teams.	*A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities Voelkel, R. (2011) *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 . *Positive effects of technology on cognition, affect and behavior and its use in learning. Waxman, H.C., Lin, M., & Michko, G.M. (2003)	After training surveys will be reviewed to determine training effectiveness and use of learned strategies. Based on the survey outcomes a determination will be made on whether or not to continue training and what if any additional supports or follow up is needed. 2022-2023 training dates TBD.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$34370	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$5500	Certificated- Timesheets	

Site Goal 2.2

Provide access to instructional technology to increase student proficiency with online assessment.

Metric: Data and Program Evaluation	

Actions/Services 2.2.1

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?
Purchase supplies, technology, software, and resources, to support student learning and proficiency with CCSS from district approved lists.	Meeting the demands of today's world requires a shift in assessment strategies to measure the skills now prized in a complex global environment. The Partnership for 21st Century Skills	Student progress on licensed technology and software will be reviewed annually. The collaborative team will determine the continuation and/or discontinuation of current software.

believes that such a shift is vital to the widespread adoption of 21st century skills in our schools. We must move from primarily measuring discrete knowledge to measuring students' ability to think critically, examine problems, gather information, and make informed, reasoned decisions while using technology. In addition to posing real world challenges, such assessments should accept a range of solutions to a task. http://www.p21.org/storage /documents /21st_Century_Skills_Assessment_ e-paper.pdf

New software recommendations will be piloted by the grade levels prior to recommending new purchases.

Track A - October 19, 2022/March 29, 2322/June 21, 2032. Track B & C - November 9, 2022/March15, 2023/June 21, 2023. Track D - September 28, 2022, January 25, 2023/May 24, 2023.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$33370	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$5500	Certificated- Salaries	

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

Implement School Wide (SW) Positive Behavior Interventions and Supports (PBIS), understanding Social Emotional Learning, and Culturally Responsive Practices. Tiered Fidelity Implementation scores in Tier II will be at 100% from 69% and Tier III will increase by 3% from 24%.

Metric: Other (Site-based/local assessment)	

Actions/Services 3.1.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • Filipino • Foster Youth • Hispanic or Latino • Native Hawaiian or Pacific Islander • 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?
Fully implement SWPBIS school wide with the assistance of EGUSD PBIS coaches and regional and site team members. Provided opportunities to celebrate student accomplishments. Purchase materials, signage, and provide teacher and team release time which coincide with SWPBIS implementation. Including Stop, Walk, Talk, Bullying prevention, Restorative Practices, Suite 360. Provide structured recess support through outside district provider. Hire full-time campus supervisor (ESSER Funds)	*An application of behavior analysis, PBIS focuses on teaching children positive behaviors and changing children's environment so that using the positive behaviors becomes more effective for them than using negative behaviors (Sailor, Dunlap, Sugai, & Horner, 2008; OSEP Technical Assistance Center on PBIS, n.d.; Association for Positive Behavior Support, n.d.[a]). *PBIS and the Responsive Classroom approach share the same fundamental principles about how best to minimize problem behavior (Association for Positive Behavior Support, n.d.[b]; OSEP Technical Assistance Center on PBIS, n.d.; Beach Center on Disability, 2009).	Annual TFI, action plan, Parent, Student, Staff Survey data will be reviewed during five PBIS workdays. • 1 day to be scheduled when Track A returns - 8/4/2022 • 1 day in September - 9/8/2022 • 1 day in November - 11/3/2022 • 1 day in January - 1/12/2023 • 1 in March - 3/16/2023

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$49268	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$4000	Certificated- Salaries	
Title I – Basic (4900/3010)	$20000	Classified- Timesheets	

Site Goal 3.2

Maintain less than 2% suspension rate for all subgroups and reduce disproportionality in suspension rates.

Metric: Suspension	

Actions/Services 3.2.1

Principally Targeted Student Group

• Black or African American • Hispanic or Latino

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?
Deliberately and intentionally analyze current policies and procedures to understand the marginalizing of individuals or groups of students better. Provide professional development for teachers to help with understanding and building relationships with the students and their families. Identify specific individuals (within the behavioral schoolwide frameworks) to ensure documentation that student progress is consistent with rewards. Ensure that the staff understands the purpose and value of the system. Majority buy-in and communication with families and students.	Efforts to address disproportionality must also be comprehensive in nature as no one intervention has been found to be successful in isolation (Skiba et al., 2008). Multitier systems of support (MTSS) provide a valuable framework for planning and coordinating efforts related to monitoring, pre-referral procedures, and special education decision making for individual students.	Utilize the Request for Assistance (RFA) through Synergy to identify, set goals, and monitor student progress. Employ alternatives to exclusionary discipline. Bi-monthly Tier II/III meetings. Monthly Tier I Removing Labels Plan

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$2232	Certificated- Salaries	

Site Goal 3.3

Metric:	

Actions/Services 3.3.1

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?

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. Parent Survey scores in the areas of opportunities to assist at school and information about participating in school activities will increase by 1%.

| **Metric:** Attendance Rate | |

Actions/Services 4.1.1

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?
Provide "Parent University" family nights for students and parents throughout each school year. Provide release time/stipends to teachers to plan and facilitate family nights.

Materials to support parent events. | *School level parent engagement practices, Activities Such as including parents on governance Committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of Collective decisions, enhanced sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: Deepening Democracy: Institutional Innovations in EmpoWered Participator Governance. Verso Books. Volume 4. New York; Bryk, et. al., (2009) Charting Chicago School Reform: Democratic Localism as a lever for Change. | Sign in sheets and parent attendance will be reviewed following each parent attended event to determine whether or not to hold the event again. District and School Site Parent surveys will be reviewed yearly to determine new events to be held, what educational resources are desired and what additional supports can be provided to increase positive home/school relationships.

On-line meeting data and video recordings. End of event surveys and response cards.

2022-23 parent trainings, meetings, and events TBD. |

Funding Source	Amount	Description of Use	
Westview PreSS, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities",in Narrowing the Achievement Gap edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.)			

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$708	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$7000	Certificated- Timesheets	

Actions/Services 4.1.2

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?
Purchase/renew training materials, communication materials (handbooks, agendas, communication folders, technology and subscriptions from district approved lists.	*School level parent engagement practices, Activities Such as including parents on governance Committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of Collective decisions, enhanced sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: Deepening Democracy: Institutional Innovations in EmpoWered Participator Governance. Verso Books. Volume 4. New York; Bryk, et. al., (2009) Charting Chicago School Reform: Democratic Localism as a lever for Change. Westview PreSS, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities",in Narrowing the Achievement Gap edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.)	Sign in sheets and parent attendance will be reviewed following each parent attended event to determine whether or not to hold the event again. Parent surveys will be reviewed yearly to determine new events to be held, what educational resources are desired and what additional supports can be provided to increase positive home/school relationships. 2022-2023 parent trainings, meetings, and events TBD.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1525	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$3000	Certificated- Salaries	

Actions/Services 4.1.3

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 consultation from outside consultants, assemblies, professional development, book studies, and training to increase staff cultural competence.	· Effective implementation of culturally relevant education, which requires significant levels of cultural competence and understanding, is positively associated with increases in academic and affective outcomes across content areas (Aronson and Laughter, 2016). · The majority of teachers entering the profession don't necessarily come from or deeply understand the diverse cultures and communities in which they will teach. This is particularly true in minority-majority schools. Schools must take steps to ensure their educators are equipped with the knowledge, skills, strategies, and attitudes necessary to work effectively with children from diverse backgrounds and their families (Stachowski & Mahan, 2001). · Deliberately preparing entering and novice teachers to spend time in the local community (DeAcosta, 1996) can help teachers understand and appreciate how various community organizations and agencies serve the families of the children in their elementary and secondary classrooms.	Increased survey results on district surveys in regard to family engagement. PIC FACE data.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$9000	Contracts/Services /Subscriptions	

Supplemental/Concentration (7101/0000)	$5000	Certificated- Salaries	

Decrease chronic absenteeism, tardy, and early dismissal rates by 1%. Current absenteeism 9.3%.

Metric: Attendance Rate

Actions/Services 4.2.1

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 parents with parenting support, education, and resources via parent nights, e-mail, video, flyers, outside sources, etc. to assist with the impact of absenteeism and tardies on their child's learning. No Funding Needed	• Starting in kindergarten, too many absences can cause children to fall behind in school. • Missing 10 percent (or about 18 days) can make it harder to learn to read. • Students can still fall behind if they miss just a day or two days every few weeks. • Being late to school may lead to poor attendance. • Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.	Sign in sheets and parent attendance will be reviewed following each parent attended event to determine whether or not to hold the event again. Parent surveys will be reviewed yearly to determine new events to be held, what educational resources are desired and what additional supports can be provided to increase positive home/school relationships. 2022-2023 parent trainings, meetings, and events TBD.

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.

Funding supports intervention teachers and para-educators, teacher collaboration, professional development opportunities (PLC), and release time to benefit all students.
Funding supports SWPBIS to benefit all students
Funding supports parent involvement opportunities to benefit all students.

V. Funding

Elitha Donner Elementary (242) | 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	$21,943	$21,943	$21,943	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$119,825	$119,825	$20,828	$73,240	$7,232	$18,525	$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	$17,138	$17,138	$17,138	$0	$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	$176,976	$176,976	$77,000	$23,000	$69,268	$7,708	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$341,279	$341,279	$141,306	$96,240	$77,500	$26,233	

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	$176,976
Subtotal of state or local funds included for this school	$164,303

	Signatures: (Must sign in blue ink)	Date
Principal	Stuart Jackson	
School Site Council Chairperson	Shandon Hoffmeier	
EL Advisory Chairperson	Sofia Alfaro	