Elk Grove Elementary

Local Control Accountability Plan (LCAP)
2022-2023

Principal: Jill Jones

County-District-School (CDS) Code: 34673146033047

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

Elk Grove 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 the Eight State Priorities and 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 Tier 1 team meets monthly and Tier 2 Team meets biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

Our School Site Council reviewed Elk Grove Elementary's data related to EGUSD's four strategic goals and our progress toward our goals. The Council provides input and suggestions based on student need. Our Vice Principal meets periodically throughout the year with our English Language Learner Community (ELAC) - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. 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:

    - Elk Grove Elementary's Leadership Team Meetings on 9/20/21, 10/18/21, 11/29/21, 12/14/21, 1/24/22, 3/28/22, 4/18/22, 5/16/22
    - School Site Council on 10/28/21, 12/2/21, 2/3/22, 4/28/22, 5/19/22
    - ELAC on 11/9/21, 1/27/22, 4/20/22, 5/25/22
    - Staff meetings on 8/9/21, 10/4/21, 11/1/21, 12/6/21, 1/10/22, 2/7/22, 3/7/22, 4/4/22, 5/2/22, 6/6/22
    - Back to School Night Meeting on 8/17/21
    - Staff Survey in April 2022
    - EGUSD Parent, Staff and Student Surveys Fall 2021 Spring 2022
    - Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were <u>added</u>:

- It is recommended that the interventions in place will be continued. In addition, two additional full-time Academic Intervention Teachers will be added for assistance with struggling students in Grades K-6. (2 total AIT teachers)
- Additional interventions in place will continue to support student growth. These include professional development for teachers, release time for observation, data meetings, professional development, and targeted intervention during the school day.
- Time-sheeted certificated intervention support will be continue to be implemented as originally planned.

Resource Inequities

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

No resource inequities have been discovered. With Supplemental Concentration, EL Supplemental, GATE, ESSER and general funding our current students' academic needs are 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	Students need high quality classroom instruction and curriculum as measured by:

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 by 3-5% the overall school-wide percentage of students meeting or exceeding standards and benchmarks by providing intensive, targeted, small-group or one on one instruction throughout the school day with a focus on Foster Youth, LE and EL students. In Kindergarten, increase the ELA benchmark proficiency from 85% to 88% or higher In 1st grade, increase the ELA benchmark proficiency from 74% to 77% or higher In 2nd grade, increase the ELA benchmark proficiency from 66% to 69% or higher In 3rd-6th Grade, increase the % of students whose fluency rate is on level and accuracy is at or above 95% from 72% to 73% or higher In 3rd-6th Grade, increase CAASPP meets/exceeds percentage from 57% to 61% or higher for ELA and from 51% to 54% or higher in Math.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.1.1

Principally Targeted Student Group

• American Indian or Alaska Native • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • 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?**
1. GATE students will taught by time-sheeted teachers to teach **GATE enrichment classes after school** (Timesheet certificated teacher $1250/7105 GATE Funds) and a $1250 stipend for GATE Coordinator. **2.** Materials or supplies will be purchased to support the GATE After School Program (Materials/supplies/equipment $1897/7105 GATE Funds)	John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning** • **Instructional Quality** Effect Size 1.0 • **Small Group Learning** Effect Size 0.49 • **Creativity Programs** Effect Size of 0.65 Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. Kulik, J. & Kulik, C.L. (1992) & (1990) **Classroom Organizational Frameworks for Gifted Education**.	**1. & 2.** Effectiveness will be measured though the following: • Review site data and maintain and/or increase the percentage of students participating in our GATE program. • Student participation data will be reviewed twice each year • The administration of the yearly NNAT assessments and district GATE referral process.

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$1897	Materials/Supplies/Equipment	
GATE (7105/0000)	$2500	Certificated- Timesheets	

Actions/Services 1.1.2

Principally Targeted Student Group

• American Indian or Alaska Native • Black or African American • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
1. Academic Intervention Teacher for primary grade students in reading and language development with a focused emphasis on Foster Youth, EL, and Low-Income Students. This teacher will also work with small groups of our EL and RFEP struggling students by providing additional opportunities to develop fluency in English, reading, and writing through supplemental instruction. (Supplemental Concentration $93,060/7101)

2. Academic Intervention Teacher for intermediate grade students in reading and language development with a focused emphasis on Foster Youth, EL, and Low-Income Students. This teacher will also work with small groups of our EL and RFEP struggling students by providing additional opportunities to develop fluency in English, reading, and writing through supplemental instruction. (ESSER II funds) | John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning**

- **Small Group Learning** Effect Size 0.49
- **Reading Phonic Instruction** Effect Size 0.60
- **Reading Comprehension Programs** Effect Size 0.58

The study found that, regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school. | **1.** & 2. Effectiveness will be measured though the following:

- The number of students exiting the Intervention will be determined each trimester.
- Grade level benchmark assessments to determine students needing AIT support every trimester
- Pre/post assessments by AIT every 6-8 weeks. |

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$93060	Certificated- Salaries	

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. Grade Level Data Analysis Provide teacher release time for teachers to analyze data and collaborate around research-based best practice that leads to changes in high quality initial instruction. One day release for each teacher. (Timesheet Substitute Teachers $9,000)/Supplemental Concentration/7101) **2. Professional Development: Use of DATA** Provide additional professional development for all teachers on how to further utilize EGUSD's Illuminate Assessments for ELA and MATH in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time. 3.**Professional Development: AVID** Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer Institute and through monthly professional development opportunities. (Supplemental Concentration/7170 $1,000) In addition to PD, student supplies for the implementation of AVID schoolwide as suggested by our district AVID Coordinator (Materials/Supplies 7101/ $2400). 4. **Professional Development: Culturally Responsive Teaching** As a follow up to the prior year's PD in this area, offer professional	John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning** • **Teacher Clarity** Effect Size 0.75 • **Professional Development** Effect Size 0.62 • **Collective Teacher Efficacy** Effect Size 1.57 **A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities**, Voelkel R. (2011). **Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning**, Fisher, Frey, Hattie 2016.	**1. & 2. & 3. & 4. & 5.** Effectiveness will be measured through the following: • Sign in sheets and surveys from professional development sessions • Administration will attend weekly PLC meetings to insure practices are being implemented • Classroom walkthroughs to see implementation of culturally responsive strategies • Grade level Benchmark Assessments quarterly • Grade level common formative assessments provided through PLC reporting forms monthly

development opportunities in the area of culturally responsive teaching practices.

5. **5. Professional Development: Parent Communication** Hold a PD session on how to email progress reports to parents, how to utilize Talking Points as a means of parent communication, and other ideas on how to increase parent-teacher communication.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$2400	Materials/Supplies/Equipment	

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

English learners require high-quality instructional programs and services based on the outcome of ELPAC administration and analysis, formative assessments, and site-based and local summative assessments with a focus on Foster Youth, LE and EL students. Through the increased frequency and quality of research based ELD practices throughout the instructional day, EL students will continue to grow in English proficiency. ELPAC data, formative assessments, and site-based and local summative assessments will be used to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students. Student success will be measured by:

- EL student trimester interim assessments at each grade level will show progress toward meeting priority standards.
- ELPAC data comparison between data in 2018 to 2019/2020 initial data and summative data from 2020/2021 will show student growth of a minimum of 1 level per year.

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

• All • 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?
1. Our ELPAC & EL Coordinator is an administrator at our school site who will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The assessments will be conducted by certificated staff members. (Certificated Timesheets $10369/7105 EL Supplemental) **2.** EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and re-designating of students. Utilize translator services for IEP, SST, and 504 meetings as needed. (Classified Timesheets 7105 EL Supplemental $2000) (Material/Supplies/Equipment 7150/ EL Supplemental $369). 3. Reflex Math: To assist grades 2-6 students with math fact fluency. (Subscription $3,400-Supplemental Concentration/7101)	**English Language Proficiency Assessments for California**, CDE website	Effectiveness will be measured though the following: **1.** Our goal is to ensure all students are assessed according to required timelines and that an additional 13% of our EL students become re-designated. In addition, we will measure our students' overall progress towards English language proficiency by administering the ELPAC Assessment. Our goal is to have 67% or more of our EL students making progress towards English proficiency. **2.** The goal is for ELAC meetings to have 10% more attendees than the previous year. 3. Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$10000	Certificated- Timesheets	
EL Supplemental (7150/0000)	$2000	Classified- Timesheets	
EL Supplemental (7150/0000)	$369	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$3400	Materials/Supplies/Equipment	

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?
1. **Data Analysis** Teachers will meet each week during their Early Out Thursday Collaboration time to discuss their students' progress utilizing grade level or school-wide data. 2. A roving sub will be hired twice monthly to release teachers to attend IEP,SST, and 504 meetings. These meetings require teacher input to help with determining what interventions are necessary to help students be successful. (Supp/Concentration-Certificated timesheets/7101 $3600)	Voelkel, R. (2011). **A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities** John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning** • **Collective Efficacy** Effect Size 1.57	**1.** Effectiveness will be measured though the following: • A Teacher Self-Efficacy Rubric/Survey will be given to teachers at the beginning (to determine our baseline) and end of the school year in order help determine if teacher efficacy is increasing. • Teacher Survey Results 2. A decrease in percentage of MTSS referrals, intervention progress monitoring updated at meetings, interim assessments, and improved attendance.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$3600	Certificated- Timesheets	

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

To add layers to our foundation of equitable instruction, intervention, social and emotional learning, and disciplinary practices to support improving our culture and climate with a focus on Foster Youth, LE and EL students as measured by:

- RTI progress monitoring data in both academic and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 to 2021-2022.
- Leadership, PBIS Tier 1 and Tier II meeting data with a decrease in referrals between previous and current

school year when trimesters are compared.

Metric: Social Emotional Learning	

Actions/Services 3.1.1

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?
1. New signage for the playground and multi-purpose rooms will replace the old and outdated/damaged signs currently in place. (Supp/Con 7101 $500) 2. New sandwich PBIS boards for the playground. (Supp/Con 7101 $300) 3. Certificates for PBIS for our monthly student recognition awards assemblies (Supp/Con 7101 $200) 4. Timesheet yard supervisors to attend PBIS trainings and monthly PBIS meetings. ($1000, PBIS)	PBIS is a highly regarded and well researched effective system to help support all students. Based on John Hattie's book Visible Learning and his research of effect sizes: **Peer influences 0.53** **School effects 0.48** **Teacher expectations 0.43** **Decreasing disruptive behavior 0.34** **Systems accountability 0.31** According to research by Hattie (2016) in Visible Learning for Literacy, student academic performance improves though: • Decreasing disruptive behavior (effect size: .3) • Reducing anxiety (effect size: .48) https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf	1.-4. -Effectiveness will be measured through: --The number of Synergy and office referrals -A teacher survey at the end of the year -The purchasing of supports for PBIS and other student supports. Synergy discipline data, specifically office referrals and suspensions • Staff, student, and parent survey data (site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey) • PBIS Tier II data and collections monitory (bi-monthly)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	
PBIS (7440/0000)	$1000	Classified- Timesheets	

Actions/Services 3.1.2

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?
1. Decrease the disproportionality of our suspension rate by having **ASSIST and R.E.C.E.S.S. Coaches** work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other. District ESSER funds are helping to provide our school with 2 ASSIST coaches, 4 hours a day, 3 days a week. The intended purpose is to allow ASSIST to foster positive relationships with students, primarily during unstructured times (recesses and lunches), by facilitating fun activities and engaging students, especially those that tend to be disconnected or not positively engaged during this non-instructional time. Our school will add $20,000 to fully cover the cost of this support. (Funding source: ESSER II funds) ASSIST enhances the positive climate on campus with their character education/PBIS based curriculum that focuses on implementing inclusive games and activities. Active supervision combined with engaging activities leads to positive, long term influence. District ESSER funds providing one R.E.C.E.S.S. Coach during the school day, five days a week for additional behavioral support for identified Tier 2/targeted students. Coaches are placed during recess and lunch periods to support school culture and build relationships with all students. Coaches work with dysregulated students utilizing the PBIS framework with restorative practices including: mindfulness, breathing exercises, active listening, and physical movement	**Decreasing Disruptive Behavior** Effect Size 0.53 **Self-Concept** Effect Size 0.46 **Motivation** Effect Size 0.48 **Reducing Anxiety** Effect Size 0.48 Lewis, T. J., Colvin, G., Sugai, G. (2000). **The effects of pre-correction and active supervision on the recess behavior of elementary school students**. Education and Treatment of Children. Murphy, H. A., Hutchinson, J. M., & Bailey, J. S. (1983). **Behavioral school psychology goes outdoors: The effect of organized games on playground aggression**. Journal of Applied Behavior Analysis. **Are We Losing Play Without Purpose?** Sarah Sparks, 2017	**1.** Effectiveness will be measured though the following: - Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the disproportionality in our suspension data. - Student, staff and parent surveys

to deescalate student behavior and allow them to reengage successfully back into the classroom.

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

To provide supplementary curriculum, resources, supplies, and technology to support and target student needs and to support the at home/school partnership and increase opportunities for families to participate in school-wide events by increasing attendance in SSC, ELAC, parent conferences, family nights, family and student study teams, and PTA with a focus on Foster Youth, LE and EL students events as measured by:

- Increase family attendance at family engagement events by 10% between 2021-2022 attendance and 2022-2023 attendance
- Increased school home communication and participation results according to yearly staff and family SEL and LCAP needs surveys
- Increase personal calls to targeted populations to invite to events and activities
- Decrease total percentage of students who are chronically absent

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?

1. Family art and science nights to be held to engage families and build connections between families, school, and student learning ($2390-7101/Supp/Con Contracts)

2. Provide timesheet support for teacher Bridge/Home Visits. ($3000 Supp/Con - 7101 Certificated Salaries)

3. Personal phone calls home from teachers regarding attendance. When chronic, adminstrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SARB process.

4. Lunch with a Loved One- once a trimester, families will be invited to come on campus and have lunch with their student(s).

There is a correlation of student success and parent involvement based on research. Children whose parents were more involved in school, had fewer behavior problems and better social skills.

Based on John Hattie's book Visible Learning and his research of effect sizes:

Parental involvement 0.49
Motivation 0.48
Home environment 0.52

NEAtoday.org: Ongoing research shows that family engagement in **schools** improves student achievement, reduces absenteeism, and restores **parents'** confidence in their children's education. Students with involved **parents** or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Marzano Research: Parent Involvement (effect size: .46) The Enduring Importance of Parental Involvement: http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/.pdf

1, 3, 4.

- Sign in sheets
- Increase family attendance at family engagement events by 10% between 2019-2020 and 2021-2022 attendance
- Decrease chronically absent students by 2% for the 2021-2022 school year

2.

- Teacher records
- Attendance monitoring

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$2390	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$3000	Certificated- Timesheets	

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.

This is not applicable to Elk Grove Elementary.

V. Funding

Elk Grove Elementary (252) | 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	$26,107	$26,107	$26,107	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$109,850	$109,850	$96,460	$7,000	$1,000	$5,390	$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	$12,369	$12,369	$0	$12,369	$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	$153,723	$153,723	$126,964	$19,369	$2,000	$5,390	

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	$153,723

		Signatures: (Must sign in blue ink)	Date
Principal	Jill Jones		
School Site Council Chairperson	Simon Levison		
EL Advisory Chairperson	Rocio Martinez		