Ellen Feickert Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Robyn Fulgham

County-District-School (CDS) Code: 34673146101844

Elk Grove Unified School District
Elk Grove, California

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

Ellen Feickert 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?

The Lea met and consulted with the following stakeholders through the school year as a part of the LCAP process review and analysis:
School Site Council Meetings: 9/22/21, 11/8/22, 1/24/22, 3/10/22, 4/22/22, and 5/12/22.
ELAC School Site Meetings: 5/20/22
Staff Meetings: 8/10/21, 9/8/21,10/20,21, 1/3/22, 12/8/22, 2/2/22, 3/2/22, 4/6/22, 5/4/22
PTO Meetings: 8/10/21, 3/22/22
EGUSD Parent, Student, and Staff Surveys

Impact of LCAP and Annual Update

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

The implementation for the 2021-2022 school year included:
Input regarding expenditures, staffing, and curricular and instructional areas.
Specifically, with the support of ESSER funding:
Vice Principal 1.0
Academic Intervention Teacher 1.0 FTE
K/1 Reading Support Push In (2 part time teachers, one full time para-professional)
School Office Assistant 1.0 FTE
Campus Supervisor 1.0 FTE
This allowed for the utilization of LCAP funding to support substitute teachers, supplies, equipment, technologies,, AVID funding, and other areas as described by the LCAP plan.
These major areas of funding priorities were allowed to be implemented with the allocation of ESSER funding to school district and school site.
Shifting of funds to supplies, equipment, technology, substitute teachers resulted.
Moreover, due to principal retirement, (May17, 2021) a new principal will be appointed. Changes to the LCAP plan and corresponding budget are to be anticipated.

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 identified. Utilizing the Supplemental Concentration, EL Supplemental, GATE, ESSER and general funding our current students' academic needs are being met to a great extent. Specifically, and in evidence, ESSER funding has provided a tremendous support for students inclusive of a 1.0 FTE Academic Intervention Teacher..

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 the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores.
[During the 2019-2020 school year, the CAASPP testing was cancelled due to the COVID19 crisis. Although school was closed until March 2020, we were able to complete CAASPP testing this school year.]

Results, as measures by the 2020-21 SBAC/CAASPP results were

- 51% - English Language Arts
- 48% Mathematics
- Accordingly, this was an overall decrease of 5%ile points ELA and 5%ile points in Mathematics. Thus, our goal areas remain consistent for the upcoming school year's testing (2022-2023 CAASPP Goals):

20/21 English/Language Arts Baseline Scores:
Asian - 46%
Hispanic - 48%
EL 20%

20/21 Mathematics Baseline Scores:
Asian - 52%
Hispanic - 34%
EL 22%

Number of all students meeting or exceeding standards...

- ELA increase by 5% - Currently 51% (from 2020-2021)
- Math increase by 5% - Currently 48% (from 2020-2021)

NOTE: These percentages reflect the administration of testing at school and home due to the hybrid model of school opening during the Spring 2021 school year. These percentages are inclusive of many students who are in a self-contained classroom of which language is the primary disability.

| **Metric:** CAASPP | |

Actions/Services 1.1.1

Principally Targeted Student Group

• All • Asian • EL • 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?
With focus on EL, Foster and Low Income students: 1. Purchase supplies- copy materials/supplies, paper, ink, pencils 2. Administer, Maintain, Analyze EGUSD Fluency and Spelling Assessments Administer Trimester Writing Prompts (K-6)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0."	Effectiveness of use of outputs will be measured by: 1. Supplies will support the assessments for grade level standards. 2. EGUSD Fluency and Spelling assessments will be analyzed during CoOp Conferences as a progress monitoring component.

| Administer Trimester Performance Tasks (3-6)

3. Provide resources, materials, and technologies to meet students' diverse learning needs:
-Agendas for grades
-Supplies and materials
-AVID program for 6th grade.
-Curriculum and technology site licenses (from district approved list)
-Additional technology resources (printers/ink) to provide teachers and parents with diagnostic and progress monitoring reports
-Riso supplies for printing of materials to support students' proficiency in ELA and mathematics
-Supplemental supplies and service agreements to support the instructional programs
-Supplemental leveled text and decodables to support small group instruction in grades TK-6 | (John Hattie)

- Instructional Quality 1.0
- Reading Phonics Instruction 0.6
- Teacher Clarity 0.75
- Professional Development 0.62
- Small Group Learning 0.49
- Feedback 0.7
- Explicit Teaching Strategies 0.57
- Collective Teacher Efficacy 1.57
- CSTP 6 | Early Out Wednesday meetings will be dedicated to analysis of the aforementioned assessments inclusive of the PLC processes.

3. Monthly grade level meetings to determine progress toward AVID program component implementation. |

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$40100	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$2000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$1000	Contracts/Services /Subscriptions	

Site Goal 1.2

As measured by the CAASPP/SBAC state assessment, Feickert School did not realized anticipated gains in the areas delineated below. Thus, we will maintain this goal for the 2022-3023 school year.

Close the achievement gap with the lowest performing subgroups - continuation of goal from 2019-2020 school year due to COVID19 school closure (CAASPP state testing cancelled). Last Spring testing (2021) students were administered this assessment at home and at school due to the hybrid model during testing schedule. Based on data from the CAASPP testing and the California State Dashboard.

- Asian, Hispanic & African American, English Learners - increase 5% for aforementioned subgroups respectively - based on aggregated scores from 20-21 CAASPP scores.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander

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. Continue work as a PLC, by creating SMART Goals - school wide, grade level, and each trimester based on EGUSD and site assessments. 2. Purchase updated technology hardware and software (applications, website access) to enhance classroom instruction. ($15000) 3. 1) Provide teachers with grade level and cross grade level time to plan instruction based on common data based on CCSS. (34 teachers @ $200/day x 3 days = $20,400)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie) • Instructional Quality 1.0 • Reading Phonics Instruction 0.6 • Teacher Clarity 0.75 • Professional Development 0.62 • Small Group Learning 0.49 • Feedback 0.7 • Explicit Teaching Strategies 0.57 • Collective Teacher Efficacy 1.57 • CSTP 6	1. Collect as documentation - EO Wednesday PLC meeting minutes will show teams utilizing their time to: Analyze assessments: Wonders/GoMath Assessments Teacher Created - PLC Interim CAASPP Assessments - (IABs) TBEAR Writing EGUSD Spelling Inventory 2. Purchase any requisite hardware and implement IXL, Reflex Math, Brain Pop and Reading Counts. Illumination assessment management software as an analysis/evaluation tool measuring effectiveness of English/Language Arts and Mathematics as reported by CAASPP state testing. 3. Utilize time as provided by substitute teachers to analyze the aforementioned assessments.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$20400	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$15000	Materials/Supplies/Equipment	

Site Goal 1.3

Implement AVID program in Grade 4, 5, and 6 - eventually school-wide as per EGUSD district-wide implementation.

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?
1.Provide professional development and on-going training to all teachers for the AVID program. 2. Provide supplies, equipment, and materials for implementation of AVID program. ($4600) 3. Provide release time for teachers for observation of the program off site. (Model school observation) (7 teachers X $200 = $1400) 3. Coordinate implementation with Elk Grove Regional Feeder Pattern Schools	Teacher Clarity Effect Size - .75 Clear Goal Intentions Effect Size - .48 Collective teacher efficacy: 1.39 School Support Programs - .212	1. Observation of implementation in classes, as well as self perception survey results. 2: Minutes/notes from GL meetings/discussions analyzing and adjusting program implementation, as well as student use of learned processes. 3: Feedback from regional elementary and secondary sites to align program.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$4600	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$1400	Certificated- Timesheets	

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 3-6 grade students are provided the opportunity for GATE identification and accelerated learning.
- Increase students as GATE identified by 5% from previous years (2020-2021) to upcoming year (2022-2023)

- Provide an after-school GATE enrichment program
- Provide a menu of after-school enrichment programs

Metric: Data and Program Evaluation	

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?
1. Hire and provide stipend for GATE Teacher/Coordinator ($1250) Teacher will assess all 3rd grade students using NNAT (fall) Assess new students in grades 4-6 who are using NNAT (Spring) Attend district GATE Coordinator meetings 2. Provide staff professional learning regarding the program, GATE student needs, and qualifying process Hold parent meeting to provide program and identification process Teach after school GATE enrichment program - year-long programs - from October 2022 - May 2023 3. Purchase materials/supplies for GATE/Accelerated program. ($2897)	• In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie) • Small Group Learning 0.49 • Feedback 0.7	1. Evaluate Teacher and GATE program annually 2. Review newly identified GATE students lists • Observe and provide feedback to the GATE after school program regarding identification process, testing, and program. • Evaluate after school enrichment program and provide teacher feedback. 3. Review/Approve supply/material expenditures

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$1250	Certificated-Stipends	
GATE (7105/0000)	$2147	Materials/Supplies/Equipment	

Site Goal 2.2

Utilize research-based ELD instruction, strategies, and techniques. Use ELCAP, EGUSD Fluecy and Spelling assessments, and CAASPP data to analyze student needs for effective programmatic and student-based ELD instruction. Assess all EL students to identify current levels in order to provide targeted English Language instruction throughout the day and provide intervention opportunities.

- Increase Progress Toward English Proficiency from 30.8% by 5% for the 22-23 school year
- Increase Student Reclassification from 8% by 2.5% for the 22-23 school year

Metric: Assessment System	

Actions/Services 2.2.1

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?
1. Provide a coordinator to train credentialed teacher conduct initial and annual ELPAC assessments for all English Learners to track progress of individual EL students. • TK/K initial assessments (Fall) • Summative ELPAC assessment (Spring) • EL/ELPAC Testing & Coordination ($5000) 2. Vice Principal to Coordinate EL Learner Program • Hold ELAC site meetings • Identify an ELPAC coordinator • Coordinate efforts 3. Maintain professional development that supports integrated and designated ELD. • Utilize funding for supplemental materials for EL instruction, intervention, and enrichment . ($849) 4. Utilize para-professional to support EL students ($1000)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie) • Evaluation and reflection: 0.75	1. Monitor/ Analyze Testing Process and ELPAC Summary Reports of individual students. Evaluate teacher test administration. Review ELPAC scores and track student progress each trimester 2. Attend/Evaluate ELAC site meetings 3. Staff evaluation of professional development - Classroom walkthrough observations to see learned ELD instructional strategies in action. 4. Evaluate para - professional and corresponding EL curriculum and program

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$1000	Classified- Timesheets	
EL Supplemental (7150/0000)	$849	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	$5000	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

PBIS Comprehensive Implementation: Continue to utilize structures and processes of the Positive Behavioral and Intervention and Support model. PBIS Tier 1 and 2 teams will meet monthly to support social and emotional needs of students. The Tiered Fidelity Index, as a part of the PBIS implementation, will be utilized to determine effectiveness of implementation.

- Increase fidelity of implementation by 2% as measured by the Tiered Fidelity Index (TFI) of PBIS
- Maintain "Gold Status" as measured by National Coalition PBIS
- Staff Training for PBIS - Tier 3

Metric: Social Emotional Learning

Actions/Services 3.1.1

Principally Targeted Student Group

• All • 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. Positive Behavior and Intervention and Support - on-going implementation - Year 8 including focus on school culture	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences	1. Oversee implementation school-wide Identify and monitor students receiving Tier 2 supports

and climate.

Continue training and support of students, staff, and school community in the area of PBIS

Continue use of Check in - Check out process with Tier 2 students
Tier 3 PBIS training program.
22-23 school year

Build upon "Gold" rating of current PBIS model by applying for "Platinum" rating as described by national PBIS criteria.

Maintain monthly meetings of PBIS teams - Tier 1 and Tier 2.

Use PBIS funding for signage, supplies, materials
Use PBIS funding to release staff for Tier 3 training.
Use PBIS funding for registration fees - PBIS Coalition Conference ($1000)

2.Identify Foster Youth and provide staff with FYS services/outreach

3. Administer California Healthy Kids Survey to all students in grades 5, and 6.

on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie)

- Classroom Management 0.56
- Classroom Cohesion 0.53
- Teacher Student Relationship 0.52

PBIS Effectiveness and Impact - https://assets-global.website-files.com/5d3725188825e071f1670246/5f57daacfa5a0946c4ad8e88_Evidence%20Base%20PBIS%2004302 0.pdf

Use the TFI to determine success and need areas.
Provide PBIS Parent Survey - analyze results to inform practice
Analyze (monthly) discipline incidents - behavior referrals (and suspensions)
PBIS discipline data/MHT referrals
Gather, share, and analyze behavior data monthly - school site council, staff meetings
Analyze and share results with parents, staff, and school site council.
Release staff for Tier 3 training.

2. Monitor and provide support services to students designated as Foster Youth. Meet with tutor monthly to determine need/progress areas.

3. Distribute/Analyze California Health Kids Survey Data. - with grade level teams and staff

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

Site Goal 3.2

Reduce Overall Suspension Rate by 0.1 % (0.5% overall - 2019-2020)) as measured - (EGUSD Strategic Goal #3 Suspension Data)
Reduce Suspension Rate (African American students) by 1.5% - disproportionate subgroup

Data Points reflect school closure for:

- 2020-2021 school year - overall 0.0%
- 2019-2020 school year - overall 1.5%

Utilizing data from the 2019-202 school year due to school closure - COVID19 (during the 2020-2021 school year)

Metric: Suspension

Actions/Services 3.2.1

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?
1. Implement Tier 1 and Tier 2 PBIS Program school-wide, Utilize Tier 2 Supports from PBIS 2. Collect and Analyze Suspension Data monthly with whole staff 3. Analyze Suspension Data with Staff, Tier 1, Tier 2, and School Site Council monthly. 4. Analyze and address disproportionality of suspensions in regards to over-represented groups of students 5.. Continue to implement Restorative Practices Training 6. Utilize Mental Health Technician and PBIS Behaviorist	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie) • Classroom Management 0.56 • Classroom Cohesion 0.53 • Teacher Student Relationship 0.52 PBIS Effectiveness and Impact - https://assets-global.website-files.com /5d3725188825e071f1670246 /5f57daacfa5a0946c4ad8e88_Evidence%20Base%20PBIS%2004302 0.pdf	1. Analyze Monthly - Discipline Referral Data and Suspension Data and specifically African American students - at Tier 1 and Tier 2 monthly meetings. - Staff, student, community surveys about school climate 2. Analyze Monthly (whole staff) - Behavioral Referral Data (PBIS) - TFI Tier 1 and Tier 2 data 3. EGUSD Suspension Quarterly Reports - tracking, analyzing and informing practice regarding African American students, specific to disproportionality. 4. Provide, analyze, and inform data and practice regarding disproportionality specific to students groups which are over-represented. MTSS referral and response data will be reviewed for over-representation of student subgroups.

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**

Site Goal 4.1

Provide evening educational opportunities for parents/guardians/caretakers and increase the average participation rate
Hold monthly, on average, one Dragon University Parent and/ Family Nights per school year (2022-2023). This year, we will collect baseline measure (such as number of meetings, participation numbers).

Metric: Family and Community Engagement

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. Hold Back to School Night/Open House 2. Dragon Parent University: Literacy/Reading Skills 1st Grade Parent Night Parent Teacher Conferences Dragon Tech "Bytes and Bites - bring your family to school day" Science Family Night STEM Music Family Night 3. KFTV Dragon News - continue to engage families through video production of a weekly newscast 4. Utilize various communication modes: auto-dial phone calls, print (monthly newsletter), emails, school website, and social media 5. Fund necessary "light" snacks, supplemental materials, equipment, and personnel.	John Hattie's Visible Learning for Teachers identifies the effect size of various influences on student learning. • Parental Involvement 0.51 Back to school: How parent involvement affects student achievement http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.htm	1. & 2. Attendance at events Parent surveys Sign-in Sheets Collect data/Goal Set - Back to School Night/Open House/Parent Conference Attendance 2. Parent University - Analyze Attendance and Evaluation Data 3. Collect and analyze Subscriptions, Views and "Likes" web traffic 4. Analyze communication modes to determine effectiveness of each 5. Utilize staff and materials to support family nights - evaluate effectiveness

Funding Source	Amount	Description of Use	

Site Goal 4.2

Increase daily attendance (2022-2023)

- Increase overall attendance rate to 97.0%
- Decrease Chronic Attendance by 1% (20-21 - 6.2%)

Based Upon School Year-Long Data (from 20-21):
General Ed - 96.27%
Mild-Mod - 94.85%
Mod-Sev - 94.32%

Total - 95.99%

Metric: Attendance Rate	

Actions/Services 4.2.1

Principally Targeted Student Group

• All • Two or More

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Track monthly attendance data 2. Provide incentives for individual and classroom attendance. 3. Continue attendance incentives, work with SARB office and hold SART meetings with families to increase attendance - Utilize PTO funding to maintain recognition and incentives for students and classes with perfect attendanc 4. Utilize SARB process - phone calls, letters, emails, parent meetings	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes Applied Survey Research, May 2011	1. Track monthly attendance data - Attendance clerk to provide monthly data to administration and teachers. Percentages of students groups will be collected, analyzed, and action plans developed. Specifically, contacting families to support positive attendance. We will measure effectiveness by tracking monthly percentages. 2. Provide incentives for individual and classroom attendance. School administration will track numbers of classes who maintain 3-5 perfect attendance days each trimester earning a class incentive. 3. Collaborate with SARB team and students and families, based upon monthly data reports, to encourage positive attendance patterns. Based on monthly data reports, SART meetings to be held. 4. Utilize SARB process - phone calls, letters, emails, parent meetings, SART and SARB meetings held as necessary. Utilize parent contracts as required. A monthly log will be maintained by

		SARB representative. Meet monthly with SARB representative to determine individual chronically absent students/families. Contact families through varied modes of communication. Track data using Synergy Attendance Data..		

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.
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.

V. Funding

Ellen Feickert Elementary (257) | 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	$15,983	$15,983	$15,983	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$84,500	$84,500	$84,500	$0	$0	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$3,397	$3,397	$0	$3,397	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$6,849	$6,849	$0	$6,849	$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	$111,729	$111,729	$100,483	$10,246	$1,000	$0	

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	$111,729

		Signatures: (Must sign in blue ink)	Date
Principal	Eric Murchison		
School Site Council Chairperson	Brian Painter		
EL Advisory Chairperson	Alicia Villapando-Baron		