



Foulks Ranch Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Joe Donovan

County-District-School (CDS) Code: 34673146107700

**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

Foulks Ranch 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?

Annual District LCAP Survey Fall, 2021. Annual School LCAP survey January 2022, Leadership Meeting April 4, 2022 and May 9, 2022, Staff Meeting May 18, 2022. School Site Council (1st Spring 4/28/22 and 2nd Spring 5/18/2022) and ELAC Meeting (4/26/2022).

Impact of LCAP and Annual Update

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

These consultations assisted in ranking priorities for funding, receiving input on funding use, reviewed previous years data for effectiveness. Showed the need for increased funding for teacher release days to disaggregate data and plan instruction to eliminate gaps, provide Academic Intervention and Assessment support for the cycle of improvement through grade level PLCs. Altered funding for SEL curriculum purchases and recess assist programs due to district now covering costs.

Resource Inequities

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

There were not any resource inequities discovered. The LCFF, ESSER and general funding met our current students' academic needs to the greatest extent possible. An area of focus coming out of the pandemic, that was seen in survey results, must be focused on the social-emotional and mental health needs of our students.

Goals, Actions, and Progress Indicators

District Strategic Goal 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.

District Needs and Metrics 1:

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 proficiency in implementation and application of Common Core State Standards and provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP/SBAC, and Grade Level SMART Goal assessments to increase efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

Our goal is to close the achievement gap with the lowest performing subgroups in ELA according to the CAASPP/SBAC 2020 and the California's Accountability Dashboard:

* African American, English Learner, Socioeconomically Disadvantaged, Students with Disabilities will improve (Orange to Yellow)

Our goal is to close the achievement gap with the lowest performing subgroups in MATHEMATICS

according to the CAASPP/SBAC 2020 and the California's Accountability Dashboard:

* African American, Socioeconomically Disadvantaged, and English Learner students will improve (Orange to Yellow)

Metric: Content Standards Implementation	
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Actions/Services 1.1.1

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?
<p>1) Provide internal professional development through release time for teachers to observe colleagues, plan and collaborate on school-wide instructional targets, and discuss students of concern in trimesterly CO-OPs. (Roving substitutes \$197.75 per day, x 8 = \$1,582)</p> <p>2) Use of 2 Academic Intervention Teachers to assist during WIN times to create smaller groups and assist grade levels with targeted instruction to underperforming students. (AITs: \$45.20 per hour x 5 hours a day = \$226 per day x 4 days per week = 904 per week x 3 weeks a month = \$2,712 x 9 - 10 months = \$ 24,408 - \$27,120 x 2 AITs = \$48,816 - \$54240 Total). Use of district provided AIT to focus on reading intervention with K - 2 students</p> <p>3) Provide supplementary resources and supplies to fully implement common core state standards and close the achievement gap.</p> <p>4) Increase the number of grade level appropriate reading books in each classroom and school library of a variety of levels and specifically targeted to engage significantly underperforming subgroups.</p>	<p>See Darling-Hammond, L. (2005) <u>Professional Development Schools: Schools for Developing a Profession</u> on making teacher professional learning an endemic part of every successful school.</p> <p><u>Usher, K. (2019). Differentiating by offering choices: Elementary students have a better chance of showing what they've learned when they have a choice about how to show it.</u></p> <p>The Impact of Trade Books on Reading Achievement</p> <p>https://www.booksource.com/files/TradeBookResearchArticle.pdf.</p>	<p>1) Effectiveness of release time will be measured by review of results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p> <p>2) Effectiveness of AIT uses will be measured in PLCs through teacher developed formative assessments that determine students acquisition of the chosen essential standards. PLC minutes and student data presented to administration during CO-OPs will measure implementation of this goal while the overall impact on student learning will be measured summatively by CAASPP and K/1/2 Benchmarks.</p> <p>3) The effectiveness of the actions 3 and 4 will be monitored by:</p> <p>Summative Assessments: * ELPAC scores (Spring 2021) * Pre/Post reading assessments (District mandated assessments level of proficiency)</p> <p>Formative Assessments: * K/1 Benchmarks assessments (entry and trimesterly)</p> <p>2nd-6th Interim assessments(entry, mid-year, and end of year)</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$7000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$1582	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$51225	Certificated- Timesheets	

Site Goal 1.2

Increase English Language Learner Reclassification rate from current 10% to 25%.

Metric: Redesignation

Actions/Services 1.2.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Continuously improve the proficiency of English Learners through designated and integrated ELD and additional supports and interventions throughout the instructional day.</p> <p>2) Site English Language Coordinator will monitor, assess and review state mandated ELD assessments. Coordinator will also support site English Learner Advisory Committee and monitor/guide ELD instruction on site with grade level PLC teams. ELPAC Coordinator will administer Initial and Summative Assessments.</p>	<p>Research confirms that tiered/responsive academic school-wide support systems increase student achievement (comprehensive ELD research is universally accepted - see various studies from UCLS, Kate Kinsella, California ELD frameworks).</p>	<p>1) The effectiveness of this will be measured by EL Walkthrough data that will ultimately be represented in site PIC data.</p> <p>2) The effectiveness will be measured by the collected data on progress toward team-determined essential standards. Summatively, the CAASPP, ELPAC and redesignation data will determine if goals were met.</p>

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$9819	Certificated- Salaries	

Site Goal 1.3

Double the amount of GATE identified students in 4th - 6th grade from current level of 16 to 32 students.

Metric: Access to Courses (Honors, AP/IB, CTE, AVID)

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?
Provide coordinator, extended day small group instruction and professional development for GATE identified students and students pre-identified to increase GATE enrollment and opportunities. 1000.00 coordinator stipend. 50 hours of enrichment opportunity.	Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdrm9204.pdf and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education.	5% overall increase in Gate identification, 10% for significant sub-groups. Measure after SBAC scores released, Matrix analogy tests, and portfolio submission. Currently on 16 identified GATE students in 5th and 6th. NNAT testing being administered to all 3rd and 4th grade students during 2021-22 year to raise overall identification.

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$397	Materials/Supplies/Equipment	
GATE (7105/0000)	\$1250	Certificated-Stipends	
GATE (7105/0000)	\$2750	Certificated- Timesheets	

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1

All grade levels and intervention team will continue to operate as a high functioning Professional Learning Community (PLC) to share best practices, analyzation of assessment data, and modifications based on the data as witnessed by 100% completion and turn in rate of PLC notes. Continued full participation in weekly grade level PLC meetings where the cycle of inquiry is used to improve student achievement as shown through notes, feedback and assessment data (Illuminate).

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?
<p>1) PLC s meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member of every grade level. Support PLC Guiding Coalition team throughout the year as team reviews common assessment plan, intervention services, ELD instruction and enrichment services. (See 1.1.1 Funding Sources)</p> <p>2) Variety of district approved online subscriptions including, but not limited to the following: * IXL Yearly Site Subscription - \$13,283 * Starfall Yearley Site Subscription - \$270 Variety of hard copy subscriptions including, but not limited to:the following: * Time for Kids - \$2,000 * Scholastic News - \$2,000</p> <p>3) AVID Elementary Start Up Funds: * 35 binders (\$5 each= \$175/class) = \$1,7500 * 35 pencil pouches (\$3 each = \$105) = \$1,050 * 100 pencils (\$36/class for 9 packs at startup) = \$360 * 35 colored pencils (\$1.99 each = \$69.65/class) = \$696.50 * 35 highlighters of each color - pink, yellow, green (\$6.99/dozen = \$78.75/class) = \$787.50 * 35 pens one of each color - red, blue (\$6.99 for 60, \$10.00/class) = \$100 * 5 packs of binder paper (\$2.49/pack, \$12.45/class) = \$124.90 * 35 binder divider packs of 5 (\$1.50 each, \$52.50/class) = \$525 * 35 agendas (\$6.99 each, \$229.25/class) = \$2,292</p> <p>AVID SCOE Professional Development training expense -</p>	<p><u>A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</u> Voelkel, R. (2011)</p> <p>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. <u>See Strategic Inquiry: Starting Small for Big Results in Education</u></p> <p>Research from DuFours/ Solution Tree consistently states that the PLC framework for school management is a positive and effective structure for professional growth.</p> <p>Meeting the demands of today's world requires a shift in assessment strategiies to measure the skills now prized in a complex global environment. The Partnership for 21st Century Skills believes that such a shift is vital to the widespread adoption of 21st Century skills in our schools. We must move from the 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</p>	<p>1) Site administrative team review results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p> <p>2) Student progress on licensed technology, software and hard copy subscriptions will be reviewed annually. The collaborative team will determine the continuation and/or discontinuation of current subsriptions. New recommendations will be piloted by grade levels prior to recommending new purchases.</p> <p>3) Fidelity to the AVID Elementary program. Followup with Summer Institute initial trainings by attending SCOE Professional Development opportunities for initial staff members taking on AVID. Surveys and feedback with trainings and implementation and follow through to establish next group of teams to attend initial Summer Institute trainings in 23/24.</p>

\$900 and Substitute Coverage - \$1,500

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1500	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$900	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$21553	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$7687	Materials/Supplies/Equipment	

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 - Implement School Wide Positive Behavior Interventions and Supports (PBIS), understanding Social Emotional Learning (SEL), Culturally Responsive Practices, and Safety Precautions for Staff and Students. Goal to increase Tier 1 TFI score of 81%- 90% to match our Tier 2 score in the 91% - 100% level. Goal to achieve Gold PBIS Award which has been applied for as of 4/2022.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- All • Black or African American

What Specific Actions/Services will you Provide to this Student Group?

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

1) Provide instructional materials, feedback, technology, signage and student acknowledgement to support school-wide PBIS implementation and school safety and reduce disproportionality in student discipline.	Stephanie V. Caldas, Elena T. Broaddus and Peter J. Winch, Measuring conflict management, emotional self-efficacy, and problem solving confidence in an evaluation of outdoor programs for inner-city youth in Baltimore, MD, <i>Evaluation and Program Planning</i> , (2016).	1) Maintain or increase current scores on TFI. Maintain less than 4% suspension rates for all subgroups, increase school climate favorability ratings for all groups by 5% and reduce discipline disproportionality from pre-covid suspension rates.
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Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment	

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?
1) 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 to ensure documentation that student progress is consistent with rewards and ensure that the staff understands purpose and value of the system.	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 valuable framework for planning and coordinating efforts related to monitoring, pre-referral procedures, and special education decision making for individual students.	1) The effectiveness of this will be seen in positive staff feedback to Removing Labels activities, decrease in discipline referrals and MTSS referrals for behavioral concerns.

Funding Source	Amount	Description of Use	

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 4.1

Increase opportunities for parents and families to participate in school-wide events by focusing on new families and parent groups who traditionally do not attend school functions such as: SSC, ELAC, PTO general meetings, PTO events, Parent Workshops, SST, BTSN, Open House, Carnival, Auction, and Friday Falcon assemblies. Looking to increase current levels of parent participation as we are opening back up to Pre-COVID expectations where attendance at family events was high. Looking to raise grade level Parent Workshops from previous average of 20 participants to 30 or more, Attendance at SSC, ELAC and PTO meetings to be more than just council and executive board members (at least 10 more attendees per meeting).

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Publicize all school wide events via email, Remind Talking Points, flyers, newsletters, marquee, morning announcements, Synergy, Facebook, Twitter and Foulks Ranch website. Follow up communications with personal calls to targeted populations. Family curriculum nights (ie.SEL, Cultural Responsiveness, Literacy, Math) for hands-on opportunities.and family exposure to experts in designated fields. Food and drink</p>	<p>Children whose parents were more involved across elementary school had fewer problem behaviors and better social skills, but that children's academics weren't affected. The study followed 1,300 children from 10 US cities from birth to fifth grade.</p> <p>Beyond the Bake Sale, Powerful Partnerships by Dr. Karen Mapp</p>	<p>1) Effectiveness of parent outreach will be measured by increased scores from families on culture and climate survey surveys, increased attendance logs at events and comment card feedback data</p>

provided to entice more attendance.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$3478	Contracts/Services /Subscriptions
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1500	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?
1) Support Parent Teacher Home Visit Project - district funds will be used to provide training/hourly compensation for staff to conduct home visits. Participate in workshops that support family engagement.	Research supports the efficacy of home visits. (PTHVP website, Karen Mapp publications from the GSE Harvard).	1) Effectiveness will be measured by amount of participating teachers and feedback from parents post-visit.

Funding Source	Amount	Description of Use

Actions/Services 4.1.3

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Support SEL Coordinator to expand the Social Emotional Learning Toolbox for staff. Provide staff development in class services/support. and materials to support mindful practices.	Research categorically states (from Kaiser Health Foundation, CASEL, and other sources) that mindful practices in schools is an effective way of addressing wellness and providing students/staff with pro-social ways of managing stress.	1) Effectiveness of focus on SEL Toolkit at Foulks Ranch will be seen in student, staff and parent survey results. It will also be seen through analyzing Tier II data and MTSS referrals.

Funding Source	Amount	Description of Use	

Site Goal 4.2

Foulks Ranch looks to decrease absentee, tardy, and early dismissal rates for all students.

Increase overall attendance rate by 7.1% from current level of 87.9% to 95%

Decrease tardy rate by 15% from current level of 26% to 11%.

Metric: Attendance Rate

Actions/Services 4.2.1

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?
<p>1) Enhance, recess, grade level and SMT supplies to display a variety and choice for students as they interact with each other learning skills, sportsmanship and sense of belonging with team sport and school as a whole.</p> <p>2) Use of Parent Nights and Teacher Home visits to continue to build connection between home and school. Consistent daily attendance message to families stressed at these events and in home visits.</p>	<p>Research confirms that tiered/responsive academic school wide support systems increase student achievement (comprehensive PBIS research is universally accepted - see various studies from University of Oregon, US Department of Education).</p>	<p>1 / 2) Effectiveness of increased focus on student preferred playground activities will be seen in Daily Attendance Rate increase from low of 95% since beginning of school year (8/15/21) to more appropriate 98.5%.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	

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, teacher collaboration, professional development opportunities, and release time to benefit all students.

Funding supports PBIS program to benefit all students

Funding supports parent participation opportunities to benefit all students.

V. Funding

Foulks Ranch Elementary (263) | 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	\$24,437	\$24,437	\$24,437	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$104,425	\$104,425	\$63,807	\$31,640	\$1,500	\$7,478	\$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	\$9,819	\$9,819	\$9,819	\$0	\$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	\$144,078	\$144,078	\$102,460	\$31,640	\$2,500	\$7,478	

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	\$144,078

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
