



## Mary Tsukamoto Elementary

# Local Control Accountability Plan (LCAP) 2022-2023

**Principal:** Molly Sangalang

**County-District-School (CDS) Code:** 34673146110985

**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

Mary Tsukamoto 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 consulted stakeholder groups; Staff, School Site Council, ELAC, and Parents at: Title I Parent Meetings and Parent Information Meetings. Meetings were held on:

School Site Council: 9/1/21, 12/1/21, 2/2/22, 4/20/22, 6/21/22

ELAC Meeting: 10/13/21, 3/11/22

Parent Information Meetings: 8/6/21, 9/24/21, 10/15/21, 11/5/21, 12/10/21, 1/14/22, 4/8/22

LCAP Input Meeting: 1/14/22, 4/8/22

Title I Parent Meeting: 10/13/21, 3/11/22  
Staff Meeting: 7/26/21, 9/20/21, 10/11/21, 11/1/21, 12/6/21, 1/10/22, 2/7/22, 3/14/22, 4/4/22, 5/9/22, 6/6/22  
Leadership Meeting: 8/2/21, 8/30/21, 10/18/21, 11/8/21, 12/13/21, 1/18/22, 3/21/22, 4/11/22, 5/16/22, 6/13/22

## Impact of LCAP and Annual Update

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

Based on 2021-2022 LCAP needs survey results from both parents and teachers, we will continue to provide release time for grade-level teams to collaborate and plan. We will continue to utilize district-approved technology resources such as Accelerated Reader, Reflex, and interim assessments as diagnostic and instructional tools (Illuminate), and provide additional training for teachers. We will continue to purchase and train teachers on using the intervention curriculum of Fountas & Pinnell, Guided Reading practices and continue to fund two academic intervention teachers to give teachers opportunities to teach small group intervention in the classrooms. Our SBAC data in reading and math show that students are not meeting or exceeding standards (overall). In an effort to bring up our CAASPP scores, instructional coaches will work in collaboration with our AIT team to support high-quality instruction in the classroom. We will continue with the primary focus on reading, secondary focus on math, intervention, and coaching overall. We will continue to find ways to support our PBIS and social-emotional learning by providing professional development such as The Leader in Me to maintain a safe school and effective learning environment. Finally, we will work to provide more consistent parent/family nights with an academic focus, improving the home-school connection and implementation of effective learning practices at home. Dashboard measures from the 2019-20 school year (our most recent data) identify the site as a Comprehensive Support and Improvement site, due to our red and orange indicators, warranting changes in instructional, assessment, and attendance programs and practices.

## Resource Inequities

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

In 2019 Mary Tsukamoto Elementary was identified as a Comprehensive Support and Improvement (CSI) school, because our subgroups were identified with a red indicator in Suspension Rate and orange indicators in both academic areas, ELA and Math, as well as Chronic Absenteeism. This demonstrated a need for additional targeted support to meet growth goals. As a result of our needs assessment, and in response to our orange designation in academic measures, additional resources have been allocated toward focused instructional support through an additional Academic Intervention Teacher. To address our red designation in Suspension Rate, as well as orange in Chronic Absenteeism, funds are being allocated toward additional professional development (within CSI parameters) focusing on Social-Emotional Learning and Cultural Responsive Instructional Strategies. Each of our goals outline baseline data and expected outcome, and the defined actions are targeted and systemic in order to focus on increased student achievement.

## 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

Provide professional development, workshops, conferences, additional staff, and technology to support the implementation of the California Common Core State Standards and the alignment of CCSS with State Framework and curriculum materials in order to eliminate the achievement gap. Increase the percent of students attaining proficiency in the core subject areas based on CAASPP ELA and Math scores by providing high quality, researched-based instructional practices.

- Increase in CAASPP scores of students meeting or exceeding standards (overall) by 10% in Math, from 25.88 to 28.46.
- Increase in CAASPP scores of students meeting or exceeding standards (overall) by 10% in ELA from 36.23 to 39.85.
- Increase in Math and ELA performance on K-2 benchmark tests by 5% based on the beginning of the year data.

**Metric:** CAASPP

### 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><b>Instruction:</b></p> <p>1. Teachers will have grade level release days to discuss grade-level data, instructional best practices (including but not limited to AVID) and integration of CCSS, culminating in grade and cross-grade level SMART goals. Teachers will develop grade-level plans which will include performance targets for students. Teachers will analyze data and collaborate around research-based best practices that lead to high-quality first instruction and eliminate the achievement gap. Funding will provide for substitutes to release teachers.</p> <p>2. Deliver high-quality</p> | <p>Research supports collective efficacy through PLC work. Collective Teacher efficacy- effect size 1.57<br/>Teacher clarity effect Size .75<br/>Learning by Doing: A Handbook for PLC at Work, Richard DuFour, 2006</p> | <p>1) Establish the K-2 baseline data at the beginning of the school year. Analyze and measure at the end of each trimester. Teachers will use this data to target specific areas needed for improvement in planning and instructing.</p> <p>2) AITs will work with teams during PLC and staff planning time to analyze targeted areas. Data will be measured (and adjustments to planning will be made) at the end of each trimester.</p> |

first instruction followed by focused small group intervention provided by iTeam (AIT), as needed, based on ongoing grade-level assessments.

Materials to support small group instruction, including but not limited to sentence strips, whiteboard markers, Scholastic News publications, Read Naturally, etc.

| Funding Source                         | Amount | Description of Use           |
|--|--------|------------------------------|
| Supplemental/Concentration (7101/0000) | \$4000 | Certificated- Salaries       |
| Supplemental/Concentration (7101/0000) | \$6574 | Materials/Supplies/Equipment |

**Actions/Services 1.1.2**

**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?   |
|--|---|--|
| <p><b>Professional Development:</b><br/>Provide teachers and administrators opportunities to attend professional development workshops and conferences to support the implementation of Common Core, best instructional practices in Literacy and Math (ie. AVID, PLCs, SEL, ELD) best practices, ELD, and culturally responsive pedagogy (GLAD).<br/>Purchase PD for release days.<br/>Provide subs for teachers to attend if midday.</p> <p>Provide books, materials, and resources for professional reading in literacy practice.</p> | <p>John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Teacher Professional Learning Communities focused on student learning have an effect size of 1.57<br/>Teaching strategies effect size .62<br/>Teacher clarity effect size .75<br/>Professional development effect size .62</p> | <p>Goal will be measured at the end of each trimester by admin and teachers during data monitoring release/planning days. Admin will provide weekly feedback to teachers through observations of teacher practice, in addition to attending PLC meetings to review collected data from teams. Each trimester, teachers will review student achievement data and make adjustments as necessary to instruction and planning.<br/>Assessments to review include:</p> <ul style="list-style-type: none"> <li>• Illuminate and SBAC summative assessments, embedded formative assessment, site selected assessments</li> <li>• Independent reading level</li> <li>• Running records</li> <li>• Comprehension assessments</li> <li>• Core curriculum (Wonders/Go Math) chapter and unit assessments</li> </ul> |

- adaptive diagnostic assessments for math and reading
- Interim assessments

| Funding Source                         | Amount | Description of Use                |  |
|--|--------|-----------------------------------|--|
| Title I – Basic (4900/3010)            | \$5000 | Certificated- Timesheets          |  |
| Supplemental/Concentration (7101/0000) | \$5000 | Materials/Supplies/Equipment      |  |
| Title I – Basic (4900/3010)            | \$4100 | Contracts/Services /Subscriptions |  |

### Actions/Services 1.1.3

#### 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><b>Technology:</b><br/>Purchase licenses such as GoMath! and Wonders, and any district approved curriculum technology supports, particularly those that support student academic growth with multi-tiered supports such as, but not limited to: Reflex, Accelerated Reader, Epic, Spelling City, etc, and to meet SMART goals attainment for each grade level. Provide a color printer and ink cartridges for kindergarten classes to enable them to print supplemental materials for instruction. Purchase supplemental technology to replace/maintain/support existing classroom equipment where technology is used, along with maintenance agreements that support supplemental instructional programs.</p> | <p>Integrated curricular programs effect size .39<br/>Interactive Video Methods effect size. 52</p> | <p>Goal will be monitored using SMART Goals and formative and summative assessments. Admin walk-throughs will document the use of technology that supports existing instruction and an increased student engagement/time on task.</p> |

| Funding Source                         | Amount  | Description of Use           |  |
|--|---------|------------------------------|--|
| Supplemental/Concentration (7101/0000) | \$10000 | Materials/Supplies/Equipment |  |

|  |         |                                   |  |
|--|---------|-----------------------------------|--|
| Supplemental/Concentration (7101/0000) | \$20000 | Contracts/Services /Subscriptions |  |
|--|---------|-----------------------------------|--|

**Site Goal 1.2**

Provide extended learning opportunities targeting literacy for our lowest-achieving students to increase the percentage of students meeting or exceeding standards in ELA as evidenced by CAASPP and other measures of achievement in reading. Students will be identified for extended learning opportunities using formative assessments. Instruction will be based on need after analysis of pre-assessment results. Number of students meeting or exceeding standards ELA increase of 5% from 36.23% to 38.04% overall.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- Black or African American • Foster Youth • 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?  |
|---|--|---|
| Provide two Academic Intervention Teachers for small group targeted instruction and push-in classroom support. One will be funded out of Title I and the other will be funded using district ESSER money. | Small Group Learning Effect Size .49<br>Reading Phonic Instruction Effect Size .60<br>Reading Comprehension Programs Effect Size .58 | CAASP 5% increase from 46% to 51%<br>K/1 benchmark- increase by 5% on students on overall performance.<br><br>An increase in student achievement as measured by pre/post assessments.<br><br><ul style="list-style-type: none"> <li>• BPST</li> <li>• Running Records</li> <li>• Fluency</li> <li>• Interim assessments</li> <li>• Comprehension</li> <li>• iReady</li> <li>• Guided Reading Text Level Growth</li> </ul> |

| Funding Source              | Amount   | Description of Use     |  |
|-----------------------------|----------|------------------------|--|
| Title I – Basic (4900/3010) | \$135000 | Certificated- Salaries |  |

**Site Goal 1.3**

Provide Professional Development to address the implementation of ELD standards and best practices to support instruction for English Learners in designated and integrated English language development. Provide Para support for English learners to support ELA and English Language Development with a goal of:

- EL Student Guided Reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year
- ELPAC Achievement: increase 10% in the number of level 4 students.
- Increase redesignation by 10%

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- EL • R-FEP

| <b>What Specific Actions/Services will you Provide to this Student Group?</b>   | <b>What is the Research Confirming this is an Effective Practice?</b>   | <b>How will you Measure the Effectiveness of each Action/Service?</b>  |
|---|---|--|
| <p><b>1) Instructional Support:</b> Provide teachers access to instructional coaching (includes AVID) to refine best practices and instructional strategies to increase student engagement with English learners for designated ELD and Integrated ELD. Cost to cover substitutes for release days for teachers and for contracts with vendors for PD.</p> <p><b>2) Intervention Support (ELD):</b> Provide para support in classroom during WIN and ELA to support English learners in small groups for EL students not meeting grade-level standards and/or not making progress. Total salary including benefits not to exceed \$54,431.</p> <p>Funding to cover class size reduction so the classroom teacher can work with EL only.</p> | <p>Small group learning effect size .49<br/>           Professional Development:<br/>           Teaching strategies effect size .62<br/>           Engagement effect size .45</p> | <p>1) The goal will be to increase EL Student Guided Reading levels initial and trimester assessments with an increase of 2+ reading levels from beginning to the end of the year.</p> <p>2) Achievement: increase 10% in the number of level 4 students, an increase in redesignation by 10%, and Site/District Assessments. Admin EL walkthrough observations.</p> |

| <b>Funding Source</b>                  | <b>Amount</b> | <b>Description of Use</b> |  |
|--|---------------|---------------------------|--|
| Supplemental/Concentration (7101/0000) | \$3000        | Certificated- Timesheets  |  |
| EL Supplemental (7150/0000)            | \$12457       | Classified- Salaries      |  |
| Supplemental/Concentration (7101/0000) | \$41974       | Classified- Salaries      |  |
|  |               |                           |  |



**Actions/Services 1.3.2**

**Principally Targeted Student Group**

- EL • 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?   |
|--|--|--|
| 1) Provide supplemental designated and integrated ELD supports for small group instruction. Purchase instructional supplies (books, sentence strips, index cards, journals, leveled readers, graphic organizers, etc.) | Small group effect size .49                                    | 1) EL Student Guided Reading levels initial and trimesterly assessments with an increase of 2+ reading levels from beginning to end of year. <ul style="list-style-type: none"> <li>• SBAC</li> <li>• ELPAC</li> <li>• Redesignation</li> <li>• Site/District assessments</li> </ul> |

| Funding Source              | Amount | Description of Use           |  |
|-----------------------------|--------|------------------------------|--|
| EL Supplemental (7150/0000) | \$5000 | Materials/Supplies/Equipment |  |
|                             |        |                              |  |

**Site Goal 1.4**

Provide additional exposure to literature to increase reading comprehension and fluency by increasing library tech hours and adding intervention groups, with a goal of:

- Increased Fluency Rate levels by 10% each trimester and increase overall student percentage reaching benchmark of 95% accuracy by 10%.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.4.1**

**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?  |
|---|---|---|
| <b>Library:</b> Increase contract hours for Library Tech.to present mini lessons during library time. | Reading Is Fundamental, Access to Print Materials Improves Children’s Reading: A Meta-Analysis of 108 Most Relevant | Goal of increased fluency by 5-10% each trimester will be measured in accordance with the report card timeline. The overall accuracy goal |

Studies Shows Positive Impacts, 2010) Reach Out and Read, Reading Aloud to Children: The Evidence, 2008)National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007)

is 95% or an increase of 5-10% by the end of the third trimester.

| Funding Source              | Amount  | Description of Use     |
|-----------------------------|---------|------------------------|
| Title I – Basic (4900/3010) | \$15000 | Certificated- Salaries |

**Site Goal 1.5**

Provide opportunities for students who demonstrate exceptional academic, cognitive, leadership, creative, and performing arts abilities to participate and explore talents through extracurricular offerings and differentiated instruction in class. Our goal is to increase the number of students identified for GATE services by 40% from 13 to 19 students.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.5.1**

**Principally Targeted Student Group**

- Black or African American • Foster Youth • Low Income • R-FEP • 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? |
|--|--|--|
|--|--|--|

**GATE:** Provide a Gifted and Talented Education Program that provides students access to extracurricular activities that enhance their abilities.

CREST/GATE Coordinator- \$1000.00 for coordinator stipend to provide:

- Parent outreach
- Personnel expenses for making direct contact with underrepresented families and their students
- Coordination of CREST/GATE Program
- Site CREST/GATE Committee Chair
- Purchase materials/supplies, field trips and entry fees to competitions
- Professional development opportunities for coordinator

Acceleration Effect Size 0.68  
Creativity Program Effect Size 0.65

Action will be measured by admin and GATE coordinator by reviewing student and parent interest surveys, with a goal of increasing the number of students who qualify for GATE services by 5%.

| Funding Source   | Amount | Description of Use                |  |
|------------------|--------|-----------------------------------|--|
| GATE (7105/0000) | \$2000 | Materials/Supplies/Equipment      |  |
| GATE (7105/0000) | \$1250 | Certificated-Stipends             |  |
| GATE (7105/0000) | \$2147 | Contracts/Services /Subscriptions |  |

**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**

Decrease of requested SSTs and referrals to Special Education by 10% from 17 to 15. Student response to intervention will increase by 5% as measured by:

- Summative Assessment-SBAC
- Curriculum embedded
- site/district assessments
- teacher assessments

**Metric:** Other (Site-based/local assessment)

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- Black or African American
- Foster Youth
- Hispanic or Latino
- Low Income
- SWD
- White

| <b>What Specific Actions/Services will you Provide to this Student Group?</b>  | <b>What is the Research Confirming this is an Effective Practice?</b>   | <b>How will you Measure the Effectiveness of each Action/Service?</b>        |
|--|---|--|
| Action 1- Teachers to analyze data, set goals (implementation of SMART goals), create lessons to respond to students' assessed needs.<br>Action 2- Release time provided to analyze data and share best practices. | Teachers meeting in collaboration has been proven to be effective for planning the instructional program, Tier I and Tier II Interventions. Proven practice based on John Hattie's research (2009) on effect size (Visible Learning) Collaborative Teacher Efficacy effect size 1.57. | Measurement for 1 & 2- CAASPP, site/district assessments, teacher assessment |

| <b>Funding Source</b>                  | <b>Amount</b> | <b>Description of Use</b> |  |
|--|---------------|---------------------------|--|
| Supplemental/Concentration (7101/0000) | \$3000        | Certificated- Timesheets  |  |
|  |               |                           |  |

**Site Goal 2.2**

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law. Success criteria will include

- EL students guided reading levels initial and trimesterly assessments with increase of 2+ reading levels from beginning to end of year.
- ELPAC level achievement (increase of 10%) on level 4, increase redesignation by 10%

**Metric:** Data and Program Evaluation

**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?  |
|--|--|---|
| <p><b>Complete ELPAC assessments</b> according to timelines and use this data for research based instruction in ELD. Our ELPAC Coordinator is a classified staff member whose duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. In conjunction with admin, our EL Coordinator will be an administrator who will oversee the ELPAC Coordinator and the implementation of these duties.</p> | <p><b>English Language Proficiency Assessments for California</b>, CDE website</p> | <p>ELPAC Coordinator will ensure that 100% of assessments are complete within the district-provided time frame.</p> |

| Funding Source              | Amount | Description of Use       |  |
|-----------------------------|--------|--------------------------|--|
| EL Supplemental (7150/0000) | \$8000 | Certificated- Timesheets |  |
|                             |        |                          |  |

|  |  |
|--|--|
| <p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p> | <p><b>District Needs and Metrics 3:</b></p> <p><b>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</b></p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul> |
|--|--|

**Site Goal 3.1**

Students need a safe, respectful and responsible school climate to reach their greatest potential. We aim to

increase peaceful conflict resolution in grades 1-6 by utilizing additional yard supervision to teach and reinforce character values and resolution strategies. We will increase the positive culture and climate at Tsukamoto by utilizing Positive Behavior Interventions and Supports (PBIS) lessons, signage, Zones of Regulation, as well as incentives for positive achievement and behavior. Our goal is to decrease the disproportionality amongst subgroups in regards to the number of suspensions according to (CA Accountability Dashboard, PBIS data, etc.):

- Data from the 2019-2020 school year showed 420 incidents. Our goal is to monitor specific demographics by establishing a baseline with end-of-the-year data.

|                               |  |
|-------------------------------|--|
| <b>Metric:</b> School Climate |  |
|-------------------------------|--|

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All

| <b>What Specific Actions/Services will you Provide to this Student Group?</b>  | <b>What is the Research Confirming this is an Effective Practice?</b>   | <b>How will you Measure the Effectiveness of each Action/Service?</b>   |
|--|---|---|
| <p><b>Character Development</b><br/>           1) Students will be taught character education using The Leader in Me program, PBIS, and SEL professional development provided by the district.</p> <p>Funding includes Leader in Me annual membership fee.</p> | <p>Marzano's Classroom Instruction That Works: Researched-Based Strategies for Increasing Student Achievement 2001, demonstrates the connection between recognizing and praising effort and raising student achievement. School culture and climate has an impact on classroom environment with Effect Size .56<br/>           Decreasing Disruptive Behavior Effect Size .53<br/>           Self Concept Effect Size .48<br/>           Reducing Anxiety Effect Size .48<br/>           Cooperative vs. Competitive Learning Effect Size .54<br/>           Social Skills programs Effect Size .40</p> | <p>1) This action will be measured by the number of un-duplicated students recognized for each month and trimester award, improved discipline data, improved grades. Our goals include:<br/>           5% reduction in referrals<br/>           5% reduction in off-site suspensions<br/>           Increased class participation in Wildly Important Goals (WIGS) from 90% to 100%</p> |

| <b>Funding Source</b>       | <b>Amount</b> | <b>Description of Use</b>         |  |
|-----------------------------|---------------|-----------------------------------|--|
| PBIS (7440/0000)            | \$500         | Materials/Supplies/Equipment      |  |
| Title I – Basic (4900/3010) | \$14000       | Contracts/Services /Subscriptions |  |
|                             |               |                                   |  |

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

• Black or African American • Foster Youth • 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?  |
|---|--|---|
| <p>Recess Support Program: 2 coaches, 4 days a week, four hours a day, \$30,000 paid with ESSER funds.</p> <p>Additional funding to pay for recess equipment including but not limited to balls, nets, kinder trikes, etc. in order to increase equity and opportunity for participation.</p> | <p><a href="#">Rowe and Trickett, Student Diversity Representation and Reporting in Universal School-Based Social and Emotional Learning Programs; Educational Psychology Review, (2017)</a></p> | <p>RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 5% based on Synergy data for trimester comparisons from the 2021-2022 school year to 2022-2023. Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with a decrease in referrals between the previous and current school year when trimesters are compared.</p> |

| Funding Source                         | Amount  | Description of Use                |  |
|--|---------|-----------------------------------|--|
| Supplemental/Concentration (7101/0000) | \$5000  | Materials/Supplies/Equipment      |  |
| Title I – Basic (4900/3010)            | \$50000 | Contracts/Services /Subscriptions |  |

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

• Black or African American • Foster Youth • Low Income • SWD • 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?  |
|--|--|---|
| <p>1. We will fund an MTSS Support Aide to implement PBIS Tier 2 accommodations such as Check-in/Check-out, wellness checks with students, MTSS behavior support, and extra supervision throughout the day. The full-time position will include benefits and will not exceed \$54,900.</p> <p>A Campus Supervisor will be funded through district ESSER funds.</p> | <p>1. <a href="#">MTSS Coaching: Bridging Knowing and Doing, Jennifer Freeman, October 12, 2016.</a></p> | <p>RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 5% based on Synergy data for trimester comparisons from the 2021-2022 school year to 2022-2023. Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with a decrease in referrals between the previous and current school year when trimesters are compared.</p> |

| Funding Source                         | Amount  | Description of Use   |  |
|--|---------|----------------------|--|
| Title I – Basic (4900/3010)            | \$3900  | Classified- Salaries |  |
| Supplemental/Concentration (7101/0000) | \$51000 | Classified- Salaries |  |

**Site Goal 3.2**

Increase positive behavior structures and practices for all at-risk subgroups to address disproportionality with suspension incidents. Decrease suspensions by 20% from 5.64% to 4.52% and behavioral referrals by 50%, from 440 to 220.

**Metric:** Suspension

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

• Black or African American • EL • Foster Youth • 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?   |
|---|--|--|
| <p>Increase positive behavior supports for students, with a focus on at-risk subgroups, through Intervention and PBIS team meetings (analyze data, develop plans and identify strategies) <i>No funding needed.</i></p> | <p>Positive Behavior Intervention Supports School-wide System is an evidenced based practice that has strong correlation for improved social and academic outcomes for students. Rob H. Horner, George Sugai and Timothy Lewis</p> | <p>RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2021-2022 school year to 2022-2023. Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with decrease in referrals between previous and current school year when trimesters are compared.</p> |

| Funding Source | Amount | Description of Use |  |
|----------------|--------|--------------------|--|
|                |        |                    |  |

**Actions/Services 3.2.2**

**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?   |
|--|---|--|
| <p>Provide professional development opportunities for all staff to examine discipline and relationship-building practices. The cost of professional books will be covered as well.</p> | <p>The Advancement Project. (2014). Restorative practices: Fostering healthy relationships and promoting positive discipline in schools: A guide for educators. Cambridge, MA: Schott</p> | <p>Effectiveness will be measured by a reduction in the overall number of students being sent to the office and admin observations of staff implementing the new skills.</p> |



Foundation. Retrieved from <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

| Funding Source                         | Amount | Description of Use                |  |
|--|--------|-----------------------------------|--|
| Supplemental/Concentration (7101/0000) | \$3000 | Certificated- Timesheets          |  |
| Supplemental/Concentration (7101/0000) | \$6500 | Contracts/Services /Subscriptions |  |

|  |  |
|--|--|
| <p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p> | <p><b>District Needs and Metrics 4:</b></p> <p><b>Students need parent, family and community stakeholders as direct partners in their education as measured by:</b></p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/Local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul> |
|--|--|

**Site Goal 4.1**

Increase the total number of parents/guardians' engagement opportunities (parent-teacher conferences, parent academy workshops, Back to School Night, Open House, Literacy and Math Nights, etc.) and decision-making bodies (SSC, ELAC, and PTO). This year, we had three opportunities (Back to school night, Open House, and Science Night). Next year we will increase to a minimum of 6 school-wide opportunities and trimesterly grade-level Parent Academies.

**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?  |
|--|---|---|
| <p><b>Participation:</b> Encourage participation in school-wide events through mass communication methods: personal invites made by students, email from principal, flyers, phone message, website</p> | <p>National Center for School Engagement reports, a 2002 National Education Service study indicates that when parents are involved, students tend to achieve more, regardless of socio-</p> | <p>This goal will be measured monthly during meetings with Parent Liaison, PTO and administration. Effectiveness will be determined by an increase in participation in school-wide functions and decision</p> |

|   |   |  |
|---|---|--|
| <p>posting and twitter. Provide training for volunteers and Watch D.O.G.S. Provide resources and materials such as shirts and radios to support the volunteers.</p> <p>Provide a listing/handbook of parent involvement activities in multiple languages.</p> <p>1- Students will benefit from school events that promote attendance, academics, and positive character traits and leadership skills;<br/> 2- Supplies and materials to support trimester awards;<br/> 3- Competitions;<br/> 4- EL Recognition;<br/> 5- Parent Recognition;<br/> 6- Coffee and Conversation Meetings;<br/> 7- WatchDOGS events;<br/> 8- Time-sheets for teachers/paraeducators;<br/> 9- Contracted services</p> | <p>economic status, ethnic/racial background or parents' educational level. The work of Funk &amp; Wright 2003, Deepening Democracy: Institutional Innovators in Empowered Participation Governance, concludes educating parents, including them in governance, and encouraging volunteerism, has a positive impact on achievement.</p> | <p>making bodies by analyzing sign in sheets, parents surveys, calendared events, modes and frequency of contact, and parent feedback cards.</p> |
|---|---|--|

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

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- EL • 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>Compensate teachers, BTAs and/or outside speakers to attend/facilitate ELAC meetings</p> <p>Provide materials for ELAC meetings.</p> | <p>Coleman's research shows that students benefit most when parents and schools work together</p> | <p>Increase attendance to ELAC meetings by 50% from 5 to 10.</p> |

| Funding Source                         | Amount | Description of Use           |  |
|--|--------|------------------------------|--|
| EL Supplemental (7150/0000)            | \$500  | Materials/Supplies/Equipment |  |
| Supplemental/Concentration (7101/0000) | \$2000 | Certificated- Timesheets     |  |
|  |        |                              |  |

### Site Goal 4.2

Provide home/school communications: maintain weekly school newsletters and parent involvement information communicated through Talking Points.

**Metric:** Relationships Between Staff and Families

### Actions/Services 4.2.1

#### Principally Targeted Student Group

• EL • Hispanic or Latino • 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><b>Communication resources:</b></p> <p>1. Provide translation services for non-English speaking families. Purchase materials for home-school communications. (EL Supplemental funds) Usage of Identakid system to track visitors, volunteers, tardies and early dismissals. Purchase supplies such as ink, badges, and renewal license.</p> <p>2. Purchase updated media equipment (i.e. video cameras, still cameras, green screen, microphones, etc) for the student-produced news program, MTS News, which is produced and broadcasted weekly to all students and families.</p> | <p>Parent Involvement effect size.51</p> <p><a href="#">Yonty Friesem, Ch 2-Empathy for the Digital Age: Using Video Production to Enhance Social, Emotional, and Cognitive Skills; Emotions, Technology, and Behaviors, Academic Press, 2016</a></p> | <p>1. Goal will be measured by reviewing sign-in sheets/attendance data at events in the classroom, analyzing parent feedback cards after every event, and by monitoring sign-in logs.</p> <p>2. Goal will be measured by analyzing parent feedback cards and annual culture-climate surveys.</p> |

| Funding Source                         | Amount  | Description of Use           |  |
|--|---------|------------------------------|--|
| PBIS (7440/0000)                       | \$500   | Materials/Supplies/Equipment |  |
| EL Supplemental (7150/0000)            | \$1200  | Materials/Supplies/Equipment |  |
| Supplemental/Concentration (7101/0000) | \$20000 | Materials/Supplies/Equipment |  |
|  |         |                              |  |

### Site Goal 4.3

Provide education, resources, and support to parents to assist them to support their child's educational, social, and emotional needs.

- Increase parent participation by comparing 2019/2020 to 2020/2021 parent events with the desired increase of 10%.
- When reviewing parent survey results, 81.5% of our families agreed that we were effective in communicating with our community.
- Increase TK- sixth-grade parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home.
- Workshops to parents to include specific goals, strategies, and outcomes showing school-wide progress. Specific assessment data will be monitored regularly to determine what areas families need the most support in. A baseline goal will be established at the first-trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. According to our Parent Survey Results for 2019, 71% of our families felt we supported them in meeting their child's learning needs at home, but rated its importance at 83%.

**Metric:** Partnerships for Student Outcome

#### Actions/Services 4.3.1

#### Principally Targeted Student Group

- All

| What Specific Actions/Services will you Provide to this Student Group?   | What is the Research Confirming this is an Effective Practice?                                  | How will you Measure the Effectiveness of each Action/Service?  |
|--|---|---|
| <p><b>Parent Engagement:</b><br/>Increase transitional kindergarten and kindergarten parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home.</p> <p>Provide parent education on early literacy first through third grade.<br/>Purchase books for the classroom and library.</p> | <p>Workshops Work! Hosting Literacy Workshops for Families and Preschoolers, Nel Duke, 2014</p> | <p>The following assessments will be shared with parents:</p> <ul style="list-style-type: none"> <li>• Kindergarten BSPT pre and post data</li> <li>• Kindergarten CAP data</li> <li>• Kindergarten pre and post reading scores</li> <li>• Parent pre and post survey</li> </ul> <p>EGMAP K-1 Benchmark</p> |

| Funding Source                         | Amount  | Description of Use           |  |
|--|---------|------------------------------|--|
| Supplemental/Concentration (7101/0000) | \$2000  | Certificated- Timesheets     |  |
| Title I – Basic (4900/3010)            | \$13448 | Materials/Supplies/Equipment |  |
|  |         |                              |  |

**Actions/Services 4.3.2**

**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?   |
|--|--|--|
| <p><b>Parent workshops:</b><br/>Provide first through sixth-grade parents educational workshops for ELA and Math, with EL supports for English Learner families. The series of ELA and Math workshops will empower parents with strategies, materials, and high-quality books to support their children at home.</p> <p>Funding will pay for materials and teachers' preparation/instruction time.</p> | <p>Parent Involvement and Student Achievement: A Meta-Analysis, William Jeynes, 2005</p> | <p>Specific assessment data will be monitored each trimester to determine what areas families need the most support in. A baseline goal will be established at the first trimester parent workshop, with an increase of parent attendance to these events of 10% for the school year. Topics for training will come from EGUSD parent CORE survey results and parent exit slips from training. Teacher input will include students performance on CAASPP, K-2 benchmark tests, chapter tests, and summative and formative assessment data.</p> |

| Funding Source                         | Amount | Description of Use           |  |
|--|--------|------------------------------|--|
| Title I – Basic (4900/3010)            | \$2000 | Certificated- Timesheets     |  |
| Supplemental/Concentration (7101/0000) | \$1500 | Materials/Supplies/Equipment |  |

**Actions/Services 4.3.3**

**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?   |
|---|--|--|
| <p><b>Parent Education:</b><br/>Provide a parent liaison to coordinate parent education, resources, and academic support for families.</p> <p>Provide funding for incidentals to include poster supplies, decorations for cultural holidays, etc.</p> | <p>Parental Involvement effect size .51</p>                    | <p>This goal will be measured by collecting data (feedback forms and sign-in sheets) from each parent event. Data will be analyzed by comparing baseline data for the 2019-20 school year. Parent liaison, PTO, and admin will meet monthly to review data and collaborate on additional strategies and ways to increase attendance.</p> |

| Funding Source                         | Amount | Description of Use           |
|--|--------|------------------------------|
| Supplemental/Concentration (7101/0000) | \$5000 | Classified- Timesheets       |
| Supplemental/Concentration (7101/0000) | \$1200 | Materials/Supplies/Equipment |

**Site Goal 4.4**

Home-school connection will improve with staff participation in, and collaboration of, planning and scheduling home visits, increasing from 35 participating staff to 40 participating staff as measured by number of completed staff trainings. We will increase from 240 total home visits to 350 home visits.

**Metric:** Family and Community Engagement

**Actions/Services 4.4.1**

**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 training and promote home school visits by staff already trained, as well as those new to the site.<br><i>(No funding needed for these actions)</i> | Parent involvement effect size .51<br>Teacher-student relationships .52<br>PTHV should be part of a systems approach to decreasing implicit biases and fostering school and family partnerships. PTHV leverages multiple research-supported strategies that reduce implicit biases. (Mindset Shifts and Parent Teacher Home Visits, Oct. 2017) | Teacher participation rate<br>Monthly visits will be monitored<br>Monthly measure of referral data from participants who have participated in home visits to who have not |

| Funding Source | Amount | Description of Use |
|----------------|--------|--------------------|
|                |        |                    |

**Site Goal 4.5**

Students will be on time every day to reach their greatest learning potential, decreasing chronic absence by 15% from 10.6% to 9.01% as evidenced by daily and monthly attendance reports.

**Metric:** Attendance Rate

**Actions/Services 4.5.1**

**Principally Targeted Student Group**

• Black or African American • EL • Foster Youth • Low Income

| What Specific Actions/Services will you Provide to this Student Group?   | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of each Action/Service?  |
|--|--|---|
| <p>Identify at-risk students by attendance patterns and increase teacher and administrative communication and interactions with students' families as needed to goal set and develop plans for improved attendance, on-time school arrival, and reduction of early dismissals.<br/>Host attendance improvement meetings with EL support as needed. <b>(No funding source needed)</b></p> | <p><b>Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017</b></p> <p>Research supports the need for regular school attendance in order for students to demonstrate proficiency in school.</p> | <p>This action will be measured by the following data:</p> <ul style="list-style-type: none"> <li>• Monthly ADA reports</li> <li>• Monthly chronic truancy report</li> <li>• Trimester Attendance award rates</li> <li>• Ongoing chronic absenteeism</li> <li>• School Attendance Tracking Tools (SATTs) through Attendance Works online resources</li> </ul> |

| Funding Source | Amount | Description of Use |  |
|----------------|--------|--------------------|--|
|                |        |                    |  |

**Actions/Services 4.5.2**

**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?   |
|---|---|--|
| <p>Teachers will be provided college flags to promote AVID and hardware to hang classroom perfect attendance flags outside the classroom to identify when they have perfect attendance (daily)</p> <p>Postcards sent to families to encourage (and celebrate) school attendance (monthly)</p> | <p><b>"A randomized experiment using absenteeism information to "nudge" attendance"</b> (Feb, 2017), Rogers, Duncan, et. al.)</p> | <p>Action effectiveness will be measured by the following data:</p> <ul style="list-style-type: none"> <li>• Monthly ADA</li> <li>• Monthly chronic truancy report</li> <li>• Trimester Attendance rates</li> <li>• Ongoing chronic absenteeism</li> <li>• School Attendance Tracking Tools (SATTs) through Attendance Works online resources</li> </ul> |

| Funding Source | Amount | Description of Use |  |
|----------------|--------|--------------------|--|
|                |        |                    |  |

|  |        |                              |
|--|--------|------------------------------|
| Supplemental/Concentration (7101/0000) | \$1000 | Materials/Supplies/Equipment |
|--|--------|------------------------------|

**Actions/Services 4.5.3**

**Principally Targeted Student Group**

- Black or African American • EL • 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?  |
|---|--|---|
| <p>Provide 10 club opportunities for students after school once a week for 26 weeks. In partnership with the Sheldon HS Senior Project Coordinator, high school seniors will lead the activities with the support of MTES teachers/advisors. Teachers will be compensated using union-negotiated stipend funds.</p> <p>Priority participation will be given to students with attendance concerns as an incentive to come to school.</p> <p>Clubs may include:<br/>Animation, Art, Drama, Dance, Chess, Book Club, Basketball, Soccer, Ceramics, Science, etc.</p> | <p><b>Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017</b></p> <p>Research supports the need for regular school attendance in order for students to demonstrate proficiency in school.</p> | <p>Participants' attendance will be tracked. A baseline SEL level will be established and monitored.</p> <p>This action will be measured by the following data:</p> <ul style="list-style-type: none"> <li>• Monthly ADA</li> <li>• Monthly chronic truancy report</li> <li>• Trimester Attendance rates</li> <li>• Ongoing chronic absenteeism</li> <li>• School Attendance Tracking Tools (SATTs) through Attendance Works online resources</li> <li>• SEL Student Surveys</li> </ul> |

| 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.

n/a



## V. Funding

### Mary Tsukamoto Elementary (385) | 2022 - 2023

| Fund Source<br>Mgmt.<br>Code/Description<br>Resc.<br>Code/Description  | FTE    | Carry<br>Over | Allocation | Subtotal  | EGUSD Strategic Goals                   |                   |                 |                          | Balance |
|--|--------|---------------|------------|-----------|---|-------------------|-----------------|--------------------------|---------|
|  |        |               |            |           | 1 -<br>Curriculum<br>and<br>Instruction | 2 -<br>Assessment | 3 -<br>Wellness | 4 - Family<br>Engagement |         |
| <b>1510</b> Regular Education (TK-6)<br><b>0000</b> Unrestricted   | 0.0000 | \$0           | \$30,650   | \$30,650  | \$30,650                                | \$0               | \$0             | \$0                      | \$0     |
| <b>7101</b> LCFF Supplemental Concentration TK-6<br><b>0000</b> Unrestricted   | 0.0000 | \$0           | \$193,248  | \$193,248 | \$90,548                                | \$3,000           | \$65,500        | \$34,200                 | \$0     |
| <b>7105</b> Gifted and Talented Education (GATE) TK-6<br><b>0000</b> Unrestricted  | 0.0000 | \$0           | \$5,397    | \$5,397   | \$5,397                                 | \$0               | \$0             | \$0                      | \$0     |
| <b>7150</b> EL Supplemental Program Services TK-6<br><b>0000</b> Unrestricted  | 0.0000 | \$0           | \$27,157   | \$27,157  | \$17,457                                | \$8,000           | \$0             | \$1,700                  | \$0     |
| <b>7440</b> Positive Behavior Incentive Supports<br><b>0000</b> Unrestricted   | 0.0000 | \$0           | \$1,000    | \$1,000   | \$0                                     | \$0               | \$500           | \$500                    | \$0     |
| <b>4900</b> Director of School Improvement Support<br><b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected | 0.0000 | \$0           | \$242,448  | \$242,448 | \$159,100                               | \$0               | \$67,900        | \$15,448                 | \$0     |
| <b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>   | 0.0000 | \$0           | \$499,900  | \$499,900 | \$303,152                               | \$11,000          | \$133,900       | \$51,848                 |         |

|   |           |
|---|-----------|
| 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           | \$242,448 |
| Subtotal of state or local funds included for this school               | \$257,452 |

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**

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