



Helen Carr Castello Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673140108738

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

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

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
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Parent Input: Parents were sent a climate survey in Nov 2019.</p> <p>School Site Council Input: The 2019-2020 LCAP was reviewed and updated, the State Dashboard data and SBAC data was reviewed, and input into our current LCAP occurred on the following dates, Oct. 15, 2019, Nov. 14, 2019, Jan. 21, 2020 and Apr. 24, 2020.</p> <p>ELAC Input on three separate dates of Oct. 30, 2019, Jan. 14, 2020 and May 6, 2020.</p> <p>Staff Input: Staff members were survey in Nov. 2019 and again in April with school climate questions as well as how we would prioritize spending our budget for the 2020-2021 school year.</p> <p>Student Input: Students were surveyed in Nov. 2019 about the school climate. In addition, our 5th grade students were give the Health Kid Survey in the fall of 2019, which also informed the creation of this LCAP.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Parent Input: The parent survey showed that we decreased overall by 1 to 2% in the areas of parent communication, parent involvement, quality of instruction as well as social emotional wellness. During the 2020-2021 we will increase our face-to-face contact, have regular parent meet8ings such as coffee chats, hold parent assemblies and this will hopefully build back up our climate at Castello.</p> <p>School Site Council: Parents have expressed interest in resources at home to support math instruction, safety issues with traffic around our campus and the desire to closly monitor sub group to determine how we can close the achievement gap. Our school website was updated with YouTube videos for every math lesson, the Elk Grove traffic and safety department is paving curbs to help with traffic and parking, and we will continue to monitor our low performing sub groups for present levels in assessment and planning.</p> <p>Staff Input: Staff had two simple requests - purchase more technology and ample release time to administer assessments and plan accordingly. Those actions are supported with the budget in the 2020-2021 LCAP plan.</p> <p>Student Input: Based on the California Healthy kids Survey as well as our SYNERGY Discipline data, we will continue to work on decreasing our referrals and suspensions as well as supplement other ways to navigate stress and social emotional obstacles that occur during the school day.</p>

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

<p>Site Goal 1.1</p> <p>Close the achievement gap with the lowest performing subgroups in ELA and Math according to the most recent SBAC and grade level assessments.</p> <ul style="list-style-type: none"> • Students with disabilities will go from 21% meets or exceeds standards to 23% • African American students will go from 43% meets or exceeds standards to 46% • English Learners will go from 28% meets or exceeds standards to 30% • Hispanic students will go from 52% meets or exceeds standards to 55% • Socially Disadvantaged Students will go from 54% meets or exceeds standards to 56%

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Teachers will receive professional development from district instructional coaches on the different aspects of <i>High Quality Instruction</i>. (27 teachers x \$75 = \$2,025/7101) 2. Teachers in grades K-6th will be given time to analyze assessments in order to determine the appropriate instruction to deliver for different subgroups in both ELA and Math two times during the 2020-2021 school year. They will specifically use data to plan instruction for intensive learners, advanced learners, GATE students, and appropriate WIN groups for EL students. (27 teachers x \$75 = \$2,025/7101) 3. Provide extended day small group instruction \$1000 per grade level - 20 hours (\$7,000/7101) 	<p><u>Visible Learning</u> <i>John Hattie</i> RTI (1.07) Teaching strategies (.62) Small group learning (.49) Promoting and participating in teacher learning and Development (.84) Teaching strategies (.60) Teacher clarity (.75)</p>	<ol style="list-style-type: none"> 1. Effectiveness will be measured through administrative walk-through notes, grade level PLC notes and ultimately, the result will translate into higher student achievement in grades, interim assessments, K/1 Benchmark scores and CAASPP scores. 2. Effectiveness will be measured with classroom differentiation, workshop and WIN groups observed with administrative walk-through notes. This planning will result in higher student achievement in both interim assessments, K/1 Benchmark scores, CAASPP scores as well as ELPAC scores. 3. Effectiveness will be measured with pre and post assessments within the chosen area of focus such as Math or ELA.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$11050	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Purchase technology for classrooms including things such as projectors, bulbs, document cameras, printers, ink, other tech resources and tech licenses. (\$37,300) 2. Purchase basic school supplies to supplement instructional programs for students, teachers and staff. (\$3300/7101) 	<p><u>Positive effect of technology on students achievement</u> <i>Waxman, HC, Lin, M, Michko, GM (2003)</i> (positive effects of technology on student achievement)</p>	<ol style="list-style-type: none"> 1. Effectiveness will be measured through walk-through observations focusing on students interacting with technology. Their ability to access and technology and online resources will ultimately be measured through both CAASPP and interim assessment scores. 2. Effectiveness will be measured through walk through notes observing teachers using technology to instruct their classes. Ultimately, their ability to effectively teach using additional resources and materials will result in higher scores in CAASPP, ELPAC, K/1 Benchmark Assessments and Interim Assessments.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$40600	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Purchase supplemental programs such as Imagine Learning or bi-lingual instructional resource materials for our EL students to enhance their reading comprehension and language skills. 	<p><u>Improving Education for English Learners: Research Based Approaches</u> <i>Standards, Curriculum Frameworks and Instructional Resources division, CDE, (2010)</i> (EL's need regular classroom instruction and would benefit from ELD classes devoted to sheltered content instruction in ELD)</p>	<ol style="list-style-type: none"> 1. Effectiveness will be measured by increased scores on ELPAC, and beyond that increases in K/1 Benchmark assessments, CAASPP Scores and Interim Assessments

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

In order to determine learning gaps caused by COVID 19 and Distance Learning, all students will be assessed within the first six weeks of the

beginning of school, and then later on assessed mid-year and at the end of year. Assessments will be given to determine present levels in students as well as their progress towards becoming proficient with the Common Core State Standards as well as ELD State Standards for our English Learners.

- 3rd Grade CAASPP Scores 52% Met or Exceeded increase to 5th Grade 60% Met or Exceeded
- 4th Grade CAASPP Scores 62% Met or Exceeded increase to 6th Grade 65% Met or Exceeded
- In ELPAC Summative Assessment we will see a growth of all grades (any) % increase from 44% to 50%

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Teachers will receive time to administer assessments to their students in a one-on-one setting. (32 x \$150 x 2 = \$9,600) 2. Kindergarten teachers will use collected formative and summative assessments to collaboratively plan together using a PLC format a half-day each month. Two half-day subs each month (2 teachers x \$75 = \$150 x 7 months = \$1,050)	<u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u> , Voelkel R. (2011). <u>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</u> , Fisher, Frey, Hattie 2016. <u>Visible Learning</u> <i>John Hattie</i> RTI (1.07) Teaching strategies (.62) Small group learning (.49) Teaching strategies (.60) Teacher clarity (.75)	1. Effectiveness will be measured through an Excel Sheet which will track our school's interim assessments, fluency assessments and K/1 Benchmark assessments. Students will be monitored for growth in ELA, Math and Writing. 2. Administration will attend Kindergarten's PLC meetings and analyze the notes taken, and compare those notes to the instruction given within the classroom.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$10650	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group

- All • Black or African American • EL • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teachers will participate in COOPs twice this year to share their concerns for student progress both academically and socially. These COOPs will be attended by administration, our District Psychologist, MHT, an RSP teacher and a speech teacher. Teachers will present their concerns as well as present level data and interventions and the results of those interventions. The COOP team will evaluate the data and make recommendations of additional interventions or facilitate an SST meeting. (4 days x \$150 = \$600)	<u>Visible Learning</u> <i>John Hattie</i> Teacher/Student relationships (.72) Response to intervention (1.07) Classroom Behavioral (.80)	Effectiveness will be measured through the percentages of our students being referred for special education testing as well as administrative walk-throughs to follow up on the suggestions made by the COOP Team for classroom modifications.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.3

Principally Targeted Student Group

- SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Once a month we will hold a day to have IEPs, 504 meetings and SSTs in order to review present levels and make adjustments accordingly. The purpose of these meetings are to initially offer FAPE, exit students from IEPs and 504s, as well as update annual goals. (8 days x \$150 = \$1,200/7101)	<p><u>Parent Involvement and Student Achievement: A Meta-Analysis</u>, William Jeynes, (2005)</p> <p><u>Visible Learning</u>, <i>John Hattie</i> Parent Involvement (0.51)</p>	Effectiveness will be measured by our special education team's ability to meet all of their SEIS timelines.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.4

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
In an effort to capture student growth with the acquisition of the English language, ELPAC coordinator will initially assess all newcomers, kindergarten and TK students as well as administer a summative ELPAC assessment to every identified EL student. (\$9,803/7150)	<p><u>ELD Research:</u> California English Language Development Standards: Proficiency Level Descriptors. Retrieved from: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</p>	To measure the effectiveness we will monitor ELPAC assessments both initial as well as summative. We will look for overall percent increase for all grade levels on the Summative ELPAC Level and Performance Comparison chart.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$9803	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Decrease any disproportionality of discipline actions for subgroups. We will work to give students the proactive tools they need to face the variety of challenges life brings. By using PBIS, Restorative justice and appropriate reactions to behavior issues, we will create an environment that is safe and supportive to learn and thrive in.

- African American students will decrease from 2.6% students suspended at least once to 1%

- Asian students will decrease from 1.2% students suspended at least once to 0%
- Hispanic students will decrease from 2.3% students suspended at least once to 1%
- Two or more races students will decrease from 1.6% students suspended at least once to 0.5%
- Socially Disadvantaged students will decrease from 2.1% students suspended at least once to 1%

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Materials to support the implementation of the 2020-2021 CICO system. (\$100/7440) 2. Signage for our campus to highlight our PBIS efforts and communication and also attendance initiatives. (\$450/7440) 3. Playground equipment to entice students to play a variety of different games and activities in order to decrease student discipline referrals. Equipment repair and/or replacement on items such as radios. (\$450/7101) 4. Materials and supplies to support our annual Kindness Week that supports our PBIS initiatives. (\$500/7101) 5. Provide guest administrators or Teachers in Charge (TIC) on days when one or both site administrators are absent, to ensure continuity of positive school climate. (\$750/7101) 	<p><u>Positive Behavioral Interventions and Supports</u> www.PBIS.org (evidence-based, data driven framework)</p> <p><u>Visible Learning</u> <i>John Hattie</i> Teacher/Student relationships (.72) Response to intervention (1.07) Classroom Behavioral (.80)</p> <p><u>Social-emotional Skills Can Boost Common Core Implementation</u> <i>MJ Elias Phi Delta Kappan (2014)</i> (well implemented Social Emotional Learning (SEL) is linked to students gains on standardized achievements tests)</p>	<ol style="list-style-type: none"> 1. Effectiveness will be measured by the annual TFI showing implementation of effective PBIS Tier II interventions and supports for students. In addition, both SYNERGY referral data and California State Dashboard data will show a decrease in referrals and suspensions. 2. Effectiveness will be measured through stakeholder surveys from multiple sources including parents, staff and students on their connection and trust in our positive school environment. 3. Effectiveness will be measured in the decrease of referrals in SYNERGY from the playground. 4. Effectiveness will be measured through stakeholder surveys from multiple sources including parents, staff and students on their connection and trust in our positive school environment. 5. Effectiveness will be measured through PBIS data.

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • Foster Youth • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Once a month for a half-day we will have a roving substitute to release teachers to attend PBIS TIER II meetings. During these meetings we will review student's behavior concerns, create Simple Behavior Intervention Plans, as well as check for fidelity on any plans already in place. (8 days x \$75 = \$600/7101)</p>	<p><u>Social-emotional Skills Can Boost Common Core Implementation</u> <i>MJ Elias Phi Delta Kappan (2014)</i> (well implemented Social Emotional Learning (SEL) is linked to students gains on standardized achievements tests)</p> <p><u>Positive Behavioral Interventions and Supports</u> www.PBIS.org (evidence-based, data driven framework)</p>	<p>Effectiveness will be measured by the annual TFI showing implementation of effective PBIS Tier II interventions and supports for students. In addition, both SYNERGY referral data and California State Dashboard data will show a decrease in referrals and suspensions.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Our goal is to create an environment where our parents and community feel valued and heard, and they will become an integral part of decision making on the Castello campus. Increase the number of opportunities to attend school events including ELAC, BTSN, Parent universities, PTA Events, Watch DOG events, with a focus on parents and families of at-risk students.

On District parent school climate surveys we will:

- Increase parent sense of connectedness from 86% to 90%
- Increase student sense of connectedness from 76% to 82%
- Increase parent climate of support for academic learning from 90% to 92%
- Continue to increase student climate of support for academic learning from 85% to 87%

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Usage of the Identakid System to track visitors, volunteers and all attendance data such as tardies and early dismissals. Continue to support the system by purchasing materials and resources for passes, reports, etc. Continue to purchase licensing, materials and resources to support the system. (\$300/7101)	<u>Visible Learning</u> <i>John Hattie</i> Parent Involvement (0.51)	Effectiveness will be measured through school climate surveys given to all stakeholders as well as parent input during coffee chats.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$300	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

In an effort to maintain our high levels of attendance, we will work to support students both academically and socially while they're present as well as reward students who show great attendance and/or decrease their chronic absenteeism.

- Maintain our high level of attendance of 96.7% or above.
- Maintain the decrease of chronic absenteeism of 4.8% or below

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
We will recognize students and families for their efforts in attendance during Friday announcements and school assemblies. (There is no funding source for this particular goal as it will be completed using School Messenger and Zoom, all of which are free.)	www.attendanceworks.org <i>Absences Add UP: How School Attendance Influences Student Success</i> ; Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014 <i>A National Portrait of Chronic Absenteeism in Early Grades</i> . Romero, Mariajose and Young-Sun Lee. National Center for Children in Poverty, Columbia University. October 2007	Effectiveness will be measured with our SYNERGY attendance data, stakeholder surveys and parent attendance at the Friday spirit assemblies

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

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Helen Carr Castello Elementary - 227

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	\$0	\$24,769	\$24,769	\$24,769	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$29,220	\$29,220	\$29,220	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$66,250	\$66,250	\$51,650	\$12,450	\$1,850	\$300	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$10,003	\$10,003	\$200	\$9,803	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$131,242	\$131,242	\$105,839	\$22,253	\$2,850	\$300	

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	\$131,242

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Benefits Calculator for Timesheets											
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