

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James R. Cowan Fundamental Elementary School	34-67447-6034458	June 1st, 2022	June 28th, 2022

## Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of, student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional

outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

# Table of Contents

SPSA Title Page ..... 1

Purpose and Plan Summary ..... 1

Table of Contents..... 3

Stakeholder Involvement ..... 3

Resource Inequities ..... 4

Goals, Strategies, & Proposed Expenditures..... 5

SPSA/Goal 1 ..... 5

SPSA/Goal 2 ..... 8

SPSA/Goal 3 ..... 11

SPSA/Goal 4 ..... 16

Budget Summary ..... 19

Budget Summary ..... 19

Other Federal, State, and Local Funds ..... 19

Budgeted Funds and Expenditures in this Plan ..... 20

Funds Budgeted to the School by Funding Source..... 20

Expenditures by Funding Source ..... 20

Expenditures by Budget Reference ..... 20

Expenditures by Budget Reference and Funding Source ..... 20

Expenditures by Goal..... 21

School Site Council Membership ..... 22

Recommendations and Assurances ..... 23

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Involvement in developing the School Plan began in the spring of the school year 2021-22. The Site Leadership Team, School Site Council, and others evaluated the current SPSA to determine if actions had been effective. Each group noted the success of ELA foundational skills, phonics, and phonemic awareness. All groups felt that the teachers cared deeply about the students and are willing to work above and beyond to meet the students' needs.

- SSC met 5 times during the school year to review and discuss:
- Comprehensive Needs Assessment
  - Academic Data from the 2020-21 school year
  - Set potential goals for the 2022 school year
  - Give input on SPSA goals and site budget

SLT met every other week from August-May and voiced concern about math, reading

comprehension/vocabulary, and students' social-emotional needs. They researched professional learning opportunities as it applies to academic progress. They also discussed how to best support students following a year of distance/hybrid learning.

Staff engaged during staff meetings in January, April, and May to review and discuss:

- Comprehensive Needs Assessment
- Academic Data from the 2020-21 school year
- Set potential goals for the 2022 school year
- Give input on SPSA goals and site budget

Empathy gathering:

Surveys and informal sessions were held to gather parent concerns around academics, social-emotional concerns, and needs for supports with the upcoming change in start/end times.

## Resource Inequities

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

Through the Comprehensive Needs Assessment process and the assessment of student academic levels, the focus of this plan is to address resource inequities related to preparing them to meet grade-level standards and accelerating learning. The resources include, but are not limited to:

1. Providing professional development and opportunities for lesson study for teachers in Mathematics.
2. Supplement curriculum with hands-on materials in Math and Science.
3. Invest in additional reading materials to support comprehension and vocabulary development.
4. Support and build community with EL Students and Families.
5. Support the implementation of a school-wide positive behavior system (PBIS).

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

Office referrals were monitored monthly.

What worked and didn't work? Why? (monitoring)

Our students had a difficult time with social interactions after school closure and hybrid learning.

What modification(s) did you make based on the data? (evaluation)

We will begin to use SWIS data to track behavior referrals in 2022-23 school year.

## 2021-22

## Identified Need

## Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through the identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
SWIS Data/Behavior Referrals	Starting in 2022-23	See decrease in playground behavior referrals
Spring 2022 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree	Overall rating was 73.3% for school actively seeks parent input for decision making.	We expect the rating to increase 2-3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Implement assemblies and programs that promote positive behavior and build community with a common school-wide experience.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	School year 2022-23

1.2	Purchase materials to support school-wide positive behavior system PBIS	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School year 2022-23
1.3	Provide opportunities for families to connect with school and support learning	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Leadership Team	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School year 2022-23

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families and our community to create a unified collaborative learning environment focused on academic success and the social/emotional well-being for each students.

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

Empathy gathering, student feedback, and teacher observations were conducted periodically throughout the school year.

What worked and didn't work? Why? (monitoring)

Our newcomer students are in need of additional resources and supports

What modification(s) did you make based on the data? (evaluation).

Created welcome backpacks for newcomer students

## 2021-22

## Identified Need



The Cowan Fundamental School community is committed to all stakeholders working together to ensure an optimal learning environment that focuses on academic success and the social/emotional well-being of our students. This year we will continue the first phase of implementing Positive Behavioral Interventions and Supports (PBIS). A team of teachers, support staff, and a parent representative will be trained on how to design and implement PBIS strategies unique to our school community. This team will then train the remaining stakeholders as we work together to introduce Tier 1 of PBIS to our student community in 2022-2023. School-wide PBIS is a multi-tiered framework that utilizes clear behavioral expectations. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral and academic outcomes for all students. PBIS is flexible enough to support student, family, and community needs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Empathy Gathering	Need for opportunities for students to engage with peers during lunch and before/after school in order to nurture social-emotional development	Increase in student connectedness to school and social-emotional well being is enhanced
Attendance	Overall attendance rate was 93.9%	Increase overall attendance rate to 95%
Teacher Observations	Need identified to offer supports for newcomer students and families	With additional materials and resources, Newcomer families and students will feel welcomed and connected to the Cowan Community

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity & Proposed Expenditures

2.4	Provide materials, supplies, and information to support Newcomer students and families	All Students X English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022- 2023
-----	--	--	------------------------	---	-----	------------------------

2.5	Implement Attendance/Engagement Improvement	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff, and PTC	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022- 2023
2.6	Provide materials to support school-wide PBIS and Social-Emotional Learning	X All Students English Learners Low-Income Students Foster Youth Other	Principal, ICT,Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022- 2023

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

iReady Reading and Math - three times a year

What worked and didn't work? Why? (monitoring)

Students made more gains in reading than mathematics

What modification(s) did you make based on the data? (evaluation)

Target specific students needing additional support in Reading and Mathematics with intervention

## 2021-22

## Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady Reading	iReady Reading Vocabulary: Grades 1-6 55% at or above grade level	Increase by 5% for a goal of 58%
iReady Reading	Comprehension Literature: Grades 1-6 59% at or above grade level	Increase by 5% for a goal of 64%
iReady Reading	Comprehension Informational: Grades 1-6 56% at or above grade level	Increase by 5% for a goal of 61%
iReady Math	Number and Operations: Grades 1-6 52% at or above grade level	Increase by 5% for a goal of 57%
iReady Math	Geometry: Grades 1-6 48% at or above grade level	Increase by 5% for a goal of 53%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Employ a classified employee to support differentiated instruction to English learners.	All Students X English Learners Low-Income Students Foster Youth Other	EL Instructional Aide	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	11,000	School year 2022- 2023

3.2	Provide certificated 100% ELD teacher to support EL students in grades K-6 1.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Teacher, Principal	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	79,196	School year 2022- 2023
3.3	Provide Teacher Professional Development	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Leadership Team, Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	6250	School year 2022- 2023
3.4	Provide Teacher release days for Lesson Study/Peer Collaboration	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated	4500	School year 2022- 2023

				Personnel Salaries		
3.5	Purchase high-interest, non-fiction leveled readers	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other 4000-4999: Books And Supplies	2000	School year 2022- 2023
3.6	Purchase student materials to support learning in math, science, and for EL students	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal, Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2022- 2023
3.7		All Students English Learners Low-Income Students Foster Youth Other				School year 2022- 2023
3.8		All Students English Learners Low-Income Students Foster Youth Other				



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

2022-2023 will be the first year we collect data

What worked and didn't work? Why? (monitoring)

NA

What modification(s) did you make based on the data? (evaluation)

We will begin to collect data

### 2021-22

## Identified Need



To empower our students with the confidence that they can take on new and difficult challenges in any given circumstance.

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
School Climate Survey - College and Career	Students know what classes they will have to take to pass college 59% Parents and 51% of Students	Increase 2% to 61% of Parents and 53% of Students
Empathy Gathering	Students reported a need for student government	Establish a student government for Grades 4-6

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



### Strategy/Activity & Proposed Expenditures

4.9	Increase parent and student awareness of graduation requirements	X All Students English Learners Low-Income Students Foster Youth Other	Site staff	LCFF Supplemental Site Allocation 5900: Communications	500	School year 2022-2023
4.10	Promote leadership opportunities for students	X All Students English Learners Low-Income Students Foster Youth Other	Site staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-2023

4.11	Hold College Theme days during the year	X All Students English Learners Low-Income Students Foster Youth Other	Site staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	School year 2022-2023

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Summer Programs  2. Intervention  3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language  4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.	School year 2022-23  	Credentialed and classified staff, materials and supplies, transportation, salary, and benefits  Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.  Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses  Salary and benefits, materials, and supplies.	\$1,200,000  \$617,219  100,000  771,420	Title I  

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,696.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental English Learner Central	\$79,196.00
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$2,000.00

Subtotal of state or local funds included for this school: \$112,696.00

Total of federal, state, and/or local funds for this school: \$112,696.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500.00	0.00
LCFF Supplemental English Learner Central	79,196.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental English Learner Central	79,196.00
LCFF Supplemental Site Allocation	31,500.00
Other	2,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	83,696.00
2000-2999: Classified Personnel Salaries	11,000.00
4000-4999: Books And Supplies	9,750.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	6,250.00
5900: Communications	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	79,196.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	11,000.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	7,750.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	6,250.00
5900: Communications	LCFF Supplemental Site Allocation	500.00
4000-4999: Books And Supplies	Other	2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,000.00
Goal 2	2,500.00
Goal 3	105,946.00
Goal 4	1,250.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sara Casagrande	Classroom Teacher
Andrew Heise	Classroom Teacher
Marika Mank	Classroom Teacher
Elizabeth Wright	Other School Staff
Shalimar Commons	Parent or Community Member
Nicole Mendonca	Parent or Community Member
Kyle Ferruolo	Parent or Community Member
Mike Habtom	Parent or Community Member
Rawaa Zaidan	Parent or Community Member
Wendy Benson	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Aly Alza	English Learner Advisory Committee
Snowy Mountain	Other: Cowan Fundamental School's Parent Teacher Club (PTC)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 1st, 2022.

Attested:

Wendy Benson	Principal, Wendy Benson on 06/01/2022
Sara Casagrande	SSC Chairperson, Sara Casagrande on 06/01/2022



# Budget By Expenditures

## James Cowan Fundamental Elementary School

**Funding Source: LCFF Supplemental English Learner Central**      **\$79,196.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide certificated 100% ELD teacher to support EL students in grades K-6 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$79,196.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures:      \$79,196.00

LCFF Supplemental English Learner Central Allocation Balance:      \$0.00

**Funding Source: LCFF Supplemental Site Allocation**      **\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Teacher Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$6,250.00	Engaging Academic Programs	
Provide Teacher release days for Lesson Study/Peer Collaboration	1000-1999: Certificated Personnel Salaries	\$4,500.00	Engaging Academic Programs	
Implement assemblies and programs that promote positive behavior and build community with a common school-wide experience.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Connected School Communities	
Purchase materials to support school-wide positive behavior system PBIS	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities	
Provide opportunities for families to connect with school and support learning	5000-5999: Services And Other Operating Expenditures	\$500.00	Connected School Communities	

## James Cowan Fundamental Elementary School

Provide materials, supplies, and information to support Newcomer students and families	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth
Implement Attendance/Engagement Improvement	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Provide materials to support school-wide PBIS and Social-Emotional Learning	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Employ a classified employee to support differentiated instruction to English learners.	2000-2999: Classified Personnel Salaries	\$11,000.00	Engaging Academic Programs
Purchase student materials to support learning in math, science, and for EL students	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
Increase parent and student awareness of graduation requirements	5900: Communications	\$500.00	Clear Pathways to Bright Futures
Promote leadership opportunities for students	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures
Hold College Theme days during the year	4000-4999: Books And Supplies	\$250.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase high-interest, non-fiction leveled readers	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	

## James Cowan Fundamental Elementary School

---

Other Total Expenditures: \$2,000.00

Other Allocation Balance: \$0.00

James Cowan Fundamental Elementary School Total Expenditures: \$112,696.00