



Roy Herburger Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Tamela Moore

County-District-School (CDS) Code: 34673140105932

**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

Roy Herburger Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 532)

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.
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Stakeholder Engagement

1. 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?

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The leadership team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided surveys, JamBoard input, and "Root Cause Analysis" sessions to seek input for goal setting for 2023-2024

school year. Our PBIS Tier 1 Team met to track student discipline data. Our PBIS Tier 2 team met to ensure necessary Tier 2 and 3 interventions. Both PBIS Tier 1 and 2 teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

During our Title I meeting, site data was shared and members' feedback was solicited. Our Principal met periodically throughout the year with our English Learner Advisory Committee (ELAC) to determine how we can best serve our English learners (EL) and to seek stakeholder input that drives the LCAP planning process. Our School Site Council (SSC) reviewed our data related to EGUSD's Strategic Goals and our progress toward these goals. SSC provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Grade Level Team Meetings: 9-12-2022, 10-10-2022, 1-12-2023, 4-3-2023, 5-22-2023
- Leadership Team Meetings: 8-29-2022, 9-26-2022, 10-24-2022, 12-5-2022, 2-6-202, 4-10-2023, 5-1-2023
- Root Cause Analysis Meetings: 2-27-23, 3-8-2023, 3-29-2023, 4-24-23
- School Site Council: 5-9-2022, 8-25-2022, 9-12-2022, 1-18-2023, 1-25-2023, 2-6-2023, 4-11-2023, 4-18-2023, 4-21-23
- ELAC Meetings: 11-3-2022, 12-7-2022, 1-26-2022, 4-27-2023
- Staff meetings: 8-9-2022, 9-19-2022, 10-17-2022, 11-7-2022, 1-9-2023, 1-30-2023, 3-27-2023
- PBIS Tier 1 Meetings: 10-3-2022, 11-28-2022, 3-6-2023, 4-17-2023
- Back to School Night(s) and Title One Meetings: 8-10-22 and 8-11-2022
- Staff Surveys: February 2023 and April 2023
- EGUSD Parent, Staff, and Student Surveys: Fall 2022 Spring 2023
- Fall Extravaganza: 10-21-2022
- Spring Fling: 3-31-2023
- PFO Meetings: 12-14-2022, 2-2-2023, 2-15-2023, 4-27-2023

2. Impact of LCAP and Annual Update

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

After the leadership team, SSC, and ELAC evaluated the Actions/Services for goals, new site goals and expenditures were written based on input and feedback from multiple committees and stakeholder input. Based on feedback from SSC, ELAC, the Leadership Team, student representatives, and staff (surveys/staff meetings), we decided to continue with the main four site goals from last school year. We created targeted actions to support intervention needs, acceleration for G.A.T.E. and advanced learners, visual and performing arts, and after school enrichment programs to support our students with continuous improvement. We are enhancing our service model for intervention by writing into the LCAP a total of three Academic Intervention Teachers (AIT) to focus on ELA and math. We are reducing push-in support teachers to one person for kindergarten-first grade-second grade. Data results with some research were presented to stakeholders.

Resource Inequities

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

As of Spring 2023, our school had the following subgroup enter into ATSI:

STUDENT GROUP	ELA	MATH	ATTENDANCE	SUSPENSION
WHITE	2	3	1	3

Within our school LCAP, you will see how we have put goals, actions, and services in place to support this subgroup to improve in positive behaviors, academics, and attendance.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: <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

Site Goal 1.1 (SiteGoalID: 6307) (DTS: 02/10/23)

Students will increase academic performance in ELA and Math by 3% or greater by providing intensive, targeted, small group or one-on-one instruction throughout the school day as measured by CAASPP (Grades 3-6), Illuminate Assessments (Grades K-6), and other formative assessments (Grades TK - 6).

Using Illuminate Assessments, students had greatest performance at the "approaching benchmark/ approaching mastery" levels in grades K - 6.

Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, Staff (surveys/staff meetings), and data from the California Dashboard, we decided to add goals for targeted instruction, visual and performing arts, and after school enrichment programs to support our students with advancing academically. Data results with some research were presented to stakeholders.

- Baseline Data
1. 23.5% Chronically Absent
 2. Overall 2022 CAASPP ELA Performance: 29.2% above standard
 3. Overall 2022 Math Performance: 3.6% above standard
 4. CAASPP ELA Data (Spring 2022)--%Met or Exceeded Standard
 - African American-- 48%
 - Asian -- 73%
 - Filipino -- 70%
 - Hispanic -- 57%
 - Pacific Islander -- 67%
 - White -- 36%
 - Two or More -- 64%
 - English Learners -- 41%
 - Homeless -- 50%

- Socioeconomically Disadvantaged (SED) -- 62%
- Students with Disabilities -- 29%

5. Aggregated CAASPP Math Data (Spring 2022)

- African American-- 33%
- Asian -- 69%
- Filipino -- 60%
- Hispanic -- 32%
- Pacific Islander -- 39%
- White -- 33%
- Two or More -- 43%
- English Learners -- 36%
- Homeless -- 50%
- Socioeconomically Disadvantaged (SED) -- 52%
- Students with Disabilities -- 24%

6. Aggregated Data Per Subgroup CAST (Met or Exceeded Standards)

- African American-- 29%
- Asian--62%
- Filipino--40%
- Hispanic--46%
- Pacific Islander--33%
- White--0%
- Two or more-->46%
- EL --24%
- Homeless-->100%
- SED--45%
- Students with Disabilities (SWD)--50%

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Actions/Services 1.1.1 (SiteGoalID: 6307) (DTS: 02/10/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • White

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
1. Provide push-in classroom support during intervention, workshop and WIN time.	1a. Students will make a 3% or more gain as measured by grade level benchmark assessments,	

<p>2. Provide funds for teachers to enhance the regular curriculum by offering hands-on, real-world educational experiences and opportunities both on and off campus. (\$6,000 - Title I)</p>	<p>district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments. The administrators and teachers will collect and share data.</p>	
	<p>1b. Effectiveness will also be measured using informal observation and teacher surveys. The administrators will collect and share data with SSC, ELAC, staff, and Leadership Team.</p>	
	<p>1c. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.</p>	
	<p>2. Students will make a 3% or more gain towards mastery of standards and benchmarks as measured by grade level benchmark assessments, Illuminate Assessments, and CAASPP results in ELA and Math. Effectiveness will also be measured using informal observation and teacher feedback.</p> <ul style="list-style-type: none"> • Outcomes will be assessed and data will be reviewed three times during the year at the end of each trimester. • The administrators and teachers will collect and share data with SSC, ELAC, staff, and Leadership Team.. 	

Actions/Services 1.1.2 (SiteGoalID: 6307) (DTS: 02/10/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>1. Provide targeted instruction for students who were assessed and are performing below grade level standards utilizing three Academic Intervention Teachers (AIT) and one push-in teacher. These AITs will intervene for grades K - 6. (Two AITs will be funded using Title I Funds. The 3rd AIT will be funded through district funds.)</p> <p>AIT #1 -- \$107,937.50 (Title I) AIT #2 -- \$107,937.50 (Title I) AIT #3 -- No cost to Herburger Elementary</p> <p>2. Purchase supplemental curriculum and online subscriptions to support intervention, acceleration, and enrichment. (\$37,597 Sup/Conc.)</p>	<p>1 and 2. We will use Illuminate Benchmark Assessment data, CA Wonders Assessment data, CAASPP data, and other formative assessment data. The administrators and teachers will collect and share data with SSC, ELAC, staff, and Leadership Team.</p>	

Site Goal 1.2 (SiteGoalID: 6311) (DTS: 02/10/23)

Students will increase reading comprehension from 71% approaching benchmark/mastery as identified in Illuminate Assessments (2022-2023) to 30% increase in "Mastery" (Grades 1-6) in 2023-2024.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Actions/Services 1.2.1 (SiteGoalID: 6311) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>1. Herburger will provide additional hours for the site librarian to offer students additional reading practice, Accelerated Reading assessments (to measure comprehension growth), and other supplemental online reading programs to support reading comprehension.</p> <p>2. The librarian will also help with vocabulary practice, increase opportunities for student exposure to literature in print.</p> <p>Time-sheet our Library Technician 3 hours per day for 5 days per week to serve all students. (Classified Salary \$24983/3010 Title I)</p>	<p>1 & 2. Effectiveness will be measured by reviewing the number of books checked out, student Lexile Level progress, and Accelerated Reader data three times per year at the end of each trimester. Administrators and the library tech will share data with with SSC, ELAC, staff, and Leadership Team.</p>	

Site Goal 1.3 (SiteGoalID: 6313) (DTS: 02/10/23)

Increase by 3% or more the number of English Learners that demonstrate proficiency and are reclassified as Fluent English Proficient.

- Increase the percentage of reclassified students from 10% to 12% or higher.
- Increase the percentage of students who meet or exceeds standards on CAASPP in ELA from 22% to 24% or higher.

Baseline Data

1. 23.5% Chronically Absent
2. Math CAASPP Data (Spring)
 - English Learners -- 36%
3. CAASPP ELA Data (Spring 2022) -- % Met or Exceeded Standard
 - English Learners -- 41%
3. CAST (Met or Exceeded Standards)
 - EL -- 24%

Metric: Reclassified - Percent of English Learners
Reclassified

Actions/Services 1.3.1 (SiteGoalID: 6313) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. Assess EL student language acquisition and progress. 2. Support the English Learner program on campus through district professional training and collaboration. <ul style="list-style-type: none"> • ELPAC Coordinator - Certificated staff, hourly timesheet. Coordinate and administer initial and summative ELPAC. • EL Coordinator - Certificated staff, hourly timesheet. • Supplemental EL multilingual library books. • Provide interpretation and translation services for parent/teacher contact, including but not limited to written communication, phone calls, and parent/teacher conferences. • Provide Roving Sub 4 days during the school year to release classroom teacher for parent conference with interpreter. (approx. \$350 daily sub cost x 4 days = \$1400 EL SUP) 3. We will use EL Supplemental funds to train certificated and 	<ol style="list-style-type: none"> 1. The number of students who are reclassified as Fluent English Proficient will increase by 3% or more, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments, and CAASPP results in ELA. Students will reach grade level SMART goals as measured by grade level program assessments. 2. Outcomes will be assessed and data will be reviewed twice during the year in the fall and in the spring after school and district EL student reclassification data is available. Administrators and teachers will collect the data and share with SSC, ELAC, staff, and Leadership Team. 3. Effectiveness will be measured by students' performance increase on ELPAC. We are looking for a 5% increase. 	

classified staff, host ELAC meetings, and prepare awards for students.

Site Goal 1.4 (SiteGoalID: 6314) (DTS: 02/10/23)

Maintain a 7% participation rate and/or increase the overall percentage to 10% participation of students identified as GATE, specifically in underrepresented groups.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Actions/Services 1.4.1 (SiteGoalID: 6314) (DTS: 02/10/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • Two or More • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide hourly pay (timesheet) for a teacher / site GATE coordinator who:</p> <ul style="list-style-type: none"> • Provides on-site GATE Testing • Supports teachers, students, and families through the GATE referral process <p>(\$1250 -- Teacher Stipend)</p>	<p>Review site data and maintain and/or increase the percentage of students participating in our GATE program. Student participation data will be reviewed by administrators and teachers twice each year as part of the Co-op/CAST process and additionally after the administration of the yearly NNAT assessments and district GATE referral process. Administrators and teachers will also collect other data and share with SSC, ELAC, staff, and Leadership Team.</p>	

Site Goal 1.5 (SiteGoalID: 6315) (DTS: 02/10/23)

Students performing at and below grade level will receive visual and performing arts curriculum with live, interactive experiences to increase cognitive development and academic performance as measured by a 2% increase in ELA and Math with Illuminate and other formative assessments. Additionally, chronic absenteeism will decrease for these students due to positive impact of VAPA connection.

(Visual and Performing Arts instruction will be provided within the regular school day and during June summer sessions.)

Baseline Data

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3. Overall 2022 Math Performance: 3.6% above standard
4. CAASPP ELA Data (Spring 2022)--%Met or Exceeded Standard

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- English Learners -- 41%
- Homeless -- 50%
- Socioeconomically Disadvantaged (SED) -- 62%
- Students with Disabilities -- 29%

5. Aggregated CAASPP Math Data (Spring 2022)

- African American-- 33%
- Asian -- 69%
- Filipino -- 60%
- Hispanic -- 32%
- Pacific Islander -- 39%
- White -- 33%
- Two or More -- 43%
- English Learners -- 36%
- Homeless -- 50%
- Socioeconomically Disadvantaged (SED) -- 52%
- Students with Disabilities -- 24%

6. Aggregated Data Per Subgroup CAST (Met or Exceeded Standards)

- African American-- 29%
- Asian--62%
- Filipino--40%
- Hispanic--46%
- Pacific Islander--33%
- White--0%
- Two or more-->46%
- EL --24%
- Homeless-->100%
- SED--45%
- Students with Disabilities (SWD)--50%

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Actions/Services 1.5.1 (SiteGoalID: 6315) (DTS: 02/10/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Provide 90-120 minutes of music education (approximately 1.5-2% of instructional time) per month for grades TK-6 provided by New Songs School of Music.</p> <ul style="list-style-type: none"> • TK-2nd grades: Music education/appreciation opportunities 45 minutes two times per month in a grade level assembly setting. • 3rd-6th grades: Push-in music education one hour two times per month for each classroom • Purchase materials to support music instruction (i.e., instruments) <p>2. Provide music education through specific links that New Songs School of Music has created to access music content. Teachers will utilize their current knowledge and skill level from past experience with New Songs to enhance their instruction.</p> <p>3. Provide summer sessions of New Songs percussion, guitar, and ukulele.</p> <p>4. Provide dance class to</p>	<p>We are using these measures for all actions. Administrators and teachers will gather and share data with with SSC, ELAC, staff, and Leadership Team.</p> <p>1. Review student attendance data monthly and show an increase in overall student attendance throughout the year.</p> <p>2. Gather and review formal survey feedback from students, parents, and teachers at the end of the school year and summer program.</p> <p>3, 4, 5, and 6. Review participation data and overall increase in the number of students participating in after-school and summer school music programs.</p> <p>4. Review surveys.</p> <p>5. Review attendance data and number of students participating in the afterschool program.</p> <p>6. Review parent, student, and staff surveys.</p> <p>6. Review on-going assessments data (like but not limited to</p>	

<p>students in summer sessions.</p> <p>5. Provide scholarship funds for students to participate in the after-school band and violin programs on campus.</p> <p>6. Purchase instruments that will be housed on-site for students to use in after-school and summer school music sessions. (Instruments shall at least include percussion, guitar, ukulele, symbols, triangles, bells, violins, and others that are suitable to Herburger Elementary students.)</p> <p>New Songs Regular Day and Summer Programs Supp/Conc = \$35000 (Tri 1, 2, 3)</p>	<p>Illuminate, end of the unit chapter tests, attendance, and discipline data).</p>	
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Site Goal 1.6 (SiteGoalID: 6317) (DTS: 02/10/23)

Provide enrichment and learning opportunities for GATE students, both during and outside of the regular school day.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Actions/Services 1.6.1 (SiteGoalID: 6317) (DTS: 02/10/23)

Targeted Student Group(s)

- Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Provide 7 or more extended day enrichment classes taught by certificated teachers. Class offerings may include but are not</p>	<p>1. Gather feedback from students, parents, and teachers at the end of each enrichment session.</p>	

limited to STEAM (CREST program), music, art, and robotics.

2. Purchase supplemental materials and curriculum to support student learning and enrichment opportunities.

- These materials may include but are not limited to: robotics supplies, visual and performing arts supplies or other materials needed to support a GATE program as determined by the GATE coordinator and/or GATE teacher. Any curriculum, digital or otherwise, will be used/purchased in accordance with BP/AR 6160.1 regarding the purchase of board adopted materials.

(\$4,147 - Contracts/Services: GATE Funds)

(\$1,000 -- Supp/Con)

2. Three times during the year (at the end of each trimester), review classroom assessment data, district common assessments, and CAASPP data in ELA and Math to monitor student progress and achievement, ensuring that students meet or exceed grade level standards.

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$16820	Certificated- Salaries
EL Supplemental (7150/0000)	\$1400	Certificated- Timesheets
EL Supplemental (7150/0000)	\$2000	Materials/Supplies/Equipment
GATE (7105/0000)	\$1250	Certificated-Stipends
GATE (7105/0000)	\$4147	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$72000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$219875	Certificated- Salaries
Title I – Basic (4900/3010)	\$24983	Classified- Timesheets

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis,

summative) and continuous programmatic evaluation.

and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1 (SiteGoalID: 6800) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6800) (DTS: 03/31/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
<p>1. Teachers will administer Illuminate Assessments to all students August - November, January - March, and May.</p> <p>1a. Administrators will send out reminders regarding assessment window timelines and produce data for teams to monitor student progress.</p>	<p>1. Teachers will access their own data and discuss at Early Out PLC time, grade level meetings, and during staff meetings.</p> <p>1a. The Principal and Vice Principal will retrieve Illuminate reports August - May (per assessment window) to ensure that 95% of all eligible students have taken the Illuminate Assessments.</p>	

Site Goal 2.2 (SiteGoalID: 6308) (DTS: 02/10/23)

All students will benefit from instruction guided by formative and interim assessments. Site specifically,

students will increase academic performance in ELA and Math by 2% or greater by providing intensive, targeted, small group or one-on-one instruction throughout the school day as measured by CAASPP (Grades 3-6), Illuminate Assessments (Grades K-6), and other formative assessments (Grades TK - 6).

Using Illuminate Assessments, students had greatest performance at the "approaching benchmark/ approaching mastery" levels in grades K - 6.

Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), and review of the California Dashboard, the proposed goals were developed. The stakeholder groups say that targeted instruction, visual and performing arts, and after school enrichment programs will support our students with advancing academically. Data results with some research were presented to stakeholders.

Illuminate Participation Rates Fall 2022

- Kindergarten - 120/129 Students
- 1st Grade - 102/107 Students
- 2nd Grade - 119/128 Students
- 3rd Grade - 127/140 Students
- 4th Grade - 105/117 Students
- 5th Grade - 104/142 Students
- 6th Grade - 123/134 Students

Baseline Data

1. 23.5% Chronically Absent
2. Overall 2022 CAASPP ELA Performance: 29.2% above standard
3. Overall 2022 Math Performance: 3.6% above standard
4. CAASPP ELA Data (Spring 2022)--%Met or Exceeded Standard

- African American-- 48%
- Asian -- 73%
- Filipino -- 70%
- Hispanic -- 57%
- Pacific Islander -- 67%
- White -- 36%
- Two or More -- 64%
- English Learners -- 41%
- Homeless -- 50%
- Socioeconomically Disadvantaged (SED) -- 62%
- Students with Disabilities -- 29%

5. Aggregated CAASPP Math Data (Spring 2022)

- African American-- 33%
- Asian -- 69%
- Filipino -- 60%
- Hispanic -- 32%
- Pacific Islander -- 39%
- White -- 33%
- Two or More -- 43%
- English Learners -- 36%
- Homeless -- 50%
- Socioeconomically Disadvantaged (SED) -- 52%
- Students with Disabilities -- 24%

6. Aggregated Data Per Subgroup CAST (Met or Exceeded Standards)

- African American-- 29%
- Asian--62%

- Filipino--40%
- Hispanic--46%
- Pacific Islander--33%
- White--0%
- Two or more-->46%
- EL --24%
- Homeless-->100%
- SED--45%
- Students with Disabilities (SWD)--50%

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6308) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Provide release time for teachers to analyze data, set goals, create lesson plans and respond to students based on assessed need. (Release time may include but is not limited to training, site planning, collaboration, data error analysis, planning intervention/acceleration, and peer observations.</p> <ul style="list-style-type: none"> • Approximate Cost = \$41.60 x 43 T. = \$1788.80 x 3 days = \$5,366.4 x 7.5 hours = \$40,248 (Supp/Con) 	<p>1a. Students will make a 2% or more gain as measured by grade level benchmark assessments, Illuminate Assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.</p> <p>1b. Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>1c. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of Trimesters 1, 2, and 3, and during optional Illuminate Assessments targeted dates.</p>	



Actions/Services 2.2.2 (SiteGoalID: 6308) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Provide professional learning opportunities for staff to learn additional strategies and resources to support 21st Century learning.</p> <p>2. Certificated and classified staff will be compensated for attending training, workshops and other professional learning and professional development opportunities. (\$5000)</p>	<p>1 and 2. Measure the efficacy of the professional learning by students' academic achievement on Illuminate and other formative assessments.</p>	

Actions/Services 2.2.3 (SiteGoalID: 6308) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Provide funds to cover the cost of registration and travel expenses for workshops, conferences, or training outside of EGUSD.</p>	<p>1. Students will make a 2% or more gain as measured by grade level benchmark assessments, Illuminate Assessments, and CAASPP results in ELA and Math.</p>	

**2. Professional Development:
AVID**

Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer Institute and through monthly professional development opportunities. (Contract/Services -- Title I)-->6 staff x \$2500 Summer Institute Needs = \$15,000

1a. We will also measure effectiveness by:

- Sign in sheets and surveys from professional development sessions
- Administration gathering qualitative and quantitative data by attending weekly PLC meetings to ensure practices are being implemented
- Classroom walkthroughs to see implementation of culturally responsive strategies

The administrators, leadership team, and AVID teachers will collect and share the data with SSC, ELAC, staff, and Leadership Team.

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$42748	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$2500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$15000	Contracts/Services/Subscriptions

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6309) (DTS: 02/10/23)

Students will increase time-on-task learning and academic performance in ELA and Math as measured by a 7% increase in Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score [from 97% in 2022-2023 to 100% in 2023-2024 (on Tier 1 TFI)], 2% increase on CAASPP, Illuminate, and other formative assessments, a 10% reduction rate in home suspensions (from 22 home suspensions in 2019-2020, 5 home suspensions in 2021-2022, 4 home suspensions in 2022-2023) to 3 or fewer home suspensions, and a reduction in PBIS discipline referrals--there were 67 in Spring 2019, 6 in Spring 2021, 249 in Spring 2022, and 113 in Spring 2023.

Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), the proposed goals were developed. The stakeholder groups say that our students will be able to learn in a safe environment and increase academic achievement when the environment is safe and students feel connected to the school community. Data results and research were presented to stakeholders.

Metric: School Climate - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6309) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Support the PBIS program on campus by implementing Second Step SEL curriculum and purchasing PBIS related signs, posters, radios, safety cones, lesson plan materials, and student acknowledgment materials and supplies.</p> <p>2. Provide active supervision training, meeting compensation, and professional development opportunities for yard supervisors.</p> <p>----- --- (PBIS \$1000)</p>	<p>1, 2, 4. Synergy discipline data, specifically office referrals and suspensions will be collected by administrators and shared monthly with staff and students.</p> <p>1 and 2. Administrators will count the monthly number of the school-wide acknowledgement ticket (Caught A Hawk) as they are collected weekly and share with staff, parents, and students monthly.</p> <p>3 and 4. Synergy discipline data, specifically office referrals and suspensions</p>	

<p>(Yard Sup & Other Classified Timesheets - Sup/Con \$3000)</p> <p>3. Provide professional learning opportunities through Choose Love to support students with SEL strategies and instructional practices.</p> <p>4. Provide professional learning opportunities through EGUSD SEL Series (C/PL) to support students with SEL strategies and instructional practices.</p> <p>(\$15000 Contracts / Services)</p>	<p>3 and 4. School site acknowledgement ticket data (Caught A Hawk)</p> <p>3 and 4. Staff, Student, and Parent Survey Data (Site PBIS survey, CA Healthy Kids Survey, District Culture and Climate Survey, Bullying Prevention Project)</p>	
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Site Goal 3.2 (SiteGoalID: 6319) (DTS: 02/10/23)

Roy Herburger parents, students, and staff will participate in the Monterey Trail Regional Equity Coalition (MTREC) in partnership with the regional principals and Innovation Bridge in order to address disproportionality. The goal is to promote better engagement and resourcing for the African American community and to build on the voice and assets of the participants to produce better academic and social emotional outcomes for our African American students.

In 2022-2023, the parent participation rate was 5%. Herburger would like to increase participation to 10% of the total student population. This will help parents to understand how EGUSD is making strides to bring more equity to the district and how educators are taking action to enhance their mindsets to serve all students in an inclusive matter.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1 (SiteGoalID: 6319) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • SWD • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • Who will it be shared with and when? 	
<p>1. Monterey Trail Regional Equity Coalition (MTREC): Our school site will work together with our regional schools to build racial equity and social justice within our region and beyond to empower students to have the skill sets to regulate their emotions, respond appropriately when advocating for themselves, and remain productive citizens.</p> <ul style="list-style-type: none"> • During listening sessions and collaborative work with community partners, students and parents will create a plan to address increased participation in advanced coursework, reductions in exclusionary discipline, and better understanding and connections between school staff and the African American community. <p>(\$3000 Contract: Supp/Conc)</p>	<p>1a. The Principal and Vice Principal will collect and share Synergy discipline data, specifically office referrals and suspensions with MTREC, SSC, and ELAC.</p> <p>1b. The Principal and Vice Principal will collect and share Staff, Student, and Parent Survey Data (Site PBIS survey, CA Healthy Kids Survey, District Culture and Climate) with staff, ELAC, SSC, and the leadership team.</p> <p>The Principal and Vice Principal will collect and share participation rates in student leadership and GATE; and data from surveys, the Bullying Prevention Project, and school site acknowledgement ticket data (Caught A Hawk) with SSC, ELAC, Leadership Team, and staff.</p>	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$3000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$15000	Contracts/Services/Subscriptions

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

Site Goal 4.1 (SiteGoalID: 6312) (DTS: 02/10/23)

Improve/increase the home-school connection by providing increased opportunities for parents to engage in instructionally focused activities. In 2022-2023, there were 20 opportunities provided. However, Herburger wants to increase opportunities by 100% in 2023-2024 as measured by sign-in sheets, attendance at all upcoming events, and student attendance records.

Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), the proposed goals were developed. The stakeholder groups say that our students will want to attend school when they feel connected to the school community. Data results and research were presented to stakeholders throughout the school year.

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6312) (DTS: 02/10/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD • White

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Provide compensation for teachers to meet with families throughout the school year (August 2023 - May 2024). Teachers can use this time to conduct a parent university and/or to provide training in a variety of areas, including but not limited to information about assessment tools, curriculum, ways to support "at home learning", Synergy, and</p>	<p>1 and 3. The administrators and SOA will collect and share data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys at SSC, ELAC, leadership, and staff meetings.</p> <p>2. The administrators will collect and share data with staff, parents, and the FACE Department after</p>	

report cards.

2. Teachers can also be compensated (August 2023 - May 2024) for participating in the Monterey Trail Equity Coalition (MTREC) family events to strategize ways EGUSD and the Monterey Trail Region can eliminate microaggressions within our district.

$\$41.60 \times 4 \text{ hours} \times 43 \text{ teachers} = \$7,155.20$

3. Host Family Nights and Family Engagement Events (August 2023 - May 2024), and use vendors such as Phil Tulga (VAPA, Trevor Harding Magic Night (ELA Focus), Cindi Hayashida Art Nights, and Innovation Bridge (MTREC). (Vendors = \$2500)

4. Teachers will be trained and conduct Parent-Teacher Home Visits throughout the school year (August 2023 - May 2024). (Provide compensation via hourly timesheets for certificated and classified staff.)
[\$12,000 Sup/Conc]

they review classroom assessment data and PBIS discipline data to track progress of those students who had families attend the curriculum events.

3. The administrators will review and share event attendance data and parent surveys with all stakeholders (parents, students, staff, community partners).

4. Administrators and the leadership team will measure the efficacy of the actions/services by reviewing Parent-Teacher Home Visit data and attendance records for all students. They will then share it at SSC, ELAC, PFO, and Title I meetings.

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$19155	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$2500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$9873	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Salaries	\$16820				\$16820
EL Supplemental (7150/0000)	Certificated- Timesheets	\$1400				\$1400
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$2000				\$2000
GATE (7105/0000)	Certificated-Stipends	\$1250				\$1250
GATE (7105/0000)	Contracts/Services/Subscriptions	\$4147				\$4147
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets		\$42748		\$19155	\$61903
Supplemental/Concentration (7101/0000)	Classified- Timesheets		\$2500	\$3000		\$5500
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$72000	\$15000	\$3000	\$2500	\$92500
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment				\$500	\$500
Title I – Basic (4900/3010)	Certificated- Salaries	\$219875				\$219875
Title I – Basic (4900/3010)	Classified- Timesheets	\$24983				\$24983
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions			\$15000	\$9873	\$24873

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.

*** If applicable, please provide a description ***

V. Funding

Roy Herburger Elementary (285) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1	2	3	4	Balance
					Curriculum and Instruction	Assessment	Wellness	Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$55,881	\$55,881	\$55,881	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$160,403	\$160,403	\$72,000	\$60,248	\$6,000	\$22,155	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$5,397	\$5,397	\$5,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$20,220	\$20,220	\$20,220	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$269,731	\$269,731	\$244,858	\$0	\$15,000	\$9,873	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$512,632	\$512,632	\$398,356	\$60,248	\$22,000	\$32,028	

Fund Subtotals

Subtotal of additional federal funds included for this school \$269,731

Subtotal of state or local funds included for this school \$242,901

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

Date

Principal

Dr. Tamela L. Moore

**School Site Council
Chairperson**

David Manoguerra

EL Advisory Chairperson

Valerie Huynh

Signatures: (Must sign in blue ink)	Date
