Robert J. McGarvey Elementary

Local Control Accountability Plan (LCAP)
2023-2024

Principal: Robert Aikman

County-District-School (CDS) Code: 34673140135392

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (lcapid: 539)

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

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?

Input for the review and analysis of the Robert J. McGarvey Elementary School 2023-24 LCAP involves many stakeholders. Gathering of input is an on-going process. The "back to normal" return from the pandemic continued to alter plans for assessment of students, including students who are low achieving, at risk of failing, and English Learner students. State assessments (grades 3-6) and district summative assessments (K-2) combined with district trimester assessments to provide a rounded

picture of student achievement. Opportunities to share data include the following conducted virtually and in person during the 2022-2023 school year:

PFO executive board and general meetings (monthly - August through May)

Faculty meetings (monthly); Performance and other data was shared with staff on the following dates: (7/19/22, 8/16/22, 9/13/22, 10/4/22, 11/1/22, 11/29/22, 1/3/23, 1/31/23, 2/28/23, 3/28/23, 4/25/23, 5/30/23,)

School Site Council Meetings (11/16/22, 1/11/23, 2/23/23, 3/23/23, 4/20/23, 5/24/23)

PBIS Tier 1 Team meetings (monthly)

PBIS Tier 2 team meetings (weekly)

Multilingual Advisory Committee meetings (8/30/23, 11/9/23, 3/8/23, 5/9/23)

2. Impact of LCAP and Annual Update

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

These stakeholder input opportunities provided important input, clarification, and consensus around our school's short and long term planning goals, measurable outcomes, and suggestions for future activities/goals. Ideas for future consideration about student supports, staff professional development, and resources to meet the unique needs of our overall and targeted student populations, were collected and applied to the development of this 2023-2024 accountability plan. Three big examples are the addition of funding an Academic Intervention para to help the teacher service more students, creating more student groups on campus to allow for their voices to be heard by all stakeholders, and creating plan to have many more parent education events throughout the year.

Through surveys, sharing and collecting relevant metrics, and a cycle of inquiry, we determined our progress and mapped out future needs to the extent possible. As more information about the 2023-2024 school year comes available from state and district sources, our site will continue the process of refining our plan, including goals, actions, resource allocations, and progress indicators.

Resource Inequities

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

Not Applicable

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1   (SiteGoalID: 6364) (DTS: 02/10/23)

Increase the percentage of students reaching proficiency in core content areas (Math and ELA) as measured by:

- Overall Math Increase 3% from 66% (2022-2023) to 69% (2023-2024) on CAASPP
- Overall ELA increase 3% from 69% (2022-2023) to 72% (2023-2024) on CAASPP

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.1.1   (SiteGoalID: 6364) (DTS: 02/10/23)

Targeted Student Group(s)

• School-wide

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
Provide professional development and/or release time for: 1. Training teachers in the use of Learning Targets and Success Criteria, including the use of interim assessments to drive improved student outcomes 2. Developing additional Tier 2 interventions and training staff in using high leverage Tier 1 differentiation and Tier 2 interventions 3. Grade level articulation (grades 3-6) for math and ELA (including Learning Center staff) to create plan/map of grade level specific ELA and math standards with clearly identified learning targets and success indicators	**Actions 1-6:** Site administrative team review each grade level's plan/map and collect/analyze results from success indicators as they are administered (grade levels to complete Google Form provide by admin). Teachers will utilize Illuminate data during PLC meetings to analyze student mastery of standards and develop SMARTIE goals. Grade level data will be presented to administration each trimester.	

3. (exemplars provided by admin)
4. Vertical articulation to create 3-6 alignment of expectations around learning targets and success indicators from one grade level to the next (exemplar provided by admin)
5. Site based professional learning for new teachers (long term substitutes and those on temporary or probationary contracts).
6. Utilizing district Instructional Coaches (Curriculum and Instruction, ELD, and Equity) to train new staff; as well introduce, model, and help implement new instructional strategies and techniques.

Actions/Services 1.1.2   (SiteGoalID: 6364) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? - 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? - 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 - What is working? - What is not working and why? - What modifications do you need to make?
Continue to provide 4.5 additional hours/week of Library Technician time to the current 15 hour/week district allocation. This time will be spend creating additional time for classes to access the library's resources and for literacy support (teacher read alouds, book clubs) as well as time for managing the considerable text and curriculum resources.	- Library circulation records - Records of text circulation as well as lost and recovered texts and other curriculum resources - Site formative and summative ELA assessment results	

Site Goal 1.2   (SiteGoalID: 6368) (DTS: 02/10/23)

Reduce the achievement gaps (AA, EL, and Foster Youth learners specifically) by exposing all levels, TK-6, to culturally responsive curriculum and instruction.

- 70% White students meeting or exceeding standards in Math in 2022 CAASPP
  - AA - The goal was to increase to 46% in 2022, but they scored at 32% meeting or exceeding standards in Math. For 2023 the goal is 35%.
  - EL - The goal was to increase to 53%, but they scored at 31% meeting or exceeding standards in Math. For 2023 the goal is 56%.
  - Foster Youth - the goal was to increase to 100% in 2022 and they met that goal of 100% exceeding standards in Math. For 2023 the goal is 100%.
- 71% White students meeting or exceeding standards on ELA in 2021 CAASPP
  - AA - decreased from 65% (2019) to 47% (2021). Increase to pre-COVID percentage of 65% (2022). For 2023 the goal is 50%.
  - EL - Increased from 12% (2019) to 36% (2021). Increase to 38% (2022). For 2023 the goal is 41%.
  - Foster Youth - Maintain 100% from 2021. For 2023 the goal is 100% again.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.2.1   (SiteGoalID: 6368) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- 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.	- 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?	- What is working? - What is not working and why? - What modifications do you need to make?
Provide Culturally Responsive Classroom and Professional Learning Community(PLC) support through formal training as well as site based professional learning, such as through a book reading or professional learning opportunities during faculty meetings: 1. Fund a para professional to our Academic Intervention	**Actions 1, 3, 4:** Administrators will observe Responsive Classroom techniques, specifically Morning Meetings, in every classroom, as evidenced by random walk-throughs between 8:45-9:15. Administrators will observe closing circles in Level 2 teachers' classrooms, as evidenced by random walk-throughs between 3:00-3:15 each day.	

program so the AIT can service more students. 2. Purchase support resources such as the Morning Meeting book for teachers who do not already have that resource. 3. Purchase PLC support resources to support our ongoing PLC professional practices 4. Provide stipend for leaders of professional reading "book clubs" on topics related to Culturally Responsive Instruction, PLCs, and Equity in Grading Practices. 5. Provide monthly professional development, including pre-service training, in PLC foundations using Learning By Doing (DuFour, DuFour, and Eaker)	• measure frequency of Morning Meetings for Level 1 trained teachers • measure frequency of content-related Morning Meetings (specifically Social Science, Science, Math, and Language Arts) for Level 1 and 2 trained teachers • assess the depth of Morning Meetings implemented by Level 2 trained teachers by measuring the frequencies of the four sequential components of Morning Meetings Greeting, Sharing, Group Activity, and Morning Message • measure frequency of Closing Circles for Level 2 trained teachers. Administration will track the number of participants in site books clubs in order to measure effectiveness and engagement amongst staff. Book clubs will be considered implemented successfully when 4 educators participate in the 23/24 school year. **Actions 2, 4:** Administrators will attend PLC meetings regularly and collect/review/respond to meeting minutes from each PLC grade level team weekly. Teachers will utilize Illuminate data during PLC meetings to analyze student mastery of standards and develop SMARTIE goals. Grade level data will be presented to administration each trimester.	

Actions/Services 1.2.2   (SiteGoalID: 6368) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • R-FEP • School-wide • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

	Actions/Services?	
• 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.	• 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?	
Provide all students 1-6 grade with access to online supplemental resources to support literacy, reading practice, and intervention. DBQ, Reading Counts, SIPPS, or similar supplemental reading resource will be acquired to leverage our independent reading program into a measurable and highly motivating literacy resource. Reading Counts is a Lexile-based independent reading program that allows us to track students' comprehension and reading Lexile growth on the books they read, in and out of school. Note: Scholastic, publisher of Reading Counts, has announced that it is eliminating this service in the coming year.	Teachers and administration will monitor student progress in the following areas of reading: • Lexile (for text complexity) • appropriateness of text (for student age/maturity) • comprehension • areas of text interest (to inform allocation of library resources)	

Site Goal 1.3   (SiteGoalID: 6370) (DTS: 02/10/23)

The percentage of ELLs reclassified decreased by 50% from 2021/2022 to 2022/2023. Our number of students at risk of becoming long Term English Learners continued at 12, but our number of Long Term English Learners decreased to 2.
- Decreased the number of at-risk students to 8 and decrease the number of LTELs to 0.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.3.1   (SiteGoalID: 6370) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024
		• What is working? • What is not working and why? • What modifications do you need to make?

	Actions/Services?	
• 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.	• 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?	
Funding for intervention teacher to provide intersession for English Learners and Newcomer students as well as for EL Coordinator. Academic Intervention Teacher will: 1. Provide additional intervention support for English Learners struggling with foundational reading skills 2. This will be compensated for up to 24 hours of additional support. (24 x$40 = $960) 3. Be provided access to additional curriculum and programs to supplement *Wonders* and *Imagine Learning* as needed. ($1000) Coordinator will: 1. attend district EL meetings/trainings 2. plan staff development specifically designed to meet the needs of ELL students, with particular attention given to all LTELs and those students assessed at the intermediate level on ELPAC 3. provide professional development at staff meetings 4. assist in the planning of MLAC (ELAC) meetings (funding may include cost of light refreshments and materials/resources needed) 5. Arrange interpretation and translation at school meetings (as needed) 6. garner support from instructional coach to support EL Coordination work	• EL staff development will be incorporated into staff meeting agenda on a quarterly basis. • Summative ELPAC scores will show 5% of EL students redesignated FEP.	

7. Be compensated up to $1000 for work bullet points 1-6.
8. Be compensated for up to an additional 16 hours to coordinate all different parts of EL Program (AIT Collaboration, EL Tutoring, LTEL support, etc). (16hrs x$40 = $640)

Actions/Services 1.3.2   (SiteGoalID: 6370) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- 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.	- 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?	- What is working? - What is not working and why? - What modifications do you need to make?
Provide release time and funds to provide professional learning to support on-going literacy work around reading and language acquisition. Specifically, we will focus on: 1. Solution Tree (PLC) 2. Project Glad. 3. Center for Culturally Responsive Classrooms. 4. AVID 5. Social Emotional Curriculum (Character Strong) Each will provide professional development opportunities for cadres of teachers who will support the rest of the staff through a Training of Trainers model. Solution Tree will provide supplemental materials as well as online professional learning for a team of teachers and	**Action 1:** We will collect, review, and provide teams feedback and input based on weekly PLC meeting minutes. **Action 2:** We will collect and monitor longitudinal data on the impact of Project GLAD on students' • reading comprehension • vocabulary, • science achievement • writing. We will measure teachers' implementation of GLAD techniques through the EL Walkthrough process, comparing data from one year to the next. **Action 3:** Administrators will observe Responsive Classroom techniques, specifically Morning Meetings, in every classroom, as	

administrators to build and sustain a strong, collaborative PLC culture in our grade level teams and across the entire school.

Project GLAD (Guided Language Acquisition Design) We will continue provide online GLAD training to cadre of dedicated teachers who will support their colleagues through a Training of Trainers model. Founded in cultural proficiency principles, the model supports lesson design for both integrated and designated English Language Development, utilizing language development standards to guide instruction to increase language proficiency, reclassification, access to grade level content and comprehension while building social skills. ($13000 to train an additional two grade levels)

Culturally Responsive Classrooms: Level 1 and 2 trainees will implement morning meetings and closing circles . This will require online and in-person training.

A core group of staff (teachers and admin) will attend AVID training this summer. That group of teachers will act as trainer of trainers to bring AVID to RJMES. Funds will be set aside to provide the team opportunities to plan training for the site. Training will occur during monthly staff meetings. (4 teachers x 8 hrs x$40 = $1280)

RJMES chose Character Strong as our SEL. A group of teachers will partner with Student Support and Health Services to provide professional development around that curriculum. RJMES will fund 3 teachers to work with SSHS to create training for the school. (3 teachers x 16 hrs x $40 = $1920).

Teachers will also be compensated for time outside of

evidenced by random walk-throughs between 8:45-9:00. Administrators will observe closing circles in Level 2 teachers' classrooms, as evidenced by random walk-throughs between 3:00-3:15 each day.

Action 4:
Administration will engage in the summer AVID training and will also support the regular AVID trainings that will occur in the 22/23 school year.

Action 5:
Administrators will observe the use of SEL curriculum and techniques in every classroom. Administration will also monitor the implementation of grade level SEL SMART goals administrative walkthroughs.

contract to engage in more intensive studies of these curriculums and programs. Support for these intensive studies may come from instructional coaches, site administrators, or colleagues. Teachers will share their learnings in their PLCs and during vertical articulation. They will integrate the new knowledge into their SMART goals (36 teachers x 15 hrs x $40 = $21600)

Actions/Services 1.3.3   (SiteGoalID: 6370) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
Funding for ELPAC coordinator (up to $1000 based on time sheet submission) whose duties may include: 1. Assessment of students using initial and summative ELPAC 2. Organizing and conducting an English Learner Shadow Study to provide an internal site gauge on the formal and informal language immersion experience of English Learners at RJMES. Shadow will require professional learning and time for observations. This could be paid hourly for off track teachers or through substitutes.	**Actions 1-2:** Summative ELPAC scores will show 5% of EL students redesignated FEP. **Action 2:** EL Shadow observations/findings will be shared with staff as one indicator of the actual language immersion experience for ELs at McGarvey. An improvement plan will be developed in collaboration with our site team in response to EL Shadow Study findings.	

Site Goal 1.4   (SiteGoalID: 6371) (DTS: 02/10/23)

Increase the percentage of K-2 students reaching proficiency in core content areas (Math and ELA) as measured by:

Kinder Benchmark Assessment (increase from 90% to 92% proficient)
1st grade Benchmark Assessment (increase from 88% to 90% proficient)
2nd grade Fluency assessment (increase from 71% fluent with accuracy rate of 95% or above to 80% fluent with accuracy of 95% or above)
For the principally targeted subgroup of 2nd grade ELs, the percentage of students that test at grade level (fluency with accuracy rate of 95%) on the T3 Fluency Assessment will increase from 25% to 40%

Metric:

Actions/Services 1.4.1   (SiteGoalID: 6371) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD

What Specific Actions/Services will you Provide to this Student Group? - 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? - 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 - What is working? - What is not working and why? - What modifications do you need to make?
Provide release time for: 1. grade level articulation (grades TK-2) for math and ELA (including Learning Center staff) to create plan/map of grade level specific ELA and math standards with clearly identified learning targets and success indicators. Examples to be provided by administration. (15 teachers x 8hrs x$40 = $4800) 2. vertical articulation to create 3-6 alignment of expectations around learning	**Action 1:** Site administrative team review each grade level's plan/map and collect/analyze results from success indicators as they are administered (grade levels to complete Google Form provide by admin). **Action 2:** Site administrative team review each vertical team's plan/map and collect/analyze results from success indicators as they are administered (grade levels to complete Google Form provide by admin).	

targets and success indicators from one grade level to the next. Exemplars will be provided by admin. (27 teachers x 18hrs x $40 = $19,440)

3. Timesheet compensation for a certificated employee (teacher or substitute teacher) to provide small group instruction and Highly Effective Learning Strategies for struggling students in 2nd grade. (ESSR Funding)

Action 3 and 4:
Student progress data (common assessments, IEP progress monitoring, PBIS behavior data) will be collected and reviewed by teams and administration as appropriate.

Teachers will utilize Illuminate data during PLC meetings to analyze student mastery of standards and develop SMARTIE goals. Grade level data will be presented to administration each trimester.

Funding Sources for District Goal 1	Amount	Description of Use
Supplemental/Concentration (7101/0000)	$46230	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$20000	Classified- Salaries
Supplemental/Concentration (7101/0000)	$15000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$4000	Materials/Supplies/Equipment

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

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

Site Goal 2.1   (SiteGoalID: 6807) (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: 6807) (DTS: 03/31/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
1. Students in grades K-6 will participate in beginning of the year assessments. • K-2 student data will be inputted into the Illuminate assessment system. • 3-6 grade students will participate in online assessments using the Illuminate assessment system. 2. Students in grades K-6 will participate in interim assessments at the end of Trimester 1 and Trimester 2. • K-2 student data will be inputted into the Illuminate assessment system. • 3-6 grade students will participate in online assessments using the Illuminate assessment system. 3. Students in grades 3-6 will participate in the statewide CAASPP testing.	1-2. Illuminate assessment percentage of student completion. 3. Percentage of student complettion on CAASPP assessments: ELA (grades 3-6), Math (grades 3-6), Science (grade 5)	• September 2023 - Review completion percentage for beginning of year Illuminate assessments • November 2023 - Review completion percentage for Trimester 1 interim assessments • March 2024 - Review completion percentage for Trimester 2 interim assessments • May 2023 - Review completion percentage for end of year Illuminate assessments and CAASPP assessments.

Site Goal 2.2   (SiteGoalID: 6365) (DTS: 02/10/23)

All 3-6 grade students are provided the opportunity for GATE identification and accelerated learning.

- Our site assessed all 3rd grade students, as well as other grade level recommended students for GATE. We also implemented portfolios this year and had one student submit and qualify.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1   (SiteGoalID: 6365) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
Provide stipend for GATE Coordinator for up to $1250 (based on time log submission @ $40/hr x 25 hrs). Coordinator will: 1. Assess all 3rd grade students using NNAT (fall) 2. Assess 4-6 grade students who are new to the school using NNAT (spring) 3. Attend district GATE Coordinator meetings 4. Provide staff professional learning around 1) the unique instructional needs of gifted students and 2) the portfolio process of identification in the areas of leadership, creativity, and visual/performing arts (using exemplars) with the expectation that each grade 3-6 prepares at least one portfolio 5. Provide 2 Parent Nights to share GATE identification process with families.	**Actions 1-3:** Administrators will monitor NNAT performance data to ensure students of color do not remain underrepresented in gifted programs and services as a result of testing bias. Observations will be shared at district GATE coordinator meetings. **Action 4:** Administrators will review: • the 2 completed GATE portfolio submissions • the newly identified GATE student lists • attend both Parent Nights	

Compensate for a small team from RJMES to create a year-long plan to restart and grow the RJMES GATE program post-pandemic. (25 hrs x $40/hr = $1000)

Contract with outside vendors and/or teachers to provide accelerated afterschool classes for the RJMES GATE program. (Up to $5000)

Site Goal 2.3   (SiteGoalID: 6369) (DTS: 02/10/23)

Assess all EL students to identify current levels in order to provide targeted EL instruction throughout the instructional day and intervention opportunities. 80% of EL students will increase by one performance level.

Metric:

Actions/Services 2.3.1   (SiteGoalID: 6369) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group? - 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? - 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 - What is working? - What is not working and why? - What modifications do you need to make?
Provide a staff member to conduct initial and summative ELPAC assessments for all English Learners in order to track progress of individual EL students. 20+ hours for TK-K initial assessment (fall) 40-45 hours for summative ELPAC assessment (spring)	Administrator team will: - identify an ELPAC coordinator - assist in the scheduling of ELPAC testing - continually monitor the testing process - review ELPAC scores and track individual student progress.	

Actions/Services 2.3.2   (SiteGoalID: 6369) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group? • 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?** • 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** • What is working? • What is not working and why? • What modifications do you need to make?
Provide supplemental assessment and instructional materials in order to provide instructionally meaningful formative assessment and targeted EL instruction throughout the instructional day.	Administrator team will: • continually monitor the assessment and instructional process • regularly monitor individual student progress based on formative assessments.	

Site Goal 2.4   (SiteGoalID: 6375) (DTS: 02/10/23)

Continue to capacity-build grade level PLCs to utilize our Illuminate student assessment and FONT data in order to progress monitor students and determine "Next Steps" in instructional planning. Specific performance data that will serve as a metric in this goal include interim assessments for our principally target student populations - English Learners, African American students, Foster Youth, and Homeless/Displaced students.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.4.1   (SiteGoalID: 6375) (DTS: 02/10/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student	**How will you Progress Monitor the Implementation of**	**Evaluation Cycles in 2023-2024** • What is working?

Group? • 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? • 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?	• What is not working and why? • What modifications do you need to make?
Provide professional development and PLC meeting time for teachers to become proficient in utilizing interim assessments and analyzing the results to drive improved student outcomes for all students, particularly those in target student populations - English Learners, African American students, Foster Youth, and Homeless/Displaced students.	• PLC meeting minutes showing use of interim assessment data to design differentiation strategies and identify effective Tier 2 interventions • Interim assessment data for principally targeted student populations - ELs, African American students, Foster Youth, Homeless/Displaced students	

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	$2000	Certificated- Timesheets
EL Supplemental (7150/0000)	$4065	Contracts/Services/Subscriptions

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**
- **School Climate**
- **Social Emotional Learning**
- **Suspension**

Site Goal 3.1   (SiteGoalID: 6366) (DTS: 02/10/23)

Increase the percentage of students participating in Tier 2 interventions from 7% to over 10% of our population, with particular attention to Foster Youth, Low Income, Latinx students. African American/Black, SPED, and Homeless students.

In the 22-23 school year, RJMES recorded 15 suspensions (as of 4/28/23). Of those 15 suspension, 5 were African American students. In the 23-24 school year, RJMES will decrease the number of suspension incidents to 12 as measured by the Suspension Incident End of Year Report and will reduce African American suspension to be proportionate to school demographic percentage.

Metric: Cohort Graduation Rate

Actions/Services 3.1.1   (SiteGoalID: 6366) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
1. Provide materials to support the implementation of all Tier 1 and 2 programs/interventions. 2. Meet weekly as a Tier 2 team to determine student needs and additional Tier 2 supports. 3. Design and implement at least three more Tier 2 supports so that we have a total of five or more. Monitor annual implementation using TFI. These supports will consider alternatives to suspension for all protected classes, but especially the disproportionate suspensions of African American students. 4. Track and monitor student progress receiving these supports to determine effectiveness. 5. Use time during site Pre Service and staff meetings to study and discuss SEL support for students.	Admin team will: **Action 1:** Attend monthly PBIS Tier 1 Team and weekly PBIS Tier 2 Team meetings **Actions 2, 4, 6:** Oversee implementation of additional Tier 2 supports. identify and monitor the students receiving supports **Action 3:** Use the TFI to determine their overall success by earning a score of 80% or higher for Tiers 1-3 beginning in 2022. **Action 5:** Review PLC notes for discussions about strategies and techniques used from *Removing Labels*. **Action 6:** Assist in the creation of an Equity Leadership Team that will gather input from educational partners in order to develop a plan	

6. Create an Equity Leadership Team on establish a plan to increase inclusivity for the community and address disproportionalities, especially amongst our African American community.	that increases inclusivity and addresses disproportionalities.	

Site Goal 3.2   (SiteGoalID: 6373) (DTS: 02/10/23)

Continue to improve the social/emotional well being of our students as measured by indicators of school culture/climate:

- achieve PBIS Tier 3 in overall PBIS program, earning a score of 80% or higher by end of 2023-2024 school year as measured by the TFI
- School Culture and Climate Survey overall and subgroup data in School Connectedness/Sense of Belonging construct:
  - Students reporting positively in this construct will increase from 80% (Fall 2022) to 85% (Fall 2023)
    - 4th grade students reporting positively will increase from 88% (Fall of 2022) to 90% (Fall of 2023)
    - 5th grade students reporting positively will increase from 82% (Fall of 2022) to 85% (Fall of 2023)
    - 6th grade students reporting positively will increase from 72% (Fall of 2022) to 75% (Fall of 2023)
- School Culture and Climate Survey overall and subgroup data in Knowledge and Fairness of Discipline/Rules/Norms construct:
  - Students reporting positively in this construct will increase from 84% (Fall 2022) to 87% (Fall 2023)
    - 4th grade students reporting positively will increase from 85% (Fall of 2022) to 88% (Fall of 2023)
    - 5th grade students reporting positively will increase from 81% (Fall of 2022) to 84% (Fall of 2023)
    - 6th grade students reporting positively will increase from 80% (Fall of 2022) to 83% (Fall of 2023)

Metric: Cohort Graduation Rate

Actions/Services 3.2.1   (SiteGoalID: 6373) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why?

• 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?** • 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?	• What modifications do you need to make?
1. "Supporting Our Students" (SOS) Team meets monthly as Tier 1 team and weekly as a Tier 2 team to determine student needs and additional Tier 2 supports. 2. Design and implement additional Tier 2 supports to increase the variety of options that can be implemented. 3. Track and monitor student progress receiving these supports to determine effectiveness. 4. Conduct school culture and climate surveys formally (e.g. CHKS, EGUSD Social Emotional Staff, Student, and Parent Surveys) and informally (site and teacher developed surveys). Note: Funding provided under Action 3.1.1.	Admin team will: **Action 1:** Attend monthly PBIS Tier 1 Team and weekly PBIS Tier 2 Team meetings **Action 2:** Oversee implementation of additional Tier 2 supports. identify and monitor the students receiving supports **Action 3:** Use the Tier 2 "SOS" to gather student progress data and monitor progress as well as the TFI to determine their overall success by earning a score of 80% or higher for Tiers 1-3 beginning in 2022. **Action 4:** Monitor school culture/climate with interim measures such as parent surveys and feedback from Coffee Talks as well as summative measures like the School Culture and Climate surveys. **Action 5:** Assist in the scheduling and facilitation of Tier 2 and Tier 3 meetings like SSTs and IEPs.	

Site Goal 3.3   (SiteGoalID: 6978) (DTS: 04/28/23)

Increase student voice through focused affinity groups.

Metric: Cohort Graduation Rate

Actions/Services 3.3.1   (SiteGoalID: 6978) (DTS: 04/28/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
McGarvey will create and facilitate affinity groups, such as a Black Student Union, Be You Clubs, and Student Advocacy and Leadership, to provide students the opportunity to have voice in our programs and supports.	School Climate Survey data Cycle of feedback from these groups	

Site Goal 3.4   (SiteGoalID: 7016) (DTS: 05/12/23)

To address disproportionality, focus on positive behavior structures as part of the PBIS framework on campus and utilize Tier I and Tier II PBIS practices for all students to decrease the overall school suspension rate by 5%. Particular focus on the African American and Students with Disabilities subgroups.

Metric: Cohort Graduation Rate

Actions/Services 3.4.1   (SiteGoalID: 7016) (DTS: 05/12/23)

Targeted Student Group(s)

• Black or African American • SWD

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
1. The PBIS Tier II Team will meet at least three times per month to screen old and new MTSS referrals and develop actionable	1. PBIS Team Meeting notes and agendas. 1. Synergy data on discipline	• September 2023 Tier II Meetings • October 2023 Tier II Meetings

steps to support students, staff, and parents. Types of actions include additional SEL lessons with MTSS intervention specialist, Check In/Check Out, social groups/lunch bunch, etc. The team will consist of administrators, behaviorist, MHT, MTSS Counselor, and school psychologist. The team will pay particular attention to the African American and Students with Disabilities subgroups to improve their overall success in behavior and academics. No funding required.	violations and assigned dispositions. 1. Decreased number of office/discipline referrals. 1.Feedback from Teachers and Staff	• November 2023 Tier II Meetings / CAST Meetings • December 2023 Tier II Meetings • January 2024 Tier II Meetings • February 2024 Tier II Meetings • March 2024 Tier II Meetings / CAST Meetings • April 2024 Tier II Meetings • May 2024 Tier II Meetings • June 2024 Tier II Meetings

Actions/Services 3.4.2   (SiteGoalID: 7016) (DTS: 05/12/23)

Targeted Student Group(s)

• Black or African American • School-wide • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• 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.	• 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?	• What is working? • What is not working and why? • What modifications do you need to make?
1. Provide structured recess activities through an outside organization. Onsite adult coaches will engage students in structured recess activities and work with students and promote safety, conflict resolution, and problem solving during recess times. District funding will cover 2 days per week.	1. Decrease in office referrals and negative behaviors on the playground during recess. 1. Observation; more students participating in organized, physical activities at recess. 1. Student and teacher feedback.	• September 2023 Check-in Meeting • October 2023 Check-in Meeting • November 2023 Check-in Meeting • December 2023 Check-in Meeting • January 2024 Check-in Meeting • February 2024 Check-in Meeting • March 2024 Check-in Meeting • April 2024 Check-in Meeting • May 2024 Check-in Meeting • June 2024 Year End Evaluation Meeting

Funding Sources for District Goal 3	Amount	Description of Use
GATE (7105/0000)	$2897	Certificated- Timesheets
GATE (7105/0000)	$1000	Materials/Supplies/Equipment
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment

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**

Site Goal 4.1   (SiteGoalID: 6367) (DTS: 02/10/23)

Provide evening educational opportunities (Goal of 11 for 2023/2024) for parents/caretakers and increase the average participation rate from 6 to 10 and demonstrate equity of opportunity as measured by the School Culture and Climate Survey data about "opportunities for parent Involvement/parent education:

- Increase overall perception of effective provision of opportunities from 91% to 93% of parent respondents
- Increase the perception of parents of African American students from 88% to 90%
- Increase the perception of parents of Latinx students from 78% to 80%

Metric: Attendance Rate

Actions/Services 4.1.1   (SiteGoalID: 6367) (DTS: 02/10/23)

Targeted Student Group(s)

• All • Black or African American • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024
		• What is working?

Provide a stipend (up to $600 based on time log submission) to a teacher who will organize and oversee the implementation of monthly parent classes. Responsibilities will include: - Identifying areas of parent interest/need (at least one class each trimester to target GATE famlies) - recruiting staff members to teach the courses - advertising/recruiting parents to participate, especially focusing on our Latinx and African American parent communities - collecting tangible parent feedback at the end of each session Participation in monthly events will be shared with staff, district office personnel, and parents. This will be done through staff meetings as well monthly communications such as newsletters, web page updates, community chats.	Admin team will - review/approve the proposed topics - facilitate the calendaring process - communicate the dates to parents - review the parent feedback from each session in order to provide improvements	

Site Goal 4.2   (SiteGoalID: 6372) (DTS: 02/10/23)

Increase parent involvement/leadership while providing accelerated learning opportunities for students and access to NGSS.

Metric:

Actions/Services 4.2.1   (SiteGoalID: 6372) (DTS: 02/10/23)

Targeted Student Group(s)

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• 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.	• 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?	• What is working? • What is not working and why? • What modifications do you need to make?
Provide admission fees and necessary supplies for teams of students plus parent coaches to participate in one or more of the following NGSS, GATE enrichment opportunities, and other-accelerated activities. 1. Capitol Region Engineering Science Technology (CREST) - CREST Advisor to be provided out of General Fund. ($1500) 2. K-Kids ($500) 3. Supplemental courses and curriculum, as needed ($1047) Participation in student events will be shared with students, staff, district office personnel, and parents. This will be done through staff meetings; morning announcements; as well monthly communications such as newsletters, web page updates, community chats.	Admin will: • support student participation and monitor team progress • attend the cumulative event	

Site Goal 4.3   (SiteGoalID: 6374) (DTS: 02/10/23)

Decrease overall rate of chronic absenteeism from 20.5% (2022 - 2023) to 15.5% (2023-2024)

- White student absenteeism decrease from 19.1% to 13%
- African American student absenteeism decrease from 26.7% to 20%
- Latinx student absenteeism decrease from 25.6% to 19%
- English Learner absenteeism decrease from 27.4% to 21%
- Foster Youth absenteeism from 33% to 27%
- SED student absenteeism decrease from 32.1% to 26%

Metric: Attendance Rate

Actions/Services 4.3.1   (SiteGoalID: 6374) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • White

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
1. Regular parent contacts for students exhibiting irregular attendance patters (extended absences, frequent intermittent absences including reported illnesses, unexcused absences totaling more than 3 days). Contacts might include e-mail, phone, conference, or home visits. 2. Recognize students and parent/guardians for improved attendance through communication, certificates of improvement, etc. 3. Partner with the Department of Family and Community Engagement to provide training regarding home visits and compensate teachers for conducting home visits between January and September of 2023. Attendance updates will be shared with all stakeholders. This will be done through morning announcements and assemblies; staff meetings; as well monthly communications such as newsletters, web page updates, community chats.	**Action 1:** Monitor individual student attendance data for trends (+/-) Monitor number, frequency, and type of family communication and adjust these in accordance with attendance trend improvements or declines. **Action 2:** Monitor efforts to recognize students and families for improved attendance including but not limited to Fantastic Friday Phone Calls and formal attendance awards.	

Site Goal 4.4　　(SiteGoalID: 6376) (DTS: 02/10/23)

As we get back to normal school life, we want to connect more with families and provide more opportunities for family engagement and input.

Metric: Attendance Rate

Actions/Services 4.4.1　　(SiteGoalID: 6376) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • EL • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
1. Conduct quarterly Coffee Chat both in person and virtually to expand the opportunity for engagement of McGarvey families. The chats will be open to all families, but will aim to engage our multilingual and multicultural families. ($239 from EL Supplemental funds) 2. Build a cadre of Watch DOGS and Marvelous MOMS with the goal of having at least three volunteers engaged on campus weekly by the end of the school year. Participation in both Coffee Chats as well as our Watch DOGS and Marvelous MOMS will be shared with staff, district office personnel, and parents. This will be done through staff meeting as well	**Action 1:** Administration to monitor the number of parents attending Coffee Chats, including representation of each of our student subgroups. **Action 2:** Administration to monitor the number of WatchDOGS dads and Marvelous MOMS moms involved in the program and those participating at least five times/year and the number of volunteering each week. We will also monitor the representation of each of our student subgroups.	

monthly communications such as newsletters, web page updates, community chats.

Funding Sources for District Goal 4	Amount	Description of Use
GATE (7105/0000)	$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$2000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment

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- Timesheets		$2000			$2000
EL Supplemental (7150/0000)	Contracts/Services/Subscriptions		$4065			$4065
GATE (7105/0000)	Certificated- Timesheets			$2897		$2897
GATE (7105/0000)	Materials/Supplies/Equipment			$1000	$500	$1500
PBIS (7440/0000)	Materials/Supplies/Equipment			$1000		$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	$46230			$2000	$48230
Supplemental/Concentration (7101/0000)	Classified- Salaries	$20000				$20000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	$15000				$15000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	$4000			$2000	$6000

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.

Not applicable to Robert J. McGarvey Elementary School.

V. Funding

Robert J. McGarvey Elementary (314) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$50,181	$50,181	$50,181	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$89,230	$89,230	$85,230	$0	$0	$4,000	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$0	$0	$3,897	$500	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$6,065	$6,065	$0	$6,065	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$150,873	$150,873	$135,411	$6,065	$4,897	$4,500	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$150,873

	Signatures: (Must sign in blue ink)	Date
Principal Rob Aikman		
School Site Council Chairperson Matthew Bressler		
EL Advisory Chairperson Mitravinda Byreddy		