Barbara Comstock Morse Elementary

Local Control Accountability Plan (LCAP)
2023-2024

Principal: Kilolo Umi

County-District-School (CDS) Code: 34673146113179

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (lcapid: 543)

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?

Staff Meetings Were Held and Data was Collected on: 8/9/22, 9/6/22, 10/3//22, 12/5/22, 1/9/23, 2/6/23,3/6/23, 5/1/23

Leadership Meetings Were Held and Data was Collected on: 9/19/22, 10/17/22, 11/28/22, 12/5/22,

1/23/2023, 2/21/2023, 4/172023, 5/15/23

AVID Leadership Meetings Were Held and Data was Collected on: 9/26/22, 10/24/22, 1/30/23, 2/14/23, 4/24/23, 5/25

School Site Council Meetings Were Held and Data was Collected on: 11/3/2022, 12/1/22, 1/26/23, 4/13/23

Parent Events: 09/09/2022:
Title I Meeting: 09/8//22
Back To School Day/Evening: 8/11/22
F.A.M.E. Monthly Parent Meeting: 11/2/22, 12/7/22, 1/18/23, 51/23
Digital Citizenship 12/7/22
Parent University: 2/3/2022, 10/14/22, 10/17/22
Open House: 4/21/2022
Staff Survey: April 2023
SEL and Climate Surveys: Fall 2022, Spring 2023
ELAC Meetings Were Held and Data was Collected on: 11/3/2022, 12/1/2022
Stakeholder input occurs during all parent events, meetings,
Parent communication is shared in person conferences, award assemblies, teacher communication, and school messenger

2. Impact of LCAP and Annual Update

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

Site goals and expenditures were based on input and feedback from multiple committees and stakeholder groups. For the upcoming school year, we decided to focus on digging deeper for professional development in the area of Guided Reading, IXL, DEL trainings, and becoming a more rigorous AVID school. We agreed to continue the focus on training new staff members for stronger PLCs, SEL/Culturally Responsive student supports. There is a continuing new goal for Regional Equity work, Illuminate and IXL.   Where necessary, we will continue to additional Social Emotional professional learning as it relates to the ongoing needs of our students. There will be an increase in site-based training using the TOT and district Coach models.

Resource Inequities

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

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

Student Group	ELA	MATH	CHRONICALLY ABSENT
Filipino			1
White			1
Students with Disabilities	1	1	1

Throughout our school LCAP, we have have put goals and actions in place in order to address the inequities amongst student groups in both 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: • 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: 6406) (DTS: 02/10/23)

Guaranteed and Viable Professional Learning Opportunities : Professional Development, Effective PLCS, Collaborative Coaching Models

High quality first instruction aligned with state standards, grade level lesson design, learning intentions and success criteria. Provide guaranteed, viable and targeted instruction for students assessed at or below grade level standards. Through the utilization of grade level PLCS, instructional coaches, professional development, release time and conference opportunities (aligned with school-wide educational focus).

Grades 3-6

- English Language Arts
  - **Low Category :**
  - African American students increased from 22% to 32%; 23-24 Goal: 42%
  - Asian students increased from 35% to 54%; 23-24 Goal: 64%
  - English Learners increased from 12% to 29%; 23-24 Goal: 39%
  - Hispanic students increased from 29% to 42%: 23-24 Goal: 52%
  - Two or More Races increased from 40% to 50%; 23-24 Goal: 60%
  - Socioeconomically Disadvantaged students increased from 32% to 38%; 23-24 Goal: 48%
  - These subgroups will be targeted for academic intervention and tutoring services.
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  - MATHEMATICS
- **Very Low Category:**
- Students w/Disabilities will increase from 32% to 38%; 23-24 Goal: 48%
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  - **Low Category :**
  - African American students increased from 15% to 19%; 23-24 Goal: 29%
  - Asian students increased from 28% to 46%; 23-24 Goal: 56%
  - English Learners increased from 15% to 20%; 23-24 Goal: 30%
  - Hispanic students increased from 22% to 23%: 23-24 Goal: 33%
  - Two or More Races increased from 41% to 38%; 23-24 Goal: 48%

- - Socioeconomically Disadvantaged students increased from 27% to 29%; 23-24 Goal: 48%
    - These subgroups will be targeted for academic intervention and tutoring services.
- **Very Low Category:**
- Students w/Disabilities will increase from 14% to 6%; 23-24 Goal: 16%

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

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Actions/Services 1.1.1   (SiteGoalID: 6406) (DTS: 02/10/23)

Targeted Student Group(s)

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Hispanic or Latino • Low Income • R-FEP • SWD • White

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?
PD FOR STAFF 1. Provide school-wide **PLC opportunities (**Provide substitutes, release time on leadership and other onsite planning) to ensure that ELA/Math/ELD standards are aligned with Common Core and are implemented across the grade levels in order to assess and measure mastery of foundational reading and math skills: a. identify specific needs for the whole class or small groups for reteaching b. identify patterns across groups of students in order to plan small group instruction, and c. personalize learning paths in early literacy and math proficiency to monitor student growth over time leading to increased academic achievement. ($4000 7101/0000) **2. Professional Development:** -DATA (math/ELA/writing/ELD)	1,2,3 1. CAASPP, EGMAP, GO MATH, Writing Exemplars ***Improved student achievement according to our School Site Running Records** Effectiveness will be measured through the following: - Sign in sheets and surveys from professional development sessions - Administration will attend weekly PLC meetings to insure practices are being implemented - Informal classroom walkthroughs to see implementation of culturally responsive strategies - Grade level Benchmark Assessments quarterly - Grade level common formative assessments	What is working? All stakeholder groups (Staff and SSC), support the continued focus of professional development. In alignment with the district focus, we are now an AVID School. What is not working and why? IXL will not be used next year. This has been a great tool for CCSS diagnostics and for use to progress monitor outside of school. What modifications will we implement? <u>August - June</u> Staff members will continue to receive training using IXL and DEI. from site coaches (site level), DEI (district) and IXL trainers.

-Social Emotional Learning as a result of COVID-19 (post)/PBIS -Implementation of Illuminate assessment program. -CRT -Technology **3. Professional Development: AVID** Have two grade levels trained in AVID School-wide focus to offer AVID professional development opportunities cross to additional grade levels. Goal: Utilize AVID membership to offer WICOR best practices. Next steps include: AVID Membership; Summer Institute; AVID PLC meetings; AVID release days for site planning. ($20,800 4900/3010)	provided through PLC reporting forms monthly	

Site Goal 1.2   (SiteGoalID: 6407) (DTS: 02/10/23)

Primary students, grades K-3, will continue to increase competency interacting with grade level text resulting in increased reading comprehension, fluency with accuracy vocabulary development

Though there has been growth in the areas of ELA (33% to 45%) and Math (27% to 34%) CAASPP scores reveal that African American, Hispanic, EL, and SWD are in need of additional academic support.
African American students increased from 15% to 19%;
Hispanic students increased from 22% to 23%;
English Learner students increased from 15% to 20%;
Socioeconomically Disadvantaged students increased from 27% to 29%;
Students with Disabilities decreased from 14% to 6%;

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Actions/Services 1.2.1   (SiteGoalID: 6407) (DTS: 02/10/23)

Targeted Student Group(s)

• EL • R-FEP

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?
AIT/PARA SUPPORT 1. Academic Intervention Teachers- Salaried Teacher: $49462 (7101/0000) Salaried Teacher: $53787 (4900/3010) Will utilize Guided Reading and other effective learning strategies for students in grades K-6. Paraprofessionals, in classroom settings, will be utilized to assist struggling readers (EO and EL) in Grades K-6. Hourly Paraeducators (will rotate between grade levels) approximately five 6 week intervention cycles= ($16.50x5-6 hours=$100 a day) (30 day sessions=approx $3000x5=$15000) (paras=$45,000) ($3000-7101/0000) 2. Provide translation/interpretation support; supplementatl materials to support Designated and Integrated ELD; providing flyers and handouts for trainings and parent meetings; refreshments for Parent meetings; professional development to support EL Programs. Purchase instructional supplies and materials for EL students. ($2000-7150/0000)	1, 2: 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. Effectiveness will be measured though the following: • The number of student exiting the Intervention will be determined each trimester. • Grade level benchmark assessments to determine students needing AIT support every trimester • Pre/post assessments by AIT every 6-8 weeks. • Student surveys	What is working? Many of the students who were able to attend the sessions regularly were able to show growth after receiving support What is not working and why? This year the AIT was A 1.1 model and some time sheeted academic support. Therefore, it was challenging to monitor/match all assigned student needs.We were unable to staff the .60 position. What modifications will be implemented? <u>August- June</u> Assigning the needs at the beginning of the year will better forecast of progress monitoring. Further, the additional timesheet K-1 support and other grade levels will increase the number of students attending intervention sessions and receiving rigorous instruction.

Site Goal 1.3   (SiteGoalID: 6412) (DTS: 02/10/23)

Provide additional Librarian support for more frequent access to research materials, supplemental reading materials, Accelerated Reader, that can be checked out by students and families.
Number of books checked out
                2021-22: 5,117 (due to the return to in-person learning)
                2022-23 11,865
                2023-24   13,052 (increased 10% goal)
Overall increased Fluency (10%) each semester with base data at 33%

While there was great success in Year 1 of We Both Read (70 families in attendance), the program was shut down to COVID-19. This year we made more books available to students to read at home and partnered with the local library and rotary clubs to increase the number of books used by students.
Overall, there was an increased Fluency (7-9%%) each semester with base data at 33%

Metric: Content Standards Implementation - Percent Early Applying and Applying

Actions/Services 1.3.1   (SiteGoalID: 6412) (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?
LIBRARY SUPPORT 1. Fund Library Tech hours - Title I 2. We Both Read in addition to the regular duties of the Library Technician, there is now the responsibility of leveling books and monitoring the "We Both Read" program. 3. The Library Technician will continue working with parents, families and staff in order to fully implement the "We Both Read" program.	1,2,3: Number of books checked out Running records data Accelerated Reader data We Both Read data	What is working? Students are excited to receive and read library books of their choice. This strategy encourages the goal of reading fluently. What is not working and why? We also had to postpone the WE BOTH READ program. What modifications will be implemented? <u>July - June</u> The librarian used an electronic checkout system, to service students in the library and still provided classroom selections to

$15539 (4900/0000)		the teachers. We plan to resume the WE BOTH READ program during Summer School (2023) and during the 23-24 school year.

Actions/Services 1.3.2   (SiteGoalID: 6412) (DTS: 05/05/23)

Targeted Student Group(s)

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. Owls Afterschool Academy Coordinator will organize, coordinate teaching schedules, and monitor pre-post academy assessments ensuring their alignment with the school wide focus. Small group instruction; Purchase teacher professional development materials. Purchase student supplies for workshop, intervention, enrichment, extended days/parallel partners. Items may include but are not limited to: -replacement bulbs for projectors -copy paper -masters/ink cartridges for intervention copies -district print shop orders. -supplemental supplies (white board markers, white boards, leveled readers, and other similar materials -Accelerated Reader -Academic Vocabulary Toolkit -curriculum -technology -Culturally responsive materials to meet SMART goal attainment for each grade level and to focus	1, 2: 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. Effectiveness of the programs will also be measured: Using online user data and teacher feedback Reading Fluency rate and accuracy collected each trimester. K/1 Benchmark trimester data. Decreasing number of students needing focused intervention with foundational reading skills. Student fluency scores in reading and math	

on student -focused learning.

2.Provide enrichment and other STEM/STEAM related opportunities, on and offsite- for students at grade level/above to enhance GATE related activities. Supplies and Materials for STEM/STEAM/CREST extended day activities. Stipends for Coordination of GATE/NEHS/CREST programs. (Due to Covid-19, some of the actions may be aligned to requirements by Sacramento County of Public Health.) $1250/7105/0000-GATE

Site Goal 1.4   (SiteGoalID: 7036) (DTS: 05/19/23)

Provide additional support for EL and other targeted student groups to meet the exceeds benchmark on all grade level assessments.

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

Actions/Services 1.4.1   (SiteGoalID: 7036) (DTS: 05/19/23)

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?
DATA ANALYSIS 1. Purchase online resources for data collection and monitoring of student progress and nominal incentives for students reading set goals.	1,2,3,4: Effectiveness will be measured by: Formative Assessments, CAASPP GO MATH, IXL	What is working? Based on PLC meetings and COOP CAST data, recommendations were made for students in need of intervention. Optional: previous ELPAC data has served as a reference as well.

2. The purchases will include but are not limited to: Scholastic and Teacher Created Guided Reading, Online STEM/Writing Programs, and other Culturally Responsive Instructional Support Materials..Release days will be provided to review the data. 2. The EL Coordinator with work with administration, grade levels, and the EL coach for calibration and analysis to plan for EL group coordination, allocating supplemental monies for this. 3. The EL Coordinator will purchase supplies and light refreshments for ELAC Meetings. Further, there will be the Identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. Timesheets for EL academies. 4. The ELPAC Coordinator will complete ELPAC assessments according to timelines and use this data for research based instruction in ELD. Where necessary, the ELPAC Coordinator will be paid on timesheet to work with administration and grade levels to coordinate the administration of and scoring of ELPAC tests. (7101-$4929)	Wonders Surveys Student benchmark assessments, completion of homework and daily task assignments. CAASPP scores.	What is not working and why? As we have transitioned to use of IXL and Illuminate across all grade levels, there is uneven professional development with the with the use of these forms of baseline data. What modifications will be implemented? <u>August- June (Beginning of each Trimester)</u> Increased training and professional development from the EL and Coach will better increase effective student engagement, progress monitoring as well as formative and summative assessments of our EL students. Based on the data, EL students will then receive targeted instruction during WIN/WYN time and other intervention.

Metric:

Targeted Student Group(s)

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?

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	$4500	Certificated- Timesheets
EL Supplemental (7150/0000)	$1000	Classified- Timesheets
EL Supplemental (7150/0000)	$2000	Materials/Supplies/Equipment
PBIS (7440/0000)	$100	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$24400	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$12000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$30000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$113574	Certificated- Salaries
Title I – Basic (4900/3010)	$9633	Certificated- Timesheets
Title I – Basic (4900/3010)	$17092	Classified- Salaries
Title I – Basic (4900/3010)	$20800	Materials/Supplies/Equipment

District Strategic Goal 2:	District Needs and Metrics 2:
All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	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: 6811) (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: 6811) (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. *August, December, February, June:* Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. 2. *August, December, April:* Teachers, with the assistance of coaches and Academic Intervention Teachers, will assess all below grade level students with a Benchmark Skills Assessment. 3. *August - June:* Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, IXL, Benchmark Assessments and/or grade level data. 4. *Each Trimester:* Each Grade Level will complete an Interim DAta Analysis and Action Plan	*August, December, February, June:* Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. *August, December, February, June:* Teachers will access their student's Illuminate & IXL data, analyze it, and determine next steps in order to improve student learning. *August - June*: Teachers will share their PLC agendas/minutes with administration and leadership team.	What's working? What's not working? Modifications: Increased support for supports in extracurricular activities providing extended day.

form to share with the school administrator.

Site Goal 2.2   (SiteGoalID: 6403) (DTS: 02/10/23)

Provide time supplementary curriculum, technology and other resources for teachers to analyze data, set goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1   (SiteGoalID: 6403) (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?
ASSESSMENT SYSTEMS 1. Purchase supplementary on-line resources to provide additional reading, language and math practice assessable from home. online subscriptions include but are not limited to: Accelerated Reader, STARFALL, IXL, Brain Pop. 2. Provide: -maintenance agreements ($14000-4900/3010) -parts -services (4900/3010) -supplies (7101/0000) -copying -replacement of supplemental resources -replacement of	1,2,3,4: Effectiveness will be measured by: Formative Assessments, CAASPP GO MATH, IXL Wonders Surveys Student benchmark assessments, completion of homework and daily task assignments. CAASPP scores.	What is working? Based on PLC meetings and COOP CAST data, recommendations were made for students in need of intervention. Optional: previous ELPAC data has served as a reference as well. What is not working and why? As we have transitioned to use of IXL and Illuminate across all grade levels, there is uneven professional development with the with the use of these forms of baseline data. What modifications will be implemented? <u>August - June</u>

technology parts. (7101/0000)
-student planners (3rd-6th) to help students learn organizational skills ($1590-4900/3010)
-math instructional support materials, (district- adopted or recommended), IXL, designed to enhance PLC and other discussions supporting math instruction. (7101/0000)

3. Provide EL Professional Learning Strategies and Opportunities to best utilize data for EL Learners. Collaboration time (EL Coach, Admin, Teachers, BTA) to analyze metrics, student data, learning intentions and success criteria. $5200 (7150/0000)

4. Calibration of Writing Rubrics ensure school-wide use of consistent exemplars in every classrooms across multiple genres. Thus, aligning with the CCSS and preparing students to master grade level standards;
5. Calibration of Math Assessments and continued review of Math Strategies.

Increased training and professional development from the Coachs as well as the FIT Coordinators,will better increase effective student engagement, progress monitoring as well as formative and summative assessments of our EL students. Based on the data, EL students will then receive targeted instruction during WIN/WYN time and other intervention.

Site Goal 2.3   (SiteGoalID: 7006) (DTS: 05/05/23)

Increase the percentage of English Learners meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th by providing instructional support to English learners.

- In 2022, 29% of ELs in Grades 3-6 met or exceeded standards on the ELA CAASPP. In 2023, our goal is to increase this to 35% or more.
- In 2022, 20% of ELs in Grades 3-6 met or exceeded standards on the MATH CAASPP. In 2023, our goal is to increase this to 25% or more.
- In 2022, 12.2% of our English Language Learners were re-designated as Fluent English Proficient. In 2023, our goal is to increase this to 17% or more.

In 2022, 39% of our EL students were making progress towards English language proficiency as determined by the California State Department of Education's Dashboard. In 2023, our goal is to increase this to 45.0%.

Metric: Test Participation Rate on Districtwide Assessments

Targeted Student Group(s)

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. *August 10 - September 21 (or within 30 days after a student arrives on campus):* Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance by our classroom teachers. 2. *August - June*: Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law. 3. *October - February:* An EL Academic Intervention Teacher will be utilized to assist our struggling English Learners (ELPAC 1's & 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction. 4. *October:* EL Coordinator (VP) will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources. 5. *October - April*: The Vice Principal will provide light refreshments at ELAC meetings. 6. *December:* EL Coordinator (VP) will hold an ELAC Meeting to develop School-Wide Needs Assessment patterns & implications for our LCAP. 7. *February 1 - May 31:* ELPAC Summative Assessments will be given to all EL students. 8. *February:* EL Coordinator (VP) will hold an ELAC Meeting to	• *August 10*: Teachers will submit their schedule for designated ELD instruction to the Principal. • *October:* The Vice Principal will use state dashboard data in order to determine that at least 15% of our EL students become re-designated as English-proficient. • *October:* The Vice Principal will use state dashboard data in order to determine our students' overall progress towards English language proficiency. Our goal is to have 50% or more of our EL students making progress towards English proficiency. • *October - April*: The Vice Principal will keep attendance records of all ELAC meetings and determine if parent participation has increased by 10% from the previous year. • *October - February:* Illuminate Assessments, IXL, and site-based assessments of EL 1's and 2's will be utilized to determine student progress pre- and post-EL Academic Intervention Teacher support .	

submit site-specific needs to the SSC for consideration in the next year's site LCAP.

9. _April:_ EL Coordinator (VP) will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been re-designated as English-proficient.

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Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	$4929	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$4000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$21675	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$13000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$6700	Certificated- Timesheets
Title I – Basic (4900/3010)	$3000	Classified- Timesheets
Title I – Basic (4900/3010)	$14000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$1590	Materials/Supplies/Equipment

District Strategic Goal 3:	District Needs and Metrics 3:
All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	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: 6404) (DTS: 02/10/23)

Provide school-wide, whole-class and small group instruction in Skills for Social and Academic Success. Utilization of the Tier I (PBIS Team) and the Tier II team(comprised of the MHT, Wellness Counselor, the Psychologist, etc) and the implementation of the MTSS process will assist in supporting a safe, healthy and positive school climate.

For the 21-22 school year, we had a TFI score of 100% in both Tier I (100%) and Tier II (100%), and we received for Gold status.
  In 22-23, we earned a TFI of Tier I(97%) and Tier II (93%), and have applied for Gold status. In 23-24, we hope implement the specified actions, (i.e. consistent parent team member), to resume our range of 98% to 100% as in years past.

Metric: Social Emotional Learning - Average
Favorability Rating

Actions/Services 3.1.1   (SiteGoalID: 6404) (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?
DISPROPORTIONALITY 1. Project Wellness Counselor. The counselor works with various stakeholders to ensure the positive, and social emotional well-being for students in need of extra support. Additionally, to better address disproportionality at the site. Processes incoming MTSS FORMs and forward them immediately to the appropriate member of the team. Attends monthly Tier I meetings Attends monthly Tier II meetings Small group Second Step (per grade level) Works with Administration and teaching staff, offering other	1,2,3,4,5: Effectiveness will be measured by: SEL Student and Staff Surveys CAASPP scores PBIS/SEL Parent Surveys TFI Attendance Decreased Discipline numbers Meeting Minutes MTSS forms Improvement in CHKS scores Participation rates in planning meetings African American suspension rates, GATE/ NEHS Student Discipline Logs School Wide Messenger	What is working? There is increased teacher support in the classroom with SEL/Behavior. Awarded a Gold PBIS award (second year). Spring Parent Tea honoring 110 parent volunteers and community members. What is not working and why? With the introduction of additional resources, students are presenting behavior requiring repeat and long-term support. What modifications will be implemented? <u>August, November, February (Beginning of each Trimester)</u> Adding and/or resuming more

support, as needed (Check-ins, parent follow-up regarding Tier II services, attendance campaign). $77796 (4900/3010)
2. Purchase:

- equipment (computer accessories) that will enhance the opportunity to increase student access to current technology standards (mice, remotes, clickers), key board replacement for Chrome Books, etc).
- supplementary resources for culturally responsive teaching and self-regulation.

3. In alignment with the school wide focus and EGUSD metrics, The GATE Coordinator will better address disproportionality by:
-identifies/schedules teachers to teach GATE curriculum.
-Schedule 2 Information Nights to share identification criteria and receive input from parents for the program.
-Outreach to 3rd grade students and their parents via classroom teachers, and all Parent Engagement Committees (SSC, ELAC, PTO, Title I Mtgs, School Messenger and parent surveys);

4. Parents/community stakeholders will further be engaged at:
-Monthly GATE club meetings.
-Trimester NEHS orientation meetings
-NEHS Induction Ceremony. Providing parent empowerment training for Certificated and Classified staff in an effort to build a strong and diverse GATE Advisory Committee. In addition, teachers will offer assistance in the area of how to help your child with numeracy and academics.

5. MTREC, Listening sessions and collaborative work with community partners, students and parents create a plan to address increased participation in

School Website
Parent Handbook
DoJO
LCAP surveys

community events for students, parents, and staff. Implementation of monthly SEL topic lessons for student presentation.
Restorative Practices Training for staff, at large.
Regular implementation of community circles.

advanced coursework, reductions in exclusionary discipline, and better address disproportionality at the site. Thus, creating a better understanding and stronger connections between school staff and the African American community as well as further engaging parents and community stakeholders in school decision making by inviting them to attend school Site Council Meetings, ELAC, Parent Faculty Organization and other school wide events. (7101/ $2788)

6. NASSP/NEHS Membership Dues

Site Goal 3.2   (SiteGoalID: 6409) (DTS: 02/10/23)

Improve overall attendance from 92% to 95% by providing incentives and fieldtrip opportunities to improve school climate and connectedness through implementation of Positive Behavior Interventions and Supports. TFI goal is to maintain our 100%

Metric: School Climate - Average Favorability Rating

Actions/Services 3.2.1   (SiteGoalID: 6409) (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 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?
POSITIVE CULTURE AND CLIMATE/SCHOOLWIDE EVENTS **1. Positive Behavior Intervention Systems and Supports (PBIS): Utilizing**	1,2,3 Each of the measures will be monitored by: a) the PBIS Team (monthly) b) the SART Team (monthly) c) the information will be shared	What is working? The Tier I PBIS team as well as the Tier II team have implemented strategies working with the Yard Duty Supervisors, Restorative Practice coaches as well as the ASSIST structured recess

common language to describe the school's set of rules "The BCM Way" as well as a commonly understood school motto.
(PBIS) Restorative Practice Coaches and other staff will ensure that our students uphold to our school-wide expectations (Be Safe, Be Responsible, Be Respectful), while increasing our students' social emotional learning by utilizing the Positive Character Program throughout the day. Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship. Structured Recess Programs (ie., A.S.S.I.S.T.), will support students during morning and afternoon recess times.

2. Provide opportunities to **increase student attendance**, additional PBIS signage in front of and throughout the school and on the blacktop as well as student assemblies that focus on the importance of positive behavior. $100-(7440/0000)

3. Provide academic fieldtrip scholarships, entrance fees, recognition transportation fees, on site contracts with outside providers to guarantee all students opportunities for culturally relevant/college-career and academic program participation.
$4000 (7101/0000)

with the Parent advisories (trimester) and the staff, at large (trimester)
d) Collaboration will occur with the Foster Youth and FACE department (Monthly)

Improved attendance
Decrease in suspension rate and an overall increase in positive behavior.
Indicators - Stakeholder surveys
TFI results
fieldtrip logs

program to better assist the SEL focus available to our students.

What is not working and why?
The ASSIST program, has not been routinely staffed with the same staff members. The turnover impacts the ability for staff members to benefit from training provided by the PBIS team.

What modifications will be implemented?
August- May (Monthly)
Provide opportunities to increase student attendance, additional PBIS signage in front of and throughout the school and on the blacktop as well as student assemblies that focus on the importance of positive behavior. In person Spirit Rallies, award assemblies, and field trips.

Funding Sources for District Goal 3	Amount	Description of Use
GATE (7105/0000)	$2000	Certificated- Salaries
GATE (7105/0000)	$697	Classified- Timesheets

GATE (7105/0000)	$700	Materials/Supplies/Equipment
PBIS (7440/0000)	$200	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$12788	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$16500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$85176	Certificated- Salaries

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: 6405) (DTS: 02/10/23)

Increase the productivity and frequency of home/school partnerships, consistent and daily attendance. Thereby correlation increased academic performance.

Although the overall CAASPP test scores in the areas of ELA and Math, showed an increased growth for ALL grades (3-6) and in all subgroups, a closer review of CAASPP for the subgroups as well as California Dashboard will reveals a specific concern as listed below:

The chronic absenteeism data from 2021-22 is as follows:

African American student absenteeism increased from 22.5% to 45%;
Asian student absenteeism increased from   6% to 30%;
Filipino student absenteeism increased from   0% to 30%;
Hispanic student absenteeism increased from 17% to 46%;
Pacific Islander student absenteeism increased from 25% to 45%;
White student absenteeism increased from 4% to 44%;
English Learner student absenteeism increased from 13% to 28%
Two or More student absenteeism increased from 18% to 48%
Socioeconomically Disadvantaged student absenteeism increased from 15% to 48%
Students with Disabilities absenteeism increased from 17% to 54%
Foster Youth student absenteeism increased from 0% to 25%

2023-24 Goal: Decrease the overall rate of chronic absenteeism from 39% to 8%

Metric: Percent Chronically Absent

Actions/Services 4.1.1   (SiteGoalID: 6405) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • Filipino • Foster Youth • Low Income • SWD • 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. Chronic Absenteeism
 	
 • Positive calls from the teacher, front office and/or admin create relationships.
 • Attendance phone calls (address tardies, inconsistent attendance, truancy or prolonged illness
 • Attendance Technician
 • Emails, letters,
 • Positive and constant contact
 • Encouragement when students arrive at school;
 • Use of Talking Points and FACE resources to identify ddeper connections with student target groups for Filipino, White, African American, Foster Youth and SWD to encourage increased attendance;
 • Parent/Teacher Home Visits
 • Timseheet Teachers/ Para-educators to design, facilitate and participate in Parent Engagement Series workshops and Home visits (7101/0000) with parents and contract with outside providers to provide content. Purchase of equipment and materials (computer assessories- microphones, listening devices (translation), clickers, google subscriptions for parent access. (7101/0000)
	1,2,3:
	 Each of the measures will be monitored by:
	 a) the PBIS Team (monthly)
	 b) the SART Team (monthly)
	 c) The Leadership/ Grade Level teams will receive data and opportunities for input/implementation updates (Monthly)
	 d) the information will be shared with the Parent advisories (trimester) and the staff, at large (trimester)
	 e) Collaboration will occur with the Foster Youth and FACE departments (Monthly)
	 Effectiveness will be measured by:
	 Reduction in discipline data
	 Attendance record
	 Synergy
	 Home Visit Log
	 Event Calendar
	 Incentives
	 TFI - 22-23 school year score of 93%
	        23-24 resume the score of 98% or higher.
	   10 home visits for 2023-2024
	 Staff, student and parent survey data on climate. (California Healthy Kids Survey)
	 Review parent-teacher home visit data
	 Student attendance data
		What is working?
		 We have invited families to campus for some events, while still following recommended safety guidelines. We increased our in-person family opportunities in each semester for school-wide events.
		
		 What is not working and why?
		 Having parents on campus regularly to build a stronger parent involvement component is necessary to better align the joint support of the academic and SEL level of our students.
		
		 What modifications will be implemented?
		 August- May (Monthly)
		 In addition to well attended school wide events, the Leadership Team will collaborate with the SART Team, the Parent Liaison and other school-wide coaches to better focuse on parent groups who do not traditionally attend school functions. Some strategies include Talking Points, parent teacher meetings by ZOOM, repeat invitations for parent empowerment/ involvement at positive character events.

2. Positive Behavior Intervention Systems and Supports (PBIS) Structured Play Playground Supervisors will ensure that our students uphold to our school-wide expectations (Be Safe, Be Responsible, Be Respectful). We aim to increase our positive school culture and climate on campus and increase our students' social emotional learning by utilizing the PBIS program during morning and lunch recesses. will be secured to facilitate/monitor our students. 3. Also, the BCM staff will train students using "The BCM Matrix" at the beginning of each trimester and encouraged with student achievement/attendance opportunities and positive praise to uphold the BCM Way (Be Safe, Be Responsible, and Be Respectful).		

Site Goal 4.2   (SiteGoalID: 6410) (DTS: 02/10/23)

Increase opportunities to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions. Including SSC, ELAC, parent conferences, Parent University Nights, SST, AR, and school-wide community events such as Open House, Carnival, Band concerts, choir performances, talent show, or other virtual opportunities.

Metric: Parents indicating opportunities for parent input in making decisions

Actions/Services 4.2.1   (SiteGoalID: 6410) (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 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?

PD- Home School Partnerships

1. Staff will be trained to conduct parent-teacher home visits, funded by FACE to conduct home visits throughout the school year. Fund Teacher leaders, Para Educators and a Parent Liaison to support community involvement in home visits, conferences, and community activities.

Parent Outreach
2. Parent stakeholder advisory such as GATE, ELAC, and other parent workshops. For In Person learning, we continue to reassess the SEL/ Cultural Responsive needs of students and families to help them better access their transitional needs. We will also provide parent workshops and parent communication (Family Handbook, School Messenger, Bilingual Flyers, translations and the School website), emphasizing the importance the BCM Way and overall positive behavior. Parent surveys and Online parent communication service will also be used.

1,2:
Effectiveness will be measured by:

Teacher Training
Synergy Data
Playground Monitor Monthly Inservices
and professional development
Decrease in overall suspension

What is working?

In addition to well attended school wide events, we will continue focusing on parent groups who do not traditionally attend school functions. Some strategies include Talking Points, parent teacher meetings by ZOOM, repeat invitations for parent empowerment/ involvement at positive character events.

What is not working and why?

There still exists a need for frequent and multi-lingual parent access to school communications. This is particularly true of students most in need of a combined school/family approach for student supports. The PBIS Team will facilitate a survey of families on how this has helped families and what could be improved.

What modifications will be implemented?
August- May (Monthly)
In addition to well attended school wide events, the PBIS Team will collaborate with the Parent Liaison and other school-wide coaches to better focusie on parent groups who do not traditionally attend school functions. Some strategies include Talking Points, parent teacher meetings by ZOOM, repeat invitations for parent empowerment/ involvement at positive character events. We will also continue to monitor ongoing surveys from the families and adjust strategies, where necessary.

Site Goal 4.3   (SiteGoalID: 6411) (DTS: 02/10/23)

Parent Engagement/Parent Groups/Parent University
It is vital for student success that the relationship between the home, the school and the community serve as the foundation for shared responsibility. It is important that we provide engagement opportunities that are interactive and allow families and the community the opportunity for two-way communication. We believe in partnering with our families and community stakeholders to provide opportunities for shared learning. Site goal is to have increased participation at our monthly F.A.M.E. meetings, in addition to increasing number of opportunities to bring more families on site.

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.3.1   (SiteGoalID: 6411) (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?
1. **Family, School and Community Liaison**- to serve as a Liaison to engage with parents to better survey, identity parent needs in alignment as it relates to student academic success, culturally responsive practices and the overall social emotional learning needs. Timesheet staff will also be trained by FACE and assist in this area. ($2700-7150/0000) 2. Purchase student handbooks, books and SEL newsletter subscription, and other support resources (Character Strong, etc) with school contact and parent involvement information, and school success. ($4000-7101/0000). Purchase tech licenses for parent involvement.	1,2,3: Effectiveness will be measured by: Sign In Logs. Parent/Community Stakeholder Survey to ask families how this has helped families and what could be improved. Attendance Increased Academic Progress	What is working? The introduction of a FACE Family, School and Community Liaison provided additional support for families in the region. Phone calls connecting with parents for resources and upcoming events. Attendance at events such as Open House provided great outreach. What is not working and why? The 4 hours per month caused a lag between the consistency of services for the families. The change in position mid-year caused a lag in services for the remainder of the year. What Modifications will be implemented? <u>August- May (Monthly)</u> In addition to well attended school

3. Provide training for Parent Safety Committee, Parent Leadership, WATCH Dogs, Family, School and Community Liaison(s) to facilitate ROTW, parent involvement and Parent Engagement Night, and How to help with digital platforms.(Zoom, Imagine Learning, Wonders, GO Math, AR, Brain Pop and CAASPP testing $1734-7101/0000)		wide events, Leadership Team will collaborate with the Parent Liaison and other school-wide coaches to better focusie on parent group. August- December Various staff members will attend FACE (Home Visits, Talking Points, Welcoming Families, etc), continue to provide liaison support to families with regular communication. The grade level teams will continue Parent University subject matter content workshops. The Front Office will continue F.A.M.E. meetings.

Funding Sources for District Goal 4	Amount	Description of Use
PBIS (7440/0000)	$203	Certificated- Timesheets
PBIS (7440/0000)	$200	Classified- Timesheets
PBIS (7440/0000)	$297	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$5000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$7500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$4500	Certificated- Timesheets
Title I – Basic (4900/3010)	$1734	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$2700	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	$4500	$4929			$9429
EL Supplemental (7150/0000)	Classified- Timesheets	$1000				$1000

Resource	Category					Total
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	$2000				$2000
GATE (7105/0000)	Certificated- Salaries			$2000		$2000
GATE (7105/0000)	Classified- Timesheets			$697		$697
GATE (7105/0000)	Materials/Supplies/Equipment			$700		$700
PBIS (7440/0000)	Certificated- Timesheets				$203	$203
PBIS (7440/0000)	Classified- Timesheets				$200	$200
PBIS (7440/0000)	Materials/Supplies/Equipment	$100		$200	$297	$597
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	$24400	$4000			$28400
Supplemental/Concentration (7101/0000)	Classified- Timesheets	$12000			$5000	$17000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	$30000	$21675	$12788		$64463
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	$2000	$13000	$16500	$7500	$39000
Title I – Basic (4900/3010)	Certificated- Salaries	$113574		$85176		$198750
Title I – Basic (4900/3010)	Certificated- Timesheets	$9633	$6700		$4500	$20833
Title I – Basic (4900/3010)	Classified- Salaries	$17092				$17092
Title I – Basic (4900/3010)	Classified- Timesheets		$3000			$3000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions		$14000		$1734	$15734
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	$20800	$1590		$2700	$25090

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

V. Funding

Barbara Comstock Morse Elementary (319) | 2023-2024

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				
					1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$42,887	$42,887	$42,887	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$148,863	$148,863	$68,400	$38,675	$29,288	$12,500	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$3,397	$3,397	$0	$0	$3,397	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$12,429	$12,429	$7,500	$4,929	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$100	$0	$200	$700	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$280,499	$280,499	$161,099	$25,290	$85,176	$8,934	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$489,075	$489,075	$279,986	$68,894	$118,061	$22,134	

Fund Subtotals

Subtotal of additional federal funds included for this school	$280,499
Subtotal of state or local funds included for this school	$208,576

		Signatures: (Must sign in blue ink)	Date
Principal	Kilolo Umi		
School Site Council Chairperson	Stephanie Reynoso		
EL Advisory Chairperson	Jose Hernandez		