Barbara Comstock Morse Elementary

Local Control Accountability Plan (LCAP)
2025-2026

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: 739) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, 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 engage 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: 8/26/24,10/07/24, 11/04/24, 12/02/24, 1/27/25, 4/7/25, 5/19/25

Leadership Meetings Were Held and Data was Collected on: 10/07/24, 10/28/24, 12/09/24, 1/27/25, 2/20/24, 3/31/25, 4/28/25, 5/19/25

AVID Leadership Meetings Were Held and Data was Collected on: 10/14/24, 12/11/23, 1/13/25, 2/13/24, 3/6/24, 4/28/25, 5/12/25

School Site Council Meetings Were Held and Data was Collected on: 9/13/24, 10/17/24, 11/14/24, 1/23/25, 4/24/25, 5/6/25, 06/04/25

Parent Events: 8/21/24, 11/14/24, 3/13/25, 4/10/25, 5/16/25, 5/22/25
Title I Meeting: 09/26/24
Back To School Day/Evening: 8/22/24
F.A.M.E. Monthly Parent Meeting: 01/10/25
Digital Citizenship: 3/12/25
Parent University: 08/21/24
Open House: 4/17/25
Staff Survey: April 2024
SEL and Climate Surveys: Fall 2024, Spring 2025
ELAC Meetings Were Held and Data was Collected on: 12/26/24, 5/15/25
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 AVID, FIT, writng, FHQI, LETRS, IXL, DEI trainings, and becoming 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 (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

As of the Spring of 2025:

There are no sub-groups in CSI.
There are no sub-groups in ATSI.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

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

- **A-G Completion - Percent of Graduates Completing A-G Requirements**
- **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam**
- **CAASPP (ELA, Math, Science) - Distance from Standard**
- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8926) (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

Action 1.1.1   (SiteGoalID: 8926) (DTS: 03/11/25)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
PD FOR STAFF 1. Provide school-wide **PLC opportunities (**Provide substitutes, release time on leadership and other onsite	Progress Monitoring 1,2,3	

planning) to ensure that ELA/Math/ELD standards are aligned with Common Core and are implemented across the grade levels.

Instructional Framework- PD
 Data shows that the implementation of the principles of the Instructional Framework increases student achievement on both math and ELA CAASPP. Continue staff PD for effectively written and communicated learning targets and success criteria that clearly connect to content area standards.(7101/0000)

2. Professional Development:
-DATA (math/ELA/writing/ELD)
-Social Emotional Learning/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;Release days to analyze interim assessments through the lens of the Instructional Framework.

1. Targeted students will be provided AVID support during Tier I and Tier II instruction.

- AVID Summer Conference PD (7101/0000- $5000:
- Materials to support AVID, such as binders, dividers, agendas, folders, and highlighters.
(7101/0000-$1000: for materials - K-2 folders, for materials - agendas) (AVID

1. CAASPP, ENVISION, Writing Exemplars, ILLUMINATE
*Improved student achievement according to our School Site Running Records

Effectiveness will be measured Admin, Coaches and PLCs 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 provided through PLC reporting forms monthly
-

grant: for materials - binders and dividers) **Contracts/Services/Subscriptions:** *Concentrated Supplemental* **Materials/Supplies/Equipment:** *Concentrated Supplemental AVID*		

Site Goal 1.2   (SiteGoalID: 8658) (DTS: 02/13/25)

Students will increase academic performance in ELA and Math by 4%or greater by providing intensive, targeted, small group or one-on-one instruction throughout the school day as measured by CAASPP (Grades 3-6), Illuminate Assessments (Grades K-6), and other formative assessments (Grades TK - 6).

ELA
Overall English Language Arts (ELA) scores will increase from 45% to 50% of our students meeting or exceeding standards on the state CAASPP assessments while increasing achievement in student groups:
CA DASHBOARD Category (YELLOW)

- African American students will increase from 32% met or exceeded standards to 37% **(Orange)**
- English Learners students will increase from 23% met or exceeded standards to 28% **(Yellow)**
- Students with Disabilities will increase from 9% met or exceeded standards to 14% **(Yellow)**
- Hispanic Students will increase from 37% met or exceeded standards to 41% **(Orange)**
- **s**ocioeconomically Disadvantaged Students will increase from 30% met or exceeded standards to 33% **(RED)**
  - **By the end of the 2025-26 school year, all students will improve their ELA CAASPP scores by at least 4 points on the Distance from Standard metric, reducing the gap from 17 points below standard in 2024 to 13 points below standard in 2025.**

Writing
Students will move from a 2.5/4 writing score on CAASPP to a 3.5/4 by the 2025-2026 school year with less than 10% earning a zero.

MATH
Overall MATH scores will increase from 35% to 40% of our students meeting or exceeding standards on the state CAASPP assessments while increasing achievement in student groups: **CA DASHBOARD Category OVERALL (Orange)**
African American students will increase from 22% met or exceeded standards to 26% (Orange)

- Socially Economically Disadvantaged 50% to 55% **(Yellow)**
- English Learner students will increase from 33% to 40% **(Yellow)**
- Students with Disabilities will increase from 19% met or exceeded standards to 25% **(Orange)**

- **By the end of the 2025-26 school year, all students at will improve their MATH CAASPP scores by at least 4 points on the Distance from Standard metric, reducing the gap from 42 points below standard in 2024 to 38 points below standard in 2025.**

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

Action 1.2.1 (SiteGoalID: 8658) (DTS: 02/13/25)

Targeted Student Group(s)

• Asian • EL • Filipino • Hispanic or Latino • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Professional Development - Provide continued professional development for certificated and classified staff in the following areas: 1-Analyze data and collaborate around research-based best practice that leads to the high-quality initial instruction. 2- Culturally responsive teaching; increase academic achievement for low-performing groups 3- Provide culturally responsive professional development for certificated and classified staff. 4- Provide professional development to support socio-emotional learning. 5- Professional Development for Response to Intervention	Formal and informal classroom observations, teacher surveys, and PLC consultation will be used to help measure the effectiveness of specified actions related to Visible Learning, culturally responsive teaching, socio-emotional learning, and AVID practices. EGUSD Illuminate data including district interim assessments will be used to monitor student progress as it relates to Response to Intervention practices. Additionally, the PBIS TFIs will be used to measure the effectiveness of academic RTI practices. Materials and Supplies Formal and informal classroom observations, FONT, teacher surveys, and PLC consultation will	

Practices.
6- Professional Development for implementation of AVID school-wide.
Contracts/Services/Subscriptions:
Sup Con $
Certificated Timesheets:
Sup Con $

AIT - Intervention instruction will follow the guidelines the EGUSD handbook.

Academic Intervention Teacher (1.0 FTE,) will utilize ELA research-based intervention strategies for students well below grade level.

Salaried Teacher: $70,125 (.4 fte 4900/3010)
Salaried Teacher: $46,750 (.6 fte 7101/0000)

LIBRARY SUPPORT
Fund Library Tech hours
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 and the passport Book Give-A-Way programs.
The Library Technician will continue working with parents, families and staff in order to fully implement the "We Both Read" program and the F.A.M.E. Family Fluency Night.
Salary: $16488 .25 FTE(4900/3010)

Supplies for use during intervention groups by Academic Intervention Teachers (7101/0000: $1000)
Additional instructional intervention materials to support classrooms. (4900/3010: $4000 ODP Open PO and $3000 Staples Open PO)

Necessary Materials/Supplies
Provide maintenance agreements, parts, services,

be used to help measure the effectiveness of specified actions related to instructional technology and duplication.

EGUSD Illuminate data including district interim assessments will be used to monitor student progress as it relates to small-group interventions. School administration, grade level leaders and AIT's will gather data trimesterly and approximately every six weeks. Data will be shared in PLC meetings, Case Site Support Meetings, and staff meetings.
Additionally, the PBIS TFIs will be used to measure effectiveness of academic RTI practices.

Library - Effectiveness will be measured by LCAP Needs Survey data from students, teachers, and staff related to library services and fun programs and events.
Monthly reports will be ran by the Librarian. Admin will share the data with SSC during each trimester.

supplies, copying, and replacement of supplemental resources. In addition, provide technology, software, equipment, instructional books, and supplemental instructional materials.

- IXL (7101/0000: $8000
- IXL (3010/0000): $7000.
- Renaissance (AR) (7101/0000: $ 8500)

Site Goal 1.3   (SiteGoalID: 9224) (DTS: 04/15/25)

Teachers will increase their effective use of communicating **success criteria** from 68.9% to 80% by the end of the year as measured by the Overall Teaching and Learning Program Implementation Continuum (PIC) and FONT data.

Metric: Success Criteria

Action 1.3.1   (SiteGoalID: 9224) (DTS: 04/15/25)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
PLC Collaboration: Teachers will use PLC time and/or release time to collectively discuss, complete classroom observations and	• Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have	

develop learning targets and success criteria for future lessons. Professional Development: Instructional Coaches will provide professional development to teachers to improve first instruction, increase teacher efficacy , in utilizing success criteria to improve student outcomes and deepen the implementation of the Instructional Framework. Data Analysis Days and CAST days: Data Days will be scheduled for each grade level in order to allow time for teacher collaboration to determine next steps with instruction. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. <u>Certificated Timesheets:</u> $ Supp Con (TK Teachers) $ Title I (1st - 6th Grade Teachers)	been implemented. • Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.

Site Goal 1.4   (SiteGoalID: 9225) (DTS: 04/15/25)

By June 2026, we will resume the goal of at least 55% of English Learners making progress toward English proficiency as measured by the California Dashboard, with an emphasis on supporting students who previously maintained or decreased an ELPI level.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1   (SiteGoalID: 9225) (DTS: 04/15/25)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.

- Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?

- Throughout the year, report the results of the formative data as you collect it.
- In March, summarize your data collection results.
- Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation

1. Assess EL student language acquisition and progress (Initial/Summative ELPAC) and EL coordinator will support the identification/placement of EL students, reclassification, and EL/RFEP monitoring.
 	
2. Support the English Learner program on campus through district professional training and collaboration with ML instructional coach.
 	
3. We will use EL Supplemental funds to host ELAC meetings and prepare awards for students.
 	
4. Provide after-school tutoring to students to support mastery of CCSS in ELA and math.
 	
5. Increase "on-going training and development" to provide educators with an enhanced ability to welcome/include "Newcomers" and other English learners.
 	
We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.
 	
<u>Certificated Timesheets:</u>
  $ 10000 EL Supplemental
 	
     Supplies (EL Supplemental)
 	
Progress Monitoring
1.   The number of students who
	Progress Monitoring
	1. English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments, and CAASPP results in ELA. The administrators and teachers will collect and share data with SSC, ELAC, Leadership Team, and staff in Trimesters 2 and 3.)
	
	2. Outcomes will be assessed and data will be reviewed twice during the year in the fall and in the spring after school and district EL student reclassification data is available. Administrators and teachers will collect the data and share with SSC, ELAC, staff, and Leadership Team.
	
	3. Effectiveness will be measured by students' performance increase on ELPAC. The administrators will collect and share data with SSC, ELAC, Leadership Team, and staff in the fall, winter, and spring.
	
	4. Students will take a pre-test provided by the tutor. They will also take a post-test at the end of 8 to 10 weeks.
	
	5. Effectiveness will be measured by students' performance increase on ELPAC.	

are reclassified as Fluent English Proficient will increase by 3% or more, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments, and CAASPP results in ELA. Students will reach grade level SMART goals as measured by grade level program assessments. (The administrators and teachers will collect and share data with SSC, ELAC, Leadership Team, and staff in Trimesters 2 and 3.)

2. Outcomes will be assessed and data will be reviewed twice during the year in the fall and in the spring after school and district EL student reclassification data is available.
Administrators and teachers will collect the data and share with SSC, ELAC, staff, and Leadership Team.

3. Effectiveness will be measured by students' performance increase on ELPAC. We are looking for a 5% increase. (The administrators will collect and share data with SSC, ELAC, Leadership Team, and staff in the fall, winter, and spring.)

4. Students will take a pre-test provided by the tutor. They will also take a post-test at the end of 8 to 10 weeks.

5. Effectiveness will be measured by students' performance increase on ELPAC.

Funding Sources for District Goal 1 (DEV - LCAP ID: 739)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	60664	Certificated- Salaries
Title I – Basic (4900/3010)	45904	Certificated- Timesheets
Title I – Basic (4900/3010)	22000	Classified- Salaries
Title I – Basic (4900/3010)	2900	Classified- Timesheets
Title I – Basic (4900/3010)	1261	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	27001	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	76935	Certificated- Salaries
Supplemental/Concentration (7101/0000)	14000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	1600	Classified- Salaries
Supplemental/Concentration (7101/0000)	3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	9000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	17000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	6499	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	639	Classified- Timesheets
EL Supplemental (7150/0000)	2022	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 2:
Targeted Supports & Interventions	**Students need high quality programs and services driven by assessment, data analysis, and action as measured by:**
Students who identify as Black/African American, students with disabilities, students in foster care	

or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8659) (DTS: 02/13/25)

The chronic absenteeism data from 2023-24 to 24-25 is as follows:
The African American chronic absenteeism rate improved from 44% to 43%;
Students with Disabilities absenteeism improved from 56% to 50%
Foster Youth student absenteeism improved from 28% to 33%

Chronic Absenteeism rates will improve from 43% to 40% for African American Students
Chronic Absenteeism rates will improve from 50% to 47% for SWD
Chronic absenteeism rates will improve from 33% to 30% for Foster Youth

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8659) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American • Foster Youth • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
. 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)	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 Staff, student and parent Perspective survey data on climate. Review parent-teacher home visit data Student attendance data	

Site Goal 2.2   (SiteGoalID: 9068) (DTS: 04/02/25)

Suspension rate will decrease for African-American students

Metric: African American Disparity

Action 2.2.1   (SiteGoalID: 9068) (DTS: 04/02/25)

Targeted Student Group(s)

• Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
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. Salary and funding source for the .5 Couselor is listed under Goal 3. 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 support, as needed (Check-ins, parent follow-up regarding Tier II services, attendance campaign). Administration will meet with the MHT, counselor, and behaviorist to review data during Tier 2 meetings to review Tier 2 supports for students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. The MHT, Counselor, and behaviorist to meet with students with repeated disciplinary incidents. Specifically look at students identify as African-American, Students with Disabilities, Foster Youth, Homeless and as attendance dictates. Specifically for the following subgroups:	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 School Website Parent Handbook DoJO LCAP surveys	

- African American
- Foster Youth
- Homeless
- SWD

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Site Goal 2.3   (SiteGoalID: 9069) (DTS: 04/02/25)

BCM parents, students and staff will participate in the Monterey Trail Regional Equity Coalition in partnership with the region principals and Innovation Bridge to address disproportionality. The goal is to promote better engagement and resourcing for the African American community and to build on the voice and assets of the participants to produce better academic and social emotional outcomes for our AA students. Goal is to address disproportionality via maintaining an African American suspension rate under 3% as measured by district suspension data provided by Research and Evaluation Dept.

Metric: African American Disparity

Action 2.3.1   (SiteGoalID: 9069) (DTS: 04/02/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Listening sessions and collaborative work with community partners, students and parents create a plan to address increased participation in advanced coursework, reductions in exclusionary discipline, and better understanding and	Progress Monitoring • Site admin will collect sign in sheets to monitor participation rates in planning meetings with the MTREC leadership team. Data will be tracked by site admin year to year to look	

connections between school staff and the African American community. Site will also establish a Black Student Union to provide space for and to support our Black and African American students. That group will coordinate with and attend MTREC coalition meetings.

July-June: Work with MTREC partners to plan and implement Coalition meetings and various opportunities to build better connections between school staff and the African American community- ie Equity Fairs, BSU collaboratives, HBCU promotion events, etc.
We will also continue to work with the the Equity department, FACE department (FBSU conferences, etc.
Funding to contract with Innovation Bridge is listed under Goal 3.

for attendance trends and hopefully increased attendance.
- Site admin will run disaggregated suspension reports trimsterly to analyze African American suspension rates. SEL metric data and participation rates in leadership and GATE will be collected yearly by site admin. This data will also be shared on site and during parent community meetings (Title I, etc).

Funding Sources for District Goal 2 (DEV - LCAP ID: 739)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	4400	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	599	Classified- Timesheets
Title I – Basic (4900/3010)	4003	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	4000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	7858	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	6559	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	9000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	1500	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	500	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, 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 Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 9245) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1   (SiteGoalID: 9245) (DTS: 04/16/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	

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.

In 22-23, we earned a TFI of Tier I (97%) and Tier II (93%), and received Gold recognition.
In 23-24, we earned a TFI of Tier I (97%) and Tier II (96%), and received Gold recognition.
In 24-25, we earned a TFI of Tier I (100%) and Tier II (96%) and look forward to Gold recognition.

Metric: Active Participation

Action 3.2.1   (SiteGoalID: 8660) (DTS: 02/13/25)

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
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 support, as needed (Check-ins, parent follow-up regarding Tier II services, attendance campaign).	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 School Website Parent Handbook DoJO LCAP surveys	

$58892 (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 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/ $3000)

6. NASSP/NEHS Membership Dues

Site Goal 3.3   (SiteGoalID: 9116) (DTS: 04/08/25)

Students will increase time-on-task learning and academic performance in ELA and Math as measured by a 7% increase in Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score [from 97% in 2024-2025 to 100% in 2025-2026 (on Tier 1 TFI)], 4% increase on CAASPP, Illuminate, and other formative assessements, a 10% reduction rate in home suspensions and a reduction in PBIS discipline referrals.

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

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.

Metric: Active Participation

Action 3.3.1   (SiteGoalID: 9116) (DTS: 04/08/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.
- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?
- Throughout the year, report the results of the formative data as you collect it.
- In March, summarize your data collection results.
- Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
POSITIVE CULTURE AND CLIMATE/SCHOOLWIDE EVENTS **1. Positive Behavior Intervention Systems and Supports (PBIS): Utilizing 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	Each of the measures will be monitored by: a) the PBIS Team (monthly) b) the SART Team (monthly) c) the information will be shared 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	

and academic program participation.
 $4000 (7101/0000)

4: Character Lessons (Second Step, Character Strong, Restorative Practices, etc) are made available throughout the year for our students. Select students are chosen to meet in small group sessions. Lessons are also taught within the classrooms. Restorative Circles professional development has been provided to various staff members and will be further utilized next year.

5. Student Assemblies (Consci8us) anti-bully assemblies providing key vocabulary. Support the understanding and modeling of proper behavior and character building.

Funding Sources for District Goal 3 (DEV - LCAP ID: 739)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	55058	Certificated- Salaries
Title I – Basic (4900/3010)	5448	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	1000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	3000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	1000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	500	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 8661) (DTS: 02/13/25)

Increase the productivity and frequency of home/school partnerships, consistent and daily attendance. Thereby correlation increased academic performance.
The overall CAASPP test scores in the areas of ELA and Math, showed a slight decrease in 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 current absenteeism rates for targeted groups are as follows:

African American student absenteeism: 27%
Students with Disabilities absenteeism : 24%
Foster Youth student absenteeism: 25%

2025-26 Goal: Decrease the overall rate of chronic absenteeism from 22.7% to 20%

Metric: Percent Chronically Absent

Action 4.1.1   (SiteGoalID: 8661) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Chronic Absenteeism • Positive calls from the teacher, front office, and the regional Parent Liaison 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	Progress Monitoring 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 -	

• 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)	23-24 school year score of 98% 24-25 school year - 100% 25-26 goal = 100% 5 home visits (goal for 2024-2025) Staff, student and parent Perspective survey data on climate. Review parent-teacher home visit data Student attendance data	
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: 9226) (DTS: 04/15/25)

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.

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 involvement

Action 4.2.1   (SiteGoalID: 9226) (DTS: 04/15/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
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, FTAT 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,	1,2: Effectiveness will be measured by: Teacher Training Synergy Data Playground Monitor Monthly Inservices and professional development Decrease in overall suspension	

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.

Funding Sources for District Goal 4 (DEV - LCAP ID: 739)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5094	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	1500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	1058	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	500	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	500	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$60664	$0	$55058	$0	$115722
Certificated- Timesheets	$45904	$4400	$5448	$5094	$60846
Classified- Salaries	$22000	$0	$0	$0	$22000
Classified- Timesheets	$2900	$599	$0	$0	$3499
Materials/Supplies/Equipment	$1261	$4003	$0	$1500	$6764
Contracts/Services/Subscriptions	$27001	$4000	$0	$1058	$32059

Title I – Basic (4900/3010) Total: **$240,890**

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$76935	$0	$0	$0	$76935
Certificated- Timesheets	$14000	$7858	$0	$0	$21858
Classified- Salaries	$1600	$0	$0	$0	$1600
Classified- Timesheets	$3000	$0	$1000	$0	$4000
Materials/Supplies/Equipment	$9000	$6559	$1000	$0	$16559
Contracts/Services/Subscriptions	$17000	$9000	$3000	$0	$29000

Supplemental/Concentration (7101/0000) Total: **$149,952**

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$6499	$1500	$1000	$500	$9499
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$639	$500	$0	$0	$1139
Materials/Supplies/Equipment	$2022	$0	$500	$0	$2522
Contracts/Services/Subscriptions	$0	$0	$0	$500	$500

EL Supplemental (7150/0000) Total: **$13,660**

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) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$240,890	$159,730	$13,002	$60,506	$7,652	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$149,952	$121,535	$23,417	$5,000	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$13,660	$9,160	$2,000	$1,500	$1,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$404,502	$290,425	$38,419	$67,006	$8,652	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$240,890
Subtotal of state or local funds included for this school	$163,612

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0