Roy Herburger Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Tamela Moore

County-District-School (CDS) Code: 34673140105932

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (Icapid: 617)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 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?

Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and our EGUSD Strategic Goals. The leadership team, LCAP leadership team, grade levels, site departments, English Learner Advisory Committee (ELAC), School Site Council (SSC), and student leadership teams met throughout the year to discuss actions and services that would appropriately support the teaching and learning process based on multiple data points reviewed and research-based

practices to address needs. Staff members completed surveys, circle discussions, and "Root Cause Analysis" sessions to seek input for goal setting for the 2024-2025 school year. Our PBIS Tier 2 team met to ensure necessary Tier 2 and 3 interventions. PBIS Tier 1 and 2 teams completed the PBIS Tiered Fideltiy Inventory (TFI) to assess our progress towards our goals.

During our Title I meeting, site data points were shared, and members' feedback was solicited. Our Principal and Vice Principal met periodically throughout the year with ELAC to determine how we can best serve our English learners (EL) and to seek stakeholder input to influence the LCAP planning process. Our SSC reviewed our data related to the EGUSD Strategic Goals and our progress made on each goal. SSC provided input and suggestions based on student need. In conjunction with ongoing and continued conversations with Parent Faculty Organization (PFO) and the Restorative Practices/Culture and Climate Committee, multiple stakeholders continue to play an active role in determining actions and services to best meet the needs of our students.

- LCAP Leadership Dates: 10/4/23, 10/18/23, 2/22/24, and 2/29/24
- Leadership Team Meetings: 8/28/23, 10/9/23, 12/4/23, 1/29/24, 4/8/24, and 5/13/24
- SSC Meetings: 9/5/23, 9/21/23, 11/27/23, 1/22/24, 2/5/24, 2/26/24, 4/15/24
- ELAC Meetings: 10/18/24, 2/7/24, 2/14/24, 4/10/24
- Staff Meetings: 8/8/23, 8/28/23, 9/11/23, 9/25/23, 10/16/23, 11/27/23, 1/30/24, 2/20/24, 3/25/24, 4/1/24, 4/16/24
- PBIS Tier I Meetings: 9/13/23, 11/28/23, 1/18/24, 2/1/24, 3/6/24, 4/3/24
- Back to School Night/Title I Meetings: 8-9-23 and 8-10-23
- Staff Surveys: August 2023, November 2023, January 2024, February 2024, March 2024
- EGUSD Parent, School Climate, PIC Surveys: Spring 2022, Spring 2023, August 2023, and April 2024
- Fall Festival: 10/27/23
- PFO Meetings: 8/22/23, 9/12/23, 9/21/23, 10/5/23, 11/8/23, 12/14/23, 1/16/24, 2/1/24, 2/15/24
- Student-Principal Leadership: 2/1/24, 2/22/24, 2/29/24, 3/25/24

2. Impact of LCAP and Annual Update

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

After the leadership team, SSC, ELAC, and LCAP Leadership teams evaluated the Actions/Services for goals, new site goals and expenditures were written based on researched-based practices to support continuous improvement. Multiple committees gave feedback on the plan. Based on the feedback from SSC, ELAC, the Herburger leadership team, LCAP Leadership, student leadership, and staff members (meetings and surveys), we decided to continue with the main four site goals and enhance some of them. We omitted goals that did not show efficacy for our students. We created actions to support intervention needs, accelerated learners, G.A.T.E. students, visual and performing arts (VAPA), intersession, and after-school enrichment.

Resource Inequities (ATSI 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 Spring 2023, our school had the following subgroup enter into ATSI:

Student Group	ELA	MATH	ATTENDANCE	SUSPENSION
WHITE	2	3	1	3

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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**

Site Goal 1.1   (SiteGoalID: 7298) (DTS: 12/13/23)

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

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

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

Baseline Data
1. 21.3% Chronically Absent
2. Suspension Rates - CA Dashboard (0.9%)
3. Summative ELPAC Data (Spring 2023) - 59% of EL progressed at least one performance level.
4. CAASPP Overall Math Performance (Spring 2023) -- 54% Met or Exceeded Standard
5. CAASPP Overall ELA Data (Spring 2023) -- 59% Met or Exceeded Standard
6. Aggregated ELA CAASPP Data (Spring 2023)

- African American-- 32%
- Asian -- 65%
- Filipino -- 73%
- Hispanic -- 52%
- Pacific Islander -- 50%
- White -- 40%
- Two or More -- 63%

- English Learners -- 26%
- Foster Youth -- 50%
- Socioeconomically Disadvantaged (SED) -- 56%
- Students with Disabilities -- 23%

7. Aggregated CAASPP Math Data (Spring 2023)

- African American--25%
- Asian -- 66%
- Filipino -- 54%
- Hispanic -- 36%
- Pacific Islander -- 58%
- White -- 40%
- Two or More -- 50%
- English Learners -- 38%
- Foster Youth -- 50%
- Socioeconomically Disadvantaged (SED) -- 51%
- Students with Disabilities -- 25%

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

- African American-- 13%
- Asian--64%
- Filipino--50%
- Hispanic--26%
- Pacific Islander--0%
- White--N/A
- Two or more--36%
- EL --14%
- Homeless-->N/A
- SED--49%
- Students with Disabilities (SWD)--0%

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

Action 1.1.1   (SiteGoalID: 7298) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. Provide funds for teachers to enhance the regular curriculum by offering hands-on, real-world educational experiences and opportunities both on and off campus. ($14,000 - Title I) / ($7,000 - Supplemental Concentration Funds) • Crocker Art Museum Art Ark • Sierra Nevada Journeys • Gold Bug • 6th Grade Quarry 2. Students will identify learning targets and use success criteria to determine how they are mastering Common Core State Standards (CCSS) for ELA and math while exploring "real-world field experiences both on and off campus.	1a. Students will make a 3% or more gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments. (The administrators and teachers will collect and share data with SSC, ELAC, Leadership Team, and staff each trimester.) 1b. Effectiveness will also be measured using informal observation and teacher surveys. The administrators will collect and share data with SSC, ELAC, staff, and Leadership Team each trimester. 1c.Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year. (The administrators and teachers will collect and share data with SSC, ELAC, Leadership Team, and staff each trimester.) 2. Teachers and administrators will use Illuminate Assessments and the CAASPP to measure outcomes and the end of each trimerster. They will share the results during SSC, ELAC, and staff meetings.	

Action 1.1.2   (SiteGoalID: 7298) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data?	• Are you making progress towards your desired outcome? • What is working or what is not working?

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide targeted instruction for students who were assessed and are performing below grade level standards utilizing two **Academic Intervention Teachers (AIT)** and **push-in** teachers during intervention, workshop and WIN time. These AITs will intervene for grades K - 6. (One AIT will be funded using Title I Funds. The 2nd AIT will be funded through district funds.) Push-in Teacher ($60,000 Title I Timesheet) AIT #1 -- $109,875 (Title I) AIT #2 -- No cost to Herburger Elementary 2. Purchase supplemental curriculum and online subscriptions to support intervention, acceleration, and enrichment. ($36,000 Title I Funds; $20K Supplemental Concentration) 3. Provide after-school tutoring to students (intersession/spring/summer) to support mastery of CCSS in ELA and math. (Title I Funds $4000)	1 and 2. We will use Illuminate Benchmark Assessment data, CA Wonders Assessment data, CAASPP data, and other formative assessment data. The administrators and teachers will collect and share data with SSC, ELAC, staff, and Leadership Team in Trimesters 1 - 3. 3. 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. (Admin. and tutors will share the information with SSC, staff, Leadership Team, ELAC, and individual parents of students attending.)	

Site Goal 1.2   (SiteGoalID: 7301) (DTS: 12/13/23)

Students will increase reading comprehension from 71% approaching benchmark/mastery as identified in Illuminate Assessments (2023-2024) to 30% increase in "Mastery" (Grades 1-6) in 2024-2025.

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

Action 1.2.1   (SiteGoalID: 7301) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Herburger will provide additional hours for the site librarian to offer students additional reading practice, Accelerated Reading assessments (to measure comprehension growth), and other supplemental online reading programs to support reading comprehension. 2. The librarian will also help with vocabulary practice, increase opportunities for student exposure to literature in print. (Use Print Shop for supplemental copies / reading / science instructional materials.) Time-sheet our **Library Technician 3** hours per day for 5 days per week to serve all students. (Classified Salary $24983/3010 Title I) 3. Provide books for classroom libraries ($7,204).	1 & 2. Effectiveness will be measured by reviewing the number of books checked out, student Lexile Level progress, and Accelerated Reader data three times per year at the end of each trimester. Administrators and the library tech will share data with with SSC, ELAC, staff, and Leadership Team at the end of each trimester.	

Site Goal 1.3   (SiteGoalID: 7303) (DTS: 12/13/23)

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

• Increase the percentage of reclassified students from 13% to 15% or higher.

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

Baseline Data
1. 18.7% Chronically Absent

2. Math CAASPP Data (Spring 2023) -- % Met or Exceeded Standard

- English Learners -- 38%

3. CAASPP ELA Data (Spring 2023) -- % Met or Exceeded Standard

- English Learners -- 26%

3. CAST (Met or Exceeded Standards)

- EL -- 14%

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

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Action 1.3.1   (SiteGoalID: 7303) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Assess EL student language acquisition and progress. 2. Support the English Learner program on campus through district professional training and collaboration. • ELPAC Coordinator - Certificated staff, hourly timesheet. Coordinate and administer initial and summative ELPAC.	**Progress Monitoring** 1. The number of students who are reclassified as Fluent English Proficient will increase by 3% or more, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments, and CAASPP results in ELA. Students will reach grade level SMART goals as measured by grade level program assessments. (The administrators and teachers will collect and share data with SSC,	**Evaluation**

- EL Coordinator - Certificated staff, hourly timesheet.
- Supplemental EL multilingual library books.
- Provide interpretation and translation services for parent/teacher contact, including but not limited to written communication, phone calls, and parent/teacher conferences.
- Provide Roving Sub 4 days during the school year to release classroom teacher for parent conference with interpreter. (approx. $350 daily sub cost x 4 days = $1400 EL SUP)

3. We will use EL Supplemental funds to train certificated and classified staff, host ELAC meetings, and prepare awards for students.

4. Provide after-school tutoring to students to support mastery of CCSS in ELA and math. ($2100)

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.

Site Goal 1.4   (SiteGoalID: 7304) (DTS: 12/13/23)

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

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

Action 1.4.1   (SiteGoalID: 7304) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative	• Are you making progress towards your desired outcome?

Action Plan	**Progress Monitoring**	**Evaluation**
Provide hourly pay (timesheet) for a teacher / site GATE coordinator who: • Provides on-site GATE Testing • Supports teachers, students, and families through the GATE referral process ($1275 -- Teacher Stipend)	Review site data and maintain and/or increase the percentage of students participating in our GATE program. Student participation data will be reviewed by administrators and teachers twice each year as part of the Co-op/CAST process and additionally after the administration of the yearly NNAT assessments and district GATE referral process. Administrators and teachers will also collect other data and share with SSC, ELAC, staff, and Leadership Team during Trimesters 2 and 3.	

Site Goal 1.5   (SiteGoalID: 7305) (DTS: 12/13/23)

Roy Herburger Elementary and all Monterey Trail High Regional Schools will focus on overall implementation of effective active participation. Our sites will increase active participation from 69.6% to 80% by the end of the school year as measured by the Framework for High Quality Instruction Program Implementation Continuum and FONT Database. Teacher survey data regarding current level of implementation of active participation will increase from 71.8% to 80%.

Metric: Other

Action 1.5.1   (SiteGoalID: 7305) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	**Progress Monitoring**	**Evaluation**
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data?	• Are you making progress towards your desired outcome? • What is working or what is not working?

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Administrators will increase the number of informal walk-through observations using specific feedback uploaded into FONT for "Active Participation".	Administrators and teachers will review data results that focus on active participation at the end of Trimesters #1, #2, and #3. Administrators will review active participation results at ELAC, SSC, and staff meetings in November and February.	

Site Goal 1.6   (SiteGoalID: 7306) (DTS: 12/13/23)

Provide enrichment and learning opportunities for GATE students, both during and outside of the regular school day. [Metric: Project-based learning samples and portfollios will be completed to summarize their experiences. They will take teacher-created quizzes to demonstrate what they know.]

Metric: Other

Action 1.6.1   (SiteGoalID: 7306) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide 7 or more extended day enrichment classes taught by certificated teachers. Class offerings may include but are not limited to STEAM (CREST program), music, art, and robotics.	1. Gather feedback from students, parents, and teachers at the end of each enrichment session. 2. Three times during the year (at the end of each trimester), review classroom assessment data,	

2. Purchase supplemental materials and curriculum to support student learning and enrichment opportunities. • These materials may include but are not limited to: robotics supplies, visual and performing arts supplies or other materials needed to support a GATE program as determined by the GATE coordinator and/or GATE teacher. Any curriculum, digital or otherwise, will be used/purchased in accordance with BP/AR 6160.1 regarding the purchase of board adopted materials. 3. Provide buses for college and career field trips. (Title I Funds) ($4,122 - Contracts / Services / Materials / Supplies / Books: GATE Funds) ($1,000 -- Supp/Con)	district common assessments, and CAASPP data in ELA and Math to monitor student progress and achievement, ensuring that students meet or exceed grade level standards.	

Site Goal 1.7   (SiteGoalID: 7888) (DTS: 05/09/24)

Provide VAPA instruction to students to ensure that they have the opportunity to learn how musicians interpret the world and express themselves. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. [This goal aligns to VAPA Anchor Standard 10.]

Metric: Other

Action 1.7.1   (SiteGoalID: 7888) (DTS: 05/09/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data?	• Are you making progress towards your desired outcome? • What is working or what is not working?

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide 90-120 minutes of music education (approximately 1.5-2% of instructional time) per month for grades TK-6 provided by New Songs School of Music. • TK-2nd grades: Music education/appreciation opportunities 45 minutes two times per month in a grade level assembly setting. • 3rd-6th grades: Push-in music education one hour two times per month for each classroom • Purchase materials to support music instruction (i.e., instruments) 2. Provide music education through specific links that New Songs School of Music has created to access music content. Teachers will utilize their current knowledge and skill level from past experience with New Songs to enhance their instruction. 3. Provide spring break and summer sessions of New Songs percussion, guitar, and ukulele. (Appx: $7,000) 4. Provide dance and computer graphics design courses to students in spring break and summer sessions. 5. Provide scholarship funds for students to participate in the after-school band, piano, and violin programs on campus. ($13,000) 6. Purchase instruments (and updated audio equipment) that will be housed on-site for students to use in after-school and summer school music sessions. (Instruments shall at least include percussion, guitar, ukulele, symbols, triangles, bells, violins, and others that are suitable to	We are using these measures for all actions. Administrators and teachers will gather and share data with with SSC, ELAC, staff, and Leadership Team. 1. Review student attendance data monthly and show an increase in overall student attendance throughout the year. 2. Gather and review formal survey feedback from students, parents, and teachers at the end of the school year and summer program. 3, 4, 5, and 6. Review participation data and overall increase in the number of students participating in after-school and summer school music programs. 4. Review surveys. 5. Review attendance data and number of students participating in the afterschool program. 6. Review parent, student, and staff surveys. 6. Review on-going assessments data (like but not limited to Illuminate, end of the unit chapter tests, attendance, and discipline data).	

Herburger Elementary students.)

New Songs Regular Day and Summer Programs Supp/Conc = $30000 (Tri 1, 2, 3)

Funding Sources for District Goal 1 (DEV - LCAP ID: 617)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	109875	Certificated- Salaries
Title I – Basic (4900/3010)	72100	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	24983	Classified- Timesheets
Title I – Basic (4900/3010)	14000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	16038	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	40000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	50000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	27893	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	16810	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

EL Supplemental (7150/0000)	1220	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	3000	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7308) (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 2.1.1   (SiteGoalID: 7308) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Teachers will administer Illuminate Assessments to all students August - November, January - March, and May.	1. Teachers will access their own data and discuss at Early Out PLC time, grade level meetings, and during staff meetings.	

1a. Administrators will send out reminders regarding assessment window timelines and produce data for teams to monitor student progress.	1a. The Principal and Vice Principal will retrieve Illuminate reports August - May (per assessment window) to ensure that 95% of all elligible students have taken the Illuminate Assessments.	

Site Goal 2.2   (SiteGoalID: 7299) (DTS: 12/13/23)

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

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

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

Illuminate Participation Rates (Trimester #2 - 2023) -- (ELA / Math / Total # of Students Eligible)

- Kindergarten - 101 / 99 / 102
- 1st Grade - 106 /113 / 117
- 2nd Grade - 119 / 117 / 120
- 3rd Grade - 120 / 118 / 123
- 4th Grade - 138 / 138 / 141
- 5th Grade - 111 / 112 / 114
- 6th Grade - 131 / 1222 / 142

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

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

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

Baseline Data
1. 21.3% Chronically Absent
2. Suspension Rates - CA Dashboard (0.9%)
3. Summative ELPAC Data (Spring 2023) - 59% of EL progressed at least one performance level.
4. CAASPP Overall Math Performance (Spring 2023) -- 54% Met or Exceeded Standard

5. CAASPP Overall ELA Data (Spring 2023) -- 59% Met or Exceeded Standard
6. Aggregated ELA CAASPP Data (Spring 2023)

- African American-- 32%
- Asian -- 65%
- Filipino -- 73%
- Hispanic -- 52%
- Pacific Islander -- 50%
- White -- 40%
- Two or More -- 63%
- English Learners -- 26%
- Foster Youth -- 50%
- Socioeconomically Disadvantaged (SED) -- 56%
- Students with Disabilities -- 23%

7. Aggregated CAASPP Math Data (Spring 2023)

- African American--25%
- Asian -- 66%
- Filipino -- 54%
- Hispanic -- 36%
- Pacific Islander -- 58%
- White -- 40%
- Two or More -- 50%
- English Learners -- 38%
- Foster Youth -- 50%
- Socioeconomically Disadvantaged (SED) -- 51%
- Students with Disabilities -- 25%

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

- African American-- 13%
- Asian--64%
- Filipino--50%
- Hispanic--26%
- Pacific Islander--0%
- White--N/A
- Two or more--36%
- EL --14%
- Homeless-->N/A
- SED--49%
- Students with Disabilities (SWD)--0%

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7299) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide release time for teachers to analyze data, set goals, create lesson plans and respond to students based on assessed need. (Release time may include but is not limited to training, site planning, collaboration, data error analysis, planning intervention/acceleration, and peer observations.) • Approximate Cost = $41.60 x 43 T. = $1788.80 x 3 days = $5,366.4 x 7.5 hours = $40,248 (Supplemental / Concentration Funds) • Title I Funding Addition ($8100) • Title I Funds Addition ($7,723)	1a. Students will make a 2% or more gain as measured by grade level benchmark assessments, Illuminate Assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments. 1b. Effectiveness will also be measured using informal observation and teacher surveys. (Administrators will collect and share the data each trimester with staff, ELAC, and SSC.) 1c. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of Trimesters 1, 2, and 3, and during optional Illuminate Assessments targeted dates. (Administrators and teachers will analyze the data collectively with staff, ELAC, and SSC.)	

Action 2.2.2   (SiteGoalID: 7299) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data?	• Are you making progress towards your desired outcome? • What is working or what is not working?

Action Plan	Progress Monitoring	Evaluation
	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
Action Plan 1. Provide professional learning opportunities for staff to learn additional strategies and resources to support 21st Century learning. 2. Certificated and classified staff will be compensated for attending training, workshops and other professional learning and professional development opportunities. ($5000)	**Progress Monitoring** 1 and 2. Measure the efficacy of the professional learning by students' academic achievement on Illuminate and other formative assessments. (Administrators will share the data with staff, ELAC, and SSC in Trimesters #2 and #3.)	**Evaluation**

Action 2.2.3   (SiteGoalID: 7299) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Provide funds to cover the cost of registration, meals, and travel expenses for workshops, conferences, or training outside of EGUSD. $15,000 Title I Funds	**Progress Monitoring** 1. Students will make a 2% or more gain as measured by grade level benchmark assessments, Illuminate Assessments, and CAASPP results in ELA and Math. 1a. We will also measure effectiveness by: • Sign in sheets and surveys from professional development sessions • Administration gathering qualitative and quantitative	**Evaluation**

data by attending weekly PLC meetings to ensure practices are being implemented
- Classroom walkthroughs to see implementation of culturally responsive strategies

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

Funding Sources for District Goal 2 (DEV - LCAP ID: 617)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	18823	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	42748	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	2500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

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

District Strategic Goal 3:

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: 7300) (DTS: 12/13/23)

Students will increase time-on-task learning and academic performance in ELA and Math as measured by a 7% increase in Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score [from 97% in 2022-2023 to 100% in 2023-2024 (on Tier 1 TFI)], 2% increase on CAASPP, Illuminate, and other formative assessements, a 10% reduction rate in home suspensions (from 22 home suspensions in 2019-2020, 5 home suspensions in 2021-2022, 4 home suspensions in 2022-2023, and 6 home suspensions in 2023-2024) to 3 or fewer home suspensions, and a reduction in PBIS discipline referrals--there were 67 in Spring 2019, 6 in Spring 2021, 249 in Spring 2022, 113 in Spring 2023, and 219 in 2023-2024.

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

Metric: School Climate - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 7300) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Support the PBIS program on campus by implementing Second Step SEL curriculum and purchasing PBIS related signs, posters, radios, safety cones, lesson plan materials, and student acknowledgment materials and supplies. 2. Provide active supervision training, meeting compensation, and professional development opportunities for yard supervisors. -- (PBIS $1000) (Yard Sup & Other Classified Timesheets - Sup/Con $3000) 3. Provide professional learning opportunities through Choose Love to support students with SEL strategies and instructional practices. 4. Provide professional learning opportunities through EGUSD SEL Series (C/PL) to support students with SEL strategies and instructional practices. ($12,000 Contracts / Services - Title I Funds)	1, 2, 4. Synergy discipline data, specifically office referrals and suspensions will be collected by administrators and shared monthly with staff and students. 1 and 2. Administrators will count the monthly number of the school-wide acknowledgement ticket (Caught A Hawk) as they are collected weekly and share with staff, parents, and students monthly. 3 and 4. Synergy discipline data, specifically office referrals and suspensions will be counted by admin team and distributed to staff, leadership team, SSC, and ELAC. 3 and 4. School site acknowledgement ticket data (Caught A Hawk)--Principal will share with staff and SSC at fall, winter, and spring meetings. 3 and 4. Staff, Student, and Parent Survey Data (Site PBIS survey, CA Healthy Kids Survey, District Culture and Climate Survey, Bullying Prevention Project)--Principal will share with staff and SSC at fall, winter, and spring meetings.	

Site Goal 3.2   (SiteGoalID: 7307) (DTS: 12/13/23)

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

In 2023-2024, the parent participation rate was 6% of total enrollment. Herburger would like to increase participation to 10% of the total student population. This will help parents to understand how EGUSD is making strides to bring more equity to the district and how educators are taking action to enhance their mindsets to serve all students in an inclusive matter.

Metric: Cohort Graduation Rate

Action 3.2.1   (SiteGoalID: 7307) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Monterey Trail Regional Equity Coalition (MTREC): Our school site will work together with our regional schools to build racial equity and social justice within our region and beyond to empower students to have the skill sets to regulate their emotions, respond appropriately when advocating for themselves, and remain productive citizens. • During listening sessions and collaborative work with community partners, students and parents will create a plan to address	1a. The Principal and Vice Principal will collect and share Synergy discipline data, specifically office referrals and suspensions with MTREC, SSC, and ELAC **at the end of each trimester**. 1b. The Principal and Vice Principal will collect and share Staff, Student, and Parent Survey Data (Site PBIS survey, CA Healthy Kids Survey, District Culture and Climate) with staff, ELAC, SSC, and the leadership team in T**rimesters 1, 2, and 3**.	

increased participation in advanced coursework, reductions in exclusionary discipline, and better understanding and connections between school staff and the African American community.

($3000 Contract: Title I Funds)

The Principal and Vice Principal will collect and share participation rates in student leadership and GATE; and data from surveys, the Bullying Prevention Project, and school site acknowledgement ticket data (Caught A Hawk) with SSC, ELAC, Leadership Team, and staff during **Trimesters 1, 2, and 3.**

Funding Sources for District Goal 3 (DEV - LCAP ID: 617)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	3000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets

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

District Strategic Goal 4:

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: 7302) (DTS: 12/13/23)

Improve/increase the home-school connection by providing increased opportunities for parents to engage in instructionally focused activities. In 2023-2024, there were at least 38 opportunities provided site-wide. However, Herburger wants to increase opportunities by 100% in 2024-2025 as measured by sign-in sheets, attendance at all upcoming events, and student attendance records.

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

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7302) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide compensation for teachers to meet with families throughout the school year (August 2024 - May 2025) to improve attendance rates. [Teachers can use this time to conduct a parent university and/or to provide training in a variety of areas, including but not limited to information about assessment tools, curriculum, ways to support "at home learning", Synergy, and report cards. The ELAC coordinator will be timesheeted ($1000 EL Supplemental) out of this action.] 2. Teachers can also be compensated (August 2024 - May 2025) for participating in the Monterey Trail Equity Coalition (MTREC) family events to strategize ways EGUSD and the Monterey Trail Region can eliminate microaggressions within our district. $43 x 4 hours x 43 teachers = $7,396 (Title I) 3. Host Family Nights and Family Engagement Events (August 2024 - May 2025), and use vendors such as Phil Tulga (VAPA, Trevor Harding Magic Night (ELA Focus), Cindi Hayashida Art Nights, and Innovation Bridge (MTREC). (Vendors = $2477 Title I); (New Songs Nights - $6,000 Supp/Concentration) 4. Teachers will be trained and conduct Parent-Teacher Home	1 and 3. The administrators and SOA will collect and share data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys at SSC, ELAC, leadership, and staff meetings during Trimesters 1, 2, and 3. 2. The administrators will collect and share data with staff, parents, and the FACE Department (during Trimesters 1, 2, and 3) after they review classroom assessment data and PBIS discipline data to track progress of those students who had families attend the curriculum events. 3. The administrators will review and share event attendance data and parent surveys with all stakeholders (parents, students, staff, community partners) during Trimesters 1, 2, and 3. 4. Administrators and the leadership team will measure the efficacy of the actions/services by reviewing Parent-Teacher Home Visit data and attendance records for all students during Trimesters 1, 2, and 3. They will then share it at SSC, ELAC, PFO, and Title I meetings.	

Visits throughout the school year (August 2024 - May 2025). (Provide compensation via hourly timesheets for certificated and classified staff.) (Note: This action will be funded by our FACE Department.)

Our goal is to **decrease our chronic absenteeism from 21% (2023-2024 school year - CA Dashboard Metrics) to 10% (2024-2025 school year).**

Metric: Attendance Rate

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Hispanic or Latino • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **ATTENDANCE IMPROVEMENT:** Communicate to families in multiple ways regarding our absence policy any WHY it is important to attend school. Make personal phone calls home and text messages from our office staff after 2 days of absences. All contacts logged into Synergy.	**Progress Monitoring** 1. Teachers, SOAs, Administrators and Parent Liaison to document parent communication in Synergy daily. Administration will gather and analyze attendance data monthly. In addition they will log and monitor early dismissals and tardy frequencies for our students. The	Evaluation 1. SOAs, Administrators and Parent Liaison have documented over _____ parent communications into Synergy, Talking Points, and School Messenger. Positive attendance rate each trimester is as follows: ____% End of Trimester 1

Recruit our BTAs and Parent Liaison (PL) to make calls to our families and have her reach out to offer support. The school will provide the PL with the list of families, the PL will keep a log of contacts in Synergy, PL to follow up on parent needs to assist getting their child to school each day, on time and help to determine barriers to attendance.

Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.

Establish a CICO for chronically absent students.

Administrative team will analyze data to see if there is an improvement in attendance and share this information with staff members via email and through Talking Point messages to parents.

Administration to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee and monthly at staff meetings. Individual teachers of these students will be notified of the steps that have been taken to improve student attendance bi-weekly.

___% End of Trimester 2
___% End of Trimester 3

Significant Subgroup Attendance Data:
___% to ___% for Hispanic students
___% to ___% for AA students
___% to ___% of SWD
___% to ___% of Two or More students
___% to ___% of White students

The Administration reviewed and monitored students who met the chronically absent criteria (10% or more absence rate) biweekly with a District Attendance Representative.

Positive chronically absent rate each trimester is as follows:
___% End of Trimester 1
___% End of Trimester 2
___% End of Trimester 3

Significant Subgroup Data:
___% to ___% for Hispanic students
___% to ___% for AA students
___% to ___% of SWD
___% to ___% of Two or More students
___% to ___% of White students

GOAL MET:

Modifications Needed:

Funding Sources for District Goal 4 (DEV - LCAP ID: 617)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	7396	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries

Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	2477	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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)	9155	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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	$109875	$0	$0	$0	$109875
Certificated- Timesheets	$72100	$18823	$0	$7396	$98319
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$24983	$0	$0	$0	$24983
Contracts/Services/Subscriptions	$14000	$0	$3000	$2477	$19477
Materials/Supplies/Equipment	$16038	$0	$0	$0	$16038

Supplemental/Concentration (7101/0000)

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	$40000	$42748	$0	$0	$82748
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$3000	$2500	$0	$0	$5500
Contracts/Services/Subscriptions	$50000	$0	$0	$9155	$59155
Materials/Supplies/Equipment	$27893	$0	$0	$0	$27893

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	$16810	$0	$0	$1000	$17810
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$1220	$0	$0	$0	$1220
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$3000	$0	$0	$0	$3000

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

Roy Herburger Elementary (285) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$268,692	$236,996	$18,823	$3,000	$9,873	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$175,296	$120,893	$45,248	$0	$9,155	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$22,030	$21,030	$0	$0	$1,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$466,018	$378,919	$64,071	$3,000	$20,028	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$268,692
Subtotal of state or local funds included for this school	$197,326

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

		Signatures: (Must sign in blue ink)	Date
Principal	Dr. Tamela L. Moore		
School Site Council Chairperson	Rose Guerrero		
EL Advisory Chairperson	Sergio Gontan Gallardo		