Barbara Comstock Morse Elementary

Local Control Accountability Plan (LCAP)
2024-2025

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

IV. Goals, Action Plans and Progress Monitoring

Barbara Comstock Morse Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 628)

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?

Staff Meetings Were Held and Data was Collected on: 8/21/23, 8/05/23, 10/02/23, 11/20/23, 12/04/23, 1/16/24, 2/5/24, 3/25/24, 4/1/24, 5/6/24

Leadership Meetings Were Held and Data was Collected on: 8/28/23, 9/18/23, 10/16/23, 1/22/24, 2/20/24, 4/22/24

AVID Leadership Meetings Were Held and Data was Collected on: 8/11/23, 9/9/23, 12/11/23, 1/29/24, 2/13/24, 3/6/24, 4/15/24, 5/8/24

School Site Council Meetings Were Held and Data was Collected on: 12/6/23, 1/11/24, 3/27/24, 4/25/24, 5/15/24

Parent Events: 10/27/23, 12/8/23, 5/9/24
Title I Meeting: 09/14/23
Back To School Day/Evening: 8/10/23
F.A.M.E. Monthly Parent Meeting: 9/28/23, 1/30/24
Digital Citizenship 9/21/23, 9/22/23, 9/26/23
Parent University: 2/29/24, 4/4/24
Open House: 4/11/24
Staff Survey: April 2024
SEL and Climate Surveys: Fall 2023, Spring 2024
ELAC Meetings Were Held and Data was Collected on: 12/26/23, 5/15/24
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, DEL 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 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 2024:

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:

All students will receive high quality classroom instruction and curriculum 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**

Site Goal 1.1   (SiteGoalID: 7395) (DTS: 12/13/23)

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

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

Grades 3-6

- English Language Arts
  - **Low Category :**
  - African American students increased from 33 to 36%; 24-25 Goal: 41%
  - Asian students increased from 33% to 36%; 24-25 Goal: 41%
  - English Learners decreased from 36% to 30%; 24-25 Goal: 35%
  - Hispanic students decreased from 42% to 36%: 24-25 Goal: 41%
  - Two or More Races increased from 42% to 45%; 24-25 Goal: 50%
  - Socioeconomically Disadvantaged students decreased from 38% to 35%; 24-25 Goal: 40%
  - These subgroups will be targeted for academic intervention and tutoring services.

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  - MATHEMATICS
- **Very Low Category:**
- Students w/Disabilities maintained 7% to 7%; 24-25 Goal: 12%
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  - **Low Category :**
  - African American students increased from 20% to 21%; 24-25 Goal: 29%
  - Asian students decreased from 46%-38%; 24-25% Goal: 30%
  - English Learners decreased from 26% to 21%; 24-25 Goal: 26%
  - Hispanic students maintained 23% to 23%: 24-25 Goal: 28%

- Two or More Races maintained 36% to 36%; 24-25 Goal: 41%
    - Socioeconomically Disadvantaged students decreased from 29- 24%; 24-25 Goal: 298%
    - These subgroups will be targeted for academic intervention and tutoring services.
  - **Very Low Category:**
- Students w/Disabilities maintained from 7% to 7%; 24-25 Goal: 13%

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

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Action 1.1.1   (SiteGoalID: 7395) (DTS: 12/13/23)

Targeted Student Group(s)

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

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**
PD FOR STAFF 1. Provide school-wide **PLC opportunities (**Provide substitutes, release time on leadership and other onsite planning) to ensure that ELA/Math/ELD standards are aligned with Common Core and are implemented across the grade levels. **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)	1,2,3 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	

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; AVID release days for site planning.
(4900/3010)
1. Targeted students will be provided AVID support during Tier I and Tier II instruction.

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

Contracts/Services/Subscriptions:
Concentrated Supplemental
Materials/Supplies/Equipment:
Concentrated Supplemental
AVID

implementation of culturally responsive strategies
- Grade level Benchmark Assessments quarterly
- Grade level common formative assessments provided through PLC reporting forms monthly
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Site Goal 1.2   (SiteGoalID: 7396) (DTS: 12/13/23)

Primary students, grades K-6, will continue to increase competency interacting with grade level text resulting in increased reading comprehension, fluency with accuracy vocabulary development

There has been slight changes in the areas of ELA (45%-42%) and Math to 34 (38%-35%). CAASPP scores reveal that African American, Hispanic, EL, and SWD are in need of additional academic support.
More specifically,
African American students: 33% to 36%(ELA); 20%-21% (MATH)
Hispanic students: 42%-36% (ELA); 23% to 23% (MATH);
English Learner students: 36%-30%(ELA); 26%-21% (MATH);
Socioeconomically Disadvantaged students: 38% to 35% (ELA); 29%-24% (MATH);
Students with Disabilities: 12%-11% (ELA);   7% TO 7% (MATH);

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

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Action 1.2.1   (SiteGoalID: 7396) (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	**Progress Monitoring**	**Evaluation**
AIT/PARA SUPPORT 1. Academic Intervention Teachers- Salaried Teacher: $49462 (4900/3010) Salaried Teacher: $53787 (7101/0000)) Will utilize LETRS effective learning strategies for students in grades K-6. Paraprofessionals, in classroom settings, will be utilized to assist struggling readers (EO and EL) in Grades K-6.	1, 2: Outcomes will be assessed and data will be reviewed three times during the year-at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year (Admin, Coaches, and PLCs). Effectiveness will be measured though the following: • The number of student exiting the Intervention will be determined each trimester.	

Hourly Paraeducators (will rotate between grade levels) approximately five 6 week intervention cycles (7101/0000) 2. Provide translation/interpretation support; supplementatl materials to support Designated and Integrated ELD; providing flyers and handouts for trainings and parent meetings; refreshments for Parent meetings; professional development to support EL Programs. Purchase instructional supplies and materials for EL students. (7150/0000)	- Grade level benchmark assessments to determine students needing AIT support every trimester - Pre/post assessments by AIT every 6-8 weeks. - Student surveys - The EL Coordinator will support teachers with translation and interpretation requests. - The EL Coach will recommend district adopted instructional materials.

Site Goal 1.3   (SiteGoalID: 7400) (DTS: 12/13/23)

Provide additional Librarian support for more frequent access to research materials, supplemental reading materials, Accelerated Reader, that can be checked out by students and families.
Number of books checked out

2022-23	11,865
2023-24	12695.55 (increased 7%)
2024-25	14365.10 (10% goal)

This year we made more books available to students to read at home and partnered with the local library and rotary clubs to increase the number of books used by students. We sponsored a READ-A-THON with students reading across the curriculum, a Family Fluency Night (with 400 people in attendance), and three Book- Give-A-Way eventsoffering books from community partners (Rotary, Laguna Creek Library, etc).
Next year, we want to resume the We Both Read Program.
Overall, there was an increased Fluency (7-9%). Some grade levels were higher than others.

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

Action 1.3.1   (SiteGoalID: 7400) (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 **LIBRARY SUPPORT** 1. Fund Library Tech hours - Title I 2. We Both Read in addition to the regular duties of the Library Technician, there is now the responsibility of leveling books and monitoring the "We Both Read" program and the passport Book Give-A-Way programs. 3. 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. $15539 (4900/0000)	**Progress Monitoring** 1,2,3: The Librarian will monitor and provide trimester data for: Number of books checked out Running records data Accelerated Reader data We Both Read data Family Fluency Night attendance data	**Evaluation**

Action 1.3.2   (SiteGoalID: 7400) (DTS: 12/13/23)

Targeted Student Group(s)

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
Afterschool Support Owls Afterschool Academy Coordinator will organize, coordinate teaching schedules, and monitor pre-post academy assessments ensuring their alignment with the school wide focus. Small group instruction; Purchase teacher professional development materials. Purchase student supplies for workshop, intervention, enrichment, extended days/parallel partners. Items may include but are not limited to: -replacement bulbs for projectors -copy paper -masters/ink cartridges for intervention copies -district print shop orders. -supplemental supplies (white board markers, white boards, leveled readers, and other similar materials -Accelerated Reader -Academic Vocabulary Toolkit -curriculum -technology -green screens -Culturally responsive materials to meet SMART goal attainment for each grade level and to focus on student -focused learning. 2.Provide enrichment and other STEM/STEAM related opportunities, on and offsite- for students at grade level/above to enhance GATE related activities. Supplies and Materials for STEM/STEAM/CREST extended day activities. Stipends for Coordination of GATE/NEHS/CREST programs. (Due to Covid-19, some of the actions may be aligned to requirements by Sacramento County of Public Health.) $1250/7105/0000-GATE	1, 2: The OWLS Afterschool Academy Coordinator will collect, and provide trimester data on academy outcomes as they relate to student needs from the beginning of the year. Effectiveness of the programs will also be measured: Using online user data and teacher feedback Reading Fluency rate and accuracy collected each trimester. K/1 Benchmark trimester data. Decreasing number of students needing focused intervention with foundational reading skills. Student fluency scores in reading and math	

Site Goal 1.4   (SiteGoalID: 7403) (DTS: 12/13/23)

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

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

Action 1.4.1   (SiteGoalID: 7403) (DTS: 05/28/24)

Targeted Student Group(s)

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**
Professional Learning Communities (PLCs) All grade levels will operate as a high-functioning Professional Learning Community to share best practices and participate in the cycle of inquiry focused on using data, to inform instruction in order to increase the percentage of students reaching proficiency by 10% as measured by the CASSPP and curriculum embedded assessments, and on reducing achievement gaps for targeted subgroups. Grade Level PLCs will use the cycle of inquiry to identify priority standards, analyze data, plan instruction and identify students in need of additional support. Grade level teams will increase one level on the PLC continuum in each area: norms, Identification of Essential Outcomes, Collaboration,	1, 2, 3. Utilize observations of grade-level PLC meetings as well as PLC meeting minutes to determine the percentage of time PLCs spend on creating and reviewing common formative assessments, discussing strategies to improve student achievement, and discussing individual students and subgroups. Utilize PLC minutes to determine whether teams have increased one level in each area on the PLC Continuum. School adminstration collect the minutes and as needed shared with leadership team. Intermin assessment analyzed in the meetings will determine growth.	

Intervention/Extension, and
Common Formative
Assessments.

1. Utilize weekly Late Start
Thursday time to conduct grade-
level PLC meetings focused on
creating/reviewing common
formative assessments,
discussing strategies to improve
student achievement, and
discussing individual students and
subgroups.

2. Provide release time for
teachers to analyze data,
collaborate on instructional
strategies, observe colleagues
and improve student learning for
targeted groups.

3. Provide release time for
PLC/Illuminate articulation days
and Co-op Response to
Intervention articulation.

Site Goal 1.5   (SiteGoalID: 7924) (DTS: 05/28/24)

Barbara Comstock Morse Elementary and all other feeder schools including Monterey Trail High School will
focus on overall implementation of effective active participation will increase from 69.6% to 80% by the end of
the year as measured by the Teaching and Learning Program Implementation Continuum. Teacher survey
data regarding current level of implementation of active participation will increase from 71.8% to 80%.

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

Action 1.5.1   (SiteGoalID: 7924) (DTS: 05/28/24)

Targeted Student Group(s)

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 Increased informal walk-through observations with specific feedback for Active Participation.	**Progress Monitoring** FONT data focusing on Active Participation School administration will collect FONT data monthly and analyze it. FONT data will be shared with the school leadership team and in staff meetings.	**Evaluation**

Site Goal 1.6   (SiteGoalID: 7925) (DTS: 05/28/24)

Students participating in AVID will demonstrate increased levels of college and career readiness. Progress will be measured by an increase from Level 2 to Level 3 on all indicators of the CCI for AVID Schoolwide Instruction, AVID Schoolwide Systems, AVID Schoolwide Leadership, and AVID Schoolwide Culture. AVID team collects data twice a year and shares the information with the staff at AVID and staff meetings.

Metric: Coaching and Certification Instrument (CCI)

Metric: Other

Action 1.6.1   (SiteGoalID: 7925) (DTS: 05/28/24)

Targeted Student Group(s)

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	• 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

	shared with?	progress?
Action Plan	**Progress Monitoring**	**Evaluation**

Funding Sources for District Goal 1 (DEV - LCAP ID: 628)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	52500	Certificated- Salaries
Title I – Basic (4900/3010)	10000	Certificated- Timesheets
Title I – Basic (4900/3010)	19000	Classified- Salaries
Title I – Basic (4900/3010)	8000	Classified- Timesheets
Title I – Basic (4900/3010)	10000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	1141	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	60000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	9000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	7000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	20000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	20000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	8000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	1638	Classified- Timesheets

EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	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: 7401) (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: 7401) (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. _August, December, February, June:_ Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by	• _August, December, February, June:_ Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the	

providing reports with names of students who need to complete assessments. 2. _August, December, April:_ Teachers, with the assistance of coaches and Academic Intervention Teachers, will assess all below grade level students with a Benchmark Skills Assessment. Paraeducator timesheets to help small group instruction during the day and afterschool. 3. _August - June:_ Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, IXL, Benchmark Assessments and/or grade level data. 4. _Each Trimester:_ Each Grade Level will complete an Interim DAta Analysis and Action Plan form to share with the school administrator.	Illuminate Assessments each trimester. • _August, December, February, June:_ Teachers will access their student's Illuminate & IXL data, analyze it, and determine next steps in order to improve student learning. • _August - June:_ Teachers will share their PLC agendas/minutes with administration and leadership team.

Site Goal 2.2   (SiteGoalID: 7402) (DTS: 12/13/23)

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

- In 2023, 36% of ELs in Grades 3-6 met or exceeded standards on the ELA CAASPP. In 2024, our goal is to increase this to 35% or more.
- In 2023, 21% of ELs in Grades 3-6 met or exceeded standards on the MATH CAASPP. In 2024 our goal is to increase this to 25% or more.
- In 2023, 14% of our English Language Learners were re-designated as Fluent English Proficient. In 2024, our goal is to increase this to 18% or more.

In 2023, 55% of our EL students were making progress towards English language proficiency as determined by the California State Department of Education's Dashboard. In 2024, our goal is to increase this to 59.0%.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7402) (DTS: 12/13/23)

Targeted Student Group(s)

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. *August 15 - September 26 (or within 30 days after a student arrives on campus):* Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance by our classroom teachers. 2. *August - June*: Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law. 3. *October - February:* An EL Academic Intervention Teacher will be utilized to assist our struggling English Learners (ELPAC 1's & 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction. 4. *October:* EL Coordinator (VP) will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources. 5. *October - April:* The Vice Principal will provide light refreshments at ELAC meetings. 6. *December:* EL Coordinator (VP) will hold an ELAC Meeting to develop School-Wide Needs Assessment patterns & implications for our LCAP. 7. *February 1 - May 31:* ELPAC Summative Assessments will be given to all EL students. 8. *February:* EL Coordinator (VP) will hold an ELAC Meeting to submit site-specific needs to the SSC for consideration in the next year's site LCAP. 9. *April:* EL Coordinator (VP) will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been re-designated as English-proficient. •	• *August 15*: Teachers will submit their schedule for designated ELD instruction to the Principal. • *October:* The Vice Principal will use state dashboard data in order to determine that at least 15% of our EL students become re-designated as English-proficient. • *October:* The Vice Principal will use state dashboard data in order to determine our students' overall progress towards English language proficiency. Our goal is to have 50% or more of our EL students making progress towards English proficiency. • *October - April*: The Vice Principal will keep attendance records of all ELAC meetings and determine if parent participation has increased by 10% from the previous year. • *October - February:* Illuminate Assessments, IXL, and site-based assessments of EL 1's and 2's will be utilized to determine student progress pre- and post-EL Academic Intervention Teacher support .	

Site Goal 2.3 (SiteGoalID: 7392) (DTS: 12/13/23)

Provide time supplementary curriculum, technology and other resources for teachers to analyze data, set goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments. Professional Development site initiatives supporting AVID, PBIS, Restorative Practices, Technology curriculum, and PLCs. Staff will continue learning and application of concepts using site staff development, off site staff development, instructional coach support, and sharing of best practice across our teams. Goal is to use the lens of all 3 PD areas to increase staff competency in the targetted use of data to improve student outcomes on site formative assessments. Goal will support all students, but with particular focus on our subgroups (SWD) and Foster, EL and LI students.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.3.1 (SiteGoalID: 7392) (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**
ASSESSMENT SYSTEMS 1. Purchase supplementary on-line resources to provide additional reading, language and math practice assessable from home. online subscriptions include but are not limited to: Illuminate, Renaissance (Accelerated Reader/Star Reading), STARFALL, IXL, Brain Pop.	1,2,3,4: Effectiveness will be measured by: Formative Assessments, CAASPP IXL Renaissance (Accelerated Reader/Star Reading) Brain Pop Wonders Surveys Student benchmark assessments,	

2. Provide: -maintenance agreements (4900/3010) -parts -supplies/services (4900/3010) -supplies (7101/0000) -copying (7101/0000) -replacement of supplemental resources -replacement of technology parts. (7101/0000) -student planners (3rd-6th) to help students learn organizational skills ($1590-4900/3010) -math instructional support materials, (district- adopted or recommended), IXL, designed to enhance PLC and other discussions supporting math instruction. (7101/0000) 3. Provide EL Professional Learning Strategies and Opportunities to best utilize data for EL Learners. Collaboration time (EL Coach, Admin, Teachers, BTA) to analyze metrics, student data, learning intentions and success criteria. (7150/0000) **4. Calibration of Writing Rubrics** ensure school-wide use of consistent exemplars in every classrooms across multiple genres. Thus, aligning with the CCSS and preparing students to master grade level standards; 5. Calibration of Math Assessments and continued review of Math Strategies.	completion of homework and daily task assignments. CAASPP scores.	

Funding Sources for District Goal 2 (DEV - LCAP ID: 628)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	10941	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries

Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	19000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	14007	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	12000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	11457	Materials/Supplies/Equipment

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	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: 7393) (DTS: 12/13/23)

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

In 22-23, we earned a TFI of Tier I(97%) and Tier II (93%), and received Gold recognition.
In 23-24, we are awaiting confirmed scores above 97% in both areas for Gold recognition.

Metric: Cohort Graduation Rate

Action 3.1.1 (SiteGoalID: 7393) (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 **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).	**Progress Monitoring** 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	**Evaluation**

$85,902 (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

LCAP surveys

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 3.2   (SiteGoalID: 7397) (DTS: 12/13/23)

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

Metric: School Climate - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 7397) (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**
POSITIVE CULTURE AND CLIMATE/SCHOOLWIDE EVENTS **1. Positive Behavior Intervention Systems and Supports (PBIS): Utilizing**	1,2,3 Each of the measures will be monitored by: a) the PBIS Team (monthly) b) the SART Team (monthly) c) the information will be shared	

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

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

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

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.

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

Funding Sources for District Goal 3 (DEV - LCAP ID: 628)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	89000	Certificated- Salaries
Title I – Basic (4900/3010)	4001	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	500	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	9	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)	3500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1500	Materials/Supplies/Equipment
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)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	500	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: 7394) (DTS: 12/13/23)

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 chronic absenteeism data from 2022-23 is as follows:

African American student absenteeism increased from 44% to 43%;
Asian student absenteeism increased from   100% to 100%;
Filipino student absenteeism increased from   29% to 19%;
Hispanic student absenteeism increased from 48% to 45%;
Pacific Islander student absenteeism increased from 35% to 41%;
White student absenteeism increased from 44% to 34%;
English Learner student absenteeism increased from 27% to 24%
Two or More student absenteeism increased from 43% to 35%
Socioeconomically Disadvantaged student absenteeism increased from 48% to 41%
Students with Disabilities absenteeism increased from 56% to 50%
Foster Youth student absenteeism increased from28% to 33%

2024-25 Goal: Decrease the overall rate of chronic absenteeism from 35% to 8%

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7394) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Filipino • Foster Youth • Low Income • 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**

Action Plan

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
- 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)

2. Positive Behavior Intervention Systems and

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 - 22-23 school year score of 93%
     23-24 school year score of 98%
     24-25 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

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: 7398) (DTS: 12/13/23)

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

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.2.1   (SiteGoalID: 7398) (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
PD- Home School Partnerships 1. Staff will be trained to conduct parent-teacher home visits, funded by FACE to conduct home visits throughout the school year. Fund Teacher leaders, Para Educators and a Parent Liaison to support community involvement in home visits, conferences, and community activities. **Parent Outreach** 2. Parent stakeholder advisory such as GATE, ELAC, and other parent workshops. For In Person learning, we continue to reassess the SEL/ Cultural Responsive needs of students and families to help them better access their transitional needs. We will also provide parent workshops and parent communication (Family Handbook, School Messenger, Bilingual Flyers, translations and the School website), emphasizing the importance the BCM Way and overall positive behavior. Parent surveys and Online parent communication service will also be used.	1,2: Effectiveness will be measured by: Teacher Training Synergy Data Playground Monitor Monthly Inservices and professional development Decrease in overall suspension	

Site Goal 4.3   (SiteGoalID: 7399) (DTS: 12/13/23)

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

Metric: Parents indicating opportunities for parent involvement

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. **Family, School and Community Liaison**- to serve as a Liaison to engage with parents to better survey, identity parent needs in alignment as it relates to student academic success, culturally responsive practices and the overall social emotional learning needs. Timesheet staff will also be trained by FACE and assist in this area. (7150/0000) 2. Purchase student handbooks, books and SEL newsletter subscription, and other support resources (Character Strong, etc) with school contact and parent involvement information, and school success. (7101/0000). Purchase tech licenses for parent involvement and necessary supplies as needed. 3. Provide training for Parent Safety Committee, Parent Leadership, WATCH Dogs, Family, School and Community Liaison(s) to facilitate ROTW, parent involvement and Parent Engagement Night, and How to help with digital platforms.(Zoom, Imagine Learning, Wonders, ENVISION, AR, and Brain Pop. (4900/3010)	1,2,3: Effectiveness will be measured by: Sign In Logs. Parent/Community Stakeholder Survey to ask families how this has helped families and what could be improved. Attendance Increased Academic Progress	

Funding Sources for District Goal 4 (DEV - LCAP ID: 628)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	6000	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)	2559	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)	500	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	500	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	$52500	$0	$89000	$0	$141500
Certificated- Timesheets	$10000	$10941	$4001	$6000	$30942
Classified- Salaries	$19000	$0	$0	$0	$19000
Classified- Timesheets	$8000	$0	$0	$0	$8000
Contracts/Services/Subscriptions	$10000	$19000	$500	$0	$29500
Materials/Supplies/Equipment	$1141	$14007	$500	$2559	$18207

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$60000	$0	$9	$0	$60009
Certificated- Timesheets	$9000	$5000	$0	$0	$14000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$7000	$0	$1000	$0	$8000
Contracts/Services/Subscriptions	$20000	$12000	$3500	$0	$35500
Materials/Supplies/Equipment	$20000	$11457	$1500	$0	$32957

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	$8000	$1500	$1500	$500	$11500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$1638	$500	$0	$0	$2138
Contracts/Services/Subscriptions	$0	$0	$0	$500	$500
Materials/Supplies/Equipment	$0	$0	$500	$0	$500

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) | 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	$247,149	$100,641	$43,948	$94,001	$8,559	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$150,466	$116,000	$28,457	$6,009	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$14,638	$9,638	$2,000	$2,000	$1,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$412,253	$226,279	$74,405	$102,010	$9,559	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$247,149	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$165,104				

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