



Barbara Comstock Morse Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: KILOLO UMI

County-District-School (CDS) Code: 34673146113179

**Elk Grove Unified School District
Elk Grove, California**

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

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The Principal, Vice Principal, ELAC committees, Staff, school site council, and our community met on multiple occasions to build, plan and create the Barbara Comstock Morse Elementary LCAP. We used and created parent, student and staff surveys to build the 2021 LCAP. At family events, curriculum night, and coffee chats, parents were asked to give and share input on the creation of this plan. This plan was also built by our school site council at each of our council meetings during the 2020-2021 school year. Data was reviewed at each of these meetings. All stakeholders shared their expertise, needs, and assessment in building this plan.</p> <p>Staff Meetings Were Held and Data was Collected on: 08/11/20, 08/19/2020, 09/14/2020, 10/07/2020, 11/12/2020, 12/06/2020, 01/19/2021, 02/09/2021, 02/18/21, 03/12/21, 03/29/21</p> <p>Leadership Meetings Were Held and Data was Collected on: 8/5/20, 8/31/20, 09/11/2020, 09/21/20, 10/12/20, 11/6/20, 12/8/20, 2/9/21, 03/19/21, 04/12/21, 05/24/21, 06/18/21</p> <p>AVID Leadership Meetings Were Held and Data was Collected on: 11/9/20, 12/1/20, 12/9/20, 2/16/21, 2/23/21, 3/9/21</p> <p>School Site Council Meetings Were Held and Data was Collected on: 09/03/2020, 9/29/2020, 11/10/2020, 01/19/2021, 05/04/2021</p> <p>Parent Events: 09/10/2020: Title I Meeting 08/15/2020: Back To School Day/Evening 2/24/21 - Kindergarten Parent Night 3/30/21 Parent/Community Partner Meeting</p> <p>ELAC Meetings Were Held and Data was Collected on: 09/29/20, 11/10/20, 01/19/21</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Site goals and expenditures were based on input and feedback from multiple committees and stakeholder groups. For the upcoming school year, we decided to focus on digging deeper for professional development in the area of Guided Reading and becoming an AVID school. We agreed to continue the focus on Visible Learning, stronger PLCs, SEL/Culturally Responsive student supports. There is a new goal for Regional Equity work and Illuminate. Due to Covid-19, where necessary, we will continue to additional Social Emotional professional learning as it relates to the return of Full In-Person Learning. Distance Learning and whole student development. There will be an increase in site-based training using the TOT and district Coach models.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
--	---

Site Goal 1.1	
----------------------	--

<p>Guaranteed and Viable Professional Learning Opportunities : Professional Development, Effective PLCs, Collaborative Coaching Models</p> <p>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), and we will:</p> <p>Increase by 3-7% or more the overall school-wide percentage of students meeting or exceeding standards and benchmarks by providing intensive, targeted, small-group or one-to-one instruction throughout the school year.</p> <ul style="list-style-type: none"> • ELA CAASPP increase between 3-7% or higher - Meeting or Exceeding Standards * • Math CAASPP increase between 3-7% or higher- Meeting or Exceeding Standards* • Increase the EOY ELA Benchmark between 3-7% or higher (Grades K-2) • Increase the EOY Spelling Inventory scores between 3-7% or higher- (Grades 3-6) • Increase the EOY I-Ready diagnostic assessments between 3-7% or higher (African American, Hispanic, Asian, EL, SpEd and SWD students) • Increase the EOY Fluency scores with accuracy between 3-7% or higher (African American, Hispanic, Asian, EL, SpEd, and SWD students) <p>*Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver 20-21 Due to COVID-19, we have used Site data from grade level benchmark and COOP CAST data to align student success with CCSS.</p>	
---	--

Metric: Other (Site-based/local assessment)	
--	--

Actions/Services 1.1.1

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>PD FOR STAFF</p> <p>1. Provide school-wide PLC opportunities (PD and release time to ensure that Common core aligned ELD standards designated and integrated ELD are implemented across the grade level.</p> <p>2. The EL coach will work with Certificated teachers and para educators to ensure common and effective lesson design accessible for EL learners</p> <p>2. Tier I Instruction: Students in grades 1-6 will access I-Ready Online Instruction at least</p>	<p>BC Morse Data: 10% Increase SBAC 2018-19, grade level assessments (19/20 and 20/21), in alignment with CCSS</p> <p>Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50</p> <p>To address the needs of children most at risk of reading failure, instructional components</p>	<p>1. SBAC, SMART GOAL, and Program assessments. According to our SBAC State Assessments Grades 3-6, 45% of our students are reading at or above grade level according to our Spring 2019 SBAC results. Due to COVID-19, and the CAASPP Waiver, our goal is to increase this to 55% in Spring 2022. According our school-wide assessments (Spelling Inventory, Fluency Records, I-Ready), 46% of our students in grades K-6 were determined to be on grade level. With the consistent guidance of the coaches and Fountas & Pinnell Running Records, the</p>

45 minutes a week in Reading and 45 minutes a week in Mathematics in order to complete lessons which have been differentiated to meet their individual needs. I-Ready has been submitted and is going through the review process. It is temporarily approved for the 2021-22 school year unless it is adopted by the Board for future use.

Grades Kinder-2nd will utilize Guided Reading and other technology based professional learning to teach students at their instruction level in the distance learning and transitional classroom.

1. Provide substitutes, release time, site planning and Professional development in the area of early literacy to increase academic achievement. Additional opportunities including release time for teacher collaboration, calibration, PLC development, analysis of student data to increase math proficiency. In addition, teachers will offer in the area of How to help your child with numeracy and academics.

2. Professional Development: I-Ready

Provide more in depth professional development for all teachers on how to further utilize the I-Ready integrated blended learning program for ELA and Math in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time. I-Ready has been submitted and is going through the review process. It is temporarily approved for the 2021-22 school year unless it is adopted by the Board for future use.

Provide culturally responsive professional development for certificated and classified staff.

Provide professional development to support Social Emotional Learning as a result of COVID 19 and Distance Learning.

Professional Development/articulation for implementation of Illuminate assessment program.

3.. Collaboration time with Instructional coaches, Intervention teachers, resource team and administration to analyze metrics, student data, learning intentions and success criteria.

Writing Academy & Math Gen Strategy Trainings - Through the guidance of the coaches, the staff review best practices within EGUSD:

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;
2) Calibration of Math Assessments and continued review of Math Generation Strategies.

5. 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

need to be made more explicit and comprehensive, more intensive, and more supportive in small group or one on one formats.

Research Article: John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning**

BC Morse Data:

9.1%-gain ELA SBAC 2019-20 includes 15 point gain Writing
10.2% gain MATH SBAC 2019-20

Teacher Clarity- Effect Size .75
Professional Learning Effect Size .62
Collective Teacher Efficacy Effect Size 1.57

*John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning**

***Teacher Clarity** Effect size .75
***Professional Development** Effect size .62
***Collective Teacher Efficacy** Effect size 1.57

***Visible Learning for Literacy: Implementing Practices that work best to Accelerate Student Learning**, Fisher, Frey, Hattie 2016.

***A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities**, Voelkel R. (2011)

John Hattie's research on *Visible Learning for Teachers* identified the effect size of various influences on student achievement.

*Reading Phonics Instruction - .60 effect size
*Reading Comprehension Programs - .58 effect size

benchmark goals are 50% by October 2020 and to 55% by February 2022.

100% of our classes have implemented the use of I-Ready as a diagnostic assessment (Once per Trimester). 55% of our classes have met the 30 minutes a week of I-Ready online instruction in Rdg during 2019-20. We will increase to 70% by June 2022.

Effectiveness will also be measured using informal observation and teacher surveys. 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.

2. According to the California Dashboard Accountability Grid, Overall school placed in the GREEN grid. for the 19-20 school year , our goal would be to be placed in the BLUE GRID in the areas of ELA and Math. Thus, increasing our total 12 points.

For our significant subgroups, our goals are as follows:

EL STUDENTS: From Green to Blue
SOCIO-ECONOMICALLY DISADVANTAGE: From Yellow to Green
AFRICAN-AMERICAN: From Orange to Yellow
HISPANIC: From Yellow to Green
ASIAN: From Green to Blue
SPECIAL EDUCATION: From Red to Orange

1. SBAC, EGMAP, I-Ready, GO MATH, Writing Exemplars

***Improved student achievement according to our School Site Running Records**

*Surveys from professional development sessions.

*Guided Reading Best Practices/Success Indicators will be developed through the collaboration of Coaches, Teachers, and Administration.

According to the California Dashboard Accountability Grid, overall our school placed in the GREEN grid. for the 19-20 school year , our goal would be to be placed in the BLUE GRID in Spring 2022 (due to the Spring CAASPP Waiver). Thus, increasing our total by 12 points.

For our significant subgroups, our goals are as follows:

EL STUDENTS: From Green to Blue 3-5% growth (21/22)
SOCIO-ECONOMICALLY DISADVANTAGE: From Yellow to Green 3-5% growth (21/22)
AFRICAN-AMERICAN: From Orange to Yellow 3-5% growth (/21/22)
HISPANIC: From Yellow to Green 3-5% growth (21/22)
ASIAN: From Green to Blue 3-5% growth (21/22)
SPECIAL EDUCATION: From Red to Orange 3-5% growth (21/22)

According our school-wide assessments (Spelling Inventory, Fluency Records, I-Ready), 46% of our students in grades K-6 were determined to be on grade level. With the consistent guidance of the coaches and Fountas & Pinnell Running Records, the benchmark goals are 50% by October 2020 and to 55% by February 2022.

According to our SBAC State Assessments Grades 3-6, 45% of our students are reading at or above grade level according to our Spring 2019 SBAC results. Our goal is to increase this to 50% in Spring 2022.

100% of our classes have implemented the use of I-Ready as a diagnostic assessment

PLC meetings; AVID release days for site planning.

Culturally Responsive Teaching and Social Emotional Development

6. We will also integrate a Culturally Responsive Teaching and a Social Emotional Component to better support our students in the post COVID-19 climate.

Provide substitutes, site planning, stipends and professional development opportunities and resources based on grade level needs assessments.
 Teachers will meet weekly and utilize release time to analyze data collectively to ensure a guaranteed viable curriculum.
 Provide funds to cover registration and travel expenses for workshops, conferences or training on and offsite.
 Professional development opportunities will be available throughout the school year. during the summer, salary credit is offered after work hours and during the summer, salary credit or hourly pay is offered.

Provide compensation for classified staff, via hourly timesheet, to attend attend pre-service Visible Learning.
 Teachers will also receive professional development (ELA, MATH, TECHNOLOGY, etc), release to analyze data in alignment with Structured Student Interaction for the overall academic achievement for EL and EO students. These opportunities might range from best practices received within the grade level, school site, district-level and conferences (off-site).
 Professional development to support designated and integrated instruction. supplemental materials for EL instruction, intervention and enrichment

Data Analysis

Teachers will meet each week during their Late Start Thursday collaboration time to discuss their students' progress utilizing I-Ready Math and ELA data, Running Record Data and other grade level data.

Contract through Corwin Professional Learning to provide a one-time Visible Learning training to both certificated and classified staff with the 1st trimester of the school year. This training is a continued segment of professional development for BC Morse ES staff. It is also part of a regional goal.

Restorative Practices Coach PD

(Once per Trimester). 65% of our classes have met the 30 minutes a week of I-Ready online instruction in Rdg during 2019-20. We will increase to 70% by June 2022. We will also integrate a Culturally Responsive Teaching and a Social Emotional Component to better support our students in the post COVID-19 climate.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3332	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

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

Though there has been significant growth in the areas of ELA (9.1 +) and Math (10are .2+), CAASPP scores reveal that African American, EL, and SWD are in need of additional academic support.

1% or more increase on the CAASPP for the following target groups. by June 2021

African American (Yellow - Green)

Hispanic (Green to Blue)

EL (Yellow to Green)

SWD (Orange to Yellow)

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>AIT/PARA SUPPORT</p> <p>1. Academic Intervention Teachers- On contract and on timesheet will utilize Guided Reading for students in their groups. AIT-Hourly Certificated teacher (will rotate between grade levels-approx 200 hours throughout the school year \$49 an hour=\$9,800). Paraprofessionals will utilized to assist struggling readers in Grades 4-6.</p> <p>2. Time-sheeted para educators in classroom workshop settings. (General and EL) Hourly Paraeducators (will rotate between grade levels) approximately 5 six week intervention cycles- (\$16.50x5-6 hours=\$100 a day) (30 day sessions = approx. \$3000x5 sessions= \$15,000) (3 paras=\$45,000).</p> <p>3. Provide push-in classroom support during intervention, workshop, WIN time during and after school. and WIN time. An equitable rotation between grade levels will be ensured. Purchase instructional supplies and materials; Purchase duplo supplies to help support EL Academy throughout the school-year supplies are supplemental;</p>	<p>Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50</p> <p>To address the needs of children most at risk of reading failure, instructional components need to be made more explicit and comprehensive, more intensive, and more supportive in small group or one on one formats. Research Article: John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u></p> <p>BC Morse Data : 9.1 ELA% Increase EL Students declined 11 points Redesignated up 58%</p> <p>Research supports providing high interest, grade leveled curriculum and computer assisted technology to re-enforce taught skills. John Hattie's research on Visible learning for Teachers identifies the effect size of various influences on student achievement. RTI - 1.07 effect size Small group learning - .49 effect size To address the needs of children most at risk of reading failure, instructional components need to be made more explicit and comprehensive, more intensive , and supportive in small group or one-to-one formats.</p>	<p>1. SBAC, SMART GOALS< and Program Settings Effectiveness will also be measured using informal observation and teacher surveys. 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. Increase overall average scale score improvement of 10-13 points as measured by CAASPP (currently 12.4 points below standard).</p> <p>1. SMART GOALS Guaranteed Viable Curriculum Grade Level Assessments Illuminate Benchmark Assessments k-2)</p> <p>2. ELPAC CAASPP (Grade 3)- EL students goal: up 1% or higher (20-21) 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.</p> <p>3. According to the California Dashboard Accountability Grid, Overall our school placed in the GREEN grid. for the 19-20 school year , our goal would be to be placed in the BLUE GRID. Thus, increasing our total by 12 points. For our significant subgroups, our goals are as follows: EL STUDENTS: From Green to Blue</p>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$117445	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$3207	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3		
Metric: A-G Completion		
Actions/Services 1.3.1		
Principally Targeted Student Group		
<ul style="list-style-type: none"> • Black or African American • Hispanic or Latino • Low Income • R-FEP 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Extended Day Support</p> <p>1. Owls Afterschool Academy Coordinator will organize, coordinate teaching schedules, and monitor pre-post academy assessments ensuring their alignment with the school wide focus.</p> <p>Off-track small group instruction; Purchase teacher professional development materials. Purchase student supplies for workshop, intervention, enrichment, LINKED IN and EXTENDED DAY. Items may include but are not limited to replacement bulbs for projectors, copy paper, masters/ink cartridges for intervention copies, and district print shop orders.</p> <p>Other teacher resources may include books, leveled readers, small white boards, dry erase markers, paper, and other similar materials used to assist students at their instructional levels.</p> <p>Purchase additional instructional supplies for workshop, intervention, Accelerated Reader, I-Ready, Academic Vocabulary Toolkit, and after school programs. district approved supplementary training. curriculum, technology culturally responsive materials, resources and supplies to meet SMART goal attainment for each grade level and to focus on student -focused learning.</p> <p>Provide enrichment and other STEM/STEAM related opportunities, on and offsite- for students at grade level/above to enhance GATE related activities. Professional Development opportunities and release time for PLC teacher collaboration and analysis of student data; 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.)</p>	<p>Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50</p> <p>To address the needs of children most at risk of reading failure, instructional components need to be made more explicit and comprehensive, more intensive, and more supportive in small group or one on one formats.</p> <p>Research Article: John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u></p> <p>Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels.</p> <p>Rachel L. Schechter, Elizabeth R. Kazakoff, Kristine Bundschuh, Jen Elise Prescott & Paul Macaruso (2017) Exploring the Impact of Engaged Teachers on Implementation Fidelity and Reading Skill Gains in a Blended Learning Reading Program, Reading Psychology, 38:6, 5530579, DOI: 10.1080/02702711.2017.1306602</p> <p>The number of K-12 classrooms adopting blended learning models, integrating online and offline instruction, is rapidly growing (Horn and Staker, 2011). Blended learning, when implemented correctly, can be use as a way to support rather than weaken face-to-face instruction by providing teachers with access to data immediately (Freeland, 2015; Powell et al.,2015); this allows teachers to quickly gauge student progress and make informed pedagogical decisions to differentiate and personalize instruction (Cavanaugh, Sessums, & Drexler, 2015; Hilliard, 2015)</p> <p>Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50</p> <p>Research shows a correlation between offering students the opportunity to have "hands-on" experiential opportunities with increased or maintained "meeting or exceeding" test scores.</p> <p>Gifted and other accelerated programs provide specific curricula aimed at challenging students at the appropriate level. (Kulik., J. & Kulik., C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdrm9204.pdf and Goldring, E., (1990) "classroom</p>	<p>1. 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.</p> <p>SBAC, SMART GOALS, and Program Assessments, Sign up sheets; Pre/Post Academy assessments, ELPAC, CAASPP</p> <p>1. Reading Fluency rate and accuracy collected each trimester.</p> <p>2. K/1 Benchmark trimester data.</p> <p>3. Decreasing number of students needing focused intervention with foundational reading skills.</p> <p>4. Increase overall average scale score improvement of 10 points as measured by CAASPP (currently 12.4 points below standard)</p> <p>Student fluency scores in reading and math</p> <p>Students will make a 3-5% 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. Growth will also be measured using the online program assessments including but not limited to the AR STAR assessment.</p> <p>Effectiveness of the programs will also be measured using online user data and teacher feedback.</p> <p>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.</p> <p>CAASPP- EL students (49.66%-17-18); up 3-7% (19-20)</p> <p>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.</p> <p>According to the California Dashboard Accountability Grid, Overall our school placed in the GREEN grid. for the 19-20 school year , our goal would be to be placed in the BLUE GRID. Thus, increasing our total by 12 points.</p> <p>SBAC, SMART GOALS, and Program Assessments</p> <p>Grade level assessments data analysis</p> <p>Increase our overall average scale score improvement of 10 as measured by CAAsPP (currently 12.4 points below standard)</p>

Organizational frameworks for Gifted Education.

For our significant subgroups, our goals are as follows:
 EL STUDENTS: From Green to Blue

 Report cards
 SMART GOALS
 GO MATH
 Wonders
 EGMAP
 SBAC
 A 3% growth as measured by grade level benchmark assessments, IREADY, CAASPP.

 NNAT scores, Student/Parent stakeholder surveys.
 During GATE Team meetings, COOP/CAST meetings and review with other GATE/Accelerated Teacher/Admin meetings, the data will be compared and contrasted three times a year. The outcomes will address the GATE referral process.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

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.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
LIBRARY SUPPORT 1. Fund Library Tech hours - Title I 2. We Both Read in addition to the regular duties of the Library Technician, there is now the responsibility of leveling books and monitoring the "We Both Read" program. 3. The Library Technician will continue working with parents, families and staff in order to fully implement the "We Both Read" program. School site and district data will reveal the success of the program when compared with running records for next year.	Research shows that family reading increases language development, fluency and comprehension skills has a direct correlation to overall student achievement. The presence of a full-time, certified school librarian and appropriate support staff who implement a quality, school. Research supports that school libraries are most appropriate for reading and reinforcing the reading process (Roscello,) A Full Time Librarian Makes A Critical Difference in Boosting Student Achievement (Kachel).	1. Number of books checked out (10%) each trimester Increased Lexile Levels (3-7%) each trimester Overall increased Fluency (10%) each semester Accelerated Reader info 2. Baseline data: 66 parents attended the initial workshop (3/28/19). Fifty-five families used the program for 6-8 weeks-to date. 3. Increase the number of families= from 66 to 80 attending the initial workshop. Increasing the number of families participating from 55 to 65 throughout the year.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$13192	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
--	---

Site Goal 2.1

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

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>ASSESSMENT SYSTEMS</p> <p>Purchase supplementary on-line resources to provide additional reading, language and math practice assessable from home. online subscriptions include but are not limited to: Rosetta Stone (7150/0000), I-Ready, MyOn, Accelerated Reader, STARFALL, Brain Pop. I-Ready, MyOn, Accelerated Reader, STARFALL, and Brain Pop have been submitted are going through the review process. They are temporarily approved for the 2020-21 school year unless they are adopted by the Board for future use.</p> <p>Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources and replacement of technology parts.</p> <p>1. Purchase student planners (1st -6th) to help students learn organizational skills.</p> <p>Purchase of math instructional support materials, (district- adopted or recommended), designed to enhance PLC and other discussions supporting math instruction.</p>	<p>Teacher Clarity effect size .75 Professional Development effect size . 62 collective Teacher Efficacy effect size 1.57</p> <p>John Hattie, Visible learning for Teachers: Maximizing Impact on Learning. Professional Development effect size. 62 Kate Kinsella: evidence Based Principles to Guide english Language development in the Common Core standards Era.</p> <p>Research support that working equipment provides students higher levels of access to supplemental technology and instrumental supports than non-functional equipment.</p> <p>1. Research supports the teaching of organizational and study skills, has an effect size of .59</p>	<p>SMART GOALS SBAC Surveys ELPAC</p> <p>CAASPP- EL students (49.66%-17-18); up 3-7% (19-20) 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. According to the California Dashboard Accountability Grid, Overall our school placed in the GREEN grid. for the 19-20 school year , our goal would be to be placed in the BLUE GRID. Thus, increasing our total by 12 points. For our significant subgroups, our goals are as follows: EL STUDENTS: From Green to Blue</p> <p>Formative Assessments, SBAC, GO MATH, Wonders</p> <p>1. Student benchmark assessments, completion of homework and daily task assignments. When students learn good organizational skills, learning and study skills are enhanced. CAASPP scores.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$34000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$33000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

Metric:

Actions/Services 2.2.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>DATA ANALYSIS</p> <p>Purchase online resources for data collection and monitoring of student progress and nominal incentives for students reading set goals. The purchases will include but are not limited to: Scholastic and Teacher Created Guided Reading, Fountas and Pinnell, DBQ Online, Online STEM/Writing Programs, and other Culturally Responsive Instructional Support Materials. (Due to Covid-19, the learning environment provided will be in alignment with public health orders) Release days will be provided to review the data.</p> <p>Certificated staff will have release time to utilize ELPAC data to support high quality programs and services for EL students.</p> <p>The EL Coordinator will work with administration, grade levels, the EL coach for calibration and analysis to plan for EL group coordination, allocating supplemental monies for this. The EL Coordinator will purchase supplies and light refreshments for ELAC Meetings. Further, there will be the Identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. Timesheets for EL academies.</p> <p>The ELPAC Coordinator will complete ELPAC assessments according to timelines and use this data for research based instruction in ELD. The ELPAC Coordinator will be paid on timesheet to work with administration and grade levels to coordinate the administration of and scoring of ELPAC tests.</p>	<p>Matching student supplemental/ instructional materials and opportunities to Lexile Level increases reading proficiency.</p> <p>Teacher Clarity Effect Size .75 Professional Development Effect Size .62</p> <p>*English Language Proficiency Assessments for California, CDE website</p>	<p>Accelerated Reading Lexile Level Fluency Diagnostics Spelling Inventory</p> <p>ELPAC Interim, formative and summative assessments EL Walkthrough form ELPAC data disaggregation CAASPP Analysis</p> <p>ELPAC Coordinator will ensure all assessments are complete within the appropriate time frame.</p> <p>CAASPP- EL students (49.66%-17-18); up 3-7% (19-20) 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. According to the California Dashboard Accountability Grid, Overall our school placed in the GREEN grid. for the 19-20 school year, our goal would be to be placed in the BLUE GRID. Thus, increasing our total by 12 points. For our significant subgroups, our goals are as follows: EL STUDENTS: From Green to Blue</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

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

- District Needs and Metrics 3:**
- Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:
- Cohort Graduation
 - Expulsion
 - HS Dropout
 - MS Dropout
 - Other (Site-based/local assessment)
 - School Climate
 - Social Emotional Learning
 - Suspension

Site Goal 3.1

Provide school-wide, whole-class and small group instruction in Skills for Social and Academic Success. Utilization of the Tier I (PBIS Team) and the Tier II team(comprised of the MHT, Wellness Counselor, the Psychologist, etc) and the implementation of the MTSS process will assist in supporting a safe, healthy and positive school climate. For the past two years, our school has received a TFI score in the 98% range or higher. For the 20-21 school year, will maintain the score (within the Gold status).

Metric: Social Emotional Learning

Actions/Services 3.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>DISPORTIONALITY</p> <p>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).</p> <p>Train Certificated and Classified staff to transfer Parent Empowerment skills in an effort to build a strong and diverse GATE Advisory Committee.</p> <p>In alignment with the school-wide focus and EGUSD metrics, the Coordinator identifies and schedules teachers to teach curriculum designed to meet the instructional needs of the GATE students.</p> <p>Listening sessions and collaborative work with community partners, students and parents create a plan to address increased participation in advanced coursework, reductions in exclusionary discipline, and better address disproportionality at the site. Thus, creating a better understanding and stronger connections between school staff and the African American community.</p> <p>Purchase equipment (computer assessories) that will enhance the opportunity to increase student access to current technology standards (mice, remotes, clickers), key board replacement for Chrome Books, etc).</p> <p>Purchase supplementary resources for culturally responsive teaching and self-regulation.</p> <p>In addition, the GATE Coordinator will schedule 2 information nights (Parent University and Parent Engagement Night) to share identification criteria and to receive input from parents for the site-based GATE program. Outreach to 3rd grade students and their students. The information will also be shared with parents on the parent university committees (SSC, ELAC, PTO, Title I Mtgs, School Messenger and parent surveys. (7105/0000). This will better address disproportionality at the site. as well as further engaging parents</p>	<p>Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50</p> <p>John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Effect size: Self-regulation 0.52, Social skills program 0.39, school climate 0.43, self-efficacy 0.71</p> <p>The CASEL Guide to Schoolwide Social and Emotional Learning https://schoolguide.casel.org/how-it-works/.</p> <p>Decreasing disruptive behavior effect Size .53 Self-Concept Effect Size .46 Motivation Effect size . 48 Reducing Anxiety Effect Size .48</p> <p>Parent involvement is instrumental to the involvement of student and their focus on education. Ruby Payne posits that while it is important to be aware of the diversity among students; it should not be considered an excuse. By using targeted resources based on a student's individual needs, students are more likely to improve consistently and more likely to have higher academic and social skills.</p> <p>Sharoky Hollie, National PTA: buidling Successful partnerships.</p>	<p>SBAC scores Parent Surveys TFI Attendance Decreased Discipline numbers Meeting Minutes MTSS forms Improvement in CHKS scores</p> <ul style="list-style-type: none"> • Participation rates in planning meetings • African American suspension rates, SEL metric data and participation rates in leadership and GATE <p>Student Discipline Logs Teacher/Student rating scales School Wide Messenger School Website Parent Handbook DoJO LCAP surveys</p>

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.

Monthly GATE club meetings
 Trimester NEHS orientation meetings
 NEHS Induction Ceremony

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$9000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$74319	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$397	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Providing students with opportunities with fieldtrips and recognition as incentives for increased attendance.

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>POSITIVE CULTURE AND CLIMATE/SCHOOLWIDE EVENTS Positive Behavior Intervention Systems and Supports (PBIS) Utilizing common language to describe the school's set of rules "The BCM Way" as well as a commonly understood school motto, serves as the foundation of a positive and safe school climate. (PBIS) 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 Positive Character Program during morning and lunch recesses. Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship.</p> <p>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.</p> <p>Provide academic fieldtrip scholarships, entrance fees, recognition transportation fees, on site contracts with outside providers to guarantee all students opportunities for</p>	<p>Research support the need for regular school attendance in order school proficiency Classroom Management Effect Size .56 Self-Concept Effect Size .46; Teacher Student Effect Size .52</p> <p>Research supports students with these academic and culturally responsive experiences demonstrate stronger critical thinking skills and a greater awareness to value character, kindness, and career awareness</p>	<p>Improved attendance Decrease in suspension rate and an overall increase in positive behavior. Indicators - Stakeholder surveys</p> <p>TFI - Maintain a score of 98% or higher for 20-21 school year</p> <p>fieldtrip logs Writing Assessments CAT Assessments</p>

culturally relevant/college-career and academic program participation.		
Restorative Practices Coach		
Structured Recess Program		

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$100	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$300	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
--	---

Site Goal 4.1	
----------------------	--

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

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

Decrease the overall rate of chronic absenteeism 13.3% 2019) (Orange) 13% (2021)

African American absenteeism decrease from 18.8% to 18.5%
 EL absenteeism decrease from 10.9% to 10.6%
 Asian absenteeism decrease from 9.2% to 8.9%
 Pacific Islander absenteeism decrease from 12.5% to 12.2%
 SED absenteeism decrease from 13.8% to 13.5%
 Two or More absenteeism decrease from 14% to 13.7%

Metric: Attendance Rate	
--------------------------------	--

Actions/Services 4.1.1

Principally Targeted Student Group

- Foster Youth
- Low Income
- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Chronic Absenteeism <ul style="list-style-type: none"> • Positive calls from the teacher, front office and/or admin create relationships. • Attendance phone calls (address tardies, inconsistent attendance, 	Research supports home visits lead to increased attendance, academic success and stronger home/school connects. Parent Teacher Home Visits http://www.pthvp.org/what-we-do/results/i-research/	Attendance record Synergy Home Visit Log Event Calendar Incentives TFI - Maintain a score of 98% or higher in the 20-21 school year.

<p>truancy or prolonged illness</p> <ul style="list-style-type: none"> Attendance Technician Emails, letters, Positive and constant contact Encouragement when students arrive at school; Timseheet Teachers/ Para-educators to design, facilitate and participate in Parent Engagement Series workshops and Home visits (7415/0000) 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. <p>Positive Behavior Intervention Systems and Supports (PBIS) 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 Positive Character Program during morning and lunch recesses.</p> <p>Structured Play Playground Supervisors will be secured to facilitate/monitor our students. The students will be trained 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).</p>	<p><i>Attendance Works: Advancing Student Success by Reducing Chronic Absence</i> https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/</p> <p>Parental involvement in learning effect size .51 Positive family/home dynamics 0.52, Home visits 0.29 ;effective family engagement builds relationships and capacity, and is linked to student learning. Parent/teacher Home Visits provide opportunities for school personnel to create, and maintain bonds of trust with students and their families. Thus, the students are more likely to read at or above grade level compared to similar students who did not not receive a home visit. John Hopkins Study: Parent/Teacher Home Visit Project</p>	<p>100 home visits for 2021-2022</p> <ul style="list-style-type: none"> Staff, student and parent survey data on climate. (California Healthy Kids Survey) Review parent-teacher home visit data Student attendance data
--	--	---

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2	
<p>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 due to COVID-19 in these unprecedented times.</p>	
Metric: Family and Community Engagement	

Actions/Services 4.2.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Staff will be trained to conduct parent-teacher home visits so teachers may conduct home visits throughout the school year. Home visits funded by FACE department.</p> <p>We will also provide parent workshops and parent communication (Family Handbook, School Messenger, Bilingual Flyers, and the School website), emphasizing the importance the BCM Way and overall positive behavior.</p> <p>ELAC, PTO, Title I Mtgs, School Messenger and parent surveys. Online parent</p>	<p>Decreasing Disruptive Behavior Effect Size 0.53; Self-concept effect Size .46 Reducing Anxiety Effect Size .48</p> <p>Research supports home visits lead to increased attendance, academic success and stronger home/school connections. Parental involvement in learning effect size .51</p> <p>Research supports home visits lead to increased attendance, academic success and stronger home/school connects.</p>	<p>Teacher Training Synergy Data Playground Monitor Monthly Inservices and professional development Decrease in overall suspension</p>

communication service which would also translate to and from (from teacher to parent). (School Messenger -already funded).

Home and School Partnerships Fund Teacher leaders, Para Educators and a Parent Liaison to support community involvement in home visits, conferences, and community activities. Parent stakeholder advisory such as GATE, ELAC, and other parent workshops. Due to COVID-19, it is critical to reassess the SEI/ Cultural Responsive needs of students and families to help them better access their distance learning and transitional needs.

Parent Teacher Home Visits
<http://www.pthvp.org/what-we-do/results/i-research/>

Attendance Works: Advancing Student Success by Reducing Chronic Absence
<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/>

Parental involvement in learning effect size .51
 Positive family/home dynamics 0.52, Home visits 0.29 ;effective family engagement builds relationships and capacity, and is linked to student learning. Parent/teacher Home Visits provide opportunities for school personnel to create, and maintain bonds of trust with students and their families. Thus, the students are more likely to read at or above grade level compared to similar students who did not not receive a home visit.
 John Hopkins Study: Parent/Teacher Home Visit Project

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$150	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.3

Metric:

Actions/Services 4.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Parent Liaison- to serve as a Liaison to engage with parents to better survey, identify parent needs in alignment as it relates to student academic success, culturally responsive practices and the overall social emotional learning during COVID-19 as well as a transition on the campus setting</p> <p>Purchase student handbooks with school contact and parent involvement information, and school success. Purchase tech licenses for parent involvement.</p> <p>Provide training for Parent Safety Committee, Parent Leadership, WATCH Dogs, Parent Liaison to facilitate parent involvement and Parent Engagement Night.</p> <p>Parents will also receive training to explicitly access Distance Learning for their students, ie. Zoom, Google Meets, I-Ready, Imagine Learning, Rosetta Stone, Common Core, AR,</p>	<p>Parental involvement in learning effect size .51</p>	<p>Sign In Logs. Parent/Community Stakeholder Survey to ask families how this has helped families and what could be improved.</p> <p>Attendance Increased Academic Progress</p>

Brain Pop and CAASPP testing.

Due to Covid-19, Distance Learning, and the change in parent access to school communications, the PBIS Team will facilitate a survey of families on how this has helped families and what could be improved.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

Barbara Comstock Morse Elementary - 319

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$23,532	\$23,532	\$23,532	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	31.875	\$0	\$3,742,392	\$3,742,392	\$3,742,392	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.83	\$0	\$58,095	\$58,095	\$58,095	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$46,780	\$46,780	\$46,780	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$210,715	\$210,715	\$0	\$0	\$210,715	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$19,332	\$19,332	\$8,332	\$6,000	\$5,000	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,397	\$3,397	\$2,000	\$0	\$1,397	\$0	\$0
7111 Administrative Support - Title I 0000 Unrestricted	0.5	\$0	\$68,047	\$68,047	\$0	\$0	\$68,047	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$15,207	\$15,207	\$5,207	\$10,000	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$400	\$600	\$0
7534 Site Custodial Services 0000 Unrestricted	0.2	\$0	\$15,868	\$15,868	\$0	\$0	\$15,868	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1.75	\$0	\$313,956	\$313,956	\$146,137	\$70,000	\$91,819	\$6,000	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$5,583	\$5,583	\$5,583	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$42,079	\$42,079	\$42,079	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 4124 ESSA: Title IV, Part B, 21st Century	0	\$0	\$138,000	\$138,000	\$138,000	\$0	\$0	\$0	\$0

Community Learning Centers Program									
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2.5001	\$0	\$125,280	\$125,280	\$0	\$0	\$125,280	\$0	\$0
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0	\$0	\$217,315	\$217,315	\$217,315	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.25	\$0	\$214,886	\$214,886	\$214,886	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.75	\$0	\$54,964	\$54,964	\$54,964	\$0	\$0	\$0	\$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	6.75	\$0	\$466,872	\$466,872	\$466,872	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	0.75	\$0	\$116,749	\$116,749	\$116,749	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$112	\$0	\$112	\$112	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	51.1551	\$112	\$5,900,049	\$5,900,161	\$5,289,035	\$86,000	\$518,526	\$6,600	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$624,898
Subtotal of state or local funds included for this school	\$5,275,263

Title I Centralized Services			
Title I Foster Youth	\$21,006	Title I Homeless	\$3,304
Title I Centralized Services	\$79,974	Title I Preschool	\$0

Principal **Kilolo Umi** _____

School Site Council Chairperson **Stephanie Reynoso** _____

EL Advisory Chairperson **Jose Hernandez** _____