Barbara Comstock Morse Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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, Actions and Services

Barbara Comstock Morse Elementary | Focused Work: 2022-2023

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

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: 8/10/21, 9/13/21, 10/4/21, 12/6/21, 1/21/22, 2/7/22, 04/4/22 **Leadership Meetings Were Held and Data was Collected on: 9/20/21, 10/11/21, 1/25/2022, 2/22/2022, 4/25/2022, 4/27/2022**

AVID Leadership Meetings Were Held and Data was Collected on:

School Site Council Meetings Were Held and Data was Collected on: 11/3/2021, 12/1/21, 1/26/22, 4/13/22

Parent Events: 09/09/2021: Title I Meeting
8/11/21: Visit students classroom
08/12/2021: Back To School Day/Evening
F.A.M.E. Monthly Parent Meeting: 10/5/21, 10/7/21, 11/2/21, 12/7/21, 1/18/22
Digital Citizenship 12/7/21
Parent University: 2/3/2022
Open House: 4/21/2022

ELAC Meetings Were Held and Data was Collected on: 11/3/2021, 12/1/2021

Impact of LCAP and Annual Update

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

Site goals and expenditures were based on input and feedback from multiple committees and stakeholder groups. For the upcoming school year, we decided to focus on digging deeper for professional development in the area of Guided Reading 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. 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.

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

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

- **A-G Completion**
- **Access to Courses (Honors, AP/IB, CTE)**
- **AP/IB Exams**
- **CAASPP**
- **Content Standards Implementation**
- **CTE Sequence Completion**
- **EAP**
- **Other (Site-based/local assessment)**
- **Progress toward English Proficiency**
- **Redesignation**
- **Teacher Assignment**

Site Goal 1.1

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), and we will:

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.

- 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)

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 48% meeting or exceeding standards to 34% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **declined** from 13% meeting or exceeding standards to 10%
- EL students **declined** from 22% meeting or exceeding standards to 1
- African American students **declined** from 27% meeting or exceeding standards to 22%
- Hispanic students **declined** from 56% meeting or exceeding standards to 29%
- White students **declined** from 34% meeting or exceeding standards to 6%
- Pacific Islander students **declined** from 59% meeting or exceeding standards to 53%
- Asian students **declined** from 56% meeting or exceeding standards to 35%
- Students with 2 or more races **declined** from 54% meeting or exceeding standards to 40%
- Filipino students **increased** from 79% meeting or exceeding standards to 87%
- Socioeconomically Disadvantaged students **declined** from 46% meeting or exceeding standards to 32%
- **ELA OVERALL/SCHOOLWIDE GOAL = Students will move from 34% to 38% meeting or exceeding standards on the 2022 CAASPP (not known at time of LCAP submittal), with the goal of increasing by another 3%-7% on the 2023 CAASPP.**

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 28% meeting or exceeding standards to 24% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **remained the same** at 14% meeting or exceeding standards
- African American students **declined** from 19% meeting or exceeding standards to 15%
- Hispanic students **declined** from 42% meeting or exceeding standards to 22%
- EL students **declined** from 21% meeting or exceeding standards to 15%
- Students with 2 or more races **declined** from 48% meeting or exceeding standards to 41%
- White students **declined** from 32% meeting or exceeding standards to 12%
- Socioeconomically Disadvantaged students **declined from** 37% meeting or exceeding standards to 27%
- Pacific Islander students **declined** from 53% meeting or exceeding standards to 33%

- Asian students **declined** from 44% meeting or exceeding standards to 28%
- Filipino students **increased** from 75% meeting or exceeding standards to 80%
- **MATHEMATICS OVERALL/SCHOOLWIDE GOAL = Students will move from 27% to 31% meeting or exceeding standards on the 2022 CAASPP (not known at time of LCAP submittal), with the goal of increasing by another 3%-7% on the 2023 CAASPP.**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
PD FOR STAFF 1. Provide school-wide **PLC opportunities (**Provide substitutes, release time on site planning) to ensure that ELA/Math/ELD standards are aligned with Common Core and are implemented across the grade levels in order to assess and measure mastery of foundational reading and math skills: a. identify specific needs for the whole class or small groups for reteaching b. identify patterns across groups of students in order to plan small group instruction, and c. personalize learning paths in early literacy and math proficiency to monitor student growth over time leading to increased academic achievement. ($4000 7101/0000) **2. Professional Development:** -DATA (math/writing/ELD) -Social Emotional Learning as a result of COVID-19 and Distance 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	Teacher Clarity- Effect Size .75 Professional Learning Effect Size .62 Collective Teacher Efficacy Effect Size 1.57 Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50 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, **Visible Learning for Teachers: Maximizing Impact on Learning** *__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)	1,2,3 1. SBAC, EGMAP, GO MATH, Writing Exemplars ***Improved student achievement according to our School Site Running Records** Effectiveness will be measured through the following: - Sign in sheets and surveys from professional development sessions - Administration will attend weekly PLC meetings to insure practices are being implemented - Informal classroom walkthroughs to see implementation of culturally responsive strategies - Grade level Benchmark Assessments quarterly - Grade level common formative assessments provided through PLC reporting forms monthly

professional development opportunities cross to additional grade levels.
Goal: Utilize AVID membership to offer WICOR best practices. Next steps include:
AVID Membership; Summer Institute; AVID PLC meetings; AVID release days for site planning. ($20,800 4900/3010)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$15000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$20800	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$10398	Contracts/Services /Subscriptions	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

AIT/PARA SUPPORT	Small group Learning Size .49	1, 2:
1. Academic Intervention Teachers- Salaried Teacher: $49462 (7101/0000) Salaried Teacher: $53787 (4900/3010) Will utilize Guided Reading and other effective learning strategies for students in grades K-6. Paraprofessionals, in classroom settings, will be utilized to assist struggling readers (EO and EL) in Grades K-6. Hourly Paraeducators (will rotate between grade levels) approximately five 6 week intervention cycles= ($16.50x5-6 hours=$100 a day) (30 day sessions=approx $3000x5=$15000) (paras=$45,000) ($3000-7150/0000) 2.Purchase instructional supplies and materials for EL students; Purchase duplo supplies to help support EL Academy throughout the school-year supplies are supplemental ($2000-7150/0000)	Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50 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, **Visible Learning for Teachers: Maximizing Impact on Learning** 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 intentsive , and supportive in small group or one-to-one formats.	Outcomes will be assessed and data will be reviewed three times during the year-at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year. Effectiveness will be measured though the following: • The number of student exiting the Intervention will be determined each trimester. • Grade level benchmark assessments to determine students needing AIT support every trimester • Pre/post assessments by AIT every 6-8 weeks. • Student surveys

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$53787	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$49462	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$10000	Certificated- Timesheets	
EL Supplemental (7150/0000)	$1000	Classified- Timesheets	
EL Supplemental (7150/0000)	$4500	Certificated- Timesheets	

Site Goal 1.3

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

• Black or African American • Hispanic or Latino • Low Income • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Extended Day Support 1. Owls Afterschool Academy Coordinator will organize, coordinate teaching schedules, and monitor pre-post academy assessments ensuring their alignment with the school wide focus. Small group instruction; Purchase teacher professional development materials. Purchase student supplies for workshop, intervention, enrichment, extended days/parallel partners. Items may include but are not limited to: -replacement bulbs for projectors -copy paper -masters/ink cartridges for intervention copies -district print shop orders. -supplemental supplies (white board markers, white boards, leveled readers, and other similar materials -Accelerated Reader -Academic Vocabulary Toolkit -curriculum -technology -Culturally responsive materials to meet SMART goal attainment for each grade level and to focus 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.)	Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50 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, **Visible Learning for Teachers: Maximizing Impact on Learning** Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels. Research shows a correlation between offering students the opportunity to have "hands-on" experiential opportunities with increased or maintained "meeting or exceeding" test scores. 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 /rbdm9204.pdf and Goldring, E., (1990) "classroom Organizational frameworks for Gifted Education.	1, 2: Outcomes will be assessed and data will be reviewed three times during the year-at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year. Effectiveness of the programs will also be measured: Using online user data and teacher feedback Reading Fluency rate and accuracy collected each trimester. K/1 Benchmark trimester data. Decreasing number of students needing focused intervention with foundational reading skills. Student fluency scores in reading and math

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$500	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$5000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$10000	Certificated- Timesheets	
GATE (7105/0000)	$1250	Certificated-Stipends	

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.
Number of books checked out will increase overall by 10%, from 4,652 to 5,117.
Overall increased Fluency (10%) each semester with base data at 33%

Increase number of families attending initial workshop, and on-going participation from 66 to 70

Metric: Other (Site-based/local assessment)	

Actions/Services 1.4.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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.	Research shows that family reading increases language development, fluency and comprehension skills has a direct correlation to overall student achievement. 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).	1,2,3: Number of books checked out Running records data Accelerated Reader data

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$15539	Classified- Salaries	

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:

- **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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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: MyOn, Accelerated Reader, STARFALL, Brain Pop. 2. Provide: -maintenance agreements ($14000-4900/3010) -parts -services (4900/3010) -supplies (7101/0000) -copying -replacement of supplemental resources -replacement of technology parts. (7101/0000) -student planners (3rd-6th) to help students learn organizational skills	Teacher Clarity effect size .75 Professional Development effect size . 62 collective Teacher Efficacy effect size 1.57 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. Research support that working equipment provides students higher levels of access to supplemental technology and instrumental supports than non-	1,2,3,4: Effectiveness will be measured by: Formative Assessments, SBAC, GO MATH, Wonders Surveys Student benchmark assessments, completion of homework and daily task assignments. CAASPP scores.

($1590-4900/3010)
-math instructional support materials, (district- adopted or recommended), 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.

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 Generation Strategies.

functional equipment.

1. Research supports the teaching of organizational and study skills, has an effect size of .59

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$24180	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$9284	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$1820	Contracts/Services /Subscriptions	

Site Goal 2.2

Metric:

Actions/Services 2.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

DATA ANALYSIS

1. Purchase online resources for data collection and monitoring of student progress and nominal incentives for students reading set goals.

2. 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 with be in alignment with public health orders).Release days will be provided to review the data.

2. The EL Coordinator with work with administration, grade levels, and the EL coach for calibration and analysis to plan for EL group coordination, allocating supplemental monies for this.
3. The EL Coordinator will purchase supplies and light refreshments for ELAC Meetings. Further, there will be the Identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. Timesheets for EL academies.

4. The ELPAC Coordinator will complete ELPAC assessments according to timelines and use this data for research based instruction in ELD. Where necessary, the ELPAC Coordinator will be paid on timesheet to work with administration and grade levels to coordinate the administration of and scoring of ELPAC tests.

Matching student supplemental/ instructional materials and opportunities to Lexile Level increases reading proficiency.

Teacher Clarity Effect Size .75 Professional Development Effect Size .62

*__English Language Proficiency Assessments for California,__ CDE website

1,2,3,4:

Accelerated Reading
Lexile Level
 Fluency Diagnostics
Spelling Inventory

ELPAC
Interim, formative and summative assessments
EL Walktrough form
ELPAC data disaggregation
CAASPP Analysis

ELPAC Coordinator will ensure all assessments are complete within the appropriate time frame.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$10198	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$3000	Materials/Supplies/Equipment	

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 21-22 school year, we had a TFI score of 100% in both Tier I and Tier II, and we applied for Gold status. We hope to maintain that status in 2022-2023.

Metric: Social Emotional Learning	

Actions/Services 3.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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	The CASEL Guide to Schoolwide Social and Emotional Learning https://schoolguide.casel.org/how-it-works/ Decreasing disruptive behavior effect Size .53 Self-Concept Effect Size .46 Motivation Effect size . 48 Redusing Anxiety Effect Size .48 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	1,2,3,4,5: Effectiveness will be measured by: SEL Student and Staff Surveys SBAC 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

grade level)
Works with Administration and teaching staff, offering other support, as needed (Check-ins, parent follow-up regarding Tier II services, attendance campaign).
 	
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
	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.
	
	Sharoky Hollie,
	National PTA: buidling Successful partnerships.
		Student Discipline Logs
		 School Wide Messenger
		School Website
		Parent Handbook
		DoJO
		LCAP surveys

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

6. NASSP/NEHS Membership Dues

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$397	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$4000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$5000	Materials/Supplies/Equipment	
GATE (7105/0000)	$1150	Certificated- Timesheets	
Title I – Basic (4900/3010)	$77796	Certificated- Salaries	
GATE (7105/0000)	$100	Contracts/Services /Subscriptions	

Site Goal 3.2

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	

Actions/Services 3.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
POSITIVE CULTURE AND CLIMATE/SCHOOLWIDE EVENTS **1. Positive Behavior Intervention**	Research support the need for regular school attendance in order school proficiency Classroom Management Effect Size .56	1,2,3 Effectiveness will be measured by: Improved attendance

Systems and Supports (PBIS): **Utilizing common language to describe the school's set of rules "The BCM Way" as well as a commonly understood school motto.** **(PBIS) Restorative Practice Coaches and other staff** will ensure that our students uphold to our school-wide expectations (Be Safe, Be Responsible, Be Respectful), while increasing our students' social emotional learning by utilizing the Positive Character Program throughout the day. Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship. Structured Recess Programs (ie., A.S.S.I.S.T.), will support students during morning and afternoon recess times. 2. Provide opportunities to **increase student attendance**, additional PBIS signage in front of and throughout the school and on the blacktop as well as student assemblies that focus on the importance of positive behavior. 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.	Self-Concept Effect Size . 46; Teacher Student Effect Size .52 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	Decrease in suspension rate and an overall increase in positive behavior. Indicators - Stakeholder surveys TFI results fieldtrip logs

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$400	Certificated- Timesheets	
PBIS (7440/0000)	$200	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$500	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	$2000	Certificated- Timesheets	

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and involve family and community partners.	Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families

Site Goal 4.1

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%   (Orange) 13%

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%

This year in 21-22, we have had up to 8 foster youth students enrolled, all are currently inactive. The dashboard says 0% Foster Youth enrollment.

Metric: Attendance Rate	

Actions/Services 4.1.1

Principally Targeted Student Group

• Low Income • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Chronic Absenteeism • Positive calls from the teacher, front office and/or admin create relationships. • Attendance phone calls (address tardies, inconsistent attendance, truancy or prolonged illness	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 Works: Advancing*	1,2,3: Effectiveness will be measured by: Reduction in discipline data Attendance record Synergy Home Visit Log Event Calendar Incentives TFI - Maintain a score of 98% or

- Attendance Technician - Emails, letters, - Positive and constant contact - Encouragement when students arrive at school; - 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 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).	*Student Success by Reducing Chronic Absence* https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/	higher in the 22-23 school year. 50 home visits for 2022-2023 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	
PBIS (7440/0000)	$400	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$2000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$1000	Classified- Timesheets	

Site Goal 4.2

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.

Metric: Family and Community Engagement	

Actions/Services 4.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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.	Decreasing Disruptive Behavior Effect Size 0.53; Self-concept effect Size .46 Reducing Anxiety Effect Size .48 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 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	1,2: Effectiveness will be measured by: Teacher Training Synergy Data Playground Monitor Monthly Inservices and professional development Decrease in overall suspension

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$500	Certificated- Timesheets	
Title I – Basic (4900/3010)	$2000	Certificated- Timesheets	

Site Goal 4.3

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. meetings, in addition to increasing number of opportunities to bring more families on site.

Metric: Input in Decision Making

Actions/Services 4.3.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 during COVID-19 as well as a transition on the campus setting 2. Purchase student handbooks with school contact and parent involvement information, and school success. (7101/0000). Purchase tech licenses for parent involvement. 3. Provide training for Parent Safety Committee, Parent Leadership, WATCH Dogs, Family, School and Community Liaison to facilitate ROTW, parent involvement and Parent Engagement Night, and How to help with digital platforms.(Zoom,	Parental involvement in learning effect size .51	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

Imagine Learning, Wonders, GO Math, AR, Brain Pop and CAASPP testing.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$1000	Classified- Timesheets	
Title I – Basic (4900/3010)	$1222	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	

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) | 2022 - 2023

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	0.0000	$0	$21,861	$21,861	$21,861	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$148,860	$148,860	$104,860	$29,000	$11,500	$3,500	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$3,397	$3,397	$1,750	$0	$1,647	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$15,698	$15,698	$5,500	$10,198	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$600	$400	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$184,428	$184,428	$90,126	$9,284	$77,796	$7,222	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$375,244	$375,244	$224,097	$48,482	$91,543	$11,122	

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	$184,428
Subtotal of state or local funds included for this school	$190,816

Signatures: (Must sign in blue ink)   **Date**

Principal Kilolo Umi

School Site Council Chairperson Stephanie Reynoso

EL Advisory Chairperson Jose Hernandez