



Elk Grove Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Jill Jones

County-District-School (CDS) Code: 34673146033047

**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

Elk Grove Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 524)

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.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2023-2024 school year. Our PBIS Team met weekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress

towards our goals.

Our English Learner Coordinator met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Elk Grove Elementary's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Elk Grove Elementary Grade Level Leadership Team Meetings on 8/24/23, 9/21/23, 10/19/23, 11/30/23, 12/7/23, 1/11/24, 2/22/24, 3/29/24, 4/26/24, 5/24/24
- School Site Council on 10/6/23, 12/14/23, 1/11/24, 4/27/24, 5/20/24
- ELAC on 10/13/23, 12/08/23, 2/23/24, 5/18/24
- Staff meetings on 8/9/23, 9/7/23, 10/5/23, 11/2/23, 12/14/23, 1/25/24, 2/8/24, 3/8/24, 4/12/24, 5/10/24
- Staff Survey in April 2024
- EGUSD Parent, Staff and Student Surveys Fall 2023 Spring 2024
- Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following items were discussed and considered for our 2023-2024 LCAP goals :

- During a discussion with the School Site Council on January 11, 2023 we discussed goal setting and how the projected increase in test scores was determined. The team decided to set high expectations of growth for all categories of students.
- During a Leadership Meeting teams discussed the appropriateness of using Illuminate data as pre and post markers for grade level SMART goals. After consulting with CPL the idea of using a different pre-assessment that would more closely align to the summative, trimester assessment data provided by the District.

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

District Needs and Metrics 1:

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

promote college, career, and life readiness and eliminate the achievement gap.

- 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 (SiteGoalID: 6233) (DTS: 02/10/23)

Overall English Language Arts (ELA) scores will increase from 22.1 points above standard to 25 points above standard. Overall Math scores will increase from 8.5 points below standard to 5 points above standard.

Standards Not and Nearly Met Categories:

- African American students will increase ELA scores from 6.5 points below standard to 5 points above standard.
- African American students will increase Math scores from 42.3 points below standard to standard met increasing by 42.3 or more points.
- EL learners will increase Math scores from 28.5 points below standard to standards met (increase of 28.5 or more points).
- Socioeconomically Disadvantaged students will increase from 7.6 points below standard to 2 points above standard in ELA.
- Socioeconomically Disadvantaged students will increase from 37.5 points below standard to standard met (increase of 37.5 points).
- Students with disabilities will increase ELA scores from 58.1 points below standard to standards met (increase of 58.1 points)
- Students with disabilities will increase Math scores from 75.1 points below standard to standard met (increase of 75.1 points).

These students will be targeted for academic intervention and tutoring services. In addition, we will utilize our instructional coaches to help with strategic interventions as well.

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

Actions/Services 1.1.1 (SiteGoalID: 6233) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<p>1. <u>August-May</u>: Academic Intervention Teachers will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA. Particular attention and assistance will be paid to our African American, English Learners, Hispanic and Students with Disabilities.</p> <p>2. <u>August 15</u>: The Intervention Committee will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. This criteria will be shared with teachers and parents.</p> <p>3. <u>September 1</u>: AITs identify students in need of academic support based on Illuminate Data, Fountas & Pinnell Benchmark Assessments and Letter Grades in Reading.</p> <p>4. <u>September 1</u>: AITs are to communicate with teachers in order to receive teacher input on students slated to receive intervention.</p> <p>5. <u>September 1</u>: AITs will meet to determine the frequency of progress monitoring and the assessments to be used for progress monitoring.</p> <p>4. <u>September 9</u>: AITs and Teachers determine schedules for intervention students.</p> <p>5. <u>September 9</u>: AITs begin intervention services.</p> <p>6. <u>November 13 & March 4</u>: The Intervention Committee will meet at the end of each trimester to analyze the data and determine who will be exiting from the intervention and who will be remaining or entering.</p> <p>7. <u>End of Each Trimester (November, March)</u>: Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.</p>	<ul style="list-style-type: none"> • <u>December & April</u>: At the end of each trimester, the AITs will determine the number of students exiting the Intervention Program, based upon pre-determined exit criteria. • <u>December & April</u>: The Intervention Committee (consisting of AITs, Coaches and the Principal) will analyze the following data in order to determine student progress at the end of each trimester: Illuminate Fluency Data, Illuminate ELA data, Fountas & Pinnell Benchmark Assessment Data, Letter Grades in Reading. They will apply the exit criteria and move students out of the intervention and apply the entrance criteria when accepting additional students. • <u>November, March</u>: After each cycle, AITs and teachers will share the data with parents & students. • <u>End of each Trimester</u>: Data will be analyzed by the Intervention Committee to determine the progress of the following subgroups: African American, English Learners, Hispanic and Students with Disabilities. 	

Action 1 to 7 -Salaried

Teachers:

1.0 FTE District ESSER funding
0.8 FTE \$120,000 Supplemental
Concentration

Four paid K-1 push in teacher
and/or paraeducators from District
ESSER funds (CPL) \$84,000.

Actions/Services 1.1.2 (SiteGoalID: 6233) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
<p>1. <u>September - May</u>: GATE students will be exposed to enrichment activities by teachers and paraeducators teaching in our GATE Enrichment Classes after school.</p> <p>2. <u>September - May</u>: GATE Coordinator will assess students in order to qualify additional GATE students.</p> <p>3. <u>September - March</u>: Materials and supplies will be purchased to support the GATE After School Enrichment Program.</p> <p>Action 1-Certificated Timesheet: \$1500 GATE Stipend Time Sheet Certificated staff for after \$1000 hours GATE activities.</p> <p>Action 3- Materials/Supplies/Equipment: various science, STEM, pencils, paper, binders, and other student supplies needed. \$897 GATE</p>	<ul style="list-style-type: none">• <u>September - May</u>: The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students.• <u>December & March</u>: The GATE Coordinator will review student participation data.	

Actions/Services 1.1.3 (SiteGoalID: 6233) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. <u>June - August</u>: 4 staff members will have the opportunity to attend AVID Summer Institute and monthly professional development opportunities through SCOE virtually. AVID trainings will also be available through our district and count towards the DEI choice credits needed.</p> <p>2. <u>August - May</u>: Teachers will daily utilize High Quality Teaching Strategies (Learning Targets & Success Criteria).</p> <p>3. Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of Learning Targets and Success Criteria. Walkthroughs will be completed monthly and entered into FONT by administrators. Data will be shared with individual teachers.</p> <p>4. <u>September - May</u>: Staff will have the opportunity to attend AVID PD opportunities through SCOE.</p> <p>5. <u>August - May</u>: To continue our work on Diversity, Equity and Inclusion, ALL staff will select from professional development choice examples. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction, specific AVID</p>	<ul style="list-style-type: none"> • <u>August - May</u>: While completing Classroom Walkthroughs, Administrators will record three student's responses to the following prompt: "<i>What are you learning today?</i>" These student quotes will be shared with the teacher. Schoolwide data will be collected and shared in order to determine if student responses become more specific to the intended learning target. • <u>October, December, February & April</u>: Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data). • <u>November, January, March & May</u>: Administrators will share Schoolwide Walkthrough Data with teachers at Staff Meetings. 	

strategies, Data for Equity, etc.
 6. The AVID team and AVID coordinators will work with grade levels throughout the year to determine our site's focus and goals. AVID team members will present at montly meetings, and help dispurse AVID supplies requested by grade levels.

Action 1

4 staff members to AVID summer institute covered my district AVID

**AVID coordinator Stipend
 AVID supplies \$2,200 - sinage, PD, binders, dividers, highlighters, other supplies needed to fully implement site AVID goals.**

Actions funded from AVID site allocation.

Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	\$1500	Certificated- Salaries
GATE (7105/0000)	\$2897	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$120000	Certificated- Salaries

<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)
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Site Goal 2.1 (SiteGoalID: 6792) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade

level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6792) (DTS: 03/31/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
<p>1. <u>August, October, February, May</u> Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.</p> <p>3. <u>August - May</u>: Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, Benchmark Assessments and/or grade level data.</p> <p>6. <u>August, October, February, May</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.</p>	<ul style="list-style-type: none">• <u>August, October, February, May</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.• <u>August, October, February, May</u>: Teachers will access their student's Illuminate & grade level data, analyze it, and determine next steps in order to improve student learning.	

Site Goal 2.2 (SiteGoalID: 6230) (DTS: 02/10/23)

English learners require high-quality instructional programs and services based on the outcome of ELPAC administration and analysis, formative assessments, and site-based and local summative assessments with a focus on Foster Youth, LE and EL students. Through the increased frequency and quality of research based ELD practices throughout the instructional day, EL students will continue to grow in English proficiency. ELPAC data, formative assessments, and site-based and local summative assessments will be used to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students. We will also utilize our instructional coaches to help design and counsel our teachers on the most effective EL strategies. Student success will be measured by:

- EL student trimester interim assessments at each grade level will show progress toward meeting priority standards.
- ELPAC data comparison between data in 2023/2024 initial data and summative data from 2022/2023 will show student growth of a minimum of 1 level per year.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6230) (DTS: 02/10/23)

Targeted Student Group(s)

- EL

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <p><u>August 10 - September 21 (or within 30 days after a student arrives on campus):</u> Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance by our classroom teachers.</p> <p>2. <u>August - May:</u> Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law (no funding). Release days will be made available for teachers to plan for EL instruction. Funds for translation services will be</p>	<p>Effectiveness will be measured though the following:</p> <p>Our goal is to ensure all students are assessed according to required timelines and that an additional 13% of our EL students become re-designated. In addition, we will measure our students' overall progress towards English language proficiency by administering the ELPAC Assessment. Our goal is to have 67% or more of our EL students making progress towards English proficiency.</p>	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

provided for families during teacher conferences and various meetings.

3. *October - February*: An Academic Intervention Teacher will be utilized to assist our struggling English Learners (ELPAC 1's & 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction.

4. *October*: EL Coordinator (VP or certificated staff) will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources.

5. *October - April*: The Vice Principal or certificated staff will provide light refreshments at ELAC meetings. Awards will be purchased to celebrate our newly re-designated fluent students.

6. *December*: EL Coordinator (VP) or certificated staff will hold an ELAC meeting to develop school-wide Needs Assessment patterns & implications for our LCAP.

7. *February 1 - May 31*: ELPAC Summative Assessments will be given to all EL students.

8. *February*: EL Coordinator (VP) or certificated staff will hold an ELAC Meeting to submit site specific needs to the SSC for consideration in the next year's site LCAP.

9. *April*: EL Coordinator (VP) or certificated staff will hold an ELAC meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been re-designated as English-proficient.

Action 5-Supplies/Materials:

\$1000 EL Supplemental

Action 1 & 7-Certificated

Timesheet:

\$8,789.

The goal is for ELAC meetings to have 10% more attendees than the previous year.

Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction.

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$8789	Certificated- Salaries
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6231) (DTS: 02/10/23)

To add layers to our foundation of equitable instruction, intervention, social and emotional learning, and disciplinary practices to support improving our culture and climate with a focus on Foster Youth, LE and EL students as measured by:

- RTI progress monitoring data in both academic and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2022-2023 and 2023-2024.
- Leadership, PBIS Tier 1 and Tier II meeting data with a decrease in referrals between previous and current school year when trimesters are compared.
- Schoolwide implementation of Character Strong, our district adopted Social Emotional Learning program, will decrease office referrals, MTSS behavioral and emotional referrals by 20% compared to 2022-2023.
- ASSIST recess team will help to decrease office referrals from recess by 25% as compared to recess time referrals from 2022-2023.

Metric: Cohort Graduation Rate

Actions/Services 3.1.1 (SiteGoalID: 6231) (DTS: 02/10/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

1. August-May- Decrease the disproportionality of our suspension rate by having **ASSIST and R.E.C.E.S.S. Coaches** work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other.

District ESSER funds are helping to provide our school with 2 ASSIST coaches, 4 hours a day, 2 days a week. The intended purpose is to allow ASSIST to foster positive relationships with students, primarily during unstructured times (recesses and lunches), by facilitating fun activities and engaging students, especially those that tend to be disconnected or not positively engaged during this non-instructional time.

ASSIST enhances the positive climate on campus with their character education/PBIS based curriculum that focuses on implementing inclusive games and activities. Active supervision combined with engaging activities leads to positive, long term influence.

2. August- May- Additional timesheet funding to support after hours training for yard supervisors on PBIS.

3. August-May- Teachers in all grade levels will utilize the Character Strong Social Emotional Learning program with fidelity. Monthly assemblies will be held to reinforce this program and awards based on the montly

1-3. Effectiveness will be measured though the following:

- Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the disproportionality in our suspension data.
- Student, staff and parent surveys
- Review monthly RFAs and office referrals with specifically analyzing for disproportionality in student sub groups.

focus will be awarded to students by their classmates/teachers.

ASSIST supported by District ESSER Funding for 2022-2023. PBIS funds to support PBIS training for yard supervisors. \$1,000

Actions/Services 3.1.2 (SiteGoalID: 6231) (DTS: 05/11/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Classified- Timesheets

<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
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Site Goal 4.1 (SiteGoalID: 6232) (DTS: 02/10/23)

- Increase family attendance at family engagement events by 10% between 2022-2023 attendance and 2023-2024 attendance.
- Increased school home communication and participation results according to yearly staff and family SEL and LCAP needs surveys
- Increase personal calls to targeted populations to invite to events and activities
- Decrease total percentage of students who are chronically absent in each category by 10%.
 - Current Chronically Absent subgroup numbers:
 - African American 39.3%
 - Asian: 23.2%
 - English Learners: 34.7%
 - Hispanic: 39.3%
 - Two or more races: 31.1%
 - Socioeconomically Disadvantaged: 36.1%
 - Students with Disabilities: 35.8%
 - White: 23.2%

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6232) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ul style="list-style-type: none"> • <u>August - May</u>: SOAs, teachers, and Administrators to document communication in Synergy. • <u>September - May</u>: Principal and VP to hold monthly meetings to award student classes for best attendance and character monthly awards. • <u>August - May</u>: Vice Principal to share attendance data 	<ul style="list-style-type: none"> • Sign in sheets • Increase family attendance at family engagement events by 10% as compared to family attendance from the 2022-2023 school year. • Decrease chronically absent students by 10% for the 2022-2023 school year. • Teacher records • Attendance monitoring 	

<p>with staff at monthly staff meetings</p> <ul style="list-style-type: none"> • <u>August-May</u>: Personal phone calls home from teachers and/or admin regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SARB process. • <u>August-May</u>: Lunch with a Loved One- once a trimester, families will be invited to come on campus and have lunch with their student(s). • <u>August- May</u>: Hold a Multi-cultural Festival planned with staff, FACE office, and parents. • <u>August-May</u>: work with PTA to establish a 5 star family program (or something similar) to encourage more family participation. <p>FACE Funds \$1,200</p> <ul style="list-style-type: none"> • Material and supplies to host various family nights such as Art Night and Science Night 	<ul style="list-style-type: none"> • Track 5 star family program participants • <u>August - June</u>: Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal and tardy frequencies for African American, Students with Disabilities, White, Two or More and Hispanic students. Administrative team to analyze data to see if there is improvement in attendance. • <u>September - May</u>: Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee • Parent surveys, attendance at family events. 	
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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$3195	Materials/Supplies/Equipment

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Salaries		\$8789			\$8789

EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$1000	\$1000
GATE (7105/0000)	Certificated- Salaries	\$1500	\$1500
GATE (7105/0000)	Materials/Supplies/Equipment	\$2897	\$2897
PBIS (7440/0000)	Classified- Timesheets	\$1000	\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$120000	\$120000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$3195	\$3195

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.

This is not applicable to Elk Grove Elementary.

V. Funding

Elk Grove Elementary (252) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$51,896	\$51,896	\$51,896	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$123,195	\$123,195	\$120,000	\$0	\$0	\$3,195	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$9,789	\$9,789	\$0	\$9,789	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$190,277	\$190,277	\$176,293	\$9,789	\$1,000	\$3,195	

Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$190,277

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson

