



## **Ellen Feickert Elementary**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**Principal: Robyn Fulgham**

**County-District-School (CDS) Code: 34673146101844**

**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

Ellen Feickert Elementary | Focused Work: 2023-2024

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### Goal Setting (Icapid: 526)

#### 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?

The LEA met and consulted with the following stakeholders through the school year as a part of the LCAP process review and analysis.

School Site Council Meetings: 10/6/22, 12/5/22, 1/23/23, 4/10/23, 5/8/23

English Language Advisory Committee (ELAC) Meetings: 10/19/22, 12/6/22, 2/7/23

Staff Meetings: 8/9/22, 9/7/22, 10/5/22, 11/2/22, 12/7/22, 1/4/23, 2/1/23, 4/5/23, 5/3/23

PTO Meetings: 9/22/22, 1/31/23, 4/21/23

Leadership Team Meetings: 9/21/22, 10/19/22, 11/30/22, 11/30/22, 1/25/23, 2/22/23, 3/29/23, 4/26/23, 5/17/23

EGUSD Parent, Student, and Staff Surveys - LCAP, Climate, & PBIS

## 2. Impact of LCAP and Annual Update

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

The implementation for the 2022-2023 school year included:

Input regarding expenditures, staffing, and instructional strategies

Input regarding ESSER funds:

Continue the position of the Vice Principal 1.0 FTE

Continue the position of Campus Supervisor 1.0 FTE

Addition of the Academic Intervention Teacher 2nd-6th 1.0 FTE

K/1 Intervention Reading Support teachers - 3 part time teachers assisting in KG-2nd grade

Continue the position of School Office Assistant 1.0 FTE

This plan allowed for the utilization of LCAP funding to support substitute teachers for IEP/SSTs, trainings, assessing and collaboration, supplies, equipment, technologies, and AVID funding.

These major areas of funding priorities were allowed to be implemented with the allocation of ESSER 2 and ESSER 3 funding to the school district and the school site. These additional funds allowed for 3 tutoring groups to be supported. Additional funds were received to allow AVID supplies to be purchased for all students to start the process of learning to organize. We were also able to utilize funds to purchase culturally responsive books for the library as well as books to support the Social Emotional Learning of our classes to use.

There was a shifting of funds to supplies, technology, and personnel to address needs of the site.

## Resource Inequities

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

No resource inequities have been identified. Utilizing the Supplemental Concentration, EL Supplemental, GATE, ESSER and general funding our current students' academic needs are being met to a great extent. Our SWD receive supports within their classes as well as intervention as needed based on CAASPP and district assessments. ESSER funding has continued to provide an important support for our students in grades KG-2nd outside of the Academic Intervention Teacher who supported 3rd-6th grade students. This allowed for over 50 1st and 2nd graders the additional needed support in Phonics, Phonemic Awareness, Fluency, and Numeracy. Of those students, 11 students are students with disabilities. These students are monitored through our PBIS Tier 2 team to ensure additional needs are met.

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

<b>Student Group</b>	<b>ELA</b>	<b>MATH</b>	<b>CHRONICALLY ABSENT</b>	<b>SUSPENSION</b>
African American	1	1	1	3
Filipino	2	3	1	5
Students with Disabilities	1	1	1	3

Throughout our school LCAP, we have have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

## 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 (SiteGoalID: 6246) (DTS: 02/10/23)

**1.1 Provide high quality Tier 1 and Tier 2 instruction, provide additional personnel, training, and tools to increase the percentage of students reaching proficiency in core content area and close the achievement gap in the lowest performing demographics in ELA and Math as measured by site-based assessments, district required assessments, and state assessments.**

**Number of all students meeting or exceeding standards will increase by 5%**

- ELA increase by 5% - Currently 51% to 56%
- Math increase by 5% - Currently 47% to 52%

2021/2022 English/Language Arts Scores:

African American Students - 21% (decrease of 29%)

Hispanic Students - 51% (increase of 2%)

EL Students - 8% (decrease of 12%)

2021/2022 Mathematics Scores:

African American Students - 21% (increase of 1%)

Hispanic Students - 41% (increase of 7%)

EL Students - 14% (decrease of 8%)

NOTE: These percentages are inclusive of many students who are in a self-contained classroom of which language is the primary disability.

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

### Actions/Services 1.1.1 (SiteGoalID: 6246) (DTS: 02/10/23)

#### Targeted Student Group(s)

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>With focus on EL, African American, Hispanic, and Low Income students:</p> <p>1. Academic Intervention Teachers will utilize small group instruction and Highly Effective Learning Strategies to teach targeted Kindergarten through 6th Grade students not meeting grade level standards in ELA and Math.</p> <p><b>Salaried Teacher:</b> 1.0 FTE Academic Intervention Teacher ESSER Funded</p> <p><b>Time Sheeted Teachers:</b> 2 paid K-1 Push-In teachers from District funding <b>(\$20,000)</b> Additional funds for 2 K-1 Push-in intervention teachers <b>- (7101/\$30,395) Certificated Timesheet</b></p> <p>1. <b>August 14:</b> Assess students with district ELA and Math common assessments</p> <p>2. <b>September 1:</b> Identify students in need of academic support based on CAASPP data and site-based assessments.</p> <p>3. <b>September 1:</b> AIT and Administration will communicate with teachers in order to receive input of Intervention Plan.</p> <p>4. <b>September 1:</b> Set a 6-8 weeks cycle of assessments to monitor student progress.</p> <p>5. <b>September 9:</b> Determine schedules for Intervention Support.</p> <p>6. <b>September 9:</b> Select curriculum and strategies that will be utilized for each small group intervention.</p> <p>7. <b>November 13 &amp; March 4:</b> Administration and Academic Intervention teacher meet at the end of each trimester to analyze the data, determine who will be</p>	<p>Effectiveness of use of outputs will be measured by:</p> <p>1. Student progress will be monitored and analyzed on common assessments as well as district assessments in Illuminate by teachers and Administrators.</p> <p>2. Data will be collected by each AIT and analyzed with Principal, Coach, and Intervention Teacher. (October End of Trimester 1, December 14, February 22, April 18, &amp; May 16)</p> <p>3. The number of students exiting the interventions will be monitored by Administrators.</p> <p>4. After each cycle (6 - 8 weeks), data will be shared with parents, teachers, Administrators, and students.</p>	

exited, and who will be added to the small groups.  
 8. **May:** Evaluate the implementation and effectiveness of the programs.

**Actions/Services 1.1.2 (SiteGoalID: 6246) (DTS: 04/23/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. <b><u>August-May:</u></b> Increase Library Technician hours by 4.75 hours weekly to provide additional services to our students such as reading to students, increasing the usage of the library, and tracking our Reading Counts program. <b>(4.75 hours @18.38 X 35 weeks= 7101/\$3055.68) Classified Timesheet</b></p> <p>2. <b><u>July-August:</u></b> Library Technician will inventory all current curriculum as well as the new math adoption to prepare for the new school year <b>(80 hours @ \$18.38 X 80 hours= 7101/\$1470.40) Classified Timesheet</b></p> <p>3. <b><u>October &amp; May:</u></b> Library Technician will schedule, organize, and manage the Book Fair. The fair will be conducted during the day for students, afterschool for families, and during our culminating family event. <b>(20 hours 2x @ \$18.38= 7101/\$835.20) Classified Timesheet</b></p>	<p>1. The number of books students check out of the library will increase from the prior year. We had 16,984 books checked out of the library during the 2022-2023 school year (as of April 21, 2023). The number of Reading Counts Quizzes taken was 6,657 by 491 students as of April 21, 2023 and the percentage of tests passed was 71% (schoolwide). Our goal will be to increase the number of books checked out by at least 3% (to 17,494), increase at least 3% in the number of tests taken (to 6857) and 3% increase in the percentage passed. General Ed: 70% (to 73%) TAC: 61% (to 64%) Level 2: 66% (69%)</p> <p>2. All textbooks will be inventoried and ready to be distributed before the first day of school. The new math adoption will be inventoried, organized, and distributed to teachers before the beginning of the school year.</p> <p>3. Two Book Fairs will be scheduled and run.</p>	

4. **August-May:** Library Technician will conduct a book club after school with 12-15 students (1st-3rd grade and 4th-6th grade). Students will choose the genre and book title which will increase their interest in reading. During the book club, students will engage in discussions to build stronger reading and comprehension skills. **(27 weeks @ \$18.38= 7101/\$496.26) Classified Timesheet**

4. 3 Book Clubs will be organized and facilitated during the school year. We will collect the club roster at the end of each 12 week cycle. An analysis will be done regarding the number of students turning in a permission slip and the number of participants. The library technician will look at the participates and ensure students in our EL, LI, AA, and SWD demographic groups have an opportunity to participate.

**Site Goal 1.2 (SiteGoalID: 6247) (DTS: 02/10/23)**

As measured by the CAASPP/SBAC state assessment, Feickert Elementary School did not realized anticipated gains in the areas delineated below. We will continue to focus on closing the achievement gap with the lowest performing groups based on data from the CAASPP testing and the California State Dashboard. Our students will increase 5% in each group based on aggregated scores from 2021-2022 CAASPP scores.

**ELA**

- African American - 21% (26%)
- English Learners - 8% (13%)
- Filipinx - 52% (57%0
- Asian - 48% (53%)
- Hispanic - 51% (56%)

**Math**

- English Learners - 14%
- African American - 21%
- Hispanic - 41%
- Asian - 49%
- Filipinx - 55% (60%)

Number of the full student population meeting or exceeding standards for 2022-2023:

ELA increase by 5% - Currently 51% (56%)

Math increase by 5% - Currently 47% (52%)

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

**Actions/Services 1.2.1 (SiteGoalID: 6247) (DTS: 02/10/23)**

**Targeted Student Group(s)**

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>1. <u>August, November, &amp; April:</u></b> Continue to work as a PLC, by creating SMART Goals - school wide and grade level. Each trimester goal will be based on EGUSD and site assessments.</p> <p><b>2. <u>August - May:</u></b> Administration will attend PLC meetings to collaborate with data discussions.</p> <p><b>3. <u>November &amp; April:</u></b> Provide teachers with Instructional Coach, grade level and/or cross grade level time to analyze and plan instruction based on common data based on CCSS. <b>(20 teachers @ \$260/day x 2 days = 7101/\$10,400) <i>Certificated Timesheet</i></b></p> <p><b>4. <u>August:</u></b> Purchase subscriptions to supplement ELA and Math curriculum.                      IXL Math &amp; ELA - <b>\$8995.00</b>                      Reflex math - <b>\$3295.00</b>                      Reading Counts - <b>\$5046.00</b>                      Brian Pop/Brain Pop Junior - <b>\$3163.50</b>                      Guided Readers - <b>\$220</b>  <b>(7101/\$20,499.50) <i>Subscriptions</i></b></p> <p><b>5. <u>August:</u></b> Purchase subscriptions for KG-2nd grade to supplement ELA, Science, and Social Studies curriculum.                      Scholastic (Let's Find Out) Print &amp; Digital- 25 students <b>\$191.95 X 2 classes = \$383.90</b>  <b><i>Subscriptions</i></b>                      Scholastic News 1st-2nd grade print &amp; Digital- 25 students <b>\$164.73 X 5 classes = \$823.65</b>  <b>(7101/\$1207.55) <i>Subscriptions</i></b></p>	<p>1. Administration will collect PLC meeting notes weekly to identify team focus of time. Topics addressed will be:                      ~ Class/grade level assessments                      ~ Interim assessments                      ~ Wonders/GoMath Assessments                      ~ Teacher Created - PLC                      ~ Interim CAASPP Assessments - (IABs)                      ~ TBEAR Writing                      ~ EGUSD Spelling Inventory</p> <p>2. Analyze the data discussed during common planned days with teachers Administration and teachers will develop plan for next steps (November &amp; May). Illuminate assessment will be used to analyze district common assessments to measuring the effectiveness of English/Language Arts and Mathematics as reported by CAASPP state testing.</p> <p>3. Track and analyze implementation of supplemental programs such as: IXL, Reflex Math, Brain Pop/Brain Pop Jr., and Reading Counts. (Admin)</p> <p>4. Administration will collect sign-in sheets of attendance during site-pre-service.</p>	



5. **August:** Provide district para-educators the opportunity to attend site pre-service training to build additional school-based knowledge and collaborate with the teacher and staff.  
**(20 para-educators @ \$18.39 X 7 hours X 2 days = 7101/\$2574.60) Classified Timesheet**

**Site Goal 1.3 (SiteGoalID: 6249) (DTS: 02/10/23)**

Implement AVID program in Grade 4, 5, and 6 - eventually school-wide as per EGUSD district-wide implementation.

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

**Actions/Services 1.3.1 (SiteGoalID: 6249) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. <b>August:</b> Provide an AVID Coordinator to collaborate with administration and lead the Site AVID Leadership Team</p> <p>2. <b>August - May:</b> Provide</p>	<p>1. Observation of implementation in classes, as well as self perception survey results. A pre and post survey will be given to compare growth.</p>	

professional development and on-going training to all teachers for the AVID program utilizing site teachers and district AVID Coaches.

3. Schedule observations at least twice a year (Fall and Spring) with AVID Coaches. Provide for release time for teachers to work with AVID Coaches to model, observe, co-teach, and debrief. Administration to cover classes.

4. August - April: Provide supplies, equipment, posters, and materials for implementation of AVID program.

5. September - April: Provide release time for teachers for observation of the program off site. (Model school observation)

6. September-May: AVID Site Team will meet monthly to review AVID data, strategies learned and used, and discussed supports needed for sites.

6. August-May: Coordinate implementation with college and career connections with EGUSD high schools and Feickert families. Develop a list of trades and career pathways in the district. Schedule at least 3 career talks a trimester in person or on Zoom to introduce careers and future opportunities.

7. July: AVID Site Team members will collaborate with district AVID teachers and administrators and develop the Site AVID plan. The plan will be shared out to the teachers during In-Service and during the first month of school.

**AVID coordinator Stipend  
AVID training and collaboration  
AVID supplies - signage, PD,  
and supplies needed to fully  
implement site AVID goals.**

Actions funded from AVID site allocation.

2. Minutes/notes from GL meetings/discussions analyzing and adjusting program implementation, as well as student use of learned processes will be collected weekly by Admin.

3. Administration will collect data documentation after AVID Coaches work with teachers.

4. Use of posters, supplies and materials will be observed in classes. The strategies and materials used will be documented to show growth in academics and organizational structure.

5. A list of careers and trades will be kept. Dates, method of delivery, and follow up information will be tracked. (Fall and Spring)

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Funding Sources for District Goal 1	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$41900	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$8433	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$21928	Contracts/Services/Subscriptions

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></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"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1 (SiteGoalID: 6794) (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: 6794) (DTS: 03/31/23)**

**Targeted Student Group(s)**

• Black or African American • EL • Filipino • Hispanic or Latino • Low Income • School-wide • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>1. <b><u>August-May:</u></b> Teachers will meet weekly to analyze and collaborate with grade level colleagues during the PLC time to discuss their students' progress utilizing grade-level or school-wide data.</p> <p>2. <b><u>August-May:</u></b> Each grade level will complete a Data Analysis form to share with the school administrator.</p> <p>3. <b><u>Baseline and End of Each Trimester:</u></b> Illuminate Assessments will be given to students.</p> <p>4. <b><u>September-May:</u></b> Credentialed teacher used to support Tier 2 meetings. Teachers will have time to be released from instruction to meet with the Tier 2 to meet to discuss progress and intervention in the area of academics or attendance for students, especially Students with Disabilities, African American, Filipino, and English Learners (9 days @ \$387.45= 7101/\$3487.05) <b><i>Certificated Timesheet</i></b> (9 days X 2 subs @ \$387.45= 7101/\$6974.10) <b><i>Certificated Timesheet</i></b></p>	<p>1. A teacher Self Efficacy Rubric/Survey will be given to teachers at the beginning(as a baseline) and end of the school year in order to help determin if teacher efficacy is increasing. (August, May)</p> <p>2. Data Analysis forms will be collected from each grade level.</p> <p>3. Administrator will monitor the completion of assessments and Illuminate documentation.</p> <p>4. SST data will be collected and documented through the Tier 2 Team process. AIT, Intervention Teachers, teacher, and Administration will monitor growth for each student.</p>	

**Site Goal 2.2 (SiteGoalID: 6243) (DTS: 02/10/23)**

- All 3-6 grade students are provided the opportunity for GATE identification and accelerated learning.
- Increase students as GATE identified by 5% from previous year (2021-2022) 29 students to upcoming year (2023-2024) 31 students.
- Provide an after-school GATE enrichment program
- Provide a menu of after-school enrichment programs

**Metric:** Test Participation Rate on Districtwide

**Actions/Services 2.2.1 (SiteGoalID: 6243) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. <u>August</u>: Hire and provide stipend for GATE Teacher/Coordinator. Teacher will assess all 3rd grade students using NNAT (Fall) and assess new students in grades 4-6 who are new to the district using NNAT (Spring). Attend district GATE Coordinator meetings <b>(7105/\$1000) Stipend</b></p> <p>2. <u>September</u>: Provide staff professional learning regarding the program, GATE student needs, and qualifying process. Hold parent meeting to provide program and identification process.</p> <p><u>October - May</u>: Teach after school GATE enrichment program. <b>(3 6-week sessions 2X weekly @ \$46.05= 7105/\$1657.80) Certificated Timesheet</b></p> <p>3. <u>May - May?</u>: Staff will develop a list of enrichment programs that will be offered afterschool for students with a priority offered to GATE identified students.</p> <p>4. <u>August - May</u>: Purchase items needed to support enrichment opportunities GATE/Accelerated program. <b>(7105/\$500) Materials</b></p>	<p>1. Evaluate Teacher and GATE program annually (Admin and GATE Coordinator)</p> <p>2. Review newly identified GATE students lists</p> <ul style="list-style-type: none"> <li>• Observe and provide feedback to the GATE after school program regarding identification process, testing, and program.</li> <li>• Evaluate after school enrichment program and provide teacher feedback.</li> </ul> <p>2. Administrator will collect parent sign-in sheets and meeting agenda after the Parent Information Meeting. Administrator will collect the attendance rosters for each GATE 6-week session.</p> <p>3. Administrator will collect enrichment opportunity ideas from teachers through a Google Doc to identify teacher subject matter/activity interest and cross-check it with student interest. Sessions will be scheduled and monitored through the year.</p> <p>4. Review/Approve supply/material expenditures for GATE/enrichment opportunities.</p> <p>5. Administration will collect feedback from students, parents</p>	

<p>5. <b>August-May:</b> Certificated teachers will conduct GATE and enrichment opportunities for students in 1st-6th grade. <b>(5 teachers @ \$46.05 X 6 weeks= \$1381.50)</b>  <b>(7105/\$239.20) Certificated Timesheet</b>  <b>(7101/\$1142.30) Certificated Timesheet</b></p>	<p>and teachers at the conclusion of each 6-week session.</p>	
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**Actions/Services 2.2.2 (SiteGoalID: 6243) (DTS: 04/25/23)**

**Targeted Student Group(s)**

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

**Site Goal 2.3 (SiteGoalID: 6248) (DTS: 02/10/23)**

Utilize research-based ELD instruction, strategies, and techniques. Use ELCAP, EGUSD Fluency and Spelling assessments, and CAASPP data to analyze student needs for effective programmatic and student-based ELD instruction. Assess all EL students to identify current levels in order to provide targeted English Language instruction throughout the day and provide intervention opportunities.

- Increase Progress Toward English Proficiency from 51.7% by 5% to 56.7% for the 23-24 school year
- Increase Student Reclassification from 10.9% by 2.5% to 11.2% for the 23-24 school year

**Metric: Test Participation Rate on Districtwide Assessments**

**Actions/Services 2.3.1 (SiteGoalID: 6248) (DTS: 02/10/23)**

**Targeted Student Group(s)**

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. <b><u>August:</u></b> Vice Principal is assigned as the EL/ELPAC Coordinator. EL Coordinator will train a credentialed teacher conduct initial and annual ELPAC assessments for all English Learners to track progress of individual EL students.  <b><u>September - May:</u></b> Assessor will assess TK/K initial assessments (Fall) and and new students identified within 30 days of enrollment  <b><u>February - May:</u></b> Assessor will assess TK-6th Summative ELPAC assessment (Spring) <b>(7150/\$4508) Certificated Timesheet</b></p> <p>2. <b><u>August 8:</u></b> Vice Principal will distribute ELPAC scores to teachers to identify EL students and their English Level of Proficiency.</p> <p>3. <b><u>August - May:</u></b> Vice Principal will coordinate EL Program with assistance from the EL Coach and the Parent Liaison. 4 ELAC site meetings will be held (October, December, February, April).</p> <p>4. <b><u>August - April:</u></b> Provide professional development with staff at least 1 time per trimester with the EL Coach that supports integrated and designated ELD.</p> <p>5. <b><u>September - April:</u></b> Purchase supplemental materials for EL instruction, intervention, and enrichment <b>(7150/\$500) Materials</b></p>	<p>1. Monitor/ Analyze Testing Process and ELPAC Summary Reports of individual students. (VP)</p> <p>2. VP will ensure all teachers have student data before school begins to allow for their academic needs to be addressed.</p> <p>3 Attend/Evaluate ELAC site meetings. Adminstrator will collect sign-in sheets and agenda minutes. Feedback will be collected from families after meetings.</p> <p>4. Staff evaluation of professional development - Classroom walkthrough observations to see learned ELD instructional strategies in action.</p> <p>5. Evaluate EL curriculum, supplimental programs or interventions used with EL students.</p> <p>6. Collect sign-in sheets, agendas, and feedback after any trainings. Evaluate the use of nes information use inthe classroom through walkthroughs.</p>	

6. Provide additional ELD training for teachers afterschool with EL Coach throughout the school year as needed. **(9 teachers X \$46.05= 7150/\$414.45)**  
**Certificated Timesheet**

<b>Funding Sources for District Goal 2</b>	<b>Amount</b>	<b>Description of Use</b>
EL Supplemental (7150/0000)	\$4923	Certificated- Timesheets
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment
GATE (7105/0000)	\$1897	Certificated- Timesheets
GATE (7105/0000)	\$1000	Certificated-Stipends
GATE (7105/0000)	\$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$11603	Certificated- Timesheets

**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 (SiteGoalID: 6244) (DTS: 02/10/23)**

Comprehensive PBIS Implementation: Continue to utilize structures and processes of the Positive Behavioral and Intervention and Support model. PBIS Tier 1 and 2 teams will meet monthly to support social and emotional needs of students. Teams will monitor data regarding discipline, attendance, and academic progress. The Tiered Fidelity Index, as a part of the PBIS implementation, will be utilized to determine effectiveness of implementation.

- Increase fidelity of implementation by 2% as measured by the Tiered Fidelity Index (TFI) of PBIS



- Tier 1 - 80% to 82%
- Tier 2 88% to 90%
- Maintain "Gold Status" as measured by National Coalition PBIS
- Staff Training for PBIS - Tier 3

**Metric:** Suspension Rate: Percent of Students Suspended

**Actions/Services 3.1.1 (SiteGoalID: 6244) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. <b><u>August-May:</u></b> Positive Behavior and Intervention and Support - on-going implementation with a focus on school culture and climate.</p> <p>2. <b><u>August-May:</u></b> Continue training and support of students, staff, and school community in the area of PBIS through direct teaching of expectations, positive strategies, and consequences.</p> <p>3. <b><u>August, October, January, and March:</u></b> Assemblies will be held to teach the school-wide expectations, bully prevention, and community connections. Videos, senarios, powerpoints and discussion will be used. Parents will recieve information as well through videos, newsletters, and scheduled Parent Nights.</p> <p>4. Continue to inform and use strategies such as, Check In Check Out, Check and Connect, 2X10, and mentoring for students</p>	<p>1. Oversee implementation school-wide Identify and monitor students receiving Tier 2 supports Use the TFI to determine success and need areas. Provide PBIS Parent Survey - analyze results to inform practice Analyze (monthly) discipline incidents - behavior referrals (and suspensions) PBIS discipline data/MHT referrals Gather, share, and analyze behavior data monthly - school site council, staff meetings Analyze and share results with parents, staff, and school site council. Release staff for Tier 3 training.</p> <p>2. Share information regarding school-wide expectations and bully prevention at Parent Nights. Collect sign-in sheets for attendance.</p> <p>3. Monitor the use of Tier 2 strategies through walkthroughs, teacher/adminstration discussions,</p>	

needing Tier 2 supports. Additional strategies will be discussed and shared by the Tier 1 Team.

5. **August-May:** Build upon "Gold" rating of current PBIS by applying for "Platinum" rating as described by national PBIS criteria.

6. **August-May:** Maintain monthly meetings of PBIS teams - Tier 1 and Tier 2.

7. Use PBIS funding for signage, supplies, materials **(7404/\$500)**

**Materials**

Use PBIS funding to release staff for Tier 3 training.

Use PBIS funding for registration fees - PBIS Coalition

Conference **(7404/\$500)**

**Certificated Timesheet**

8. Identify Foster Youth and provide staff with FYS services/outreach. Meet and monitor monthly the needs and progress of students.

9. Administer California Healthy Kids Survey to all students in grades 5 and 6 as well as the SEL Climate Survey to 3rd-6th grade students.

10. Utilize the MTSS Counselor to run small groups and co-teach SEL lessons with teachers with a focus on the data from the SEL Survey. **(District ESSER)**

and student interviews.

4. Monitor and provide support services to students designated as Foster Youth. Meet with tutor monthly to determine need/progress areas.

5. Distribute/Analyze California Health Kids Survey Data - with grade level teams, staff and parents. Leadership team and staff will identify up to 4 areas that we will focus on throughout the year to improve student climate.

6. MTSS Counselor will meet with Administaror to analyze the data from the SEL Survey, conduct walk throughs, meet with the Tier 2 team, meet with teachers during PLC time, and develop a program of support. A roster of students will be kept and progress will be monitored.

**Site Goal 3.2 (SiteGoalID: 6250) (DTS: 02/10/23)**

Students need to be in an school climate where they feel safe, respected and can build responsibility. Our goal at Feickert Elementary Shcool is increase the opportunity for all students to learn peaceful conflict resolution and learn character values that will assist them throuout life. We will continue to use Positive Behavioral Interventions and Support lessons, SEL lessons from Character Strong focusing on positive character traits, PBIS signage, positive incentives, and our ASSIST recess mentors to build positive behaviors with students.

Our goal is to decrease the disproportionality amonst demographic groups in regards to the number of suspensions and behavioral referrals according to the California Accountability Dashboard. Our focus is to

address behaviors in a restorative manner with students to have long-term effects on behavior.

Reduce Overall Suspension Rate by 0.1 % (0.5% overall - 2019-2020) as measured - (EGUSD Strategic Goal #3 Suspension Data)

Reduce Suspension Rate (African American and Hispanic students) by 1.5% - disproportionate group

Reduce Overall Behavioral Referral Rates by 10%.

Reduce Behavioral Referral Rate (African American, Hispanic, and SWD) by 10% - disproportionate group

Data Points Suspensions:

- 2022-2023 school year (to March 31st) - overall 1.0%
  - African American - 18.2%% (reduce to 16.4%)
  - Hispanic - 0% (.1% or less)
  - English Learner - 0% (.1% or less)
- 2021-2022 school year - overall 1.7% (Goal for 2023-2024 will be 1.6% or better)
  - African American - 2.7% (reduce to 1.2%)
  - Hispanic - 3.8% (reduce to 2.3%)
  - English Learner - 2.4% (reduce to .9%)

Data Points Behavioral Referrals:

- 2022-2023 school year - 230 referrals (minor and major)
- 2021-2022 school year - 188 referrals (minor and major)
  - African American - 25% (reduce to 15%)
  - Hispanic - 48% (reduce to 38%)
  - Students with Disabilities - 41% (reduce to 31%)

**Metric:** Suspension Rate: Percent of Students Suspended

**Actions/Services 3.2.1 (SiteGoalID: 6250) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• Black or African American • EL • Hispanic or Latino • School-wide • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. Implement Tier 1 and Tier 2 PBIS Program school-wide, Utilize Tier 2 Supports from PBIS</p> <p>2. Collect and Analyze Suspension and Behavioral</p>	<p>1. Analyze Monthly - Discipline Referral Data and Suspension Data and specifically African American students - at Tier 1 and Tier 2 monthly meetings.</p> <p>- Staff, student, community surveys about school climate</p>	

Referral Data monthly with whole staff, Tier 1, Tier 2, and School Site Council. Discuss causes, school-wide supports, and monitoring.

4. Analyze and address disproportionality of suspensions and behavioral referral in regards to over-represented groups of students (AA, Hispanic, SWD, EL).

5. The Tier 1 team will meet 1 day in the summer to calibrate our PBIS procedures, refine procedures, and develop a plan to roll out PBIS at In-Service. Additional days will be used to develop presentations and assemblies. Developing consistency in practice in every classroom as well as around school is critical. **(9 staff members @ \$46.05 X 3 hours= 7101/\$1243.35) Certificated Timesheet (12 hrs @ 46.05= 7101/\$552.60) Certificated Timesheet**

5. Teachers will conduct at least 2 SEL lessons weekly to build school connectiveness and social-emotion skills.

6. Utilize Mental Health Technician and PBIS Behaviorist

7. **Fall: Leadership on the Lawn** for 5th and 6th grade students. The half day program encourages students to attend school and become school leaders through positive behavior choices and responsibility. **(7101/\$1000) Contracts**

2. Analyze Monthly (whole staff) - Behavioral Referral Data (PBIS) - TFI Tier 1 and Tier 2 data

3. EGUSD Suspension Quarterly Reports - tracking, analyzing and informing practice regarding African American students, specific to disproportionality.

4. Provide, analyze, and inform data and practice regarding disproportionality specific to students groups which are over-represented. MTSS referral and response data will be reviewed for over-representation of student subgroups.

5. Administration walkthroughs will track the use of the SEL lessons in classes.

6. Rostser of students receiving services will be collected and updated as needed.

7. Student survey information regarding leadership and responsibility, as well as attendance, will be analyzed to show if there has been growth between the Fall and Spring.

### Funding Sources for District Goal

3

Amount

Description of Use

PBIS (7440/0000)

\$500

Certificated- Timesheets

PBIS (7440/0000)	\$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1796	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$2000	Contracts/Services/Subscriptions

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></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"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 6245) (DTS: 02/10/23)**

Provide evening educational opportunities for parents/guardians/caretakers and increase the average participation rate. We will hold monthly, on average, one Dragon University Parent and/or Family Nights per school year (2023-2024). This year, we will collect baseline measure (such as number of meetings, participation numbers).

**Metric:** Parents indicating opportunities for parent involvement

**Actions/Services 4.1.1 (SiteGoalID: 6245) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD

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"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
1. <b><u>August &amp; May:</u></b> Hold Back to	1. Sign-in sheets of attendance will be collected at all events. A	

School Night/Open House

2. ***August-May:***

Conduct activities to involve parents in educational opportunities such as but not exclusive: (Teachers will be compensated for additional time).

Dragon Parent University:

- Writing Night (FACE)
- Art Night (FACE)
- Math Night
- **(10 teachers @ \$46.05 X 1 hrs. - 7101/\$460.50)**  
***Certificated Timesheet***

Science Family Night - Sierra Journeys **(7101/\$1000) Contract**  
Literacy/Reading Skills - 1st Grade **(2 hrs. @ \$46.05 X 3 teachers=**

**7101/\$276.30) *Certificated Timesheet***

Parent Teacher Conferences  
AVID Education Nights Fall & Winter (AVID/Site teachers)  
**3 hrs. @\$46.05 X 5 = \$460.50**  
**2 Events = 7101/\$921.00)**  
***Certificated Timesheets***

Career Night - Spring 2023 (AVID/Site Teachers)  
**(2 hrs X 6 teachers @ \$46.05= 7101/\$552.60) *Certificated Timesheets***

3. KFTV Dragon News - continue to engage families through video production of a weekly newscast

4. Utilize various communication modes: auto-dial phone calls, print (monthly newsletter), emails, Talking Points, school website, and social media. Post weekly on social media about school events, meetings, and classroom activities.

5. Fund necessary "light" snacks, supplemental materials

baseline will be developed for further years comparisons.

2. Analyze attendance and evaluation/feedback data from all Parent University Nights. Admin to collect and share information with staff.

3. Admin will collect and analyze Subscriptions, Views and "Likes" web traffic on social media (Facebook and digital monthly newsletter) monthly.

4. Analyze communication modes to determine effectiveness of each. Track the number of Talking Points interactions there are between school (teachers and administration) and home monthly and throughout the year. 2022-2023 Administrator messages and announcements sent: 273. 2022-2023 Teacher messages and announcements sent: 12,412. Our goal is to increase 3% in both areas. Admin will share with staff and discuss areas to improve on or continue based on the data.

5. Utilize staff and materials to support family nights - evaluate effectiveness with feedback and discussions. Share information with staff and families in the monthly newsletter and Coffee talks.

- Our goal is to decrease absentee, tardy, and early dismissals for ALL students - especially African American, Hispanic, English Learners, Filipino, Students with Disabilities, and Low Income students. Increase overall attendance rate to 95.0%
  - 2021-2022 91.4%
  - 2022-2023 82.6%
- Decrease Chronic Attendance by 1% (2023-2024 to 5.2% )
  - 2021-2022 35.5%
  - 2022-2023 6.2%
    - Focus will be on African American(40.5%), Asian (33.6%), Hispanic (42.8%), Filipino (32.3%), and SWD (41.7%)

Based Upon School Year-Long Data Aug. 11- March 31 (2022-2023):

General Ed - 86.8%

Mild-Mod - 79.4%

Mod-Sev - 81.6%

Due to the continued COVID 19 protocols, our attendance and Chronically Absent rates are higher than previous years.

**Metric:** Attendance Rate

**Actions/Services 4.2.1 (SiteGoalID: 6251) (DTS: 04/24/23)**

**Targeted Student Group(s)**

- Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. Home Bridge visits will be conducted throughout the school year to connect with families. Bridge visits will be conducted in the summer with teachers through FACE. <b>(20 visits @\$46.05=7101/\$921.00) Certificated Timesheet</b></p> <p>2. Attendance rates will be posted weekly for staff, student, and families. (Posted on board, MPR, Facebook, Monthly newsletters, Talking Points, and emails).</p> <p>3. Provide incentives for individual students and classes for positive</p>	<p>1. We will increase Bridge visits by 10% (198 to 218). A log will be kept and shared with the Administration.</p> <p>2. Weekly attendance data will be collected and analyzed.</p> <p>3. Gather and analyze monthly data. Particularly focus on the attendance rate, late arrivals, and early dismissals of: African American, Hispanic, English Learners, Filipino, Students with Disabilities, and Low Income students. Utilize attendance data from 2022-2023 to be proactive at</p>	

attendance.

4. Continue attendance incentives, work with district RAIT and Student Support Services to increase family attendance support. Utilize PTO for funding of incentives weekly/monthly.

4. Utilize the MTSS process for students who are having attendance difficulty and Chronically absent students. Utilize data from 2022-2023 specifically identifying Chronically Absent students in specific demographics (African American, Hispanic, English Learner, Filipino, Students with Disabilities and Low Income) to be proactive. Document and develop individual supports for students and families as needed with PBIS Tier 2 team and teacher.

5. Personal phone calls home, texts messages, or post cards from teachers and staff members will be sent regarding attendance.

6. Utilize SARB process - phone calls, letters, emails, and parent meetings.

the start of the year. Track and analyze data of the specific groups monthly to identify progress and need for intervention.

4. Teacher and staff will log contact with families through Synergy. They will log Positive Contacts (progress) in Synergy under Student Contact Log (Positive Contact). Administration will monitor.

### Site Goal 4.3 (SiteGoalID: 6951) (DTS: 04/24/23)

Focus on equipping parents with knowledge and strategies to support their student(s) and improve home to school communication. Utilizing the LCAP Survey as well as the SEL Surveys, we will focus on building a positive connection between school and home where students continue to make positive relationships and thrive.

**Metric:** Parents indicating opportunities for parent input in making decisions

### Actions/Services 4.3.1 (SiteGoalID: 6951) (DTS: 04/24/23)

#### Targeted Student Group(s)

• Black or African American • Hispanic or Latino • Low Income • School-wide • SWD



<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>1. <u>September-May:</u></b> In partnership with the FACE department, we will offer several opportunities for families to build skills to assist students succeed at school and home.</p> <ul style="list-style-type: none"> <li>• Screenagers Presentation (Social Media) - <b>(7101/\$1000) Contract</b></li> <li>• Strong Father Strong Families Workshops (Math, Science, Literacy Nights kits) <b>(7101/\$1000) Materials</b></li> <li>• <b>(2 hrs @\$46.05 X 5 teachers= 7101/\$460.50) <i>Certificated Timesheet</i></b></li> </ul> <p><b>2. <u>September 7th, 14th, 21st, &amp; 28th:</u></b> Schedule Setting Limits workshop 4 week workshop to address the needs of setting boundaries and learning strategies to use at school and at home. The book will be provided for the parents who attend. (3-4 other sites will jointly offer the workshop - Total cost of workshop \$12,000). <b>(7101/\$4000) Contracts (12 teachers @ \$46.05 X 2 hrs= 7101/\$1105.20) <i>Certificated Timesheet</i> (7101/20 books @\$20= 7101/\$400) <i>Materials</i></b></p> <p><b>3. <u>September, December, March</u></b> -Coffee Talks sessions - 1 per trimester to discuss topics (not exclusive):</p> <ul style="list-style-type: none"> <li>• Assessments/CAASPP Data</li> <li>• Discipline Data/PBIS</li> <li>• School Climate &amp; Culture</li> </ul>		

<ul style="list-style-type: none"> <li>• (light snacks will be provided)</li> <li>• Child care opportunity will be given to increase attendance. (3 hrs @ \$18.38= 7101/\$55.14) <b>Classified Timesheet</b></li> </ul>		
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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$4697	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$56	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$1400	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- Timesheets		\$4923			\$4923
EL Supplemental (7150/0000)	Materials/Supplies/Equipment		\$500			\$500
GATE (7105/0000)	Certificated- Timesheets		\$1897			\$1897
GATE (7105/0000)	Certificated-Stipends		\$1000			\$1000
GATE (7105/0000)	Materials/Supplies/Equipment		\$500			\$500
PBIS (7440/0000)	Certificated- Timesheets			\$500		\$500
PBIS (7440/0000)	Materials/Supplies/Equipment			\$500		\$500
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$41900	\$11603	\$1796	\$4697	\$59996
Supplemental/Concentration (7101/0000)	Classified- Timesheets	\$8433			\$56	\$8489
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$21928		\$2000	\$6000	\$29928

Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$1400	\$1400
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### 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.

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.

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## V. Funding

### Ellen Feickert Elementary (257) | 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
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$31,116	\$31,116	\$31,116	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$99,813	\$99,813	\$72,261	\$11,603	\$3,796	\$12,153	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$0	\$3,397	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$5,423	\$5,423	\$0	\$5,423	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$140,749	\$140,749	\$103,377	\$20,423	\$4,796	\$12,153	

#### Fund Subtotals

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

Subtotal of state or local funds included for this school \$140,749

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

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**




