



Robert J. Fite Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Diane Standring

County-District-School (CDS) Code: 34673146120026

**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

Robert J. Fite Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 527)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

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?

Robert J. Fite Elementary administration meets with stakeholder groups (classroom teachers, support staff, parent groups [School Site Council, English Learner Advisory Committee, Parent Staff Organization]) throughout the year to share academic, behavior, and culture data. Beginning in January, we ask stakeholders to evaluate the current plan and provide feedback so that we can develop the plan for the following year. In addition to ongoing informal discussion and evaluation of the site LCAP, the following formal meetings/surveys

were conducted beginning in March 2023:

- 3/30/23 - ELAC Meeting - Zoom
- 4/3/23 - Fite Leadership Team Email Feedback
- 4/7/23 - Fite School Site Council Meeting - Zoom
- 4/17/23 - Fite Staff Meeting Feedback - In Person
- 4/18/23 - School Site Council Meeting (Spring #1) - Zoom
- 4/21/23 - Parent and Staff LCAP Electronic Survey
- 5/8/23 - Fite Leadership Team Meeting - In Person
- 5/11/23 - ELAC Meeting - Zoom
- 5/15/23 - School Site Council Meeting (Spring #2) - Zoom

2. Impact of LCAP and Annual Update

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

- Parents/Guardians are looking for more fun, hands-on activities for their children after school, as well as more community events.
- Staff would like more release time to plan with their grade level team and articulate with other grade levels, as well as more time to observe other classroom teachers.
- Staff would like to see more behavior support and continue/grow the structured recess program.

Resource Inequities

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

- Primary teachers do not have any prep time and less release time than intermediate teachers.
- More opportunities for acceleration and GATE activities for high-achieving students.
- More support for newcomer EL students and long-term English learners.

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

Site Goal 1.1 (SiteGoalID: 6255) (DTS: 02/10/23)

Increase the overall school-wide percentage of students at each grade level meeting or exceeding grade level achievement standards and benchmarks in English Language Arts (ELA) and Math.

For grades K-2, we will use Illuminate data and common district assessments for ELA focusing on phonics and phonemic awareness, fluency, spelling, and writing. For Mathematics, we will use Illuminate data and common assessments focusing on number sense and computation. **The school-wide goal is 75% or more of students meeting benchmarks for ELA and Mathematics in grade K-2.**

In grades 3-6, increase overall performance **SCHOOLWIDE from 49% to 55% meets or exceeds** achievement standards in **ELA** and **43% to 50% meets or exceeds** achievement standards in **MATH** using CAASPP data and focus on the following sub groups:

Very Low:

- Increase overall performance of **STUDENTS WITH DISABILITIES from 6% to 10% meets or exceeds** achievement standards in **ELA** and **3% to 10% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **BLACK/AFRICAN AMERICAN students from 21% to 25% meets or exceeds** achievement standards in **ELA** and **12% to 15% meets or exceeds** achievement standards in **MATH**.

Low:

- Increase overall performance of **HISPANIC students from 28% to 32% meets or exceeds** achievement standards in **ELA** and **25% to 30% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **ENGLISH LEARNER students from 33% to 38% meets or exceeds** achievement standards in **ELA** and **28% to 32% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **SOCIOECONOMICALLY DISADVANTAGED students from 40% to 45% meets or exceeds** achievement standards in **ELA** and **36% to 41% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **WHITE students from 41% to 46% meets or exceeds** achievement standards in **MATH**.

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

Actions/Services 1.1.1 (SiteGoalID: 6255) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Foster Youth • Hispanic or Latino • SWD • White

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. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? 	<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"> • 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>Provide certificated support and relevant instructional materials and resources for targeted, individual or small group instruction for students who are not meeting grade level standards in ELA and Math.</p> <p>A 1.0 Academic Intervention Teacher (AIT) will be funded by the district using ESSER funds. A 1.0 AIT will be funded by the site. (1.0 FTE Academic Intervention Teacher: Certificated Salaries \$120,000/4900)</p> <p>AITs will use adopted curriculum resources from the Wonders ELA and enVision Math programs, as well as other selected supplementary resources. Additional funds will be provided for instructional resources, materials, and curriculum for intervention. (Materials/Supplies \$5,000/4900)</p> <ol style="list-style-type: none"> 1. Identify at-risk students in principally targeted sub groups using site beginning of year assessment data and teacher recommendations in August 2023. 2. Meet with teachers at grade level co-op meetings in September 2023. Communicate intervention plan to teachers, gather teacher feedback, and develop an intervention schedule. 3. Meet with teachers individually for Collaborative Academic Support Team (CAST) meetings at the end of Trimester 1 in November 2023 and Trimester 2 in March 2024. Review assessment data for students currently receiving AIT services and determine if new students need to start receiving services. 4. AITs attend an MTSS Tier II team meeting monthly to analyze data and track student progress 	<ol style="list-style-type: none"> 1,2,5. Use Illuminate beginning of the year assessment data, CAASPP scores (grades 4-6) along with teacher recommendation to determine which students will receive AIT support. AITs will collect assessment data and meet with grade level teams and site admin to identify students. 3. Use trimester Illuminate assessment data and AIT pre/post assessment data to measure growth for students participating in targeted instructions. 3-4. AITs will collect assessment data and meet with teachers, the MTSS Tier II team and site admin to review data and progress monitor students. 4. Effectiveness will be measured using AIT pre/post assessment data and the number of students who meet achievement standards and move out of intervention groups throughout the year. <ul style="list-style-type: none"> • September 2023 - Analyze beginning of year Illuminate assessment data and 22-23 CAASPP scores • September 2023 - Grade level co-op meetings • October 2023 - MTSS Tier II meeting • November 2023 - Trimester 1 Illuminate assessment data, CAST meetings, MTSS Tier II meeting • December 2023 - MTSS Tier II meeting • January 2024 - MTSS Tier II meeting • February 2024 - MTSS Tier II meeting • March 2024 - Trimester 2 Illuminate assessment data, CAST meetings, MTSS Tier II meeting • April 2024 - MTSS Tier II meeting 	

to determine which students should continue to receive intervention support, who can be exited. The MTSS Tier II team along with site admin will evaluate the implementation of the AIT program and determine effectiveness.

5. Continue the intervention cycle: identify students in need of support, provide intervention, progress monitor, and determine effectiveness of the program.

- May 2024 - MTSS Tier II meeting
- June 2024 - End of Year/Trimester 3 Illuminate assessments, MTSS Tier II meeting

Actions/Services 1.1.2 (SiteGoalID: 6255) (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. Fund supplemental Reading A-Z (RAZ) Program to provide students with additional support in reading. Accessible at both school and home. (Site Licenses/Digital Subscriptions: \$3000/7101)</p> <p>2. Fund additional supplemental digital resources for both ELA and Math. Any curriculum, print or digital, will be used/purchased in accordance with BP/AR 6160.1 regarding the purchase of board adopted materials. (Possible programs include Moby Max, Lexia, IXL, Brain Pop, EPIC, DreamBox, Prodigy) (Site Licenses/Digital Subscriptions: \$20,000/7101)</p>	<p>1-2. Site teacher coordinator(s) and administration will monitor usage and progress from program reports at the end of each trimester.</p> <p>1-2. Illuminate and CAASPP data will be analyzed along with participation and usage reports to show an increase in achievement for students regularly accessing programs and resources.</p> <p>1-2. Teachers, support staff, and administrators will review student progress reports each month. Student growth will be monitored and discussed at grade level meetings and individual student needs will be monitored and discussed at Fall and Spring CAST</p>	

meetings. Additionally, site administrators, AITs, and grade level teams will monitor interim assessments, including phonics/phonemic awareness, high-frequency words, spelling inventory, fluency, comprehension, and ELA and Math curriculum assessments to track student growth.

- September 2023 - Admin meet with site coordinator to ensure all teachers/classrooms have access to digital materials and all students are registered
- End of Trimester 1 / November 2023 - Review usage reports and student progress using program data and Illuminate trimester 1 interim assessment data.
- January 2024 - Share usage and progress reports at in-service meeting. Gather teacher feedback about the programs.
- End of Trimester 2 / March 2024 - Review usage reports and student progress using program data and Illuminate trimester 2 interim assessment data. Gather teacher feedback about continuing or discontinuing programs for the next school year.
- End of year / May 2024 - Share usage reports and student progress at a staff meeting. Gather teacher feedback and decide to continue or discontinue subscriptions for the next school year.

<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. Purchase additional supplementary curriculum and instructional materials to enhance student engagement. Curriculum and materials may include class sets of novels, culturally and linguistically diverse books, science lab material kits, and student supplies for workshop, intervention, and enrichment. (Materials/Supplies: \$8,000/4900)</p> <p>2. Purchase updated books and materials for the school library. (Materials/Supplies: \$2,000/4900)</p>	<p>1: Site administrator observation and teacher and librarian feedback. Students will have access to diverse literature, supplementary resources and materials to enhance their learning experience. Teachers will have the materials they need to support the curriculum and provide additional opportunities for hands-on activities, intervention and enrichment for students.</p> <p>2. Reviewing the school library inventory at the end of the year, showing an increase in diverse titles and more current publishing dates of books and resources, as well as student check-out data.</p> <ul style="list-style-type: none"> • September 2023 - Meet with Librarian to look at current titles and publishing dates. • September 2023 - Meet with site leadership team to make sure grade level teams are aware of resources available to them. • November 2023 - Check in with librarian and grade level teams regarding needs. • March 2024 - Check in with librarian and grade level teams regarding needs. • May 2024 - Meet with librarian and site leadership team to review needs and make adjustments to funding for the next school year. 	

Actions/Services 1.1.4 (SiteGoalID: 6255) (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. Provide funding for grade levels to access educational assemblies and on-campus experiences. Contracts/Services/Subscriptions: \$14,000/4900/3010)</p> <p>2. Cover the cost of transportation for students to attend educational field trips. (Contracts/Services/Subscriptions : \$14,000/4900/3010)</p>	<p>1-2. Student attendance, student and teacher survey data, and student work products and feedback based on experiences. (Projects, journals, student written reflections, assessments, etc.)</p> <ul style="list-style-type: none"> • September 2023 - Admin will meet with grade level teams during grade level meetings to discuss ideas for experiences or field trips for the year and encourage early planning/calendaring. • November 2023 - Check in with grade levels about planning and experiences. • March 2024 - Check in with grade levels about planning and experiences. • May 2024 - Meet with grade levels to review field trips and experiences from the year and determine if funding was adequate to plan for any changes for next school year. 	

Actions/Services 1.1.5 (SiteGoalID: 6255) (DTS: 04/28/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working?
--	---	---

<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. 	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? 	<ul style="list-style-type: none"> • What is not working and why? • What modifications do you need to make?
<p>1. Provide release days for all teachers for the purpose of curriculum planning and instruction, assessments, data analysis, development of interventions plans, etc.</p> <ul style="list-style-type: none"> • 1 day per grade level for beginning of the year co-op meeting and planning - 1/2 day for co-op with admin and support team, 1/2 day for team planning. (Certificated Timesheet: \$4600/4900) • Winter and Spring CAST conferences with admin and Tier II Team (Certificated Timesheet: \$1600/4900) • 3 days (1 day per trimester) for grade level teams to meet for lesson planning, analyzing student data, monitoring student progress, and make instructional/intervention decisions to support all students in core content areas (ELA and Math) (Certificated Timesheet: \$13,800/4900) • 1 full day of planning time for Instructional Leadership Team (ILT) (Certificated Timesheet: \$2000/4900) 	<p>1. Grade level teams will submit agendas and notes to admin team for review. Data/notes collected from co-op and CAST meetings will provide teachers and site support staff with information on how to best meet student needs. Teachers will meet with administration and intervention team three times a year at the end of each trimester to analyze grade level Common Formative Assessments to monitor the progress of students. Student information will then be used to develop actionable plans to meet needs of students who have not mastered grade level standards.</p> <ul style="list-style-type: none"> • August 2023 - Trimester release days scheduled and substitutes requested • September 2023 - Grade level co-op meetings • November/December 2023 - Winter CAST Meetings • January 2024 - Confirm scheduled release days with grade level teams. • March 2024 - Spring CAST Meetings • March/April 2024 - Leadership Team release day for LCAP evaluation and planning. 	

Site Goal 1.2 (SiteGoalID: 6256) (DTS: 02/10/23)

Support a robust English Learner program through accurate assessment, support for designated and integrated English Language Development (ELD) instruction, and communication with families of English Learners.

- Increase by 2% or more the number of English Learners that demonstrate proficiency and are reclassified as Fluent English Proficient.
- Increase the percentage of students who meet or exceeds standards on CAASPP in ELA from 33% to 40% or higher.

Metric: Reclassified - Percent of English Learners
Reclassified

Actions/Services 1.2.1 (SiteGoalID: 6256) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<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. Assess EL student language acquisition and progress by funding a site EL Coordinator. The EL Coordinator, with support from site administration, with coordinate the identification/placement of EL students, re-designation, RFEP monitoring, support for ELAC meetings, and assist with initial and summative ELPAC assessment of students. Coordinator will work with EL coach to support the English Learner program on campus through district professional training and collaboration. (Certificated Timesheet: \$10,000/7150)</p> <p>2. Fund a paraeducator to support students during designated and integrated English Language Development (ELD) instruction. Provide support for English Learner (EL) newcomers and long-term English learners (LTELs). EL Coordinator will work with site admin and teachers to</p>	<p>1. Updated ELPAC scores for all EL students will provide administration and staff with important language acquisition information about the EL students at the site.</p> <p>1. Regular meetings with EL coordinator and coaches will help staff feel knowledgeable and supported when working with EL students in their classroom.</p> <p>2. Site admin and EL coordinator will work with paraeducator to set up a schedule to meet the needs of newcomers and LTELs. Teachers feedback and students assessments will be monitored and reviewed.</p> <p>1-2. The number of students who are reclassified as Fluent English Proficient will increase by 2% or more, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments, and</p>	

identify students in need of support and determine a schedule. (Classified Timesheet: \$3,796/7150 and \$6,200/7101)

3. Purchase supplemental EL supplies and materials to support student learning, including but not limited to multilingual library books, curriculum, print shop funds, and certificate paper for awards and EL student recognition. (Materials/Supplies: \$500/7150)

4. Provide interpretation and translation services for parent/teacher contact, including but not limited to written communication, phone calls, and parent/teacher conferences. (Classified Timesheet: \$1000/7150)

5. Provide a roving substitute during the school year to release classroom teacher for parent conferences with interpreter. (Certificated Timesheet: \$1000/7150)

CAASPP results in ELA.

3. Teachers and students will have access to supplemental resources and materials to enhance English language instruction and language acquisition.

4-5. EL parent involvement/engagement will be tracked using attendance at ELAC meetings and parent conferences. (Meeting sign-in sheets and notes.) Teachers will provide updates to administration on the participation of and communication with parents of EL students, including information regarding testing, meetings, reclassification, etc.

- August 2023 - Site admin will meet with EL Coordinator to set up a testing schedule for initial ELPAC.
- September 2023 - In tandem with grade level co-op meetings, site admin, EL Coordinator, and EL Paraeducator will meet to review EL data and determine student need. Develop a schedule of support for EL students.
- End of Trimester 1 / November 2023 - Review EL student Illuminate assessment data. Revise paraeducator schedule as needed.
- End of Trimester 2 / March 2024 - Review EL student Illuminate assessment data. Revise paraeducator schedule as needed.
- End of Trimester 3 / May 2024 - Review EL student Illuminate assessment data. Determine effectiveness of EL Paraeducator based on data and teacher feedback.

Site Goal 1.3 (SiteGoalID: 6257) (DTS: 02/10/23)

Provide additional hours for the site Librarian to offer student and teacher access to research materials, supplementary reading materials, more frequent book check out, and access to online instructional programs.

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

Actions/Services 1.3.1 (SiteGoalID: 6257) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Foster Youth • Hispanic or Latino • SWD

<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>Fund additional time-sheeted library support (maximum of 6 hours per week) to engage students and parents/families in utilizing the library and its resources. (Classified Timesheets: \$5000/4900)</p> <ol style="list-style-type: none"> 1. Provide additional support to teachers/classroom who need assistance with research materials. 2. Support family engagement and student literacy through the "We Both Read" program. 3. Research ways to update and enhance the school site library catalog with new books and materials, including multi-lingual titles and culturally diverse authors and subjects. 4. Provide families and students the opportunity to visit the library and check-out books outside of regular school hours. Set-up a library events schedule and publish the schedule to families at 	<ol style="list-style-type: none"> 1. Classroom library sign-up and documented teacher requests for assistance with research projects. 2. Number of items checked out and families participating in the "We Both Read" program. 3. Feedback from librarian and orders placed for new books/materials. 4. Student/family attendance at library events and number of books checked out. <ul style="list-style-type: none"> • End of Trimester 1 / November 2023: Review library check-out data and gather feedback from librarian. • End of Trimester 2 / March 2024: Review library check-out data and gather feedback from librarian. • End of Trimester 3 / May 2023: Review library check-out data and gather feedback from librarian. Review funding 	

the beginning of the school year.	and hours. Make any changes to plan for next school year.	
-----------------------------------	---	--

Site Goal 1.4 (SiteGoalID: 6263) (DTS: 02/10/23)

Increase identification of Gifted & Talented students on campus, especially in underrepresented groups, and provide after-school enrichment opportunities for GATE identified students.

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

Actions/Services 1.4.1 (SiteGoalID: 6263) (DTS: 02/10/23)

Targeted Student Group(s)
 • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Two or More

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?
<ol style="list-style-type: none"> 1. Provide compensation for a school site GATE coordinator to support the GATE program and assess all current 3rd grade students using the district GATE assessment. (Certificated Timesheet: \$1,897/7105) 2. Work with site staff and parents to complete GATE identification packets for students who may be gifted in other areas and competencies outside of academics. (Certificated Timesheet: \$500/7105) 3. Participate in the Capital Region Engineering, Science, and Technology (CREST) program and provide after-school 	<ol style="list-style-type: none"> 1. Review data on number of students assessed and number of students who qualify based on the district NNAT assessment. 2. Staff meeting agendas/notes and number of GATE packets received. 3. Attendance and participation data in after-school enrichment programs, specifically CREST. <ul style="list-style-type: none"> • September 2023 - Review student data and identify GATE students. • End of Trimester 1 / November 2023 - Review 	

<p>opportunities for GATE qualified and other teacher-identified and students. Purchase materials and supplies to support CREST activities. (Materials/Supplies/Equipment: \$1,000/7105)</p>	<p>student attendance and participation.</p> <ul style="list-style-type: none"> • End of Trimester 2 / March 2024 - Review student attendance and participation in programs and activities. GATE testing evaluation. • End of Trimester 3 / May 2024 - Review student attendance and participation in GATE programs, review GATE testing procedures, gather teacher feedback, assess GATE program and make changes for next school year. 	
--	--	--

Site Goal 1.5 (SiteGoalID: 6264) (DTS: 02/10/23)

Provide music instruction and to students as part of the regular school day. Support instruction in the area of Visual and Performing Arts as specified by California Education Code ARTICLE 2. Course of Study, Grades 1 to 6 [51210 - 51212] which states "*The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: (5) Visual and performing arts, including instruction in dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.*"

Metric: Content Standards Implementation - Percent Early Applying and Applying

Actions/Services 1.5.1 (SiteGoalID: 6264) (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. Fund music instruction provided by music educators from New Songs School of Music to provide weekly music instruction for students in grades TK-6 during the regular school day.</p> <ul style="list-style-type: none"> • Push-in music education for each classroom; 30-35 minutes weekly for TK-6 grade students. • 30 weeks of instruction between September 2023 and May 2024. (Contracts/Services/Subscriptions: \$33,000/7101) <p>2. Fund after-school choir program provided by music educators from New Songs School of Music.</p> <ul style="list-style-type: none"> • 30 weeks of choir rehearsals, 2 rehearsals per week, plus two concert performances between September 2023 and May 2024. (Contracts/Services/Subscriptions: \$11,000/7101) <p>3. Purchase materials and supplies to support music instruction. (Materials/Supplies/Equipment: \$1,420/7101)</p>	<p>1. Gather and review formal survey feedback from students, parents, and teachers at the end of the school year.</p> <p>1-2. Review student attendance data monthly and show an increase in overall student attendance throughout the year.</p> <p>2. Student attendance at rehearsals. Community attendance at performances.</p> <ul style="list-style-type: none"> • End of Trimester 1 / November 2023 - Review student attendance and participation. • End of Trimester 2 / March 2024 - Review student attendance and participation in programs and activities. • End of Trimester 3 / May 2024 - Review student attendance and participation in programs, gather teacher and student feedback, and make changes for next school year. 	
---	--	--

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$11000	Certificated- Timesheets
EL Supplemental (7150/0000)	\$4796	Classified- Timesheets
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment
GATE (7105/0000)	\$1897	Certificated- Timesheets
GATE (7105/0000)	\$1500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$6200	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$67000	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	\$1420	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$120000	Certificated- Salaries
Title I – Basic (4900/3010)	\$22000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$5000	Classified- Timesheets
Title I – Basic (4900/3010)	\$28000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$15000	Materials/Supplies/Equipment

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

Site Goal 2.1 (SiteGoalID: 6795) (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: 6795) (DTS: 03/31/23)

Targeted Student Group(s)

- All

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. 	<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? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
1. Students in grades K-6 will participate in beginning of the year assessments.	1-2. Illuminate assessment percentage of student completion. 3. Percentage of student completion on CAASPP	

<ul style="list-style-type: none"> • K-2 student data will be inputted into the Illuminate assessment system. • 3-6 grade students will participate in online assessments using the Illuminate assessment system. <p>2. Students in grades K-6 will participate in interim assessments at the end of Trimester 1 and Trimester 2.</p> <ul style="list-style-type: none"> • K-2 student data will be inputted into the Illuminate assessment system. • 3-6 grade students will participate in online assessments using the Illuminate assessment system. <p>3. Students in grades 3-6 will participate in the statewide CAASPP testing.</p>	<p>assessments: ELA (grades 3-6), Math (grades 3-6), Science (grade 5)</p> <ul style="list-style-type: none"> • September 2023 - Review completion percentage for beginning of year Illuminate assessments • November 2023 - Review completion percentage for Trimester 1 interim assessments • March 2024 - Review completion percentage for Trimester 2 interim assessments • May 2023 - Review completion percentage for end of year Illuminate assessments and CAASPP assessments. 	
--	--	--

Funding Sources for District Goal 2	Amount	Description of Use
-------------------------------------	--------	--------------------

There are currently no fund sources for this District Goal.

<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
--	---

Site Goal 3.1 (SiteGoalID: 6252) (DTS: 02/10/23)

To address disproportionality, focus on positive behavior structures as part of the PBIS framework on campus and utilize Tier I and Tier II PBIS practices for all students to decrease the overall school suspension rate by 1%. Particular focus on the African American and Students with Disabilities subgroups.

Metric:

Actions/Services 3.1.1 (SiteGoalID: 6252) (DTS: 02/10/23)

Targeted Student Group(s)

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

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. The PBIS Tier II Team will meet two times per month to screen old and new MTSS referrals and develop actionable steps to support students, staff, and parents. Types of actions include additional SEL lessons with MTSS intervention specialist, Check In/Check Out, social groups/lunch bunch, etc. The team will consist of administrators, behaviorist, MHT, MTSS Counselor, and school psychologist. The team will pay particular attention to the African American and Students with Disabilities subgroups to improve their overall success in behavior and academics.</p> <p>No funding required.</p>	<p>1. PBIS Team Meeting notes and agendas.</p> <p>1. Decreased number of office/discipline referrals.</p> <p>1.Feedback from Teachers and Staff</p> <ul style="list-style-type: none">• September 2023 Tier II Meetings• October 2023 Tier II Meetings• November 2023 Tier II Meetings / CAST Meetings• December 2023 Tier II Meetings• January 2024 Tier II Meetings• February 2024 Tier II Meetings• March 2024 Tier II Meetings / CAST Meetings• April 2024 Tier II Meetings• May 2024 Tier II Meetings• June 2024 Tier II Meetings	

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD • White

<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. Utilize the district provided MTSS Counselor to provide social-emotional learning and support for individuals and/or groups of students. MTSS Counselor will support SEL instruction in the classroom and provide support to both Tier I school-wide PBIS program and the Tier II/MTSS team. They will also provide support to teachers, administrators, and families by contacting families regarding attendance concerns.</p> <p>2. Purchase supplies, materials, and equipment to support the MTSS Counselor on campus. Items may include but are not limited to books and supplemental SEL curriculum supports, fidgets, flexible seating, items for calming spaces, etc. (Materials/Supplies/Equipment: \$5,000/7101)</p>	<p>1. Monthly counselor/admin meetings to review planned activities and services provided to students and the school community.</p> <p>1. Decrease in MTSS referrals due to issues with peer interactions and social-emotional concerns.</p> <p>2. Counselor and student feedback.</p> <ul style="list-style-type: none"> • August 2023 Planning Meeting • September 2023 Check-in Meeting • October 2023 Check-in Meeting • November 2023 Check-in Meeting • December 2023 Check-in Meeting • January 2024 Check-in Meeting • February 2024 Check-in Meeting • March 2024 Check-in Meeting • April 2024 Check-in Meeting • May 2024 Check-in Meeting • June 2024 Year End Evaluation Meeting 	

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • SWD

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. Provide structured recess activities through an outside organization. Onsite adult coaches will engage students in structured recess activities and work with students and promote safety, conflict resolution, and problem solving during recess times. District funding will cover 2 days per week, and the site will cover the cost for the remaining 3 days per week. (Approximately \$50,000) (Contracts/Services: \$50,000/7101)</p>	<p>1. Decrease in office referrals and negative behaviors on the playground during recess.</p> <p>1. Observation; more students participating in organized, physical activities at recess.</p> <p>1. Student and teacher feedback.</p> <ul style="list-style-type: none"> • September 2023 Check-in Meeting • October 2023 Check-in Meeting • November 2023 Check-in Meeting • December 2023 Check-in Meeting • January 2024 Check-in Meeting • February 2024 Check-in Meeting • March 2024 Check-in Meeting • April 2024 Check-in Meeting • May 2024 Check-in Meeting • June 2024 Year End Evaluation Meeting 	

Site Goal 3.2 (SiteGoalID: 6258) (DTS: 02/10/23)

Increase the site Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score to 100% Tier 1 fidelity.

- Ensure a safe learning environment and positive school culture and climate.
- Support the physical/social-emotional well-being of students by providing equitable, school-wide instruction, intervention, and disciplinary practices for social and academic success.
- Increase student feelings of belonging and decrease instances of peer conflict and bullying.

Metric:

Actions/Services 3.2.1 (SiteGoalID: 6258) (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. Full implementation, with fidelity, of a school-wide PBIS Tier I program, specifically focusing on disproportionality in discipline and behavior referrals for African American students and students with disabilities.</p> <ul style="list-style-type: none">• Share PBIS data monthly at Leadership and Staff meetings.• Support the PBIS program on campus by purchasing PBIS related signs, posters, lesson plan materials, and student acknowledgment materials and supplies. (Materials/Supplies/Equipment: \$2,000/7101, \$500/7440)• Provide hourly-timesheet compensation for classified staff members of the PBIS Tier I team. (Classified Timesheet: \$500/7101)• Provide active supervision training, meeting compensation, and professional development opportunities for yard supervisors. (Classified Timesheet: \$500/7101)	<p>1. Review data from the following sources:</p> <ul style="list-style-type: none">• PBIS Tiered Fidelity Inventory Scores• PBIS Site Data• Stakeholder Involvement (Yard Supervisors/Parents)• Student, parents, and staff surveys throughout the year.• Site discipline and referral data <ul style="list-style-type: none">• August 2023 Preservice Meeting• September 2023 Staff/PBIS Meeting• October 2023 Staff/PBIS Meeting• November 2023 Staff/PBIS Meeting• December 2023 Staff/PBIS Meeting• January 2024 In-Service Meeting• February 2024 Staff/PBIS Meeting• March 2024 Staff/PBIS Meeting• April 2024 PBIS TFI Meeting• May 2024 Staff/PBIS Meeting• June 2024 Year End Evaluation Meeting	

Actions/Services 3.2.2 (SiteGoalID: 6258) (DTS: 02/10/23)

Targeted Student Group(s)

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

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. Contract with outside vendors to provide inspirational, motivational, and empowering assemblies to the student body to reinforce diversity, acceptance, student identity and sense of belonging, bullying prevention, PBIS expectations and positive student behavior, specifically focusing on improving outcomes for African-American, English learners, students with disabilities, and socioeconomically disadvantaged students. (Contracts/Services/Subscriptions : \$2000/7101)</p>	<p>1. Student and staff feedback and survey information.</p> <ul style="list-style-type: none">• August planning meeting - research and schedule assemblies• December 2023• March 2024• June 2024	

Actions/Services 3.2.3 (SiteGoalID: 6258) (DTS: 02/10/23)

Targeted Student Group(s)

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

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

<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>1. Provide students opportunities to learn about conflict management and bullying prevention.</p> <p>2. Work with the staff Student Leadership Advisor to develop a program of student conflict managers to support positive peer interactions and mediate minor peer conflict on the playground during recess. Focus on recruiting from and improving outcomes for African-American, Foster, Homeless, and low-income students.</p> <p>3. Provide materials/supplies and resources for Student Leadership members, including but not limited to: vests for conflict managers, paper for copies of bully prevention lesson plans and worksheets, incentives and rewards for conflict managers, etc. (Materials/Supplies/Equipment: \$500/7440)</p>	<p>1-3.</p> <ul style="list-style-type: none"> • Student discipline reports • Student data regarding bullying. • Student/parent surveys. • Teacher feedback. • Administrator observation. <ul style="list-style-type: none"> • August 2024 - Planning meeting with student leadership advisors • September - Student Leadership Elections • December 2023 - Update meeting • March 2024 - Update Meeting • June 2024 - End of Year Reflection 	

Site Goal 3.3 (SiteGoalID: 6262) (DTS: 02/10/23)

Improve the culture and climate of the school by providing a positive, warm, welcoming environment for students, families, and school staff. Focus specifically on students and families identifying as African-American, Foster and Homeless Youth, and students receiving special education services.

Metric: School Climate - Average Favorability Rating

Actions/Services 3.3.1 (SiteGoalID: 6262) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American
- Low Income
- 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.
- 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. Work with front office staff to promote a warm and welcoming school environment in the front office. Admin and front office staff will meet monthly with FACE Family Liaison to review welcoming practices.

2. Provide clear and transparent communication from site administration in regards to school activities, parent engagement opportunities, and school/student achievement. Specifically for families of English Learners, provide communication in student/families' home language whenever possible using district translation and interpretation services. Purchase a translation device for the front office to provide instant communication for parents/guardians who speak a language other than English. Materials/Equipment/Supplies: \$500/71013.3.1)

3. With support from the district Curriculum and Professional Learning department, provide teachers and staff with professional learning opportunities to address teacher/student relationships, home/school connection, social-emotional learning, and culturally responsive instructional practices. Share information with staff about how to disrupt negative expectations about students and schools, specifically using examples from the book "Removing Labels" by Smith, Fisher, and Frey.

1. Increased number of positive interactions with parents and office staff.

2. Feedback from parents regarding emails, TalkingPoints messages, social media posts, website posts, and other school communication. Increased number of parents engaging with school staff and attending school meetings and activities.

3. Number of professional learning opportunities offered throughout the year. Agendas and feedback from professional learning. Administrator observations in classrooms and on campus.

- August 2023 - Office planning meeting; purchase translation device
- September 2023 Meeting
- October 2023 Meeting
- November 2023 Meeting
- December 2023 Meeting
- January 2024 Meeting
- February 2024 Meeting
- March 2024 Meeting
- April 2024 Meeting
- May 2024 Meeting
- June 2024 Meeting

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$52000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$7500	Materials/Supplies/Equipment

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

Site Goal 4.1 (SiteGoalID: 6253) (DTS: 02/10/23)

Increase parent and family involvement and support a welcoming environment where parents feel connected to the school and their child’s learning.

Metric: Parents indicating a respectful and welcoming school environment

Actions/Services 4.1.1 (SiteGoalID: 6253) (DTS: 02/10/23)

Targeted Student Group(s)

• All • Black or African American • School-wide • SWD • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
--	---	---

<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>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? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>1. Encourage parent participation in school-wide events through mass communication methods such as personal invitations, emails from teachers and administration, flyers, phone messages, school website postings, and Facebook. Translate materials (as needed) in home language of students/families. Focus on including students and families of English Learners, Foster Youth, and low-income students. (Materials/Equipment/Supplies: \$564/4900)</p>	<p>1. Number of emails/responses received from families. Attendance at meetings and other school stakeholder events. Surveys and parent/community feedback. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p> <ul style="list-style-type: none"> • August 2023 Planning • December 2023 • March 2024 • June 2024 	

Actions/Services 4.1.2 (SiteGoalID: 6253) (DTS: 02/10/23)

Targeted Student Group(s)

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

<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. Home Visit Training:</p> <ul style="list-style-type: none"> • Provide staff training • Increase the number of staff home visits to build positive connections and relationships with students and families, specifically for students and families identifying as African-American, Foster and 	<p>1. Staff Home Visit Logs Teacher and staff feedback. Parent surveys. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p>	

Homeless Youth, and low-income students. No funding required.	<ul style="list-style-type: none"> • August 2023 - Preservice Meeting • December 2023 • March 2024 • June 2024 	
--	--	--

Actions/Services 4.1.3 (SiteGoalID: 6253) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

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. Partner with Sheldon High to provided students with opportunities to volunteer their time via project-based learning to provide before and after school activities/services to Fite students.</p> <p>2. Provide compensation via stipend for teachers on site to support the program and provide supervision and work in an advisory capacity for high school students.</p>	<p>1-2. Volunteer Sign-in sheets Volunteer Log-in activities Teacher and Student Feedback Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p> <ul style="list-style-type: none"> • August 2023 - Preservice Meeting • December 2023 • March 2024 • June 2024 	<ul style="list-style-type: none"> • August 2023 - Preservice Meeting • December 2023 • March 2024 • June 2024

Site Goal 4.2 (SiteGoalID: 6259) (DTS: 02/10/23)

Provide opportunities for teachers to meet with families and offer support and instruction on how to best utilize the curriculum with their children and to provide parents with a better understanding of classroom curriculum and assessments.

Metric:

Actions/Services 4.2.1 (SiteGoalID: 6259) (DTS: 02/10/23)

Targeted Student Group(s)

• All • Black or African American • School-wide • SWD • White

<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. Provide compensation for teachers/staff to meet with families throughout the school year outside of contract hours. Certificated staff can use this time to conduct a parent university and/or to provide training in a variety of areas, including but not limited to information about assessment tools, curriculum, ways to support "at home learning", student behavior and social-emotional learning, navigating social media, Synergy, and report cards. (Certificated Timesheet: \$2,000/4900/3010)</p> <p>2. Provide materials or supplies for teachers and staff to conduct parent universtiy, trainings, workshops, etc. (Materials/Supplies/Equipme nt: \$1000/4900/3010)</p>	<p>1-2. Review data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys. Review classroom assessment data to track students progress of those students that had families attend the curriculum events. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p>	

Site Goal 4.3 (SiteGoalID: 6260) (DTS: 02/10/23)

Provide engaging family enrichment activities, events, and meetings outside of the school day to enhance student learning and engage stakeholders in school decision making.

Metric:

Targeted Student Group(s)

- All • School-wide

<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. Engage parents and community stakeholders, specifically those identifying as African-American and those supporting English Learners, Foster/Homeless Youth and low-income students, in school decision making by inviting them to attend School Site Council meetings, English Learner Advisory Committee meetings, Parent Staff Organization (PSO) meetings and events, Back to School Night, Open House, Parent University and Coffee Chats with administrators.</p> <p>2. Encourage parents and families to attend events outside the school day, including Harvest Carnival, Multicultural Fair, Family Learning Nights (Parent University, STEM, Writing, Reading, etc.) by providing engaging programming and inviting and engaging members of community groups to present and perform at school functions. (Contracts/Subscription s/Services: \$4000/4900/3010)</p>	<p>1-2. Review parent attendance and participation at school events and meetings. Provide staff, students, and families with surveys to provide feedback on meetings and events. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p>	

Increase to and then maintain a positive student attendance rate of 98% or higher and decrease and maintain a chronic absentee rate of 10% or lower.

Metric:

Actions/Services 4.4.1 (SiteGoalID: 6261) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<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. Identify at-risk students with poor attendance patterns. Communicate with families via phone and email regarding the importance of student attendance, with specific focus on African-American, Foster/Homeless Youth, and low-income student groups. Emphasize the importance of attending school every day to be successful in learning and the positive effects on social emotional experiences and competencies.</p> <p>2. Make positive phone calls to families to thank families for attendance improvements (decreased tardiness and absences, etc.)</p> <p>3. Provide a weekly visual display in front of the school highlighting the total number of absences and total number of students tardy for the previous week. (Materials/Supplies/Equipment: \$500/7101)</p> <p>4. Purchase positive attendance materials for classrooms (door magnets, flags, certificates, pencils, erasers, bumper stickers,</p>	<p>1-3. Review Student Attendance Data:</p> <ul style="list-style-type: none"> • Monthly ADA reports • Monthly chronic truancy reports • Attendance rates • Chronic Absenteeism <p>2. Log of positive phone calls made to families</p> <p>Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p> <ul style="list-style-type: none"> • September 2023 • October 2023 • November 2023 • December 2023 • January 2024 • February 2024 • March 2024 • April 2024 • May 2024 • June 2024 	

etc.) for students and family incentives to promote positive attendance.
 (Materials/Supplies/Equipment: \$1364/4900)

Actions/Services 4.4.2 (SiteGoalID: 6261) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<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. Working together with the site counselor, teachers, support staff, and PBIS Tier II team, Fite Administrative Team will connect with parents and families to discussion chronic absences and set a plan for improvement. Administrative Team will reach out to the district's Office of Attendance for assistance if student attendance does not improve.</p> <p>No funding required.</p>	<p>1. Review Student Attendance Data:</p> <ul style="list-style-type: none"> • Monthly ADA reports • Monthly chronic truancy reports • Attendance rates • Chronic Absenteeism <p>Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p> <ul style="list-style-type: none"> • September 2023 • October 2023 • November 2023 • December 2023 • January 2024 • February 2024 • March 2024 • April 2024 • May 2024 • June 2024 	

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$2000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$4000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$1364	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	\$11000				\$11000
EL Supplemental (7150/0000)	Classified- Timesheets	\$4796				\$4796
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$500				\$500
GATE (7105/0000)	Certificated- Timesheets	\$1897				\$1897
GATE (7105/0000)	Materials/Supplies/Equipment	\$1500				\$1500
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Classified- Timesheets	\$6200		\$1000		\$7200
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$67000		\$52000		\$119000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$1420		\$7500	\$500	\$9420
Title I – Basic (4900/3010)	Certificated- Salaries	\$120000				\$120000
Title I – Basic (4900/3010)	Certificated- Timesheets	\$22000			\$2000	\$24000
Title I – Basic (4900/3010)	Classified- Timesheets	\$5000				\$5000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$28000			\$4000	\$32000
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$15000			\$1364	\$16364

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Robert J. Fite Elementary (259) | 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	\$38,670	\$38,670	\$38,670	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$135,620	\$135,620	\$74,620	\$0	\$60,500	\$500	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$16,296	\$16,296	\$16,296	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$197,364	\$197,364	\$190,000	\$0	\$0	\$7,364	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$392,347	\$392,347	\$322,983	\$0	\$61,500	\$7,864	

Fund Subtotals

Subtotal of additional federal funds included for this school \$197,364

Subtotal of state or local funds included for this school \$194,983

Signatures: (Must sign in blue ink)

Date

Principal

Diane Standring

**School Site Council
Chairperson**

Abikhay Lirio

EL Advisory Chairperson

Annupam Dhanoa

Signatures: (Must sign in blue ink)	Date
