



Zehnder Ranch Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Cheryl Quilatan

County-District-School (CDS) Code: 34673140135400

**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

Zehnder Ranch Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 555)

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?

Review of student data by ZR teachers and parents in the areas of ELA, Math, and ELPAC were provided in many opportunities. ZR education partners were provided updates of previous data, evaluated data, and provided recommendations to the site LCAP for the upcoming school year. Input for site LCAP were aligned with the eight state priorities and EGUSD's four strategic goals. ZR regularly assessed learning needs of

students by analyzing curriculum assessments and data during staff and grade level PLC meetings. PLC grade level and track collaboration meetings took place monthly. Climate and Culture and Tier 2 met monthly to determine site needs around SEL and mental health support. PBIS team completed fidelity inventory to assess progress towards goals and next steps. All ZR staff had an opportunity to provide feedback via a survey.

Family leadership council met monthly, and held general meetings monthly that were open to ZR teachers and community members. Feedback was regularly gathered at meetings from all education partners present. ELAC meetings were held guided by administration to seek input. Education partners had the following opportunities to review site data results and provide input to site LCAP.

1. ZR Team Meetings: Held 1st Tuesday of each month
2. PLC Facilitator's Meeting: Held every 2nd Tuesday of each month
3. PLC Grade Level Meetings: Held every Early Out Wednesday
4. Climate and Culture (C&C) Facilitator's Meetings: Held every 4th Tuesday of each month
5. Grade level C & C Meetings: Held every 4th Early Out Wednesday
6. School Site Council Meetings: 5/18/22, 10/19/22, 11/30/22, 2/15/23, 4/19/23, 5/18/23
7. ELAC Meetings: 10/13/22, 2/16/23, 4/27/23
8. Family Leadership Council: Meets every 2nd Thursday of every month, except December
9. Survey data collected: FACE Welcoming Survey - April 28th, PBIS School Site Survey - May 5th, Student and Staff Climate Survey - May 5th, Parent Survey - June 23rd

2. Impact of LCAP and Annual Update

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

Consultations with Education Partners resulted in the following, affecting the development of the LCAP:

1. Professional Development request in the areas of: New Math curriculum, DBQ (4th-6th), AVID (TK-6, Step Up to Writing, GLAD, Science, VAPA, and ELD support.
2. Teacher request for additional district adopted subscriptions, math supplemental curriculum, and reading incentive program.
3. Teacher request for release time for articulation.
4. Teacher request for classroom materials and supplies.
5. Parent request continuance of targeted tutoring, off track intersession and/or intervention, VAPA and/or other enrichment opportunities, support in SEL instruction and support.
6. Continue partnership with FLC to provide staff and students site needs, site wide community events, teacher and admin support.

Resource Inequities

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

Students needs were met to greatest extend possible - no resource inequities have been identified.

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: 6545) (DTS: 02/10/23)

Our goal is to increase the overall English Language Arts (ELA). Scores will increase from 73% to 78% of our students meeting or exceeding standards on CAASPP:

- 3rd grade from 69% to 74%
- 4th grade from 76% to 81%
- 5th grade from 76% to 81%
- 6th grade from 70% to 75%

Very Low Category:

- English Learners (EL) students will increase from 28% met or exceeded standards to 32%
- African American students will increase from 46% met or exceeded standards to 50%
- Students with Disabilities (SWD) will increase from 37% met or exceeded standards to 41%

Low Category:

- Hispanic students will increase from 61% met or exceeded standards to 65%
- Socioeconomically Disadvantaged from 54% met or exceeded standards to 58%

These sub groups will be targeted for academic intervention and tutoring services.

In a ELA CAASPP data comparison of 2021 to 2022, overall data broken data is as follows:

- African American decreased 56% to 46% meeting or exceeding standards
- Filipino increased 81% to 83 %meeting or exceeding standards
- Asian increased 69% to 77% meeting or exceeding standards
- Hispanic increased 53% to 61% meeting or exceeding standards
- White American increased 72% to 73% meeting or exceeding standards
- Students with two or more races 67% to 73% meeting or exceeding standards
- English Learners decreased 31% to 28% meeting or exceeding standards
- Students with disabilities increased 21% to 37% meeting or exceeding standards
- Socioeconomically Disadvantaged increased 52% to 54% meeting or exceeding standards
- All students increased from 67% to 73% meeting or exceeding standards

Overall school wide goal is to increase student performance from 73% to 78% meeting or exceeding standards on the 2023 ELA CAASPP. Our site goal will be measured by EGUSD benchmark illuminate data,

site based assessments, CAASPP, ELPAC, and AIT pre/post data. Targeted instruction will be provided to students at risk or below grade level.

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

Actions/Services 1.1.1 (SiteGoalID: 6545) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino • Low Income • School-wide • 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. (Month TBD) Release time for teachers to evaluate ELA yearlong plans and analyze data to:</p> <ol style="list-style-type: none"> 1. Identify strengths and weaknesses to monitor student progress 2. Evaluate instructional planning and supports 3. Establish RESULTS goals based on student data 4. Determine materials/supplies/equipment necessary to support student learning (7101) <p>5. Release time (7101):</p> <p>1 half day release days x 42 teachers x \$105 = \$4410 1 half days x 12 off track teachers x \$175 = \$2100</p> <p>2. (July-June) Professional Development - CPL/AVID/Ed Equity: Provide certificated support and relevant instructional materials and supplies for instruction (7101)</p> <ol style="list-style-type: none"> 1. Identify areas of need based on | <p>1. Admin will collect data to share data with AIT, instructional coaches, and other grade levels. Progress data to be collected:</p> <ul style="list-style-type: none"> • BOY entry data • Site assessments- site based and classroom performance <p>Shared with:</p> <ul style="list-style-type: none"> • Administration Team, Grade Level Teams, AITs, Instructional coaches, and Students <p>2. Attendance tracking data collected for varying PDs provided by sign in sheets/CPL: Progress monitoring data to be collected:</p> <ul style="list-style-type: none"> • Student performance to determine areas of PD need • Feedback/debrief on PD • Student performance on site based/classroom assessments • Early Out PLC agenda and minutes • FONT walk through data on HQI | |

data. Focused PD: ELD, DBQ, Writing, AVID (Funds/Department: ESSER, AVID, Instructional Coach Support)

2. CPL/Ed Equity will provide PD on high quality instruction and EPOCH coursework on responsive practices, SEL, implicit bias, inclusivity
3. Communicate with teachers and get their input to PD plan.
4. Determine a schedule and calendar PD days.
5. Provide teachers time during early outs to debrief and evaluate the effectiveness of the implementation of PD.
6. Progress monitor student performance

3. (July -September) District approved supplementary and/or instructional resource:

Purchase additional supplementary curriculum and/or instructional materials, supplies, digital curriculum, approved books, etc. for intervention (7101)

1. Identify areas of intervention need based on data.
2. Communicate with teachers and get their input to supplementary resources, digital curriculum, and materials
3. Determine supplementary resources, digital curriculum, and material to purchase
4. Provide teachers time during early outs to debrief and evaluate the effectiveness of the implementation of purchased resources.
5. Progress monitor student performance.

4. (August -June) Academic Intervention Teacher (AIT) ELA Intervention:

Provide certificated support, relevant instructional materials and supplies, for targeted small group or individual intervention. A 1.0 Academic Intervention Teacher will support small group instruction for students who are not meeting grade level standards in ELA. (ESSER/7101)

3. Admin, classroom teacher, and AIT will collect data from digitally based instructional resources. Progress can be monitored and collected daily to be shared with students, families, and resource support.

- Student performance to determine areas of need
- Feedback/debrief on instructional materials and digital curriculum
- Student performance on site based/classroom assessments
- Early Out PLC agenda and minutes

4. Combination of teacher recommendations based on BOY data and EOY 22-23 AIT data - AIT will collect the data and determine groups and focus content per grade level. Progress monitoring will take place monthly. Data sharing will take place at trimester CAST meetings with Admin, Classroom Teachers, and RSP.

5. Combination of teacher recommendations based on BOY data and ongoing assessment data -classroom teacher will collect the data and determine groups and focus content. Progress monitoring will take place monthly. Data sharing will take place at trimester CAST meetings with Admin, Classroom Teachers, and RSP. Data can also be shared with students and parents.

6. VP and EL Coordinator will utilize ELPAC data to determine EL small group support and collect data to progress monitor. Assessment data will be used to evaluate student progress, identification/placement of EL students, re-designation, RFEP monitoring. Data will be shared with admin, classroom teachers, ELAC, SSC,

1. Identify students in PTSGs in need of support based on CAASPP data and site-based assessments.
2. Communicate to teachers and get their input into the plan.
3. Determine the schedule of their intervention time.
4. Determine curriculum, strategies (the what), materials, supplies, and equipment needed. (7101)
5. Determine a short-cycle schedule of assessments to monitor progress. Determine who pulls the data.
6. Use assessment data to evaluate student progress and determine who continues in the program and who exits.
7. Evaluate the implementation effectiveness of the program.
8. Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness of the program.

5. (August March) - K-1 Push-In Teacher Support :

Classified/certificated push in support to provide instruction targeted to individual needs. (CPL funded/7101)

1. Analyze BOY data to determine individuals
2. Communicate to teachers and get feedback on student group/individual focus.
3. Determine and develop schedule
4. Evaluate the implementation effectiveness of the push in support.
5. Continue the cycle: identify students, provide support, progress monitor, and determine effectiveness of the program.

6.(July - May) EL Coordinator - ELA Intervention:

Provide certificated support, and

EL instructional coach.

7. AVID Site Coordinator, grade level PLC leads, and admin will collect implementation progress data.
Data will be collected by admin through classroom walkthroughs. EO AVID PLC teachers will provide feedback and debrief on strategies used in class.
Data will be shared with teachers and district AVID site coordinators to assist in determining next steps.

8. Data collected will include pre/post assessments, AIT studnet progress over time, classroom teacher informal/formal observations. Admin and AIT to provide feedabck and support as needed. Data will be shared during CAST, SSC, and ELAC committees.

9. GATE Coordinator will administer the GATE assessments. Our goal is to increase the number of students qualifying for GATE. Participation will be shared with staff, SSC, and ELAC.

relevant instructional materials and supplies, for targeted small group or individual intervention for ELs. Timesheeted EL coordinator Teacher will support small group instruction for EL students who are not meeting grade level standards in ELA. (7150/7101)

1. Analyze ELPAC data to determine EL instructional groups
2. Communicate to teachers and get their input into the EL support plan.
3. Determine the schedule of their intervention time.
4. Determine curriculum, strategies (the what), materials, supplies, and equipment needed. (7101)
5. Determine a short-cycle schedule and conduct assessments to monitor progress.
6. Use assessment data to evaluate student progress, identification/placement of EL students, re-designation, RFEP monitoring, assist with completion of ELPAC testing initial and midyear (7150/7101)
7. Evaluate the implementation effectiveness of the program.
8. Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness of the program
9. Encourage participation and engagement in ELAC meetings (7150)

7. (July-May) AVID PD:

Provide K-6 staff AVID PD and opportunities to develop their practice to close the achievement gap by preparing all students for college career readiness.

1. K,1,2,3,4,6 will attend Summer Institute through SCOE. (ESSER/7101)
2. Admin and AVID site coordinator determine schedule of AVID PD

1. Early out
2. SCOE \$900.00
3. Communicate to teachers and get their input into the EL support plan.
4. Determine and purchase supplies (7101)
 1. Supplies = \$150 x 42 teachers = \$6300
 2. Agendas = \$230 X 23 = \$5290
 3. 1 articulation day = (10 certificated teachers on AVID team) x \$350 = \$3500
 4. 1 half day observation day = 42 x \$105 (sub pay) = \$4410
5. Evaluate the implementation effectiveness of instructional strategies. Debrief with GL teams.
6. Encourage participation and engagement in offered AVID trainings.

8. (July-June) Extended day learning opportunities for targeted students - EL and ELA instructional supports (ELO funding)

1. Provide certificated teacher for before/afterschool tutoring in ELA
2. Provide teacher with materials/supplies/equipment necessary to meet the needs of student learning
3. Identify students in need of support based on CAASPP, BOY, Site based assessments
4. Determine the schedule of their intervention time.
5. Determine curriculum, strategies (the what), materials, supplies, and equipment needed. (7101)
6. Determine a short-cycle schedule of assessments to monitor progress. Determine who pulls the data.
7. Use assessment data to evaluate student progress and determine who continues in the program and who exits.
8. Evaluate the implementation effectiveness of the program.
9. Continue the cycle: identify

students, provide tutoring intervention, progress monitor, and determine effectiveness of the program.

9. GATE Coordinator & Program

GATE students will be provided differentiation activities in afterschool enrichment. Teachers will be timesheeted.

Materials will purchased to support GATE after school program (7105)

Provide afterschool enrichment opportunities for GATE students. Services provided by t

Site Goal 1.2 (SiteGoalID: 6546) (DTS: 02/10/23)

Increase the overall Math scores from 67% to 72% of our students meeting or exceeding standards on CAASPP:

- 3rd grade from 69% to 74%
- 4th grade from 74% to 79%
- 5th grade from 63% to 68%
- 6th grade from 59% to 64%

Very Low Category:

- English Learners (EL) students will increase from 39% met or exceeded standards to 43%
- African American students will increase from 46% met or exceeded standards to 50%
- Students with Disabilities (SWD) will increase from 37% met or exceeded standards to 41%

Low Category:

- Hispanic students will increase from 61% met or exceeded standards to 65%
- Socioeconomically Disadvantaged from 54% met or exceeded standards to 58%

These sub groups will be targeted for academic intervention and tutoring services.

In a MATH CAASPP data comparison of 2021 to 2022, overall data broken data is as follows:

- African American increased 33% to 38% meeting or exceeding standards
- Filipino increased 71% to 72% meeting or exceeding standards
- Asian increased 74% to 76% meeting or exceeding standards
- Hispanic increased 38% to 51% meeting or exceeding standards
- White American increased 55% to 68% meeting or exceeding standards
- Students with two or more races 64% to 66% meeting or exceeding standards
- English Learners decreased 41% to 39% meeting or exceeding standards

- Students with disabilities increased 24% to 43% meeting or exceeding standards
- Socioeconomically Disadvantaged increased 50% to 55% meeting or exceeding standards
- All students increased from 62% to 67% meeting or exceeding standards

Overall school wide goal is to increase student performance from 67% to 72% meeting or exceeding standards on the 2023 MATH CAASPP. Our site goal will be measured by EGUSD benchmark illuminate data, site based assessments, CAASPP, ELPAC, and AIT pre/post data. Targeted instruction will be provided to students at risk or below grade level. Our site goal will be measured by EGUSD benchmark illuminate data, site based assessments, CAASPP, ELPAC, and AIT pre/post data. Targeted instruction will be provided to students at risk or below grade level.

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

Actions/Services 1.2.1 (SiteGoalID: 6546) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino • Low Income • School-wide • 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. Month TBD) Release time for teachers to evaluate MATH yearlong plans and analyze data to:</p> <ol style="list-style-type: none"> 1. Identify strengths and weaknesses to monitor student progress 2. Evaluate instructional planning and supports 3. Establish RESULTS goals based on student data 4. Determine materials/supplies/equipment necessary to support student learning (7101) 5. 1 half day release days x 42 teachers x \$105 = \$4410 1 half days x 12 off track teachers x \$175 = \$2100 <p>2. (July-June) Professional Development:</p> | <p>1. Admin will collect data to share data with AIT, instructional coaches, and other grade levels. Progress data to be collected:</p> <ul style="list-style-type: none"> • BOY entry data • Site assessments- site based and classroom performance <p>Shared with:</p> <ul style="list-style-type: none"> • Administration Team, Grade Level Teams, AITs, Instructional coaches, and Students <p>2. Attendance tracking data collected for varying PDs provided by sign in sheets/CPL: Progress monitoring data to be collected:</p> <ul style="list-style-type: none"> • Student performance to determine areas of PD need | |

Provide certificated support and relevant instructional materials and supplies for instruction (7101)

1. Identify areas of need based on data. Focused Math PD, AVID (Funds/Department: ESSER, AVID, Instructional Coach Support)
2. Communicate with teachers and get their input to PD plan.
3. Determine a schedule and calendar PD days including district offered PD for new Math curriculum.
4. Provide teachers time during early outs to debrief and evaluate the effectiveness of the implementation of PD.
5. Progress monitor student performance

3. (July - September) District approved supplementary and/or instructional resource:

Purchase additional supplementary curriculum and/or instructional materials, supplies, digital curriculum, approved books, etc. to support academic intervention instruction (7101)

1. Identify areas of intervention need based on data.
2. Communicate with teachers and get their input to supplementary resources, digital curriculum, and materials
3. Determine supplementary resources, digital curriculum, and material to purchase
4. Provide teachers time during early outs to debrief and evaluate the effectiveness of the implementation of purchased resources.
5. Progress monitor student performance.

4. (August -June) Academic Intervention Teacher (AIT) MATH Intervention:

Provide certificated support, relevant instructional materials and supplies, for targeted small group or individual intervention. A 1.0 Academic Intervention Teacher will support small group instruction for students who are

- Feedback/debrief on PD
- Student performance on site based/classroom assessments
- Early Out PLC agenda and minutes
- FONT walk through data on HQI

3. Admin, classroom teacher, and AIT will collect data from digitally based instructional resources. Progress can be monitored and collected daily to be shared with students, families, and resource support.

- Student performance to determine areas of need
- Feedback/debrief on instructional materials and digital curriculum
- Student performance on site based/classroom assessments
- Early Out PLC agenda and minutes

4. Combination of teacher recommendations based on BOY data and EOY 22-23 AIT data - AIT will collect the data and determine groups and focus content per grade level. ELPAC and grade level assessments will provide additional data to determine groupings. Progress monitoring of pre-post data will take place monthly. Data sharing will take place at trimester CAST meetings with Admin, Classroom Teachers, and RSP

5. AVID Site Coordinator, grade level PLC leads, and admin will collect implementation progress data.

Data will be collected by admin through classroom walkthroughs. EO AVID PLC teachers will provide feedback and debrief on strategies used in class.

Data will be shared with teachers and district AVID site coordinators to assist in determining next steps.

not meeting grade level standards in ELA. (ESSER/7101)

1. Identify students in PTSGs in need of support based on CAASPP data and site-based assessments.
2. Communicate to teachers and get their input into the plan.
3. Determine the schedule of their intervention time.
4. Determine curriculum, strategies (the what), materials, supplies, and equipment needed. (7101)
5. Determine a short-cycle schedule of assessments to monitor progress. Determine who pulls the data.
6. Use assessment data to evaluate student progress and determine who continues in the program and who exits.
7. Evaluate the implementation effectiveness of the program.
8. Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness of the program.

5. (July - May) AVID PD:

Provide K-6 staff AVID PD and opportunities to develop their practice to close the achievement gap by preparing all students for college career readiness.

1. Admin and AVID site coordinator determine schedule of AVID PD
2. Communicate to teachers and get their input into the EL support plan.
3. Determine and purchase supplies (7101)
4. Evaluate the implementation effectiveness of instructional strategies. Debrief with GL teams.
5. Encourage participation and engagement in offered AVID trainings.

6. Classroom teacher will use site and district assessments to determine student participation of ELO opportunities. ELO tracking will continue to gather pre/post data by classroom teacher. Data is collected every month that teacher is providing extended day learning. Data will be shared with admin, during parent/student conferences, and CAST meetings. Feedback will be collected for program implementation, curriculum, and materials used.

6. (July-June) Extended day learning opportunities for targeted students - EL and MAH instructional supports (ELO funding)

1. Provide certificated teacher for before/afterschool tutoring in MATH
2. Provide teacher with materials/supplies/equipment necessary to meet the needs of student learning
3. Identify students in need of support based on CAASPP, BOY, Site based assessments
4. Determine the schedule of their intervention time.
5. Determine curriculum, strategies (the what), materials, supplies, and equipment needed. (7101)
6. Determine a short-cycle schedule of assessments to monitor progress. Determine who pulls the data.
7. Use assessment data to evaluate student progress and determine who continues in the program and who exits.
8. Evaluate the implementation effectiveness of the program.
9. Continue the cycle: identify students, provide tutoring intervention, progress monitor, and determine effectiveness of the program.

Site Goal 1.3 (SiteGoalID: 6547) (DTS: 02/10/23)

Overall school wide goal is to increase student performance from 73% to 78% meeting or exceeding standards on the 2023 ELA CAASPP. Our site goal will be measured by EGUSD benchmark illuminate data, site based assessments, CAASPP, ELPAC, and AIT pre/post data. Targeted instruction will be provided to students at risk or below grade level.

In a ELA CAASPP data comparison of 2021 to 2022, overall data broken data is as follows:

- African American decreased 56% to 46% meeting or exceeding standards
- Filipino increased 81% to 83 %meeting or exceeding standards
- Asian increased 69% to 77% meeting or exceeding standards
- Hispanic increased 53% to 61% meeting or exceeding standards
- White American increased 72% to 73% meeting or exceeding standards
- Students with two or more races 67% to 73% meeting or exceeding standards
- English Learners decreased 31% to 28% meeting or exceeding standards
- Students with disabilities increased 21% to 37% meeting or exceeding standards

- Socioeconomically Disadvantaged increased 52% to 54% meeting or exceeding standards
- All students increased from 67% to 73% meeting or exceeding standards

Overall school wide goal is to increase student performance from 67% to 72% meeting or exceeding standards on the 2023 MATH CAASPP. Our site goal will be measured by EGUSD benchmark illuminate data, site based assessments, CAASPP, ELPAC, and AIT pre/post data. Targeted instruction will be provided to students at risk or below grade level. Our site goal will be measured by EGUSD benchmark illuminate data, site based assessments, CAASPP, ELPAC, and AIT pre/post data. Targeted instruction will be provided to students at risk or below grade level.

In a MATH CAASPP data comparison of 2021 to 2022, overall data broken data is as follows:

- African American increased 33% to 38% meeting or exceeding standards
- Filipino increased 71% to 72% meeting or exceeding standards
- Asian increased 74% to 76% meeting or exceeding standards
- Hispanic increased 38% to 51% meeting or exceeding standards
- White American increased 55% to 68% meeting or exceeding standards
- Students with two or more races 64% to 66% meeting or exceeding standards
- English Learners decreased 41% to 39% meeting or exceeding standards
- Students with disabilities increased 24% to 43% meeting or exceeding standards
- Socioeconomically Disadvantaged increased 50% to 55% meeting or exceeding standards
- All students increased from 62% to 67% meeting or exceeding standards

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

Actions/Services 1.3.1 (SiteGoalID: 6547) (DTS: 02/10/23)

Targeted Student Group(s)

- Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD • Two or More • 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>(August - April) EL Coordinator - timesheet: Provide certificated support, relevant instructional materials and supplies, for targeted small group or individual intervention for ELs. Other duties to perform to include: EL identification and placement,</p> | <p>Overall progress monitoring of students progressing towards English language proficiency as measured by ELPAC assessment results, grade level assessments, and district benchmarks.</p> <p>All Data will be shared with:</p> | |

assist with completion of ELPAC testing initial and midyear. (7150/7101)

59 half days (2sessions a week)
 1 certificated teacher= 59 x \$175=
 \$10325

1. Identify EL students need of support based on ELPAC assessment data.
2. Communicate to teachers and get their input into the plan.
3. Determine the schedule of ELD time.
4. Determine curriculum, strategies), materials, supplies, and equipment needed. EL instructional coach support. (7150/7101)
5. Use ELPAC assessment data to evaluate student progress.
6. Evaluate the implementation effectiveness of the program.
7. Continue the cycle: identify students, provide ELD support, progress monitor, and determine effectiveness of the program

- Admin
- AIT
- EL instructional coach
- Grade level PLC leads
- ELAC
- SSC
- Parent/student conference

Actions/Services 1.3.2 (SiteGoalID: 6547) (DTS: 04/28/23)

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. (August - June) Increase Library Technician time by 4 hours a week to provide additional library services and library visits. (\$15,000)</p> | <p>Actions 1 & 2: Library check ins and outs, book lists, etc</p> <p>Site assessment results can be measured from site and district</p> | |

| | | |
|--|---|--|
| <p>2. (July/August) Purchase of additional library books to increase multicultural, high interest, and culturally responsive book titles. (\$5,000)</p> <p>3. Renewal of Reading Counts or reading program. (\$7600)</p> | <p>benchmarks.</p> <p>Action 3: Reading counts assessment data.</p> <p>Data/presentations will be shared with our VAPA director for future planning, grade levels, SSC, ELAC, and families.</p> | |
|--|---|--|

Actions/Services 1.3.3 (SiteGoalID: 6547) (DTS: 05/11/23)

Targeted Student Group(s)

| <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. ZR third-grade classes will participate in the Link Up recorders program, Mandarins family events (concerts)</p> <p>2. Fifth-grade teachers will have opportunity to implement the art kits/lessons</p> <p>3. Provide teachers an opporrtnuity to participate in PD offered through PL Essentials and use the adopted supplemental curriculum CLARA classroom to support performing arts instruction.</p> | <p>Actions 1, 2, 3 will be monitored by the number of classes and participants in the programs and events. Sign in sheets and interest surveys will also be collected. Cumulative art pieces, concerts, and band performances will be shared with school, staff, families, and SSC.</p> | |

| <p>Funding Sources for District Goal 1</p> | <p>Amount</p> | <p>Description of Use</p> |
|---|----------------------|---|
| <p>EL Supplemental (7150/0000)</p> | <p>\$10325</p> | <p>Certificated- Salaries</p> |
| <p>EL Supplemental (7150/0000)</p> | <p>\$149</p> | <p>Materials/Supplies/Equipment</p> |
| <p>GATE (7105/0000)</p> | <p>\$2397</p> | <p>Contracts/Services/Subscriptions</p> |

| | | |
|--|---------|----------------------------------|
| GATE (7105/0000) | \$3000 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | \$20930 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | \$15000 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | \$24500 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7101/0000) | \$40520 | Materials/Supplies/Equipment |

District Strategic Goal 2:

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

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1 (SiteGoalID: 6823) (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: 6823) (DTS: 03/31/23)

Targeted Student Group(s)

- Black or African American • EL • 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>(End of every Trimester) Administration of district required assessments:</p> | <p>Illuminate reports will be monitored at end of each trimester to ensure we met 95% of all</p> | |

| | | |
|--|---|--|
| <ol style="list-style-type: none"> 1. Teachers will administer beginning of the year assessments. 2. District assessment windows shared per trimester. 3. Academic intervention teacher to begin intervention with students identified as at risk or below grade level. 4. Monthly grade level PLC times dedicated to data analysis, develop instructional next steps, and determine resources needed to support. 5. Release time for SST/IEP meeting dates: 8 full days in a year (7101): <ul style="list-style-type: none"> • 1 roving sub \$210x 8 days= \$1680 • 1 sub for learning center \$140 x8 days • Total \$1120 | <p>students have taken the assessment.</p> <p>Illuminate data will pulled and shared with PLC - teachers, coaches, AIT, RSP will analyze data and determine next instructional steps for student achievement.</p> | |
|--|---|--|

Site Goal 2.2 (SiteGoalID: 6542) (DTS: 02/10/23)

Increase the percentage of English Learners meeting or exceeding in ELA and Math CAASPP for grades 3rd-6th by providing instructional support to English Learners.

28% of ELs in grades 3-6 met or exceeded standards on the ELA CAASPP in 2022. The goal is increase to 33% in 2023.

39% of ELs in grades 3-6 met or exceeded standards on the MATH CAASPP in 2022. The goal is increase to 44% in 2023%

CA Dashboard indicated 57.3% were making progress towards English language proficiency. Our goal is to increase this to 62%.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6542) (DTS: 02/10/23)

Targeted Student Group(s)

- American Indian or Alaska Native
- Asian
- Black or African American
- EL
- Filipino
- Foster Youth
- Hispanic or Latino
- Low Income
- Native Hawaiian or Pacific Islander
- R-FEP
- SWD
- White

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?

(July-May)

1. Initial ELPAC assessments to be administered by certificated staff (or within 30 days of enrollment).
2. ELD designated instruction provided by classroom teacher and/or EL coordinator 15 mins (k) or 30 mins (1st-6th)/day, 5 days/week.
3. Student will utilize Imagine Learning to monitor and differentiate with ELs and meet their individual needs
4. EL coordinator - certificated staff timesheet to provide EL support - assessments, small group, reclassification, grade level PLC attendance, collaborate with site EL instructional coach.
1 certificated staff: 2 days/week for 25 weeks = \$8750
5. Academic Intervention Teacher to provide target instruction for ELs (identified and unidentified). Provide progress update at trimester CAST meeting.
6. K-1 Push In Support to provide classroom support on specific skills (CPL funded)
7. ELPAC meetings (3 times in the year) to be held review site wide data, family resources and support, evaluate LCAP, develop schoolwide needs for site LCAP
8. ELPAC summative assessments to be administered to all EL students by VP/EL coordinator

- Actions 1 - 4, 7, 8: VP and EL Coordinator will collect designated ELD instruction. VP and EL Coordinator will use ELPAC and dashboard EL data to determine need and overall progress towards English language proficiency.
- EL coordinator will conduct assessments to provide data and feedback for individual student growth.
- Actions 5 & 6: AIT and classroom teacher will conduct assessments to provide data and feedback for individual student growth.
- All Data will be shared with:
- Admin
 - EL instructional coach
 - Grade level PLC leads
 - ELAC
 - SSC
 - Parent/student conferences

9. VP/EL Coordinator will complete RFEF Monitoring and re-designating of students by May

| Funding Sources for District Goal 2 | Amount | Description of Use |
|--|--------|--------------------------|
| Supplemental/Concentration (7101/0000) | \$2800 | Certificated- Timesheets |

| | |
|--|---|
| <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: 6543) (DTS: 02/10/23)

Provide additional layers to the foundation of equitable instruction, intervention, social emotional learning, disciplinary practices, and disproportionality as measured by:

- RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on synergy data for trimester comparisons from 2021-2022 through 2023-2024
- PLC facilitators (leadership), Climate & Culture Team (PBIS Tier 1), and Tier 2 meeting data to monitor student referrals and specific support needed.
 - SWPBIS Tiered Fidelity Inventory Results from 2021-2022:
 - Tier 1 Teams increased from 50% to 100%
 - Tier 1 Implementation increased from 78% to 94%
 - Tier 1 Evaluation increased from 88% to 100%
 - Tier 2 Teams increased from 75% to 100%
 - Tier 2 Implementation increased from 40% to 100%
 - Tier 2 Evaluation increased from 25% to 88%
 - Overall Tier 1 increased from 77% to 93%. Our goal is to increase from 93% to 100% in 2023 -2024.
 - Overall Tier 2 increased from 46% to 96%. Our goal is to increase from 96% to 100% in 2023-2024.

Actions/Services 3.1.1 (SiteGoalID: 6543) (DTS: 02/10/23)

Targeted Student Group(s)

- 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>(July-September) Sitewide PBIS Implementation:</p> <ol style="list-style-type: none"> 1. Lead teams analyze data: survey results, discipline data, Tier 2 referral data. 2. Communicate with teachers and students PBIS site wide expectations and behavior matrix using: PBIS signage, SEL curriculum - Character Strong, recognition and incentives for positive behaviors. (7440/7101) <ol style="list-style-type: none"> 1. PBIS Signage for behavior expectations and restorative practices (7101) 2. PBIS materials, supplies, rewards, and incentives for student recognition to increase participation and engagement (PBIS - 7404) 3. (July-June) MHT support - data gathered and review will determine interventions and positive social skills interactions. MHT to build staff capacity through PD to support students SEL needs. 4. (July-June) Mentor program enlisting Future Pack | <p>Implementation measured through discipline data - office, Synergy, and MTSS referrals.</p> <p>Tier 1, Tier 2, and C&C teams to reviews data monthly and share with staff via whole staff meetings/PLCs.</p> <p>Tier 2 meetings are held biweekly.</p> <p>All Data will be shared with:</p> <ul style="list-style-type: none"> • Admin • Tier 2 Team • C&C • Behavior Specialist • ELAC • SSC • FPL coordinators | <p>Trimester 1)</p> <p>*</p> <p>*</p> <p>*</p> <p>Trimester 2)</p> <p>*</p> <p>*</p> <p>*</p> <p>Trimester 3)</p> <p>*</p> <p>*</p> <p>*</p> |

| | | |
|--|--|--|
| <p>Leaders</p> <p>5. Purchase supplemental curriculum and/or instructional materials to support the development of SEL strategies for all students. (7440)</p> | | |
|--|--|--|

Site Goal 3.2 (SiteGoalID: 6548) (DTS: 02/10/23)

School climate will promote a safe, respectful, and inclusive environment that encourages student engagement. Goal is to reduce suspension rates overall for targeted sub groups by the following percentages:

- 22-23 Suspension Rate Data: There were a total of 6 disciplinary incidents with most serious dispositions.
- African American: 1.2 % suspended at least one day (CA Dashboard), decrease to less than 1%.
- Two or More Races: 2.3% suspended at least one day (CA Dashboard) decrease to less than 2%.

2021-2022 Overall Student Climate Survey (3rd-6th): 79%

- School Connectedness: 79%
- Climate support for Academic Learning: 82%
- Knowledge & Fairness of Discipline, Rules, and Norms: 88%
- Safety: 68%

Goal for 2023-2024 will be to increase overall student school climate survey results from 79% to 90%.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1 (SiteGoalID: 6548) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • R-FEP • 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? |
|--|---|--|

(July-August) Establish school wide PBIS expectations:

1. Share school wide expectations with students and families:

- Back to School Night
- ZR student handbook
- Longhorn Orientation

PBIS Implementation:

- expectations - campus tour
- PBIS behavior matrix
- Horns Up Incentive Program for positive behavior (7101/PBIS funds)
- PBIS incentives program aligns with school wide behavior expectations.

2. (July-May) Character Ed Monthly Traits - Character Strong curriculum. Share year long monthly character traits and assembly schedule added to calendar. Daily SEL/community circles in classrooms.

3. (August-April) ASSIST Recess Mentor Program: 2x days a week, recess support to build character, plan and organize games and activities, facilitate positive interactions between peers. (ESSER funded)

4. (Month TBD) PD for teachers: Restorative Practices and Community Circle (Region PD)

5. (July-May) Tier 1 and 2 monitor student progress:
-review MTSS referrals
-share data with staff and monthly C & C meetings

6. (March - June) Staff, student, and parent surveys.

7. (April) PBIS Tiered Fidelity Inventory

Monitoring for actions 1 - 7:
Implementation measured through discipline data - office, Synergy, and MTSS referrals.

Tier 1, Tier 2, and C&C teams to reviews data monthly and share with staff via team meetings/PLCs.

Tier 2 meetings are held biweekly. Data reviewed and updated with next steps outlined.

Survey data from students, staff, and parents.

Increase of restorative practices implemented by teachers to decrease referrals and incidents.

All Data will be shared with:

- Admin
- Site staff
- C & C
- Tier 2 team
- SSC
- Parent/student conference

| Funding Sources for District Goal 3 | Amount | Description of Use |
|-------------------------------------|--------|----------------------------------|
| PBIS (7440/0000) | \$500 | Contracts/Services/Subscriptions |
| PBIS (7440/0000) | \$500 | 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: 6544) (DTS: 02/10/23)

- Present levels on attendance dashboard for 2022-2023 is 95% . School wide goal is decrease chronic absenteeism in 2023-2024 and reach goal of 98% on dashboard.
 - TK = 95%
 - Kinder = 93%
 - 1st = 94%
 - 2nd = 95%
 - 3rd = 95%
 - 4th = 96%
 - 5th = 95%
 - 6th = 95%
- Present levels of chronic absenteeism on attendance dashboard for 2022-2023 is 11.4% . School wide goal is to decrease to 7%.
- Decrease absentee, tardy, and early dismissal rates for all students and especially Hispanic student and African American students 4% as measured by the California School Dashboard. According to the 2022 California School Dashboard, 16.4% of the students were chronically absent, while Hispanic students represented 22.6% and African American students represented 14.5% of chronically absent students.

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6544) (DTS: 02/10/23)

Targeted Student Group(s)

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

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?

(July-August) Decrease chronic absenteeism to improve and close achievement gap:

1. Communicate site wide - absent/tardy policy
 1. Back to School Night
 2. Student Handbook
 3. Longhorn Orientation
 4. Inform of attendance incentives
2. Recruit teachers/support staff/BTA/FACE to conduct Home Visits: introductions, offer resources, support:
 1. Target groups of high interest AA and Hispanic
 2. Student with history of chronic absenteeism
 3. SOA to provide staff with student list
 4. Identify potential challenges
 5. Document contact
3. C & C Team to develop attendance incentive program (7440)
 1. postcards created to be sent home with students for
 2. awards created to be sent home with students for monthly recognition
 3. monthly raffle for student attendance
 4. trimesterly recognition at awards assembly
 5. signage for attendance

-Develop individualized attendance plan/incentives for each student/family = Results, outcomes
 -Increase/continue home-school communication
 -Continue progress monitoring

Trimester 1) Check Ins during CAST

-identify % tardies/missed days
 -send letter/notifications of % tardies/missed days
 -determine interventions needed: Admin/student conference, SART contact

Trimester 2) Check Ins during CAST

-follow up to students identified in Tri. 1 CAST
 -identify % tardies/missed days
 -send letter/notifications of % tardies/missed days
 -determine interventions needed: Admin/student conference, SART contact, CICO for attendance
 -utilize MTSS process for additional support

Trimester 3) Check Ins during CAST

-follow up to students identified in Tri. 1/2 CAST
 -identify % tardies/missed days
 -send letter/notifications of % tardies/missed days
 -determine interventions needed: Admin/student conference, SART contact, CICO for attendance
 -utilize MTSS process for additional support
 -SARB involvement if needed

All Data will be shared with:

- Admin

- Office Staff
- SART tech
- Tier 2 Teams
- ELAC
- SSC

Site Goal 4.2 (SiteGoalID: 6549) (DTS: 02/10/23)

Our goal is to increase ZRES parent engagement and participation in site wide parent groups:

- Family Leadership Council (FLC) represents ZRES parents. Our goal is to increase parent participation at general meetings by 5%.
- English Advisory Committee (ELAC) represents English Learner families in the ZRES community. English Learners makes up 13.3% of ZR student population. Our goal is to increase parent participation at general meetings by 5%.
- Parent Academy Nights - Increase attendance at parent academies core subject content areas with support from FACE department.

Metric: Parents indicating opportunities for parent input in making decisions

Actions/Services 4.2.1 (SiteGoalID: 6549) (DTS: 02/10/23)

Targeted Student Group(s)

- 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>(July-June) ZRES Parent Involvement</p> <p>1. Increase Parent Communication through:</p> <ul style="list-style-type: none"> • Messenger, Synergy, Talking Points • BTA/ESL translation services | <p>Monitoring for actions 1-4: Admin, classroom teachers, office, and FLC will continue to promote parent involvement and collect attendance/participation rates.. Messenger, Synergy, and Talking Points can show number of</p> | |

- Home Visits
- Site agendas and communication folders (7101)

2. Family Leadership Council (FLC)

- Promote FLC at BTSN
- Plan and communicate FLC yearlong events - share calendar and FLC website
- Weekly communication of FLC news and events
- Promote FLC sitewide ZR community activities, enlist volunteers

3. English Advisory Committee (ELAC)

- Promote ELAC at BTSN
- (3 meeting TBD) Plan and share meeting dates with families
- Promote district workshops and resources
- (February/April) EL Recognition Nights - purchase of reward recognition materials (7150)

4. (Months TBD) Parent Academy Nights

- Certificated staff to plan/organize Parent Academy Nights - with focus on site needs based on data gathered - core content areas, basic information (portal navigation, digital curriculum support), digital citizenship, SBAC prep. Develop a plan to support parent nights with FACE department to increase parent outreach and parent participation. (stipend/7101/FACE)

families that have received/read messages sent.

Attendance, sign in sheets for ELPAC meetings.

Attendance, sign in sheets for Parent Academy Night

All Data will be shared with:

- Admin
- Site staff
- C&C
- FLC
- ELAC
- SSC

| Funding Sources for District Goal 4 | Amount | Description of Use |
|--|--------|------------------------------|
| EL Supplemental (7150/0000) | \$100 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | \$2500 | Materials/Supplies/Equipment |

Funding Source Summary for All District Goals

| Fund Source | Description of Use | District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Total |
|--|----------------------------------|-----------------|-----------------|-----------------|-----------------|---------|
| EL Supplemental (7150/0000) | Certificated- Salaries | \$10325 | | | | \$10325 |
| EL Supplemental (7150/0000) | Materials/Supplies/Equipment | \$149 | | | \$100 | \$249 |
| GATE (7105/0000) | Contracts/Services/Subscriptions | \$2397 | | | | \$2397 |
| GATE (7105/0000) | Materials/Supplies/Equipment | \$3000 | | | | \$3000 |
| PBIS (7440/0000) | Contracts/Services/Subscriptions | | | \$500 | | \$500 |
| PBIS (7440/0000) | Materials/Supplies/Equipment | | | \$500 | | \$500 |
| Supplemental/Concentration (7101/0000) | Certificated- Timesheets | \$20930 | \$2800 | | | \$23730 |
| Supplemental/Concentration (7101/0000) | Classified- Timesheets | \$15000 | | | | \$15000 |
| Supplemental/Concentration (7101/0000) | Contracts/Services/Subscriptions | \$24500 | | | | \$24500 |
| Supplemental/Concentration (7101/0000) | Materials/Supplies/Equipment | \$40520 | | | \$2500 | \$43020 |

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

Zehnder Ranch Elementary (398) | 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 | \$63,533 | \$63,533 | \$63,533 | \$0 | \$0 | \$0 | \$0 |
| 7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted | 0.0000 | \$0 | \$106,250 | \$106,250 | \$100,950 | \$2,800 | \$0 | \$2,500 | \$0 |
| 7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted | 0.0000 | \$0 | \$5,397 | \$5,397 | \$5,397 | \$0 | \$0 | \$0 | \$0 |
| 7150 EL Supplemental Program Services TK-6 0000 Unrestricted | 0.0000 | \$0 | \$10,574 | \$10,574 | \$10,474 | \$0 | \$0 | \$100 | \$0 |
| 7440 Positive Behavior Incentive Supports 0000 Unrestricted | 0.0000 | \$0 | \$1,000 | \$1,000 | \$0 | \$0 | \$1,000 | \$0 | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 0.0000 | \$0 | \$186,754 | \$186,754 | \$180,354 | \$2,800 | \$1,000 | \$2,600 | |

Fund Subtotals

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

Subtotal of state or local funds included for this school \$186,754

| | Signatures: (Must sign in blue ink) | Date |
|--|-------------------------------------|------|
| Principal | Cheryl Quilatan | |
| School Site Council Chairperson | Nichole Munoz-Murrillo | |
| EL Advisory Chairperson | Daryl Lal | |

