



Zehnder Ranch Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673140135400

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>ZR Parents and Teachers have had opportunities to review data for our students in the areas of mathematics and ELA as well as ELPAC. Our stakeholders have also been introduced and had input to our site's LCAP which is aligned to Eight State Priorities and EGUSD's four Strategic Goals. At staff meetings, we regularly analyze not only CAASP data, but also curriculum assessment data to regular assess the learning needs of our students. . Our PBIS Team meets biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals. All classified and certificated staff also had the chance to give feedback via a survey. Information from the survey is used for all purchases from chromebooks, to library books, to special supplemental needs for the teachers in the classroom.</p> <p>During Family Leadership Council meetings which are monthly and open to all, feedback is sought from both teachers and parents who attend the meeting. Administration meets with the EL families during ELAC meetings seeking stakeholder input that can inform our planning process. Administration meets in large and small group to offer opportunities for the planning process. The focus of all SSC meetings is generating input for parents and teachers to support the completion of our LCAP. Stakeholders had the following opportunities to view a presentation of the data results from last year's CAASP and to give input to our LCAP:</p> <ul style="list-style-type: none"> * Staff Survey 4/21/2020 * Team Meetings 10/25/19, 12/13/19, 1/10/2020, 4/21/2020 * PLC Facilitator's (instructional leadership team) 1/8/2020 * Climate & Culture Team (operational leadership team) 1/22/2020 * School Site Council on 11/27/2019, 1/14/2020, 4/30/2020, 5/20/2020 * ELAC 8/30/10, 10/14/19, 2/13/2020 * Staff meetings on 12/13/19, 2/21/20, 4/21/20 * Back to School Night 7/18/19 (BCD) and 8/20/19 (A)
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These consultations affected our LCAP in the following ways:</p> <ul style="list-style-type: none"> *Teachers noted the continued trend of rise in ELA or less than 5% decreases and elected to not change curriculum tools being used in ELA to support students *Teachers elected to discontinue the use of MAP for summative testing *Parents requested more training with technology supports for mathematics *Parents requested a change in meeting times. ZR leadership team had all night time events scheduled for 5:30. Parents put in a request to increase parent engagement by starting later.

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores by providing high quality, research based instructional practices:

Increase number of students meeting or exceeding standards school wide:

ELA increase by 2% from 76% to 78%

Math increase by 2% from 66% to 68%

INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS. COMPARISON GROUP IS HIGHEST PERFORMING---ASIAN 83%

*African American from 31% to 36% performing at meets or exceeds

*Filipino from 77% to 82% performing at meets or exceeds

*Hispanic from 54% to 59% performing at meets or exceeds

*White American from 65% to 70% performing at meets or exceeds

*Two or more races from 70% to 75% performing at meets or exceeds

*SEL from 52% to 57% performing at meets or exceeds

*EL from 70% to 75% performing at meets or exceeds

*Students with disabilities from 12% to 17% meets or exceeds

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Release PLCs for data analysis of SITE BASED DATA (COVID - NO CAASP TESTING - MUST USE SITE DATA AND DATA FROM LEXIA, XTRA MATH, WONDERS, AND THINK CENTRAL TESTING VIA GO MATH -identify student strengths and weaknesses -evaluate planning of instruction and determine if year long plans provide the best support for students -establish RESULTS goals around instructional practices NOT content standards SUPPLEMENTAL CONCENTRATION \$9,200 2) GATE Coordinator release day to conduct NNAT Testing \$140 3) GATE and Fantastic & Meaningful Education (FAME) before school program	Hattie/VISIBLE LEARNING FOR TEACHERS and impact/effect size: -Collective teacher efficacy 1.57 -Formative and summative assessments .68 -Teacher clarity .075	* PLC Minutes * Student data collected year long via MAP testing results * K/1 benchmark data * CAST meetings with teachers

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

GATE (7105/0000)	\$3950	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$14899	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Provide continuous professional development for teachers in the accurate use of district adopted curriculum---Wonders and Go Math. Provide teachers professional development in the areas where ZR students' data show the highest need for support: writing and problem solving. Teachers use Wonders and Go Math along with Board Math and Problem of the Month. For Writing Production, teachers with continue to receive professional learning in Step Up to Writing and Problem of the Month. • Provide professional development for Integrating ELD while using DBQ supplemental curriculum to ensure ZR students have access to language development using complex text. • Provide EL students access to rigor by purchasing DBQs and training students to access the content using integrated ELD and/or SDAIE strategies • Provide teachers with materials/supplies/equipment necessary to meet the needs of student learning (technology updates, teaching materials, copy machine equipment and supplies) 	<p>John Hattie/Visible Learning Effect size of collective teacher efficacy 1.57</p> <p>Learning leaders improve student achievement (The Principal, Michael Fullan)</p> <p>Best Practices for Including Multiple Measures in Teacher Evaluation, Hanover Research</p>	<p>Teacher performance evaluations that focus on measuring how closely teachers are following district adopted curriculum guides, increase active student engagement, and use data to inform instruction.</p> <p>EL Walk Through Form data</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1637	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores by providing high quality, research based instructional practices:

Increase number of students meeting or exceeding standards school wide:

ELA increase by 2% from 76% to 78%

Math increase by 2% from 66% to 68%

INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS. COMPARISON GROUP IS HIGHEST PERFORMING---ASIAN 83%

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*SEL from 52% to 57% performing at meets or exceeds

*EL from 70% to 75% performing at meets or exceeds

*Students with disabilities from 12% to 17% meets or exceeds

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

- 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Timesheet a teacher to provide students with targeted tutorials in small group that include assessment of student learning. This support will be provided from July 2019 through May 2020 • Timesheet a teacher to complete all testing initial and mid year (ELPAC). • Use of ELPAC to improve the validity of ELL classification system to ensure appropriate and adequate instruction for ELL students at ZR. • Create year long access Lexia and use reports to create EL after school tutoring groups • Students will have access to enrichment opportunities offered before and after school • EL Coordinator (time sheeted). Duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. • ELAC meetings for parents with refreshments 	<p>John Hattie/Visible Learning Effect size data related to small group learning--Response to Intervention learning effect size 1.07</p> <p>UC Davis, <i>Classification System for English Language Learners: Issues and Recommendations</i> -Jamal Abedi, UC Davis, Linguistics Professor</p> <p>Colorin Colorado, <i>Creating Effective Data Reporting Systems for ELLs</i>, -Barbara Law/ Mary Eckes</p>	<p>Assessments aligned to standards and skills addressed in small group</p> <p>Analysis of data over time focused primarily on TK/K students (unduplicated) who matriculate through ZR through 6th grade</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$9027	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Funding Source	Amount	Description of Use		

Site Goal 1.3

Less than 20% of students identified as GATE participated in after school programs. Increase participation in GATE after school programs by 50% by moving programs to before school. Zehnder is late start and using mornings may allow students with after school extra curricular activities to participate.

Metric: Other (Site-based/local assessment)	
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Actions/Services 1.3.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Provide support in STEAM for students identified as GATE using outside vendors 	Principal effectiveness a chief determinant of student success (Research by DuFour & Marzano 2009) Learning leaders improve student achievement (<i>The Principal</i> , Michael Fullan)	Changes to instructional culture as evidence by performance evaluations of teachers overtime and the results of CAASP

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1400	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Metric:

Actions/Services 1.4.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Funding Source	Amount	Description of Use		

Site Goal 1.5

Metric:

Actions/Services 1.5.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Funding Source	Amount	Description of Use		

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)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores by using summative assessments that clearly identify students scale score or academic level at the beginning and middle of the school year prior to CAASP testing.

*Use a tech based assessment tool that allows teachers to measure student learning with pre and post diagnostic data multiple times in the school year. The use of MAP as a tool for assessing students expected to be literate or performing as readers without need of assistance and who have the prerequisite skills necessary to meet standards in CCCS.

Increase number of students meeting or exceeding standards school wide:

ELA increase by 2% from 76% to 78%

Math increase by 2% from 66% to 68%

INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS. COMPARISON GROUP IS HIGHEST PERFORMING---ASIAN 83%

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*SEL from 52% to 57% performing at meets or exceeds

*EL from 70% to 75% performing at meets or exceeds

*Students with disabilities from 12% to 17% meets or exceeds

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Increase teacher knowledge of all classroom technology platforms to ensure through on site professional development in the areas of Google Classroom and effective use of Synergy</p> <p>Increase students' opportunity to get rapid results on testing using the tech based assessment that come with Go Math, Social Studies, and Wonders. We can provide students more opportunities to take assessments on line and use other online learning resources by purchasing chromebook carts that allow all classrooms to have their own over the next 4 years.</p>	<p>John Hattie/Visible Learning Collective teacher efficacy is produced through shared professional development and monitoring of implementation of professional development by administrators/collective efficacy effect size is 1.57</p> <p>Principal experiential action research and analysis of EGUSD CAASP data from 2015-2017 demonstrated an increase in student performance when students have used technology throughout the year versus students using technology for assessment only for CAASP. The ELA and math programs adopted by the district provide technology based common assessment. Research of this data shows improved learning over time by all students as students receive immediate feedback on assessments.</p>	<p>Results for all students as measured by technology based assessment tools and CAASP</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2064	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Funding Source	Amount	Description of Use		

Site Goal 2.2

All students identified as English language learners will be assessed at the start of the year or upon enrollment at ZR using English Language Proficiency Assessments for California (ELPAC) and annually. Assessments will be conducted by our designated ELD teacher.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Administer ELPAC and interpret ELPAC results along with EL Walk through data to make informed decisions for EL instructional strategies and ensure ELD program is being taught with fidelity. Consistently look at EL student performance when analyzing data in PLCs EL Supplemental - Certificated Time Sheets - \$1,500 2) Professional development for teachers integrated ELD to address vocabulary development, use of reading skills/strategies, use of complete sentences (sentence frames), and active student engagement (frequent opportunities for oral rehearsal and academic language) across grade levels 3) After school intervention focused on pre-teaching content language in mathematics: \$2,400	<u>Teaching Academic Vocabulary</u> By Kate Kinsella, Ed.D.	ELPAC Results Analysis of writing pieces of EL students Anecdotal notes on students group talk

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$3900	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.2.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Funding Source	Amount	Description of Use		

Site Goal 2.3			
Metric:			
Actions/Services 2.3.1			
Principally Targeted Student Group			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	
Funding Source	Amount	Description of Use	

Site Goal 2.4			
Metric:			
Actions/Services 2.4.1			
Principally Targeted Student Group			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	
Funding Source	Amount	Description of Use	

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1	
2% of our 942 population was suspended last year. Most were from our special education program. Reduce suspensions of students in ABSS by 1%.	
Metric: Suspension	
Actions/Services 3.1.1	

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Provide professional development to teachers on implementing teacher created leadership and advocacy plan Gate Coordinator to actively recruit underrepresented students for GATE Provide scholarships for Tier 2 students to participate in STORM after school program focused on leadership and SAFE/RESPECTFUL/RESPONSIBLE school wide expectations Analyze discipline data with Climate and Culture team and provide recognition for ALL students for demonstrating personal leadership Signage for classrooms for our site based positive behavior program based on leadership Connect six habits from Leadership & Advocacy to PBIS by teaching students explicit skills that create a positive classroom and school climate Provide outside support for positive behavior intervention using STORM Use student leadership group (Future Pack Leaders) as a mentoring program for students with behavior challenges 	<p>The Leader in Me (Franklin/Covey) whole school transformation</p> <p>SEL Research : Impact of social emotional learning on academic achievement--- American Psychological Association (https://www.sciencedaily.com)</p>	<p>Increase frequency of presenting surveys to students to three times a year and include grades 3-6</p>

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Funding Source	Amount	Description of Use		

Site Goal 3.2

Meet school wide goal of no less than 98% attendance

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Campaign by teachers and administrators for increased student attendance • Recognition awards for students meeting the goal of "every day, all day, on time" • Signage supporting attendance 	Truancy Reduction Program--Office of Criminal Justice Best Practice http://www.attendanceworks.org	<ul style="list-style-type: none"> • District reports provided to sites on attendance • Monthly Synergy reports

Funding Source	Amount	Description of Use

<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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Family Leadership Council represents all parents who have children enrolled at Zehnder Ranch. Our goal is to have 50% of parents who have children enrolled at Zehnder Ranch attend all 7 whole group meetings throughout the year.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Use of Synergy to message parents about FLC meetings • Campaigning for "10 Spur Family" which is a specific program designed to encourage parents to attend FLC meetings (PTA) • ELAC Student Recognition Event-- recognition of EL students who have made achievements in language development • Trimester ELAC meetings with Koffee Klatch with principal (coffee and snacks provided) • Monthly meetings with program specialist on attendance to review attendance data and make plans for home visits. 	John Hattie/Visible learning Effect size in student learning when there is parental involvement California State PTA--Family Engagement http://www.capta.org/ John Hattie/Visible Learning effect size of parent involvement .49	Sign in sheets from FLC meetings

Funding Source	Amount	Description of Use

Actions/Services 4.1.2

Principally Targeted Student Group				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Funding Source	Amount	Description of Use		

Site Goal 4.2

Increase parental engagement in academic progress through the home use of Lexia and Think Central. Increase independent reading at home through the use of Reading Counts which allows teachers to track whether or not student are reading outside of class by having students meet the goal of finishing one book per week. Currently, only 3 classes are meeting the usage requirements for Lexia that result in improved reading. Less than 50% of teachers are assigning PMTs and less than 50% of students are using the Animated Math Modules for Think Central which takes students through instruction and assessment for all skills addressed during the year. Our goal is to increase to 100% of parents in grades TK-3 meeting usage requirements for Lexia for all students and 100% of all parents in grades 4-6 meeting usage requirement for all at risk students in intermediate grades.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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 School-wide SWD White 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<ul style="list-style-type: none"> Campaign for parent participation for both programs Parent University Awards and prizes for participation in Reading Counts and Xtramath.com 	John Hattie/Visible learning Effect size in student learning when there is parental involvement California State Standards in Reading/Language Arts CALIFORNIA DEPT EDUCATION http://www.cde.ca.gov/bc/st/ss/documents/finalelaccsstandards.pdf	Data reports provided by both programs on student participation		
Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Zehnder Ranch Elementary - 398

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$39,855	\$39,855	\$39,855	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$52,479	\$52,479	\$52,479	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$17,936	\$2,064	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$13,927	\$13,927	\$10,027	\$3,900	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$127,261	\$127,261	\$120,297	\$5,964	\$1,000	\$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$127,261

Signatures: (Must sign in blue ink)

Date

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **MECHALE MURPHY**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____