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
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

<table>
<thead>
<tr>
<th>Involvement Process for LCAP and Annual Update</th>
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<tbody>
<tr>
<td>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</td>
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</table>
| 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. 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. At staff meetings, we regularly analyze not only CAASP data, but also curriculum assessment data to assess the learning needs of our students. 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.

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:
* 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)

Impact of LCAP and Annual Update

<table>
<thead>
<tr>
<th>How did these consultations affect the LCAP for the upcoming year?</th>
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<tbody>
<tr>
<td>These consultations affected our LCAP in the following ways:</td>
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</table>
* 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
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

<table>
<thead>
<tr>
<th>Site Goal 1.1</th>
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<tbody>
<tr>
<td>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:</td>
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<tr>
<td>Increase number of students meeting or exceeding standards school wide:</td>
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<tr>
<td>ELA increase by 2% from 76% to 78%</td>
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<td>Math increase by 2% from 66% to 68%</td>
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<tr>
<td>INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS. COMPARISON GROUP IS HIGHEST PERFORMING---ASIAN 83%</td>
</tr>
<tr>
<td>*African American from 31% to 36% performing at meets or exceeds</td>
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<td>*Filipino from 77% to 82% performing at meets or exceeds</td>
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</tr>
<tr>
<td>*Two or more races from 70% to 75% performing at meets or exceeds</td>
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<tr>
<td>*SEL from 52% to 57% performing at meets or exceeds</td>
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<tr>
<td>*EL from 70% to 75% performing at meets or exceeds</td>
</tr>
<tr>
<td>*Students with disabilities from 12% to 17% meets or exceeds</td>
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**Metric:** CAASPP

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<tr>
<th>Actions/Services 1.1.1</th>
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<tbody>
<tr>
<td><strong>Principally Targeted Student Group</strong></td>
</tr>
<tr>
<td>• 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</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
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<td>2) GATE Coordinator release day to conduct NNAT Testing $140</td>
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<td>3) GATE and Fantastic &amp; Meaningful Education (FAME) before school program</td>
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<td>Hattie/VISIBLE LEARNING FOR TEACHERS and impact/effect size:</td>
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<tr>
<td>•Collective teacher efficacy 1.57</td>
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<tr>
<td>•Formative and summative assessments .68</td>
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<td></td>
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<tr>
<td>•Teacher clarity .075</td>
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<tr>
<td>* PLC Minutes</td>
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<td>* Student data collected year long via MAP testing results</td>
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<td>* K/1 benchmark data</td>
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<td>* CAST meetings with teachers</td>
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<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
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<tbody>
<tr>
<td>GATE (7105/0000)</td>
<td>$1400</td>
<td>Certificated Salaries</td>
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</table>
### 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

<table>
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<tbody>
<tr>
<td>John Hattie/Visible Learning Effect size of collective teacher efficacy 1.57 Learning leaders improve student achievement (<em>The Principal</em>, Michael Fullan) Best Practices for Including Multiple Measures in Teacher Evaluation, Hanover Research</td>
<td>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. EL Walk Through Form data</td>
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#### Funding Source

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<tr>
<th>Description of Use</th>
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<tbody>
<tr>
<td>Certificated Salaries</td>
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<tr>
<th>Amount</th>
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<tbody>
<tr>
<td>$1637</td>
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- **Supplemental/Concentration (7101/0000) $1637**
- **Certificated Salaries $14899**
- **Contracts/Services $3950**

### 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%**

- *African American from 31% to 36% performing at meets or exceeds*
- *Filipino from 77% to 82% performing at meets or exceeds*
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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
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- SWD
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<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td>John Hattie/Visible Learning Effect size data related to small group learning--Response to Intervention learning effect size 1.07</td>
<td>Assessments aligned to standards and skills addressed in small group</td>
</tr>
<tr>
<td>• Timesheet a teacher to complete all testing intial 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</td>
<td>UC Davis, Classification System for English Language Learners: Issues and Recommendations Jamal Abedi, UC Davis, Linguistics Professor</td>
<td>Analysis of data over time focused primarily on TK/K students (unduplicated) who matriculate through ZR thorough 6th grade</td>
</tr>
<tr>
<td>• Students will have access to enrichment opportunities offered before and after school</td>
<td>Colorin Colorado, Creating Effective Data Reporting Systems for ELLs, Barbara Law/ Mary Eckes</td>
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<tr>
<td>• EL Coordinator (time sheeted). Duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings.</td>
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<td>• ELAC meetings for parents with refreshments</td>
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<th>Funding Source</th>
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<td>EL Supplemental (7150/0000)</td>
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### 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?**

**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)
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?
--- | --- | ---
- 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 *(The Principal*, 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

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?
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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)

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 schoo 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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- 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 exceed

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group
- American Indian or Alaska Native
- Asian
- Hispanic or Latino
- Low Income
- Native Hawaiian or Pacific Islander
- EL
- Foster Youth
- Hispanic or Latino
- Low Income
- Native Hawaiian or Pacific Islander
- R-FEP
- SWD
- White

Specific Actions to Meet Expected Outcome
- 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
- 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.

What is the Research Confirming this is an Effective Practice?
- 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
- 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.

How will you Measure the Effectiveness of the Actions/Services?
- Results for all students as measured by technology based assessment tools and CAASP

Funding Source

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<tr>
<th>Description of Use</th>
<th>Amount</th>
<th>Source</th>
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<tbody>
<tr>
<td>Materials/Supplies/Equipment</td>
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<td>Supplemental/Concentration</td>
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Actions/Services 2.1.2

Principally Targeted Student Group
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**Actions/Services 2.2.2**

**Principally Targeted Student Group**

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### Site Goal 2.3

**Metric:**

### Actions/Services 2.3.1

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### Site Goal 2.4

**Metric:**

### Actions/Services 2.4.1

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### District Strategic Goal 3:

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

### District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

### Site Goal 3.1

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

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<tr>
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<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Leader in Me (Franklin/Covey) whole school transformation</td>
<td>Increase frequency of presenting surveys to students to three times a year and include grades 3-6</td>
</tr>
<tr>
<td>SEL Research: Impact of social emotional learning on academic achievement---American Psychological Association (<a href="https://www.sciencedaily.com">https://www.sciencedaily.com</a>)</td>
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### Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
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<tr>
<td>PBIS (7440/7510)</td>
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<td>Materials/Supplies/Equipment</td>
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</table>
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?
---|---|---
- 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 | - District reports provided to sites on attendance
- Monthly Synergy reports |

### Funding Source

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<th>Amount</th>
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### District Strategic Goal 4:

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

### District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- 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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### 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?
---|---|---
- 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 |

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### Actions/Services 4.1.2

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### 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

- 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

- Campaign for parent participation for both programs
- Parent University
- Awards and prizes for participation in Reading Counts and Xtramath.com

#### What is the Research Confirming this is an Effective Practice?

- John Hattie/Visible learning
  - Effect size in student learning when there is parental involvement
- California State Standards in Reading/Language Arts
  - CALIFORNIA DEPT EDUCATION

#### How will you Measure the Effectiveness of the Actions/Services?

- Data reports provided by both programs on student participation

#### Funding Source

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<th>Description of Use</th>
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<td>Certificated Salaries</td>
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**Justification of School-Wide Use of Funds**

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

n/a
### IV. Funding

**Zehnder Ranch Elementary - 398**

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**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

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**Benefits Calculator for Timesheets**

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**Principal**: MECHALE MURPHY

**School Site Council Chairperson**

**EL Advisory Chairperson**

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