



Ellen Feickert Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Catherine Brink

County-District-School (CDS) Code: 34673146101844

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

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

IV. Goals, Action Plans and Progress Monitoring

Ellen Feickert Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 754) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

At Ellen Feickert Elementary, we are committed to continuous improvement and student success. We actively seek multiple opportunities for stakeholder input and regularly review and analyze school-wide data to inform

our decisions and enhance outcomes for all students. We prioritize meaningful engagement with our community in the development of our Local Control and Accountability Plan (LCAP), ensuring it reflects the voices and needs of our stakeholders. Through school meetings, surveys, and community events, we collect valuable feedback, share our planning processes, and collaborate with students, families, staff, and community members to strengthen our continuous improvement efforts. We are committed to being transparent with funding, while aligning our budgets actions/services that assist us in attaining our site goals that align with our district goals. By embracing a variety of input sources and methods, we remain responsive to the needs of our students, families, community, and staff, working together to reach our goals.

- Ellen Feickert school site council meetings (9/24/24, 11/19/24, 1/16/25, 4/24/25, 5/15/25)
- ELAC Meetings (10/16/24, 1/29/25, 5/7/25)
- bi-weekly PBIS tier 2 meetings
- site staff preservice (8/11/25)
- leadership meetings (9/9/24,10/7/24, 12/2/25, 2/24/25, 4/7/25, 5/19/25)
- staff Meetings (8/12/23, 9/18/23, 10/9/24, 1/13/25, 2/5/24, 3/3/25, 4/28/25)
- staff surveys in March and April
- EGUSD family, staff, and student Perspective Survey

2. Impact of LCAP and Annual Update

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

Stakeholder input plays a vital role in building consensus and shaping a clear, strategic direction for student services and ongoing staff development. By engaging in thoughtful questioning and the cycle of inquiry, parents and staff are able to review our progress, offer meaningful suggestions for improvement, and share their aspirations for school growth. This collaborative process not only informs school improvement targets but also deepens understanding of broader efforts, funding sources, and resource allocation.

Through this collaborative process the following items were added or revised:

- Continue employing classified and certificated staff to either provide or allow for targeted push-in support for small group Tier 2 academic interventions in the areas of English language arts (ELA) and math across all grade levels.
- Maintain the Check-In/Check-Out mentor program to support positive student behavior and reduce discipline disproportionality.
- Continue providing grade-level release days to support collaborative planning, data analysis, program evaluation, and action planning among teachers.
- Increase funding for library books and extend librarian hours to improve student and family access to a wider range of books.
- Introduce family engagement nights focused on equipping families with strategies to support their children in ELA, math, and English language development at home.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>High-Quality Curriculum, Instruction & Assessment</p> <p>All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.</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 - Percent of Graduates Completing A-G Requirements • AP/IB Exams - Percent of Graduates Passing an AP/IB Exam • CAASPP (ELA, Math, Science) - Distance from Standard • CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded • CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence • Progress toward English Proficiency - Percent Increasing ELPI Level • Reclassified - Percent of English Learners Reclassified • Test Participation Rate on Districtwide Assessments
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Site Goal 1.1 (SiteGoalID: 8941) (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

Action 1.1.1 (SiteGoalID: 8941) (DTS: 03/11/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
<p>1. Classroom teachers will administer Illuminate assessments to all students.</p> <ul style="list-style-type: none"> • Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL • provide release time for teachers to administer assessments and all grade levels to analyze student data <p>2. Under the direction of the vice principal and EL coordinator, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey.</p> <p>3. Under the direction of the vice principal, classroom teachers and Learning Center teachers will administer the listening, reading and writing domains of the Summative ELPAC to 3-6 grade EL students. Time-sheeted teachers will administer the speaking domain to 3-6 grade EL students and all four domains of the ELPAC to K-2 EL students.</p> <ul style="list-style-type: none"> • based on IEPs, students with disabilities will complete the ELPAC with accommodations or the alternate ELPAC <p>4. Under the direction of the vice principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students.</p> <ul style="list-style-type: none"> • based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CA <p><i>We will purchase allowable, reasonable, and necessary</i></p>	<p>To measure the effectiveness of action 1, admin will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. This information will be shared with the staff.</p> <p>To measure the effectiveness of action 2, EL coordinator will run reports monthly to ensure all students in need of the initial ELPAC have completed the assessment. This information will be shared with staff.</p> <p>To measure the effectiveness of actions 3 and 4, vice principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA and at least 95% of EL students have completed the ELPAC or alternate ELPAC. This information will be shared with staff.</p>	

supplies to complete the action plan for this goal.

Certificated Timesheets:

- 7101 Supplemental: 5,000
- 7150 EL Supplemental: 4,982

Site Goal 1.2 (SiteGoalID: 8718) (DTS: 02/13/25)

ELA

Overall English Language Arts (ELA) will increase from 51% to 56% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities will increase from 17% met or exceeded standards to 22%
- African American students will increase from 15% met or exceeded standards to 20%
- English Learners students will increase from 16% met or exceeded standards to 21%
- Hispanic students will increase from 44% met or exceeded standards to 49%

Writing

Students will score an average of 5/10 on the Writing Rubric, with less than 10% earning a zero.

Math

Overall Math scores will increase from 53% to 56% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities will increase from 22% met or exceeded standards to 27%
- African American students will increase from 31% met or exceeded standards to 36%
- English Learners students will increase from 6% met or exceeded standards to 11%
- Hispanic students will increase from 36% met or exceeded standards to 41%

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

Action 1.2.1 (SiteGoalID: 8718) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.		<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.

	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Instruction and Professional Development</p> <p>Provide professional development, supplies and instructional materials to support high quality first instruction.</p> <p>1. School-wide Implementation of AVID. Purchase supplies and materials to support AVID strategies and program implementation.</p> <p>2. Professional Development. Provide professional development focused on High Quality Instruction. Build on our work with Active Participation and Student Talk as an area of focus based on FONT data analysis. Purchase allowable, reasonable, and necessary materials to further professional development and support high quality instruction.</p> <p>3. Professional Learning Communities - Grade level teams will meet weekly to analyze student achievement data, adjust lesson plans, and develop action plans to increase student achievement on unit assessments, interim assessments, and CAASPP. Release time will be provided to teachers for 1:1 assessment completion, long-term planning, and peer observations.</p> <p>4. Writing- Teachers will receive ongoing professional development focused on effective writing instruction, data-driven practices, and strategies for</p>	<p>1. AVID implementation will be progress monitored by AVID coordinators in collaboration with leadership team. Team will complete the Coaching and Implementation Instrument each April and share with site leadership team to develop and adjust school-wide goals.</p> <p>2. The FONT tool will be used to monitor progress toward implementation of High Quality Instructional Practices. Teachers will receive feedback from the FONT tool at least twice per trimester. Leadership will analyze FONT results at least once per trimester. Results will be shared with staff to analyze trends and provide feedback on high quality instruction.</p> <p>3. PLCs will analyze student achievement results weekly and will develop action plans for student support at least twice per trimester. School-wide data will be shared with all staff at least once per trimester.</p> <p>4. Effectiveness will be measured by analyzing data based on common writing benchmarks at least twice per year. Results will be shared with staff during PLC's. Teachers will then share results with students at the beginning of each trimester to set new goals. Families will be updated during school site council meetings and coffee with the principal at the end of each trimester.</p>	

<p>supporting diverse learners, including English learners, students with disabilities, and socioeconomically disadvantaged students. Writing assessments will be administered multiple times per year to monitor student progress and guide instruction. Dedicated collaboration time will be provided for teachers to analyze student writing samples, calibrate grading, and adjust instructional practices. Purchase allowable, reasonable, and necessary materials to further professional development and support high quality instruction.</p> <p>Materials/Supplies/Equip: Supplemental 7101: 2,212 Certificated Timesheets 7101: 5,000</p>		
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Action 1.2.2 (SiteGoalID: 8718) (DTS: 04/19/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Intervention</p> <p>1. One Intervention Support Teacher will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 3 students not meeting grade level standards in ELA and math, prioritizing Grades 1-2 first trimester, then kindergarten, then</p>	<p>1&2. At the beginning of the year, AITs, classroom teachers, and instructional coaches will use illuminate data and other district screeners to determine the students receiving specific academic support. The AIT team and instructional coaches will meet three times per year to analyze data, progress monitor, and make adjustments to the program to</p>	

<p>3rd grade and beyond as room in the program allows based on student mastering of identified key reading skills. Particular attention and assistance will be focused on our African American, English Learners, Hispanic and Students with Disabilities.</p> <p>2. Intervention Support Materials - We will purchase allowable, reasonable, and necessary supplies to complete the Action plan for this goal.</p> <p>3. Tutoring - Classified and/or certificated personnel will provide small group instruction before or after school and employ Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA and math.</p> <p>4. Pull-Out Math Instruction: (October - May) A part-time classified employee will provide small group, pullout instruction for students in Grades 3-6 who are not meeting grade level math standards.</p> <p>Classified Timesheets: Supplemental 3,000 Certificated Timesheets: Supplemental 5,000</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p>	<p>increase student achievement, specifically noting the progress of the following subgroups: African American, English Learners, and Students with Disabilities.</p> <p>3. To measure the effectiveness of Action 5 teachers will take attendance and collect pre and post assessment data for before or after school tutoring. This data will be shared with admin and presented at a staff meeting.</p>	
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Action 1.2.3 (SiteGoalID: 8718) (DTS: 04/19/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at- 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative

risk students, as related to your goal.	your action plan. What formative student data will you collect and how often?	data as you collect it. <ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>Technology</p> <p>1. Instructional Supplies and materials - intervention supplies, books, workbooks, replacement equipment, ink, masters, paper and other instructional materials and technology needs and parts for purchases and intervention and EL programs, including an open P.O with ODP/Staples.</p> <p>2. Digital Subscriptions: Purchase subscriptions and programs such as FraxMath, EPIC Plus, Lexia Core 5 to supplement instruction in foundational skills in Reading and Math. Purchase scholastic news subscription for grades 2-6.</p> <p>Contracts/Services/Subscriptions: Supplemental: 15,000</p>	<p align="center">Progress Monitoring</p> <p>Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction. Data will be shared with admin who will share with leadership, staff, and school site council at least once per trimester.</p> <p>Computer Resource teacher will provide reports for analysis of each supplementary resource at the end of each trimester. Data will be shared with admin who will share with leadership, staff, and school site council at least once per trimester.</p>	<p align="center">Evaluation</p>

Action 1.2.4 (SiteGoalID: 8718) (DTS: 04/19/25)

Targeted Student Group(s)

<p align="center">Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p align="center">Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p align="center">Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>1. Library- Purchase books to enhance our library selection.</p>	<p align="center">Progress Monitoring</p> <p>Librarian will monitor the number of books students checked out of</p>	<p align="center">Evaluation</p>

<p>Purchase necessary book repair supplies to repair damaged high interest titles. Purchase level and genre identifying stickers to ensure students can access material at their level with their interest.</p> <p>2. Increase Library Technician hours by 4.75 hours weekly to provide additional services to our students such as reading to students, increasing the usage of the library.</p> <p>Classified Timesheets: Supplemental: 4,000 Materials/Supplies/Equip: Supplemental: 500</p>	<p>the library and work to increase from the prior year.</p> <p>Librarian will monitor titles in our collections and continue to update our inventory at least once per year. Data will be shared with admin who will share with leadership, staff, and school site council at the end of the school year.</p>	
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Action 1.2.5 (SiteGoalID: 8718) (DTS: 04/19/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Enrichment: GATE GATE students will be exposed to enrichment activities by teachers and paraeducators teaching in our GATE Enrichment Classes after school. GATE Coordinator will assess students in order to qualify additional GATE students. Materials and supplies will be purchased to support the GATE After School Enrichment Program. Certificated Timesheet:</p>	<p>Progress Monitoring</p> <p>The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students.</p> <p>The GATE Coordinator will review student participation data.</p>	<p>Evaluation</p>

*GATE Stipend for certificated staff
We will purchase allowable,
reasonable, and necessary
supplies to complete the action
plan for this goal*

Site Goal 1.3 (SiteGoalID: 9300) (DTS: 04/18/25)

Increase the overall student achievement of our English Learners.

- EL ELA CAASPP - improve from 16% to 21%
- EL Math CAASPP - improve from 6% to 11%

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.3.1 (SiteGoalID: 9300) (DTS: 04/18/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Develop a schoolwide plan for the implementation of Designated ELD.</p> <ul style="list-style-type: none"> • this plan will include a schedule for Designated ELD for each grade level • classroom teachers will identify Multilingual student needs in the areas of Listening, Speaking, 	<p>1. The percentage of completed ELPAC Assessments.</p> <p>2. The Vice Principal will use state dashboard data to determine that at least 10% of our EL students become reclassified as English-proficient.</p> <p>4. Teachers will analyze interim illuminate data, looking specifically</p>	

Reading, and Writing based on analysis of ELPAC scores and Illuminate data

- teams will identify curriculum and strategies to utilize during Designated ELD

2. Grade Level teachers will be provided MLE coach led professional learning on both Designated and Integrated ELD instruction.

- provide teachers the understanding needed to increase the use of ELD strategies during designated and integrated instruction

3. Provide release time so that staff may work with MLE Coach to observe their colleagues during classroom instruction.

- teachers will identify strategies/best practices and discuss their observations during their weekly PLC meetings
- peer observations will focus on integrated and designated ELD instructional practices

4. Provide opportunities for teachers to attend ELD related Professional Development or workshops.

5. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.

6. AIT along with Admin will serve as EL Coordinator - planning and holding ELAC meetings, attending DELAC and District EL Coordinator meetings, overseeing ELPAC, and supporting and monitoring staff in meeting the needs of EL students.

- provide translators and purchase materials and refreshments for ELAC meetings.

at multilingual learners and use data to inform target instructional during daily designated ELD time.

Site Goal 1.4 (SiteGoalID: 9553) (DTS: 05/30/25)

Teachers will increase their effective use of active participation from 10% to 20% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Active Participation

Action 1.4.1 (SiteGoalID: 9553) (DTS: 05/30/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Plan year-long professional development with site instructional coach as it relates to active participation in order to deepen implementation of the Instructional Framework.• Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.• Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework.• Provide information regarding the EGUSD	<ul style="list-style-type: none">• Site administration will complete weekly FONT walk-through observations (minimum of 3 per week) and share feedback with teachers.• Monthly data updates to be shared with parents/guardians• Trimesterly review of site FONT data provided to teachers.	

<p>Instructional Framework to parents/guardians via the school website/newsletter to explain what high-quality, first-time instruction is defined by the district.</p> <ul style="list-style-type: none"> Teachers participate in classroom observations utilizing the Description of Practice to support implementation of the Instructional Framework. Teachers work with an instructional coach for a cycle of inquiry/lesson study for the purpose of planning and debriefing principles of the Instructional Framework that lead to outsized gains for students with targeted support. 		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 754)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	15000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	7000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2712	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	15000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	4982	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8719) (DTS: 02/13/25)

Increase the overall student achievement of our Students with Disabilities in both English and Math performance.

- SWD ELA CAASPP - improve from 17% to 20%
- SWD Math CAASPP - improve from 22% to 25%

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 8719) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
<p>1. Professional Development for Staff. Provide targeted professional development for teachers on best practices for teaching students with disabilities, focusing on differentiated instruction, understanding specific learning disabilities, and strategies for supporting literacy and mathematical skills. Provide resources to teachers they can utilize with students with disabilities that allow them to work on the same, or similar, standard as their classmates.</p> <p>2. Collaboration between General Education and Special Education Teachers. Foster regular collaboration between general education and special education teachers to ensure that instruction is aligned and accessible for SWD students so that students are not only making progress on goals, but there are specific accommodations and scaffolds in place to ensure access to grade level content.</p> <p>3. Credentialed teacher used to support SST and IEP meetings. Teachers will be released from instruction to meet with the SPED and ADMIN team to discuss progress and intervention in the area of academics/behavior/attendance especially Students with Disabilities.</p> <p>Certificated Timesheets: Supplemental 10,000</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p>	<p>1. Teachers will complete feedback surveys after professional development. Admin will conduct observations or walkthroughs to monitor the implementation of strategies learned in professional development.</p> <p>2. Agendas and notes from collaboration will be shared at leadership meetings to ensure collaboration is consistent and to reflect on needs identified. During classroom observations, admin will give feedback on accommodations in use and differentiation.</p>	

Funding Sources for District Goal 2 (DEV - LCAP ID: 754)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, 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 Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 8720) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 8720) (DTS: 02/13/25)**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-	Progress Monitoring July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	Evaluation

<p>escalation skills, restorative practices, and game and activity rules and expectations.</p> <p>Classified Timesheets: Supplemental 4,000 Contracts/Materials/Equip: Supplemental 5,000</p>		
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Action 3.1.2 (SiteGoalID: 8720) (DTS: 04/19/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Continue to develop and strengthen the schoolwide plan for social-emotional learning and support.</p> <ul style="list-style-type: none"> All students will be supported through the use of Restorative Practices which include community circles/morning meetings in all classrooms, and restorative language frames to facilitate communication during student disagreements. These supports ensure that disproportionality rates are addressed using culturally responsive approaches Each class will develop collective agreements that support and understanding of schoolwide expectations and how they look in classrooms and submit 	<ul style="list-style-type: none"> Synergy discipline data, specifically office referrals and suspensions, location, type and time will be analyzed monthly to identify trends and needs Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey) Tier 1 PBIS/Culture team will monitor data at monthly meetings including identification of disproportionality and supportive response PBIS Tier II data collection and monitoring (bi-monthly) PBIS Tiered Fidelity Inventory yearly This information will be shared with staff at staff meetings 	

<p>those agreements to school administration</p> <ul style="list-style-type: none"> • Begin afternoon check-ins with the campus supervisor for students who need additional support • Monthly recognition of students exemplifying the schoolwide expectations • Contract with outside vendors to provide motivational and empowering assemblies/workshops to the student body focusing on positive student behavior and bullying prevention • Increase positive culture and climate on campus by continuing to develop new units for PE based on the Physical Education Model Content Standards for California <p>Contracts/Services/Subscriptions: Supplemental 3,000 Classified Timesheets: Supplemental 5,000</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p>		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 754)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	9000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	<input type="text" value="3000"/>	Contracts/Services/Subscriptions
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EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 8721) (DTS: 02/13/25)

For the 2025-2026 school year, the percentage of parents indicating effective opportunities for parent engagement will increase from 81% to 90%.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8721) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan

Progress Monitoring Plan

Data Collection & Evaluation

<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. July 2025 - June 2026 provide home/school communications on a regular basis.</p> <ul style="list-style-type: none">purchase grade level agendas and site-wide communication folders to provide regular communication between families and schoolutilize Talking Points and School Messenger to share information in multiple languagesutilize FACE Family Liaison to assist families in how to use various communication options, such as Talking Points and Synergy Parent Vuedevelop other methods for communicating school information with families, such as additional signageprovide Parent Teacher Home Visits to increase parent engagement <p>2. July 2025 - June 2026 provide family events and activities to build relationships with our families and community.</p> <ul style="list-style-type: none">provide informational events for families focused on topics identified by families, such as EL support, technology, curriculum, parenting classestimesheet site staff to plan for and participate in family/ community eventspossible events include Art Nights, Coffee Talks, Family Picnics, Literacy Night	<p>Progress Monitoring</p> <p>To measure the effectiveness of actions 1-5, school secretary will track attendance at family events using sign in sheets. Also, parents will be asked to provide feedback. Admin will analyze perspective data and the LCAP needs survey data. This information will be analyzed at leadership meetings and shared with staff.</p>	<p>Evaluation</p>

Certificated Timesheets:
Supplemental: 5,000
Classified Timesheets:
Supplemental: 2,000
*Purchase allowable, reasonable
and necessary supplemental
curriculum and supplies to
complete the Action Plan for this
goal.*

Site Goal 4.2 (SiteGoalID: 9328) (DTS: 04/19/25)

Increase overall attendance for ALL students from 92.5% to 94%.

Decrease our chronic absenteeism rates for ALL students, and with a focus on the following student groups:

- In 2023, 23.4% of our students were chronically absent.
 - Reduce chronic absenteeism from 30% to 25% for our African American students
 - Reduce chronic absenteeism from 33% to 28% for our Students with Disabilities
 - Reduce chronic absenteeism from 32% to 27% for our Hispanic students

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 9328) (DTS: 04/19/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Attendance Incentive Programs Implement site-based and district-	<ul style="list-style-type: none"> SOAs, Administrators and Parent Liason to document 	

wide attendance incentive programs to encourage regular attendance. Strategies may include recognition awards, class competitions, and positive reinforcement events for students with improved or excellent attendance.

Early Intervention and Data Monitoring

Implement and utilize systems to monitor attendance in real-time and flag at-risk students for timely intervention. Provide professional development for staff on using data systems effectively.

Outreach and Support

Collaborate with attendance liaisons, the FACE department, and school counselors to provide direct support to families of chronically absent students especially African American, Hispanic and Students with Disabilities. Staff will conduct porch visits, make follow-up calls, and connect families to resources addressing barriers to attendance (e.g., transportation, health care, housing).

- Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.
- Vice Principal will meet with SOA and District RAIT to analyze attendance data and create action plans to support students of concern including establishing a CI/CO, partnering with the family, referring to FACE or ASES, etc.

communication in on Site Attendance Log and in Synergy.

- Vice Principal will share attendance rate with staff at monthly meetings including data for identified student groups. Families will be updated at least once per trimester through the family newsletter and SSC.
- Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal and tardy frequencies for African American, Students with Disabilities, White, Two or More and Hispanic students. PBIS team to analyze data to see if there is improvement in attendance
- Vice Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with SOA and RAIT.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$15000	\$10000	\$0	\$5000	\$30000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$7000	\$0	\$9000	\$2000	\$18000
Materials/Supplies/Equipment	\$2712	\$0	\$5000	\$1000	\$8712
Contracts/Services/Subscriptions	\$15000	\$0	\$3000	\$0	\$18000

Supplemental/Concentration (7101/0000) Total: \$74,712

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$4982	\$0	\$0	\$0	\$4982
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$4,982

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

Ellen Feickert Elementary (257) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$74,712	\$39,712	\$10,000	\$17,000	\$8,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$4,982	\$4,982	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$79,694	\$44,694	\$10,000	\$17,000	\$8,000	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth \$0	Title I Homeless \$0
		Title I Centralized Services \$0	Title I Preschool \$0
Subtotal of state or local funds included for this school	\$79,694		

