



Florence Markofer Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Dorothy Stoppelman

County-District-School (CDS) Code: 34673146098743

**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

Florence Markofer Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 756) | 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?

Stakeholder meetings were held with site Leadership on February 24, 2025 to engage in data analysis and the LCAP planning process. Feedback and information was sought from ELAC on February 20, 2025. School Site Council reviewed the 24-25 LCAP plan, analyzed data, and providing input for the 25-26 LCAP plan at their

meetings on February 19, 2025 and April 23, 2025. Parents were also able to provide feedback through the annual LCAP survey process as well as the site PBIS survey process.

School Site Council Meetings: September 27, 2023; November 8, 2023; February 19, 2025; April 24, 2024; May 19, 2025

PBIS Leadership Meetings: September 4, 2024; October 2, 2024; November 6, 2024; December 4, 2024; January 8, 2025; February 5, 2025; March 5, 2025; April 2, 2025; May 7, 2025

Site Leadership Meetings: September 9, 2024; October 7, 2024; December 9, 2024; January 27, 2025; February 24, 2025; April 21, 2025; May 12, 2025

2. Impact of LCAP and Annual Update

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

Through engaging in data analysis with the stakeholder groups, specific goals and actions were drafted to address the needs of students. Teachers acknowledged that although Chronic Absenteeism is improving it continues to have a negative impact on student academic growth. Teachers expressed that they would like to see continued support for completing interim assessments. Suggestions for professional learning for teachers was also input that was shared at both School Site Council as well as through teacher input. Specifically teachers would like time to collaborate with SpEd teachers and gain further understanding of how to support students with specific learning disabilities. It was recommended that professional learning be provided to teachers to support Designated and Integrated ELD for newcomers as well as other Multilanguage learners.

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.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	Students need high quality classroom instruction and curriculum as measured by:
All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	<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

Site Goal 1.1 (SiteGoalID: 8943) (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: 8943) (DTS: 03/11/25)

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
<p>Provide substitutes to facilitate testing of all students on district and grade level standards mastery assessments. (\$32,400 Title I 4900/3010 Certificated Timesheet)</p> <ul style="list-style-type: none"> • Plan assessment windows using district testing calendar • Schedule substitutes each trimester to facilitate assessment completion <p>Provide assessment calendar at Pre-service staff meeting. Coordinate with grade levels to calendar dates for assessments. Schedule substitutes on district sub calendar.</p>	<ul style="list-style-type: none"> • Admin will print out assessment completion reports two weeks prior to close of assessment window and follow up with teachers not completed to see if they need additional support. • Admin will print assessment completion reports one week prior to close of assessment window and follow up with teachers not completed to see if they need additional support. • Repeat process for each trimester. 	

Site Goal 1.2 (SiteGoalID: 8726) (DTS: 02/13/25)

Increase mastery of common core state standards in ELA and Math. In ELA move from 11.5 points below standard to meeting standard and in Math move from 20.3 points below standard to 10 points below standard.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.2.1 (SiteGoalID: 8726) (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>Provide release time for teachers to meet with grade level teams to identify target Common Core State Standards, using EGUSD Scope and Sequence for ELA and Math. (\$25,200 Title 4900/3010 Certificated Timesheet)</p> <ul style="list-style-type: none">Provide release time for teachers to develop a year long plan to ensure instruction of the identified target standards.Provide release time for teacher to analyze assessment data to determine student need for targeted groups and to develop grade level SMART goals in ELA and Math. <p>AVID Site team will determine site goals to build off the 24-25 site goals.</p>	<p>Progress Monitoring</p> <p>The effectiveness of actions will be measured by:</p> <ul style="list-style-type: none">Grade Level SMART goals in ELA and Math each trimester 70% proficient.K/1 Interim Benchmark Assessments 70% at or near standards2nd-6th grade Interim Benchmark Assessments 70% at or near standards	<p>Evaluation</p>

<p>After School Tutoring - teachers will provide small group instruction before or after school and employ Highly Effective Teaching Strategies to teach targeted 1st-6th Grade students not meeting grade level standards in ELA and math. (\$10,000 Title I 4900/3010 Certificated Timesheets)</p> <p>Grade level teachers will be provided professional learning by site CPL, EL, AVID, and Equity Coaches. Coach led professional learning will focus on Tier 1 instructional practices and interventions.</p> <p>Provide intervention for targeted students in ELA & Math by timesheeted teacher. (\$25,000 Title I 4900/3010 Certificated Timesheet)</p> <p>Purchase allowable, reasonable and necessary supplemental curriculum, supplies, and technology contracts to complete the Action Plan for this goal. (\$5,000 Title I 4900/3010 Materials/Supplies/Equipment)</p> <p>Provide funding for District - approved supplemental curriculum and resources to support instruction.</p>		
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Action 1.2.2 (SiteGoalID: 8726) (DTS: 04/14/25)

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"> • 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?
<p>Action Plan</p> <p>Extend practice for mastery, intervention and differentiation opportunities for students in ELA and Math using online supplemental instruction to increase students distance from standard on CAASPP and district benchmark assessments and close achievement gaps for significant student groups. <i>No more than 15 copies per Board policy - following are approved for schoolwide purchase:</i></p> <ul style="list-style-type: none"> Renew 12 month subscription of ABCya Renew 12 month subscription to IXL for 2nd-5th grade Renew 12 month subscription for Accelerated Reader for grades 2-6 <p>Renew subscriptions and place in student portal (\$12,561 Supplemental Concentration 7101 Contracts/Services/Subscriptions) Set up programs for student log-in Share log in information with all parents at Back to School night Provide PD for teachers at staff meeting</p>	<p>Progress Monitoring</p> <p>The effectiveness of actions will be measured by:</p> <ul style="list-style-type: none"> 100% of students receiving log in information at back to school night or upon enrollment at Markofer, monitored by classroom teachers a BTSN and office staff for new enrollees. 70% of students scoring at or approaching standards on district benchmark assessments monitored by grade level teams. 70% of students meeting SMART goals each trimester as monitored by PLC teams. 	<p>Evaluation</p>

Action 1.2.3 (SiteGoalID: 8726) (DTS: 04/17/25)

Targeted Student Group(s)

<p>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>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>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
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		adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide conference fees, travel expenses (within California preferably Sacramento area), release time for planning, timesheets, or substitutes for professional development related to standards mastery, differentiated instruction or intervention for teachers and administrators. (\$20,000 Supplemental Concentration 7101 Contracts/Services/Subscriptions)</p> <ol style="list-style-type: none"> 1. Identify areas of need based on district perspective survey, student assessments and teacher input 2. Professional development opportunities for teachers using SCOE, AVID Summer Institute and other professional and district training resources or coach support on release days (\$7,287 Supplemental Concentration 7101 Certificated Timesheets) 3. Schedule release days on district professional development calendar and secure substitutes 	<p>Progress Monitoring</p> <p>The effectiveness of actions will be measured by:</p> <ul style="list-style-type: none"> • 70% of students meeting grade level SMART goals each trimester monitored by teachers at PLC meetings and results shared with Admin within PLC meetings and/or Leadership Team Meeting 	<p>Evaluation</p>

Action 1.2.4 (SiteGoalID: 8726) (DTS: 04/17/25)

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
<ol style="list-style-type: none"> 1. Provide expanded Library Technician hours (no more than 20 hours per week and work no more than 195 days in the 2025-2026 school year) to host read alouds, teach library organization, support classroom research, and to assist families with finding reading materials for their children, incorporating diverse titles and support curriculum check-in and out process for staff. (\$15,000 Supplemental Concentration 7101 Classified Timesheets) 2. Library Tech will develop a schedule that will include time after dismissal so that families are able to access the library to assist their students checking out books. 3. Provide culturally relevant and diverse, high interest books for classrooms, campus library and students. (\$5000 Supplemental Concentration 7101 Materials/Supplies/Equipment) 	<p>Effectiveness will be measured by:</p> <ul style="list-style-type: none"> • maintaining or increasing the 24-25 check out rate of the number of books checked out of the school library as monitored by the Library Tech and shared with the Principal in April/May of 2026. • Administration will work closely with Library Tech to ensure that all core and supplemental instructional materials are effectively and efficiently distributed to staff and students in a timely manner. 	

Site Goal 1.3 (SiteGoalID: 9205) (DTS: 04/14/25)

Teachers will increase their effective use of Student Talk 68.4% to 72% and increase their use of Active Student Participation from 68.9% to 72% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.3.1 (SiteGoalID: 9205) (DTS: 04/14/25)

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
<p>Provide Professional learning that will deepen the implementation of the Instructional Framework:</p> <ul style="list-style-type: none"> Work with AVID, EL, and CPL coaches to plan, schedule and implement professional development for teachers on Student Talk and Active Student Participation. Increase Administrator FONT walkthroughs by developing an agreed upon FONT walkthrough schedule between Principal & VP Increase teacher feedback focused on Student Talk and Active Student Participation. Participate in Regional Walkthroughs to calibrate with administrative colleagues on providing feedback to teachers based on the Instructional Framework. 	<p>The effectiveness of actions will be measured by:</p> <ul style="list-style-type: none"> Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success 	

Site Goal 1.4
 (SiteGoalID: 9288)
 (DTS: 04/17/25)

Increase number of students identified as GATE by 10% as measured by the NNAT. In 2024-2025 16 students were identified as GATE.

Metric: Other

Targeted Student Group(s)

- All

<p>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>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>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>Action Plan</p> <p>Provide coordinator, professional development, and extended day small group instruction for GATE identified students and students pre-identified to increase GATE eligibility and opportunities. \$1500 Coordinator Stipend.</p> <ol style="list-style-type: none"> 1. Identify GATE Coordinator 2. Share lists of GATE students with teacher 3. Hold GATE parent informational meeting 4. Administer NNAT to all 3rd grade students 5. Survey Parents/Students for interest in GATE enrichment activities 6. Plan and offer GATE extended day enrichment opportunities based on parent/student/staff input (\$5000 Supplemental Concentration 7101 Certificated Timesheets) 7. Purchase additional materials and supplies needed to support GATE extended day Academies (\$500 Supplemental Concentration 7101 Materials/Supplies/Equipment) 8. Provide for Field Trip costs for GATE enrichment opportunities (\$1000 Supplemental Concentration 7101) 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • December & March: GATE coordinator will review student participation data • September - May: GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process qualifying students from our significant under-represented student populations • GATE Coordinator will provide parents, teachers and administration an update on NNAT results after the annual administration 	<p>Evaluation</p>

Contracts/Services/Subscriptions)

Site Goal 1.5 (SiteGoalID: 9299) (DTS: 04/18/25)

For the 2025-2026 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 56.3% to 60% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- English Learners (EL) making progress by one level on the Summative ELPAC will increase by 5%.
- Long Term English Learners (LTEL) or students At-Risk of becoming an LTEL who declined by one level on the Summative ELPAC will decrease by 5%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.5.1 (SiteGoalID: 9299) (DTS: 04/18/25)

Targeted Student Group(s)

- EL

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">• Vice principal will serve as EL/ML Coordinator and will fulfill the following duties: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.• Timesheet ELPAC Coordinator to organize	<ul style="list-style-type: none">• Monitor student progress of language proficiency utilizing a variety of data points (Wonders ELD assessments, ELPAC practice tasks, Interim Benchmark Assessments)• FONT walkthroughs to identify implementation of research-based best practices for multilingual	

<p>assessment of students for Initial, Summative, and Alternate ELPAC. (\$5511 EL Supplemental 7150 Certificated Timesheets)</p> <ul style="list-style-type: none"> Utilize ML Coach to provide professional development (e.g., Typologies: Newcomer, LTEL, SLIFE, Dually Identified). Supplemental materials for intervention/enrichment to promote language acquisition. (\$200 EL Supplemental 7150 Materials/Supplies/Equipment) Provide for translation for meetings with parents (\$100 EL Supplemental 7150 Classified Timesheet) 	<p>learners during Integrated and Designated ELD.</p> <ul style="list-style-type: none"> Utilize ML instructional coach to provide individual classroom follow-up support for site-specific EL professional development. 	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 756)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	85338	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	32561	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	12287	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries

Supplemental/Concentration (7101/0000)	15000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	33561	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	5511	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	100	Classified- Timesheets
EL Supplemental (7150/0000)	200	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	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: 9297) (DTS: 04/18/25)

Students with Disabilities:

The number of students with disabilities who nearly met, met, or exceeded standards on the Math CAASSP will improve from 24% to 30% by the end of the 25-26 school year.

The number of students with disabilities who nearly met, met, or exceeded standards on the ELA CAASSP will improve from 20% to 25% by the end of the 25-26 school year.

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 9297) (DTS: 04/18/25)

Targeted Student Group(s)

- SWD

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. 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. (\$5000 Supplemental Concentration 7101 Materials/Supplies/Equipment)</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. Collaboration between SpEd and Teacher for Parent-Teacher conferences.</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</p>	<p>Progress Monitoring</p> <p>Effectiveness will be measured by:</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>	<p>Evaluation</p>

<p>area of academics/behavior/ attendance especially Students with Disabilities. (\$8000 Supplemental Concentration 7101 Certificated Timesheets)</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 2 (DEV - LCAP ID: 756)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	8000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	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)	<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 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: <ul style="list-style-type: none"> • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1 (SiteGoalID: 9257) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 9257) (DTS: 04/16/25)

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
ACTION 1: July-June	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. (\$1000 Supplemental Concentration 7101 Materials/Supplies/Equipment)

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-escalation skills, restorative practices, and game and activity rules and expectations. (\$500 Supplemental Concentration 7101 Classified Timesheets)

ACTION 6:
ASSIST Recess Mentors will work with students daily during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. Structured recess provides opportunities for children to interact with their peers in a structured environment, fostering social skills like communication, cooperation, and conflict resolution. (4 days/week funded through District funding, 1 day/week funded through Site Supplemental Concentration for a total of 5 days) (\$10,000 Supplemental Concentration 7101 Contracts/Services/Subscriptions)

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.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Site Goal 3.2 (SiteGoalID: 8728) (DTS: 02/13/25)

Our goal is to decrease the disproportionality amongst student groups in regards to the number of student suspensions according to the California Accountability Dashboard. We will continue to address behavior concerns in a restorative manner with all students using PBIS structures and procedures (Comprehensive Tier 1 and Tier 2 Positive and Behavior Interventions and Supports), Character Strong Curriculum, and Culturally Responsive Practices.

Goals for 2025-2026 will be:

To Increase overall school climate rating:

- Students from 77% to 80%
- Parents from 95% to 97%
- Staff from 88% to 90%

Maintain less than 0.4 incident rate of suspensions.

- Decrease rate of suspension for Hispanic students from 0.4 to 0.2
- Decrease rate of suspension for Students of Two or More races from 2.6 to 1.0

Maintain PBIS Gold Status

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 8728) (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
Provide instructional materials, signage, feedback, technology	<ul style="list-style-type: none">• PBIS Team Lead will facilitate monthly data reports on major	

<p>and student acknowledgement including Friday Assembly activities and Mustang incentives to support school-wide PBIS implementation. (\$500 Supplemental Concentration 7101 Materials/Supplies/Equipment)</p> <ol style="list-style-type: none"> 1. Identify Tier 1 Team and teacher leader at Preservice 2. Tier 1 team meets monthly to analyze data and share at staff meetings 3. Activities and incentives reviewed by Tier 1 team during monthly meetings and implemented by Markofer staff 4. MTSS counselor, MHT, and PBIS Coach/BSS provide intervention strategies such as Check In/Check Out, Focused SEL interventions based on Tier 2 referrals 5. Build upon Gold application for PBIS recognition by addressing the areas of need as identified on the TFI 6. Update school signage, procedures, and incentives based on data and Tier 1 recommendations 	<p>and minor referrals. Tier 1 team will identify areas of need and monitor progress. Data will be shared with staff and school site council.</p> <ul style="list-style-type: none"> • Maintain PBIS Gold Recognition and increase TFI Tier 2 scores from 85% (24-25) implementation to 90% (25-26) implementation • Monitor Tier 2 interventions within the monthly Tier 2 team meeting. Collect evidence of intervention success on Markofer Tier 2 spreadsheet document 	
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Action 3.2.2 (SiteGoalID: 8728) (DTS: 04/21/25)

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
Provide social emotional learning	Effectiveness will be measured	

strategies, curriculum, tools and materials to support social emotional regulation to build classroom communities that are safe and respectful for all. (\$500 Supplemental Concentration 7101 Materials/Supplies/Equipment)

1. District will renew subscription for Character Strong online Curriculum
2. Establish monthly focus based on Character Strong Curriculum
3. Share introductory Family letter and FamilyStrong Website with Markofer families in August
4. Begin school year with Kindness kickoff using Character Strong resources
5. Principal share weekly message about focus skills during morning announcements over PA system
6. August/September: Utilized PBIS Bully Prevention lessons within the first month of school. Teachers will teach lessons initially within first month of school, Admin & Teachers will review lessons in January and March.
7. Admin, Tier 1 & Tier 2 Leadership teams will collect and analyze suspension data with Major and Minor referral data to monitor progress in decreasing of suspension rate.
8. Provide a roving substitute to release teachers to attend Tier 2 meetings. (\$4000 Supplemental Concentration 7101 Certificated Timesheet)

through the following:

- maintaining less than 4% suspensions for all student groups
- Increase school school climate favorability ratings for all groups by 5% as measured by the District Perspective Survey
- Increase the School Connectedness/Sense of Belonging for students by 5% as measured by the District Perspective Survey. 2023-2024 Survey: 79%

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	4000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	10000	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 4:

Family & Community Engagement

All students will benefit from programs and

District Needs and Metrics 4:

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

services designed to inform and engage family and community partners.

- 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: 8729) (DTS: 02/13/25)

For the 2025-2026 school year, the percentage of parents indicating effective opportunities for parent engagement will increase from 95% to 98%.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8729) (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 <i>formative student data</i> 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. August 2025-June 2026 provide home/school communications on a regular basis.</p> <ul style="list-style-type: none">• purchase student agendas and communication folders prior to Back to School Night for distribution. (\$2500 Supplemental Concentration 7101 Materials/Supplies/Equipment)• Utilized Talking Points App and School Messenger to	<p>Progress Monitoring</p> <p>Effectiveness will be measured by:</p> <ul style="list-style-type: none">• school secretary tracking attendance at family events through sign-in sheets• Seeking parent feedback through surveys• Admin will analyze District Perspective Survey data and LCAP Needs Assessment Survey data.	<p>Evaluation</p>

share information in multiple languages

- Utilize FACE Family Liaison to assist families in how to use various communication options, such as Talking Points App and Synergy Parent Vue
- Utilize the digital Marquee to notify families of upcoming events

2. August 2025-June 2026

partner with parent organizations to provide family events and activities to build relationships with our families and community. (\$500 Title I 4900 Certificated Timesheets, \$500 Title 1 4900 Classified Timesheets)

- Partner with FACE department and other community partners to provide informational events for families focused on topics identified by families such as EL support, Math/Literacy support, digital citizenship, parenting classes (\$1000 Title I 4900 Contracts/Services/Subscriptions)
- Partner with WATCHDOGS to plan STEAM night event for families
- Provide opportunities for families to participate in Coffee Talks, Family Picnics, and Art Nights

Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal. (\$3311 Title I Materials/Supplies/Equipment)

Site Goal 4.2 (SiteGoalID: 9374) (DTS: 04/22/25)

Increase overall attendance for ALL students from 93% to 95%.

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

- In 2024-2025, 19.9% of our students were chronically absent.
 - Reduce chronic absenteeism from 24.8% to 20% for our African American students
 - Reduce chronic absenteeism from 24.2% to 20% for our Hispanic students
 - Reduce chronic absenteeism from 22.8% to 19% for our Pacific Islander students
 - Reduce chronic absenteeism from 22.6% to 19% for our Students with Disabilities

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 9374) (DTS: 04/22/25)

Targeted Student Group(s)

<p>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>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<p>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>Action Plan</p> <ul style="list-style-type: none"> • Implement site-based and district-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. (\$1500 Supplemental Concentration 7101 Materials/Supplies/Equipment) • Implement and utilize systems to monitor attendance in real-time and flag at-risk students for timely intervention. • Collaborate with attendance liaisons, the FACE department, and school counselors to provide direct 	<p>Progress Monitoring</p> <p>Effectiveness will be measured by:</p> <ul style="list-style-type: none"> • SOAs, Administrators and Parent Liaison to document 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 school newsletter, PTO meetings, ELAC meetings and SSC meetings • Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal and tardy frequencies for African American students, Students with Disabilities, Pacific Islander students, and Hispanic students. PBIS team 	<p>Evaluation</p>

support to families of chronically absent students.

- Daily phone calls home from office staff to clear attendance as well as to connecting families with support as needed.
- Timesheet teachers to follow up with families of students in target group to check in. (\$500 Supplemental Concentration 7101 Certificated Timesheets)
- Office staff will run monthly list of chronically absent students to review with Vice Principal for follow up. VP and SOA will identify specific students from target group set in the goal to reach out to determine what additional support may be needed to address chronic absenteeism.
- 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 in the target group including establishing a CI/CO, partnering with the family, referring to FACE
- Refer significantly chronically absent students to Tier 2 Team for review, develop individual plans of support.

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

will analyze data to see if there is improvement in attendance.

- Vice Principal will review and monitor students who meet the chronically absent criteria (10% or more absence rate) biweekly and with with SOA and RAIT

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	500	Certificated- Timesheets
Title I – Basic (4900/3010)	500	Classified- Salaries
Title I – Basic (4900/3010)	500	Classified- Timesheets
Title I – Basic (4900/3010)	3311	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	1000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	4000	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

Title I – Basic (4900/3010)

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	\$85338	\$0	\$0	\$500	\$85838
Classified- Salaries	\$0	\$0	\$0	\$500	\$500
Classified- Timesheets	\$0	\$0	\$0	\$500	\$500
Materials/Supplies/Equipment	\$5000	\$0	\$0	\$3311	\$8311
Contracts/Services/Subscriptions	\$32561	\$0	\$0	\$1000	\$33561

Title I – Basic (4900/3010) Total: \$128,710

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	\$12287	\$8000	\$4000	\$500	\$24787
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$15000	\$0	\$500	\$500	\$16000
Materials/Supplies/Equipment	\$5500	\$5000	\$2000	\$4000	\$16500
Contracts/Services/Subscriptions	\$33561	\$0	\$10000	\$0	\$43561

Supplemental/Concentration (7101/0000) Total: \$100,848

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	\$5511	\$0	\$0	\$0	\$5511
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$100	\$0	\$0	\$0	\$100
Materials/Supplies/Equipment	\$200	\$0	\$0	\$0	\$200
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$5,811

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

Florence Markofer Elementary (313) | 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	\$128,710	\$122,899	\$0	\$0	\$5,811	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$100,848	\$66,348	\$13,000	\$16,500	\$5,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$5,811	\$5,811	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$235,369	\$195,058	\$13,000	\$16,500	\$10,811	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$128,710	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$106,659	Title I Centralized Services \$0	Title I Preschool \$0

