



Foulks Ranch Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Joe Donovan

County-District-School (CDS) Code: 34673146107700

**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

Foulks Ranch Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 759) | 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?

There are many opportunities for stakeholders to be a part of the planning process for the LCAP/Annual Review and Analysis. Annual District LCAP Survey, Fall 2024. Annual School LCAP survey January 2025. Leadership Meetings 4/14/25 and 5/7/25, Staff Meeting 5/5/25, SSC Meetings Fall #1 9/23/24, Fall #2

12/11/24, Winter 3/5/25, Spring #1 4/16/25, and Spring #2 5/14/25. ELAC Meetings 9/10/24, 10/22/24, and 4/16/25. Continual input sought and received through ongoing stakeholder communication via Zoom meetings, parent nights, awards assemblies, and school functions.

The Foulks Ranch staff worked together to review and analyze last year's LCAP plan. Site Leadership team and Staff met throughout the year to discuss the actions and services that would appropriately support students and teaching practices. Weekly Tier II team meetings to track MTSS students and site practices, completed the Tier I and Tier II PBIS Fidelity Inventory to assess progress toward goals. Admin met throughout the year with English Language Learner Community to discuss how to best meet their needs and received valuable input for the planning process. Foulks Ranch School Site Council reviewed data related to our strategic goals and provided valuable input for creating this upcoming year's goals.

2. Impact of LCAP and Annual Update

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

These consultations assisted in ranking priorities for funding, receiving input on funding use, reviewed previous years data for effectiveness. Showed the need for increased funding for teacher release days to go over data, plan, provide academic intervention and assessment support for the cycle of improvement through grade level Professional Learning Communities (PLC). This process also allowed us to gather feedback from stakeholder groups that had not previously participated much in the school plan development process.

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:

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.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- 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: 8946) (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: 8946) (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. Aug, Dec, Feb, and June: Teachers will administer Illuminate Assessments to all students. Administrators will assist by informing teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.</p> <p>2. Aug, Dec, April: Teachers will assess all below grade level students through Illuminate Assessments.</p> <p>3. August - June: Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, and/or grade level data.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p> <p><u>Materials/Supplies/Equipment - Supplemental</u> \$3000</p>	<p>* Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. (Aug, Dec, Feb, June)</p> <p>* Teachers will access their students' Illuminate data, analyze it, and determine next steps in order to improve student learning. (Aug, Dec, Feb, June)</p>	

Site Goal 1.2 (SiteGoalID: 9192) (DTS: 04/14/25)

Increase the percentage of English Language Learner Reclassification rate from 15% in 2024-25 to 18% in 2025-26 with assistance from EL Coach and AIT to assist with identification/placement, reclassification, RFEP monitoring, parent communication and support for ELAC meetings.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.2.1 (SiteGoalID: 9192) (DTS: 04/14/25)

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 style="text-align: center;">Action Plan</p> <p>1) Continuously improve the proficiency of English Learners through additional supports and interventions throughout the instructional day provided by AIT.</p> <p>2) Site English Learner Program Coordinator will monitor, assess and review state mandated ELD assessments. Coordinator will also support site English Learner Advisory Committee (training materials and light refreshments provided) and monitor/guide ELD instruction on site with grade level PLC teams. ELPAC Coordinator will administer Initial and Summative Assessments. EL Coordinator is responsible for the identification/placement of EL students, reclassification, EL/RFEP monitoring, and parent outreach.</p> <p>3) Utilize ML instructional coach to provide professional development tailored to the needs of English learners.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p> <p><u>Certificated Timesheets - EL Supplemental</u> \$9000</p> <p><u>Materials/Supplies/Equipment - EL Supplemental</u> \$1010</p>	<p style="text-align: center;">Progress Monitoring</p> <p>July - June monitoring and sharing monthly with staff.</p> <p>1) The effectiveness of this will be measured by FONT walkthrough data that will ultimately be represented in site PIC data.</p> <p>2) The effectiveness will be measured by the collected data on progress toward team-determined essential standards. Summatively, the CAASPP, ELPAC and redesignation data will determine if goals were met.</p>	<p style="text-align: center;">Evaluation</p>

Site Goal 1.3 (SiteGoalID: 9195) (DTS: 04/14/25)

Foulks Ranch GATE identified students in 3rd - 6th will raise from 37 identified in 2024-25 to 45 in the 2025-26 school year. Foulks Ranch GATE Committee has goal of recommending at least 4 students for identification through the portfolio process.

Metric: Other

Action 1.3.1 (SiteGoalID: 9195) (DTS: 04/14/25)

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 coordinator, extended day small group instruction and professional development for GATE identified students and students pre-identified to increase GATE enrollment and opportunities. 1250.00 coordinator stipend. 50 hours of enrichment opportunity. Materials purchased will be used for student STEM projects.</p> <p>Provide a Information Night for Parents regarding GATE identification process and GATE opportunities at Foulks Ranch Elementary School.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <p>July - June 5% overall increase in Gate identification, 10% for significant sub-groups. Portfolio submission from teacher and/or parent recommended students to be assessed by site GATE identification team. NNAT testing being administered to all 3rd grade students in Fall of 2024 for possible automatic identification.</p>	<p>Evaluation</p>

Site Goal 1.4 (SiteGoalID: 9196) (DTS: 04/14/25)

Instructional Framework Goal: Implementation of effective learning targets will increase from 70.0% to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC). FONT implementation raise from 50% to 75%

Metric: Other

Action 1.4.1 (SiteGoalID: 9196) (DTS: 04/14/25)

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 adapt/adopt/abandon?
<p>Action Plan</p> <ol style="list-style-type: none"> 1. Reinforce and deepen teacher understanding of learning targets through Instructional Coach presentations at staff meetings and classroom walkthroughs by site administration with the goal of seeing an increase of at least 5%. 2. Increase schoolwide focus on learning targets through regular reinforcement of learning targets during morning announcements and feedback provided to students during admin walkthroughs. 3. Increase FONT walkthroughs to 3 times per week by both administrators to gather data and provide feedback to teachers. 4. Email teacher feedback after each FONT walkthrough to support teacher growth in implementation of learning targets as part of instruction. <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <ol style="list-style-type: none"> 1. Review FONT data at the end of each trimester to evaluate level of learning target implementation within the classroom. 2. Review district survey data once it is released to determine whether there is greater alignment between admin, teacher, and student learning target evaluations of implementation. 3. Review data with regional principal at a Laguna Regional Principals meeting to collaborate on the success of implementation and to learn which strategies to improve implementation were effective across the region. 	<p>Evaluation</p>

Site Goal 1.5 (SiteGoalID: 9545) (DTS: 05/16/25)

All grade levels and intervntion team will continue to operate as a high functioning Professional Learning Community (PLC) to share best pratices, analyze assessment data, and modifications based on the data as witnessed by 100% completion and turn in rate of PLC notes. Continued full participation in weekly grade level PLC meetings where the cycle of inquiry is used to improve student achievement as shown through notes, feedback and assessment data (Illuminate)

Metric: Other

Action 1.5.1 (SiteGoalID: 9545) (DTS: 05/16/25)

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) PLC s meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member of every grade level. Support PLC Guiding Coalition team throughout the year as team reviews common assessment plan, intervention services, ELD instruction and enrichment services. Focus on AA Subgroup members to address CAASPP results in ELA and Math (DFM growth from -55 in 2024 to -45 in 25/26 for ELA and from -95 in 2024 to -80 in 25/26 for Math.</p> <p>2) Variety of district approved online subscriptions including, but not limited to the following:</p> <ul style="list-style-type: none">* Renaissance Learning (1 year AR) - \$13,045* IXL Yearly Site Subscription - \$14,195	<p>Aug, Dec, Apr</p> <p>1) Site administrative team review results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p> <p>Apr, May</p> <p>2) Student progress on licensed technology, software and hard copy subscriptions will be reviewed annually. The collaborative team will determine the continuation and/or discontinuation of current subsriptions. New recommendations will be piloted by grade levels prior to recommending new purchases.</p>	

<ul style="list-style-type: none"> * Starfall Yearly Site Subscription - \$355 * Reflex Yearly Site Subscription - \$3295 <p>Variety of hard copy subscriptions including, but not limited to:the following:</p> <ul style="list-style-type: none"> * Time for Kids - \$2,000 * Scholastic News - \$2,000 <p>3) AVID Elementary Supplies - Start Up Funds</p> <p>AVID SCOE Professional Development training expense - \$900 and Substitute Coverage - \$1,500</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p> <p><u>Contracts/Services/Subscriptions - Supplemental</u> \$26,770</p>	<p>3) Fidelity to the AVID Elementary program. Followup with Summer Institute initial trainings by attending SCOE Professional Development opportunities for staff members taking on AVID. All of 6th grade AVID trained along with 2 5th grade, 1 Kindergarten, 1 4th grade, 2 2nd grade, and 1 RSP. AIT and 1st grade attending upcoming Summer Institute (June/Sacramento).</p>	
---	---	--

Funding Sources for District Goal 1 (DEV - LCAP ID: 759)		
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)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	26770	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	9000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	1010	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: 8739) (DTS: 02/13/25)

Increase proficiency in implementation and application of Common Core State Standards and provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP/SBAC, and Grade Level SMART Goal assessments to increase efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

* **Overall** English Language Arts (ELA) scores will increase from 55% to at least 60% of our students meeting or exceeding standards on the CAASPP assessments.

* **Overall** Mathematics scores will increase from 41% to at least 46% of our students meeting or exceeding standards on the CAASPP assessments.

Subgroups in Low Category for ELA:

- * African American students will increase from 30% met or exceeded standards to at least 35%
- * Asian students will increase from 45% met or exceeded standards to at least 50%
- * EL students will increase from 38% met or exceeded standards to at least 45%
- * SED students will increase from 39% met or exceeded standards to at least 45%
- * SWD students will increase from 24% met or exceeded standards to at least 30%

Subgroups in Low Category for Mathematics:

- * African American students will increase from 14% met or exceeded standards to at least 20%
- * Asian students will increase from 33% met or exceeded standards to at least 40%
- * Two or More students will increase from 46% met or exceeded standards to at least 53%
- * EL students will increase from 39% met or exceeded standards to at least 45%
- * SED students will increase from 23% met or exceeded standards to at least 30%
- * SWD students will increase from 21% met or exceeded standards to at least 28%

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8739) (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) Provide internal professional development through release time for teachers to observe colleagues, plan and collaborate on school-wide instructional targets, and discuss students of concern in trimesterly CO-OPs.</p> <p>2) Use of an Intervention Support Teacher to assist during WIN times to create smaller groups and assist grade levels with targeted instruction to underperforming students.</p> <p>3) Provide supplementary resources and supplies to fully implement common core state standards and close the achievement gap.</p> <p>4) Increase the number of grade level appropriate reading books in each classroom and school library of a variety of levels and specifically targeted to engage significantly underperforming subgroups.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p> <p><u>Certificated Timesheets -</u></p>	<p>Progress Monitoring</p> <p>Aug, Dec, Apr checkpoints for:</p> <p>1) Effectiveness of release time will be measured by review of results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p> <p>2) Effectiveness of Intervention Support Teacher use will be measured in PLCs through teacher developed formative assessments that determine students acquisition of the chosen essential standards. PLC minutes and student data presented to administration during CO-OPs will measure implementation of this goal while the overall impact on student learning will be measured summatively by CAASPP and K/1/2 Benchmarks.</p> <p>3) The effectiveness of the actions 3 and 4 will be monitored by:</p> <p>Summative Assessments:</p> <p>* ELPAC scores</p>	<p>Evaluation</p>

<u>Supplemental</u> \$37,706 <u>Materials/Supplies/Equipment - Supplemental</u> \$1000	* Pre/Post reading assessments (District mandated assessments level of proficiency) Aug, Dec, Apr checkpoints for: Formative Assessments: * K/1 Benchmarks assessments (entry and trimesterly) 2nd-6th Interim assessments(entry, mid-year, and end of year)	
---	---	--

Funding Sources for District Goal 2 (DEV - LCAP ID: 759)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	37706	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	31000	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

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: 9203) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 9203) (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>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.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss</p>	<p>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.</p> <p>July - June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July - June</p>	

<p>behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p> <p><u>Materials/Supplies/Equipment - Supplemental</u> <u>\$1000</u></p>	<p>Yard supervisors to monitor incident location data, share with administration monthly and adjusts recess activity locations as needed.</p> <p>July - June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and games/activity rules and expectations.</p>	
--	--	--

Site Goal 3.2 (SiteGoalID: 8740) (DTS: 02/13/25)

Our goal is to continue to enhance the positive culture and climate at Foulks Ranch Elementary School.

PBIS - Implement School Wide Positive Behavior Interventions and Supports (PBIS), use of Social Emotional Learning (SEL) Second Step grade level curriculum.

Foulks Ranch received Gold PBIS Award recognition for 24-25 school year and goal for 25-26 school year is to improve upon TFI Tier I score of 90% up to 95%, Tier II score of 88% to 93%, and to again receive Gold PBIS award recognition.

Metric: Active Participation

Action 3.2.1 (SiteGoalID: 8740) (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 progress monitoring your action plan. What 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<i>formative student data</i> will you collect and how often?	<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>1) Provide instructional materials, feedback, technology, signage and student acknowledgement to support school-wide PBIS implementation and school safety and reduce disproportionality in student discipline.</p> <p>2) Instruct students with grade level Second Step curriculum in small group or whole class setting in alignment with Falcon 5 Focus and prevalent student needs. Use of PBIS funding. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>	<p align="center">Progress Monitoring</p> <p>July - June</p> <p>1) Maintain or increase current scores on TFI. Maintain less than 2% suspension rates for all subgroups increase school climate favorability ratings for all groups by 5%.</p> <p>Monthly monitoring</p> <p>2) Utilizing Second Step site dashboard data to show progress with lessons having been taught and increasing yearly total lessons taught across grade levels from 27 to 50.</p>	<p align="center">Evaluation</p>

Site Goal 3.3 (SiteGoalID: 9199) (DTS: 04/14/25)

Maintain less than 2% suspension rate for all subgroups and decrease disproportionality rate as well as total number of incidents in 24-25 of 79 to under 70 in 25-26.

Metric: Active Participation

Action 3.3.1 (SiteGoalID: 9199) (DTS: 04/14/25)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <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? 	Data Collection & Evaluation <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) Deliberately and intentionally analyze current policies and prodedures to understand the marginalizing of individuals or groups of students better. Provide professional development for teachers to help with understanding and building relationships with the students and their families. Identify specific individuals to ensure documentation that student progress is consistent with rewards and ensure that the staff understands purpose and value of the system.</p> <p>July: Continue ASSIST Recess Mentor partnership for work with students during their recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. Set to begin 7/2025 and run two days a week until 3/2026. Paid for by EGUSD.</p> <p>July/August: Reteach student expectations on campus through beginning of the year PBIS Kickoff assemblies, classroom visitations by admin, and morning announcements reminders highlighting the Falcon Five.</p> <p>July - June: Support PBIS Program by providing positive signage</p> <p>August: Initiate monthly PBIS committees for both Tier I and Tier II. School administration will continue to use Restorative</p>	<p align="center">Progress Monitoring</p> <p>1) The effectiveness of this will be seen in positive staff feedback to Educational Equity courses, decrease in discipline referrals and MTSS referrals for behavioral concerns.</p> <p>August - June: Administration will share suspension data with staff, monthly. Goal to maintain our less than 2% suspension rate.</p> <p>March - April: Teachers will administer the Perspective survey to all students in grades 3-6 with a goal of 100% student participation rate.</p> <p>April: Administration will give the Perspective survey with the expectation of 100% participation.</p> <p>May - June: Administration will provide the Perspective survey to parent community with a goal of 90% participation rate.</p> <p>June: Data from Perspective surveys for parents, students, and staff will be reviewed and shared with parents, students and staff by the Principal.</p> <p>March - April: Our PBIS Teams (Tier I and Tier II) will complete our annual TFI and will share the data with our staff, parents, and SSC.</p> <p>October - June: SOAs and Administration will monitor daily student attendance and give feedback to progress of students of concern.</p>	<p align="center">Evaluation</p>

<p>Practices when working with students. Teachers will be encouraged to utilize Community Circles/Morning Meetings each week.</p> <p>PBIS Tier II team will monitor academic, behavioral, and socio-emotional progress through the use of data at bi-weekly PBIS Tier II meetings and will report updates at each subsequent Staff meeting.</p> <p>March - June: School Climate Surveys to parents, staff, and students will be distributed by the Principal.</p> <p>March: PBIS Tiered Fidelity of Implementation for Tier I and Tier II will be calculated by the administration of the TFI by the PBIS team.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>		
--	--	--

Funding Sources for District Goal 3 (DEV - LCAP ID: 759)		
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)	0	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

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: 8741) (DTS: 02/13/25)

Increase opportunities for parents and families to participate in school-wide events by focusing on new families and parent groups who traditionally do not attend school functions such as: SSC, ELAC, PTO general meetings, PTO events, Parent Workshops, SST, BTSN, Open House, Carnival, Auction, and Friday Falcon assemblies. Looking to increase current levels of parent participation as we are opening back up to Pre-COVID expectations where attendance at family events was high. Looking to raise grade level Parent Workshops from previous average of 20 participants to 30 or more, Attendance at SSC, ELAC and PTO meetings to be more than just council and executive board members (at least 10 more attendees per meeting). SEL Coordinator outreach to families explaining SEL Club mentorship being provided from Intermediate student members to primary students.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8741) (DTS: 02/13/25)

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 adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p>1) Publicize all school wide events via email, Remind Talking Points, flyers, newsletters, marquee, morning announcements, Synergy, Facebook, Twitter and Foulks Ranch website. Follow up communications with personal calls to targeted populations. Family curriculum nights (ie.SEL, Cultural Responsiveness, Literacy, Math) for hands-on opportunities.and family exposure to experts in designated fields. Food and drink provided to entice more attendance. Teachers timesheeted to attend family nights. Contracts and services for outside compancies such as Sierra Nevada Journeys - STEM Nights, and others not determined as of yet.</p> <p>Use of Parent Liason with new families and classroom transitions.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p> <p><u>Certificated Timesheets - Supplemental</u> \$1500</p> <p><u>Classified Timesheet - Supplemental</u> \$31,000</p> <p><u>Materials/Supplies/Equipment - Supplemental</u> \$1500</p>	<p>July - June</p> <p>1) Effectiveness of parent outreach will be measured by increased scores from families on culture and climate survey surveys, increased attendance logs at events and comment card feedback data.</p> <p>Monitoring of sign-in sheets will be done at all events throughout the year by admin to assist in determining the subgroups with the lowest attendance and reaching out to increase awareness and participation. This will be done by personal communication (phone calls, email, and in-person communication)</p>	

Contracts/Services/Subscriptions - Supplemental
\$3500

Action 4.1.2 (SiteGoalID: 8741) (DTS: 04/14/25)

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) Support Parent Teacher Home Visit Project - district funds will be used to provide training/hourly compensation for staff to conduct home visits. Participate in workshops that support family engagement.</p> <p>In 24-25 Foulks Ranch staff conducted 40 home visits. A goal of at least 50 home visits for the 25-26 school year has been set.</p> <p>There are currently 33 Foulks Ranch teachers who have been fully trained to conduct home visits and Foulks Ranch has a goal of at least 40 teachers to be trained by end of 2024-25 school year.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <p>July - June</p> <p>1) Effectiveness will be measured by amount of participating teachers and feedback from parents post-visit. Site Coordinator monitor participation and assist with visits and promote the trainings for those teachers who still need to be cleared to conduct the visits.</p>	<p>Evaluation</p>

Action 4.1.3 (SiteGoalID: 8741) (DTS: 04/14/25)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <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? 	Data Collection & Evaluation <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) Support SEL Coordinator to expand the use of Second Step access and use for all grade levels. Provide staff development in class services/support, and supplemental materials to support mindful practices. Increase usage of Second Step curriculum from current status (24-25) of 14% of staff accessing online curriculum to over 50% of staff in (25-26) accessing Second Step lessons throughout the school year. Increase from 24 Second Step lessons taught schoolwide to 50 for 25-26 school year.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p> <p><u>Materials/Supplies/Equipment - Supplemental</u> \$1000</p>	<p>Progress Monitoring</p> <p>July - June</p> <p>1) Effectiveness of focus on Second Step curriculum at Foulks Ranch will be seen in student, staff and parent survey results. It will also be seen through analyzing Tier II data and MTSS referrals.</p>	<p>Evaluation</p>

Site Goal 4.2 (SiteGoalID: 9201) (DTS: 04/14/25)

Foulks Ranch looks to increase overall attendance percentage from 93.4% in 24-25 to 98% in 25-26 and to decrease overall chronic absentee percentage from 20% in 24-25 to 15% or below in the 25-26 school year. Chronic Absenteeism performance level (RED) for our American Indian, Pacific Islander, and LTEL will improve by 20% and move from Red to at least Orange.

Action 4.2.1 (SiteGoalID: 9201) (DTS: 04/14/25)

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 adapt/adopt/abandon?
<p>Action Plan</p> <p>1) Use of Parent Nights, Teacher Home visits, parent visitations (lunch with a loved one) and playground activities to continue to build connection between home and school. Consistent daily attendance message to families stressed at these events and in home visits.</p> <p>2) Continue use of SEL Coordinator spearheading the Foulks Ranch SEL Club where Intermediate students are mentoring Primary students through difficult situations. SEL Coordinator communicating with families to share information on the mission of the club, lessons being provided and seeking feedback.</p> <p>Attendance Team to include an SOA, Admin, Teacher, Counselor, RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <p>July - June</p> <p>1) Effectiveness of increased focus on student preferred playground activities will be seen in Daily Attendance Rate increase to 95% or higher. SOA will monitor monthly attendance rates and continue with personalized incentive programs with chronically absent students. Work in conjunction with AIO officer through montly check-ins and planning time.</p> <ul style="list-style-type: none"> Attendance Tech to run the U-ATD1402 Chronically Absent Notification report bi-weekly and will share with the Attendance Team. Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community. <p>Sept, Feb, May</p> <p>2) SEL Coordinator provided trimesterly checkpoints with admin detailing participation rates and feedback from families, staff and</p>	<p>Evaluation</p>

	students. Connect data of students with attendance concerns with their participation in SEL groups to hopefully note increased attendance averages.	
--	---	--

Site Goal 4.3 (SiteGoalID: 9500) (DTS: 05/08/25)

For the 2025-2026 school year, the percentage of parents indicating effective opportunities for parent engagement will increase by 5%.

- Participation in the EGUSD Parent Perspective Survey will increase by 10% for parents/guardians of English learners.
- Parents/guardians of English learners will increase their involvement in ELAC by 5%.

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.3.1 (SiteGoalID: 9500) (DTS: 05/08/25)

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
<ul style="list-style-type: none"> • Use translated materials and interpreter services to increase parent engagement. • Encourage parent attendance by providing light refreshments and training materials for DELAC. • Provide translation/interpretation 	<ul style="list-style-type: none"> • Track attendance for parents of English learners attending ELAC and other school functions • Monitor use of technology adhering to EGUSD Translation Technology Guidance • Track the number/percentage of parents of EL students who 	

support for front office staff (e.g., Talk and Listen Kits, Pocket Talks, etc.) <ul style="list-style-type: none"> • We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. 	complete the EGUSD perspective survey	
--	--	--

Funding Sources for District Goal 4 (DEV - LCAP ID: 759)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	3500	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	\$0	\$37706	\$0	\$1500	\$39206
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$31000	\$0	\$0	\$31000
Materials/Supplies/Equipment	\$3000	\$1000	\$1000	\$2500	\$7500
Contracts/Services/Subscriptions	\$26770	\$0	\$0	\$3500	\$30270

Supplemental/Concentration (7101/0000) Total: \$107,976

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	\$9000	\$0	\$0	\$0	\$9000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1010	\$0	\$0	\$0	\$1010
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$10,010

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

Foulks Ranch Elementary (263) | 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	\$107,976	\$29,770	\$69,706	\$1,000	\$7,500	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$10,010	\$10,010	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$117,986	\$39,780	\$69,706	\$1,000	\$7,500	

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	\$117,986				

