



Elitha Donner Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Cindy Doyle

County-District-School (CDS) Code: 34673146112106

**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

Elitha Donner Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 607)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will 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.
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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?

Input for the review/analysis of the Elitha Donner 2023-2024 LCAP involved many stakeholders. Previous school year's assessment data as well as other data was analyzed during the year and stakeholder input was acquired through a variety of opportunities throughout the school year including, but not limited to:

- Title One Parent Meetings (7/17/23 & 8/17/23)
- Collaborative Leadership Meetings (8/16/23, 9/20/23, 10/18/23, 11/15/23, 12/13/24, 1/10/24,

2/14/24, 3/18/23, 4/10/24, 5/8/24, & 6/12/24)

- School Site Council Meetings (9/28/23, 11/13/23, 3/28/24, 11/30/24, & 5/23/24)
- ELAC Meetings (9/28/23, 11/9/23, & 5/2/24)
- EGUSD Parent, Staff, and Student Surveys - Spring of 2024
- Staff Site Survey - Spring of 2024

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we integrated into our LCAP for the upcoming year. Based on our academic data review, parents and other stakeholders encouraged all actions to support the mitigation of academic deficiencies such as supplemental resources, parent trainings, teacher trainings, and Extended Day tutoring. Staff expressed a concern regarding supports for our students with ongoing behavioral issues. Our PBIS Tier I and II/III teams met to further discuss Tier I, II, and III supports that can be put into place to support our students.

Resource Inequities (ATSI 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.

Elitha Donner is not an ATSI and CSI designated school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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

Site Goal 1.1 (SiteGoalID: 7205) (DTS: 12/13/23)

Overall English Language Arts (ELA) scores will increase from 43% to 48% of our students meeting or exceeding standards of CAASPP.

Subgroups in Very Low Category for ELA:

- Students with Disabilities will move from 12% meets or exceeds standards to 15%

Subgroups in the Low Category for ELA:

- African American students will move from 34% meets or exceeds standards to 37%
- EL students will move from 17% meets or exceeds standards to 20%
- Socio-Economically Disadvantaged students will move from 32% meets exceeds standards to 35%

Metric: A-G Completion - Percent of Graduates
Completing A-G Requirements

Action 1.1.1 (SiteGoalID: 7205) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. August - June: Academic Intervention Teacher (AIT)/Intervention Support (Certificated Substitute) will utilize small group instruction in grades Kindergarten through grade six to provide targeted intervention for students who are not meeting grade level standards in English Language Arts. Title I - Certificated Timesheets: \$20,300</p> <p>2. July - August: AITs, Instructional Coaches, Administration, and Teachers will work collaboratively to determine which students will qualify for AIT</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">• AITs will create and share a Progress Monitoring Plan which will include formative assessments that will be used and dates of administration. This information will be shared with our teaching staff.• AITs and Teachers will meet on predetermined dates, during PLC time, to discuss progress made by each student receiving AIT support and students who should be transitioned out of and into the AIT support.• Articulation Meetings including Grade Level PLC	<p>Evaluation</p>

services based on the district's AIT Guidelines. AITs will create a schedule.

3. **July - August:** AITs and Grade Level Teams will analyze data and determine which students will receive Tier II Reading instruction, in class, during Independent Work Time.

4. **August - September:** AITs will create and share a Progress Monitoring plan which includes the formative assessments that will be used and dates of administration.

5. AITs and Teachers will meet on predetermined dates, during PLC time, to discuss progress made by each student receiving AIT support and students who should be transitioned out of and into the AIT support.

6. Extended Day Tutoring will be provided to students who are not meeting ELA or Math grade level standards based on Teacher's interest and ability to provide this after school support. Grade Level PLC teams will determine who will be invited based on need and will collaborate to create a plan including:

- Intervention resources and strategies used including SIPPS, LETRS, and/or REWARDS.
- Progress Monitoring assessments and dates to administer.
- Teachers will engage in ongoing collaboration regarding student progress in the Extended Day program.
- Teachers will share student progress with students' parents/guardians.

Title I - Certificated Timesheets: \$20,458

7. Purchase intervention materials and resources to support classroom instruction (Independent Work Time, small group, and one-on-one support), Intersession (funded by the

teams, Administration, and Instructional Coaches, and AITs will be scheduled for the beginning of each trimester. Instructional Coaches will review how to pull the various reports from Illuminate and data will be analyzed in the areas of ELA and Math.

- The team noted above will also determine the progress of the following subgroups: African Americans, English Learners, Students with Disabilities, and Students who are Socio-Economically Disadvantaged. This information will be shared with our staff and our SSC.
- Admin will use FONT during classroom visits to monitor the efficacy of instructional practices and the elements of the Instructional Framework presented in DEI Modules 1-3. This data will be shared with our staff and our SSC.

district), and Extended Day Tutoring. Title I - M/S/E: \$10,000 for Teacher Allotments 8. August - June: District funded Kindergarten/First grade push-in during Independent Work Time to support students who are struggling to meet ELA grade level standards.		
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Action 1.1.2 (SiteGoalID: 7205) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. June - July: Staff will have the opportunity to attend AVID Summer Institute in Anaheim, CA, and monthly professional development through SCOE. Title I - Certificated Timesheets: \$5,000 2. Provide necessary resources and supplies to support Site AVID Goals. Title I - M/S/E: \$1,000 3. July - June: Staff will continue to work on district DEI training around the Instructional Framework and Equity. All staff who work with students instructionally have attended all three Instructional Framework	Progress Monitoring <ul style="list-style-type: none"> • Progress towards our Site AVID goals will be evaluated at our regularly scheduled Site AVID Team meetings, PLCs, Staff Meetings, and during our bi-yearly AVID District Team Walk Throughs. • DEI Training progress will be monitored by Administration through the DEI Progress Monitoring Tool. • District Required Common Assessment data will be analyzed at Grade Level PLC meetings and at Trimesterly Articulation Meetings. • SMART Goals data will be analyzed and monitored at our Trimesterly Articulation Meetings. 	Evaluation

Modules. They will also have Choice examples including, but not limited to:

- Exploring other Cultures
- Grading for Equity
- Deep Dives into Instruction
- Data for Equity

4. Staff will receive consultation and Professional Development from district and outside sources in the following areas:

- Equity (debrief sessions led by our Equity Coach and MTSS Counselor)
 - Ongoing training provided by our Equity Coach: Responsive Classroom approach to Positive Time-Outs, Calming Corner, and Buddy Rooms
 - Trauma-Informed Instruction
 - SEL - Second Step - Ongoing training and collaboration
 - Continued training and coach support with SIPPS and REWARDS
 - Common Core and District Standards
 - Continued follow-up and support for HQI (Instructional Framework - Modules 1-3) from Instructional Coaches and Administration
- Title - Contracts: \$25,000 for SIPPS**

5. Release time will be provided for administration of required assessments and Grade Level PLC Articulation Days (Analyze District Required Common Assessment Data through Illuminate, review progress made towards previous Trimester's SMART Goals, establish new Trimester SMART Goals, and complete Data Cycle Template - facilitated by Instructional Coaches), additional days to analyze data, and Planning Days to create short-term and long-term curricular plans for the upcoming school year.

Title I - Certificated Timesheets: \$40,542

6. Purchase supplies, resources, and copying/replacement of supplemental resources to

- Technology software program usage will be monitored by Administration and student progress within each program will be monitored by classroom teachers.
- Surveys will be given to teachers regarding the use and the benefits of each of the technology software programs in the spring of 2025.

<p>support student learning and proficiency of CCSS. Supplementary Concentration - M/S/E: \$23,991</p> <p>7. Purchase necessary supplies and technology software to support student learning and proficiency with CCSS from district approved lists. Programs include, but are not limited to:</p> <ul style="list-style-type: none"> - Accelerated Reading - Core Lexia - Reflex Math -Generation Genius <p>Supplemental Concentration - Contracts: \$50,000</p>		
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Action 1.1.3 (SiteGoalID: 7205) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. Each grade level will receive \$1,500 to use towards the cost of academic field trips. These field trips will enhance and extend our students' learning. Supplemental Concentration - Contracts: \$10,500</p> <p>2. Increase VAPA experiences for students within the classroom, during unstructured times, and through assemblies. Purchase any necessary supplies and</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Secretary and Principal will monitor the use of the \$1,500 per grade level spent on academic field trips. • 	<p>Evaluation</p>

equipment to support these experiences and opportunities.
Supplemental Concentration - Contracts: \$5,000 & M/S/E: \$2000

Action 1.1.4 (SiteGoalID: 7205) (DTS: 12/13/23)

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. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. August - June: Extend allotted Librarian hours, as needed, to maintain the usage of the library and provide adequate time to process and reshelve our new, updated library books. Title - Classified Timesheets: \$10,000</p> <p>2. August - June: Increase library and classroom library books to include multicultural, SEL, and leveled books. Additional book options, at various levels, will lead to an increase in Accelerated Reading tests taken. Supplementary Concentration - M/S/E: \$20,000</p> <p>3. Two Book Fairs (fall and spring) will be held during the school year to increase the number of new library books added to our library.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • June: Librarian will provide a report stating the number of new library books that were added to our Library specifying increases in multicultural, SEL, and leveled books. This data will be shared at the Winter SSC meeting. 	<p>Evaluation</p>

Site Goal 1.2 (SiteGoalID: 7208) (DTS: 12/13/23)

Provide interventions and supports for English Learners to increase English proficiency. Increase our ELPI score of 41% to 45% as we work towards the district goal of 55%. Increase of percentage of EL students who reclassify from 14% to 15% to reach the District Goal of 15%.

Metric: A-G Completion - Percent of Graduates
Completing A-G Requirements

Action 1.2.1 (SiteGoalID: 7208) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. August - September 21 (or within 30 days after an EL student arrives on campus): Initial ELPAC assessments, under the direction of a certificated time-sheeted teacher, will be completed. EL Supplemental - Certificated Timesheets: Total of Action Items 1 & 7: \$8,000</p> <p>2. August - June: EL Coordinator will assist with the following: Identification/placement of EL students, reclassification process, EL/RFEP monitoring, and support for ELAC meetings. EL Supplemental - Certificated Timesheets: \$1,000 Stipend</p> <p>3. September - June: Based on updated ELPAC data, additional supports may be provided through our AIT and/or Extended Day Tutoring.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">• August 10: Teachers will submit their schedule for designated ELD instruction.• October: The Vice Principal will state Dashboard data to determine our current percentage of EL students redesignated as English proficient.• October: The Vice Principal will use state Dashboard data to determine our EL students' overall progress toward English language proficiency.• October - April: Vice Principal will keep attendance records and Minutes of all ELAC meetings.• September - June: Based on updated ELPAC data as well as common grade level assessment data, teachers, Instructional Coaches, and Administration will determine the need for additional	<p>Evaluation</p>

**EL Supplemental - Certificated
Timesheets: \$3,000**

4. **September - June:** Purchase any materials/supplies necessary to support ELAC meetings and Extended Day working with EL students.

**EL Supplemental - M/S/E:
\$3,989**

5. **October:** EL Coordinator and VP will hold an ELAC Meeting to review and revise the site LCAP and explain funding sources.

6. **December:** EL Coordinator and VP will hold an ELAC Meeting to develop school-wide Needs Assessment patterns and implications for our LCAP.

7. **February 1 - May 31:** ELPAC Summative Assessments will be given to all EL students.

**EL Supplemental - Certificated
Timesheets: Total of Action
Items 1 & 7: \$8,000**

8. **February:** EL Coordinator and VP will hold an ELAC Meeting to submit site specific needs to the SSC for consideration in next year's site LCAP.

9. **April:** EL Coordinator and VP will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our students who have been redesignated a English Proficient.

10. Ongoing support for ELD, EL strategies across all content areas, individualized needs/supports for EL students, etc. will be offered and provided by our EL Coach. Support will be provided via Staff Development, Grade Level PLC meetings, and on an individual basis.

supports and materials for AIT and/or Extended Day.

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Site Goal 1.3 (SiteGoalID: 7843) (DTS: 04/29/24)

Instructional Framework Goal: Implementation of effective Learning Targets will increase from 65.4% to 70% by the end of the school year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- FONT implemetation data will increase from 15.6% to 40%.
- Student survey data regarding whether their teacher explains what they will be learning and why will increase from 81.2% to 84%.
- Student survey data regarding whether their teacher reminds them throughout the lesson of what they are supposed to be learning about will increase from 70.4% to 75%.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.3.1 (SiteGoalID: 7843) (DTS: 04/29/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. August - June: Continue to provide ongoing Professional Learning and instructional support from our Instructional Coach and Administration on the topic of Learning Targets.</p> <p>2. August - June: Increase</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Review FONT data at the end of each trimester to evaluate the level of Learning Target implementation. • Share and discuss trimester FONT data with the Leadership Team. 	<p>Evaluation</p>

<p>FONT walkthroughs by both administrators with a targeted focus on Learning Targets.</p> <p>3. August - June: Email teacher feedback after each FONT walkthrough to support teacher growth in the area of Learning Targets.</p> <p>4. August - June: Instructional Coach and Administrators will visit PLC meetings to check in on the process of using Learning Targets, answer questions, and offer support.</p>	<ul style="list-style-type: none"> Review district survey data once released to determine progress made towards Site Goal 1.3 noted above. 	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 607)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	86300	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	10000	Classified- Timesheets
Title I – Basic (4900/3010)	25000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	11000	Materials/Supplies/Equipment
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)	65500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	45991	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	12000	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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	3989	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7210) (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 2.1.1 (SiteGoalID: 7210) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>1. August, December, February, and June: Teachers will administer Grade Level Common Illuminate Assessments to all students within the District Assessment Window. Administrator will assist by reminding teachers of the assessment windows.</p> <p>2. Upon completion of the Illuminate Assessments, Grade Level PLC Teams will meet to review and analyze data. The team will determine which students are in need of additional assessments at that time. This plan will be reflected in their PLC notes which are shared with the Principal.</p> <p>3. Instructional Coach support is available to support administration of assessments, pulling data reports, and analyzing data.</p>	<ul style="list-style-type: none"> • August, December, February, and June: Principal will pull Illuminate reports to ensure that at least 95% of eligible student have taken the Illuminate Assessments. • Upon completion of the Illuminate Assessments, Grade Level PLC Teams will meet to review and analyze data. The team will determine which students are in need of additional assessments at that time. This plan will be reflected in their PLC notes which are shared with the Principal. 	

Site Goal 2.2 (SiteGoalID: 7798) (DTS: 04/20/24)

Implementation of effective formative assessment will increase from 59% to 65% by the end of the year as measured by the Teaching and learning Program Implementation Continuum (PIC) *Laguna Regional Goal

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7798) (DTS: 04/20/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome?

	<p>data?</p> <ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>1) School-wide goal on annual Goals and Objectives Conference will be 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>2) Teachers will receive PD from instructional coach on using formative assessment to provide differentiation in new math program at staff meeting</p> <p>3) Teachers will plan for differentiation opportunities using program and teacher made assessments at PLC meetings</p> <p>4) Administrators will give feedback on formative assessment practices in walk-through observations using the font</p>	<ul style="list-style-type: none"> Student survey data regarding whether their teachers knows when they do not understand something will increase from 65% to 70%. This data will be collected when the Student Perspectives Survey data is released. The data will be shared with the School Site Council and Donner Staff when we meet to Evaluate our Current Year's LCAP. Teachers survey data regarding grouping and regrouping based on formative assessment will increase from 69% to 70%. This data will be collected when the Student Perspectives Survey data is released. The data will be shared with the School Site Council and Donner Staff when we meet to Evaluate our Current Year's LCAP. FONT implementation will increase from 22% to 50%. This data will be collected when the FONT data is released. The data will be shared with the School Site Council and Donner Staff when we meet to Evaluate our Current Year's LCAP. 	

Funding Sources for District Goal 2 (DEV - LCAP ID: 607)

Funding Source	Amount	Description of Use
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Title I – Basic (4900/3010)	<input type="text" value="0"/>	Certificated- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Certificated- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Materials/Supplies/Equipment



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



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



District Strategic Goal 3:

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: 7206) (DTS: 12/13/23)

PBIS Fidelity Implementation

Implement School Wide (SW) Positive Behavior Interventions and Supports (PBIS), understanding Social Emotional Learning, and Culturally Responsive Practices. **Tiered Fidelity Implementation scores in Tier I will increase from 90% to 93% and Tier II will increase from 92% to 95%.**

Overall Student Climate Survey

Results for 2023-2024:

- All: 72%
- African Americans: 75%
- Hispanic: 74%
- EL: 69%
- Two of More: 72%
- SWD: 66%
- SED: 70%

Goals for 2023-2024 will be:

- to increase our Overall Student Climate Results from 72% to 75%, working toward our District Goal of 80%.
- to increase Overall Student Climate Results data for our SWD from 66% to 70%.

Student Climate Survey in the area of Safety

Goal for 2024-2025 will be to increase our Student Climate Results in the area of Safety from 63% to 67%, working towards our District Goal of 80%.

Suspension Data

Maintain less than 2% suspension rate for all subgroups and reduce disproportionality in suspension rates. The District Goal is to maintain a suspension rate below 3.5%.

Metric: Cohort Graduation Rate

Action 3.1.1 (SiteGoalID: 7206) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • Filipino • Foster Youth • Hispanic or Latino • Native Hawaiian or Pacific Islander • School-wide • SWD • White

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. July - August: Explicitly teach PBIS student expectations using the Responsive Classroom Interactive approach. Students will attend a PBIS Kick-Off Assembly per grade level facilitated by Administration.</p> <p>2. July - June: Support the PBIS program by providing positive signage, acknowledgment certificates, WAVE cards, and incentives. PBIS: \$1,000 & Supplemental Concentration - M/S/E: \$6,000</p> <p>3. August - June: Hold monthly PBIS Tier I and Tier II/III meetings to review data, RFAs, and discuss student progress/support/next steps. Deliberately and intentionally analyze current policies and procedures to understand the marginalizing of individual or groups of students.</p> <p>4. September - June: Provide teacher release time to attend full day PBIS Tier I meetings to review data and collaborate on ways to further provide Tier I supports, Anti-Bullying Lessons, SEL, Restorative Practices, etc. to our students. Supplemental Concentration - Certificated Timesheets: \$4,000</p> <p>5. July - June: Provide structured recess support through the outside provider, ASSIST. Title I - Contracts: \$90,000</p> <p>6. July - June: Provide</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> August - June: Synergy Behavior Incident data will be shared and analyzed at monthly PBIS Tier I meetings as well as the three full day meetings. Review Suspension data, by subgroup to monitor disproportionality. September - June: Synergy Behavior Incident data will be shared at Staff meetings four times throughout the year. The staff will discuss the results and collaborate on ways to improve PBIS Tier I supports. March - April: Teachers will administer the Student School Climate Survey to all students in grades 3-6, with a goal of growing from 72% to 75% or higher in overall favorable responses and from 63% to 67% in the area of Safety. March - June: Data from our School Culture Surveys for parents, students, and staff will be reviewed and shared with parents, students, and staff by the Principal. March - April: Our PBIS Teams (Tier I and II/II) will complete our annual TFI (Tiered Fidelity Implementation) and will share the results with the staff, parents, and SSC. Our goal is to have our Tier I Fidelity score increase from 90% to 93% and our Tier II Fidelity score increase from 92% to 95%. 	<p>Evaluation</p>

continued support and debriefing sessions for DEI trainings around Equity during Staff Meetings and PLCs.

7. July - June: Provide continued support, trainings, and collaboration time for SEL curriculum (Second Step), Responsive Classroom, Restorative Practices, and Trauma Informed Instruction during Staff Meetings, Professional Development, and PLCs. Support will be provided by our Equity Coach, MTSS Counselor, and MHT. Individual and grade level support will be available, as needed.

8. July - June: Continue to encourage and monitor the implementation of daily Morning Meetings and the SEL curriculum (Second Step).

9. July - June: Continue to review and revisit our TFI for Tier I and Tier II at our PBIS Tier I and Tier II meetings as we strive to reach our Tier I and Tier II fidelity goals.

- **By April:** The percentage of Second Step Lessons taught will increase from 57% (April of 2024) to 75% in April of 2025.

Funding Sources for District Goal 3 (DEV - LCAP ID: 607)

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)	90000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	6000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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

Site Goal 4.1 (SiteGoalID: 7207) (DTS: 12/13/23)

Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families. Parent Survey scores in the areas of being provided opportunities for parent involvement is 95 % with a District Goal of 88%.

Our goal for 2024-2025 will be to maintain a 95% of parents' feelings of involvement on the School Climate Parent Survey.

Our lowest subgroup score in this area is 88% for our parents of Student with Disabilities.

Our goal for 2024-2025 will be to maintain 88% for our SWD's parents' feelings of involvement on the School Climate Parent Survey.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7207) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. July - June: Increase school-wide family and community engagement events and opportunities such as:</p> <ul style="list-style-type: none"> • Back to School Night • Title I Meetings • Coffee Chats with the Principal • Parent/Teacher Conferences • *STEM Family Nights (two events) • Trunk-or-Treat Family Event • EL Write Nights 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • July - September: After the first six weeks of all tracks beginning, Administration will review and document the data regarding Home Visits and teachers who were time-sheeted for parent conferences. Administration will get feedback from Leadership and/or all staff at a Staff Meeting regarding the effectiveness of this Action Plan. 	<p>Evaluation</p>

- Families invited to Rallies such as:
 - Constitution Day Rally
 - Multicultural Fashion show Rally
- Career Day (to support AVID site goals)
- *Silent Disco Event - during the day and as an after school INCLUSIVE family event
- Eat Lunch with Your Child Family Picnic (at least one)
- Open House
- Five Star Family Celebration

*Contracts Required

Title I- Contracts: \$6,542

2. Provide the necessary materials, certificated and classified staff support, supplies, and resources to support the above-noted family events.

Supplemental Concentration

- M/S/E: \$2,000

- Certificated Timesheets: \$1,500

- Classified Timesheets: \$500

Title I

-M/S/E: \$2,000

3. **August - June:** Grade Level Parent Universities to provide parents with information and strategies to best support their child at home. Provide materials and resources to support these events. Teachers will be time-sheeted if Parent University is scheduled after contract hours.

Supplemental Concentration

- Certificated Timesheets:

\$1,000

- M/S/E: \$1,000

4. Utilize our FACE Family Liaison to make phone calls and send Talking Points to personally invite our EL families to family events.

5. Utilize our Bilingual Teaching Associate to support our Farsi students and families.

6. Support home-to-school communication by providing communication materials such as

- **July - June:** For events and meetings with Attendance Sheets, those will be kept for ongoing monitoring of parent participation at these events from school year to school year.
- **March - June:** Data from our School Culture Surveys for parents, students, and staff will be reviewed and shared with parents, students, and staff by the Principal.
- **July - June:** Announcements of events and pictures after each event will be posted on our school's Facebook page by PTA and our staff member who chose that job as an Adjunct Duty.

Agendas, Communication
Folders, Binders, etc.

Supplemental Concentration
- M/S/E: \$3,600

7. Provide materials such as
personalized certificates and
awards to support Awards
Assemblies, which families are
invited to attend. **Supplemental**
Concentration - M/S/E: \$2,000

7. Offer Home Visit trainings to
staff and compensate (time-
sheet) those who conduct Home
Visits. **(District)**

8. Encourage teachers to meet
with *all* students' parents some
time within the first month (up to
six weeks) of school to help
establish a positive relationship.
This can be done through a Home
Visit noted above or a scheduled
conference. Primary teachers will
be compensated for up to 15
hours, and Intermediate teachers
will be compensated for up to 18
hours of off-contract
conferencing. **Supplemental**
Concentration - Certificated
Timesheets: \$11,000

9. The Laguna Region of
Elementary Schools will offer the
series of Setting Limits Parent
classes to their parent
communities. **Supplemental**
Concentration - Contracts:
\$3,000

Site Goal 4.2 (SiteGoalID: 7209) (DTS: 12/13/23)

Our goal is to decrease chronic absenteeism rates for ALL students, but with a focus on the following subgroups:

- In 22/23, 32% of our students were chronically absent. **Our 2024-2025 overall goal is to decrease chronic absenteeism to 25%.**
 - **African Americans - Decrease from 41% to 35%**
 - **Socio-Economically Disadvantaged from 36% to 30%**
 - **Students with Disabilities from 44% to 40%**

Action 4.2.1 (SiteGoalID: 7209) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ol style="list-style-type: none">1. August: Communicate to families, in multiple ways, our attendance policy and why it is important to attend school.2. August - June: Adhere to school policy as outlined in the District Handbook for tracking and monitoring absences via the SARB process.3. August - June: Personal phone calls home and/or Talking Points messages will be sent from our office staff after two days of absences not accounted for. All contacts will be logged into Synergy.4. August - June: Our FACE Liaison will be asked to review our list of chronically absent students so that she can make personal calls home. She will ask if any supports are needed and share the negative implications absenteeism has on student learning.5. September - June: Teachers will reach out to the Principal when they have a student who is chronically absent and/or whose	<p>Progress Monitoring</p> <ul style="list-style-type: none">• July - June: SOAs, teachers, and Administration document attendance communication on Synergy.• August - June: SOA will share attendance rates with Administration, broken down into subgroups, after each Attendance Accounting Review.• August - June: Share the above-noted attendance data with SSC, the Leadership Team, and the PBIS Tier I Team to use as we work on our Continuous Improvement Plan.• September - June: Share attendance data with the staff at Staff Meetings when behavior data is being shared.	<p>Evaluation</p>

absences are negatively affecting their learning and growth. Principal will either call or home or will attend the Parent/Teacher conference to talk with the parents/guardians about the negative impact the absences are having on their child's learning. When RFAs are submitted and attendance is noted as an issue, the same process will be followed.

6. **September:** Leadership Team will create an attendance incentive program with rewards.

Supplementary Concentration - M/S/E: \$1,000

7. At the **beginning and middle of the school year**, articles will be sent home by the Principal through the Weekly Updates regarding the negative impact of excessive tardies and absenteeism on their child's learning.

8. Include research-based information in presentation such as Back to School Night, ELAC Meetings, and Parent Universities. Share schoolwide data and concerns.

9. Share the work that has been done through the Continuous Improvement Process to our Chronic Absenteeism issue with either our Leadership Team or PBIS Tier I Committee. Revise or add to the Action Steps.

10. Provide Professional Development for teachers and support staff focused on SEL (Morning Meetings, Responsive Classroom, Restorative Practices, Trauma Informed Instruction, etc.) to ensure a warm, welcoming environment is being offered to our students.

11. Continue to review and improve our MTSS process so that students are receiving the appropriate supports, modifications, and adaptations.

With these in place, they feel safe and successful at school.

Funding Sources for District Goal 4 (DEV - LCAP ID: 607)

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)	6542	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	2000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	13500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	9600	Materials/Supplies/Equipment
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)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

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	\$86300	\$0	\$0	\$0	\$86300
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$10000	\$0	\$0	\$0	\$10000
Contracts/Services/Subscriptions	\$25000	\$0	\$90000	\$6542	\$121542
Materials/Supplies/Equipment	\$11000	\$0	\$0	\$2000	\$13000

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	\$0	\$4000	\$13500	\$17500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$500	\$500
Contracts/Services/Subscriptions	\$65500	\$0	\$0	\$3000	\$68500
Materials/Supplies/Equipment	\$45991	\$0	\$6000	\$9600	\$61591

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$12000	\$0	\$0	\$0	\$12000
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$3989	\$0	\$0	\$0	\$3989

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.

Funding supports intervention teachers and para-educators, teacher collaboration, professional development opportunities (PLC), and release time to benefit all students.

Funding supports SWPBIS to benefit all students

Funding supports parent involvement opportunities to benefit all students.

V. Funding

Elitha Donner Elementary (242) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$230,842	\$132,300	\$0	\$90,000	\$8,542	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$148,091	\$111,491	\$0	\$10,000	\$26,600	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$15,989	\$15,989	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,922	\$259,780	\$0	\$100,000	\$35,142	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$230,842	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$164,080	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Cindy Doyle	_____	_____
School Site Council Chairperson	Paul Harper	_____	_____
EL Advisory Chairperson	Ahmad Khoshgowar	_____	_____