



Elk Grove Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Jill Jones

County-District-School (CDS) Code: 34673146033047

**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

Elk Grove Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 609)

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?

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2023-2024 school year. Our PBIS Team met weekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress

towards our goals.

Our English Learner Coordinator met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Elk Grove Elementary's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Elk Grove Elementary Grade Level Leadership Team Meetings on 8/24/23, 9/21/23, 10/19/23, 11/30/23, 12/7/23, 1/11/24, 2/22/24, 3/29/24, 4/26/24, 5/24/24
- School Site Council on 10/6/23, 12/14/23, 1/11/24, 4/27/24, 5/20/24
- ELAC on 10/13/23, 12/08/23, 2/23/24, 5/18/24
- Staff meetings on 8/9/23, 9/7/23, 10/5/23, 11/2/23, 12/14/23, 1/25/24, 2/8/24, 3/8/24, 4/12/24, 5/10/24
- Staff Survey in April 2024
- EGUSD Parent, Staff and Student Surveys Fall 2023 Spring 2024
- Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

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 were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following items were discussed and considered for our 2024-2025 LCAP goals :

- During a discussion with the School Site Council on January 11, 2024 we discussed goal setting and how the projected increase in test scores was determined. The team decided to set high expectations of growth for all categories of students.
- During a Leadership Meeting teams discussed the appropriateness of using Illuminate data as pre and post markers for grade level SMART goals. After consulting with CPL the idea of using a different pre-assessment that would more closely align to the summative, trimester assessment data provided by the District.

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.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 1:

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

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: 7220) (DTS: 12/13/23)

Overall English Language Arts (ELA) scores will increase from 18.2 points above standard to 25 points above standard. Overall, Math scores will increase from 6 points below standard to 5 points above standard.

Standards Not and Nearly Met Categories:

- African American students will increase ELA scores from 6.5 points below standard to 5 points above standard.
- African American students will increase Math scores from 47.9 points below standard to standard met increasing by 47.9 or more points.
- EL learners will increase Math scores from 43.3 points below standard to standards met (increase of 43.3 or more points).
- Socioeconomically Disadvantaged students will increase from 18.5 points below standard to 2 points above standard in ELA.
- Socioeconomically Disadvantaged students will increase from 43.5 points below standard to standard met (increase of 43.5 points).
- Students with disabilities will increase ELA scores from 73.4 points below standard to standards met (increase of 73.4 points)
- Students with disabilities will increase Math scores from 81.2 points below standard to standard met (increase of 81.2points).

These students will be targeted for academic intervention and tutoring services. In addition, we will utilize our instructional coaches to help with strategic interventions as well.

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

Action 1.1.1 (SiteGoalID: 7220) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">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 style="text-align: center;">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?
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<p style="text-align: center;">Action Plan</p>	<p style="text-align: center;">Progress Monitoring</p>	<p style="text-align: center;">Evaluation</p>
<ol style="list-style-type: none"> <u>August-May</u>: Academic Intervention Teachers will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 2nd students not meeting grade level standards in ELA. Particular attention and assistance will be paid to our African American, English Learners, Hispanic and Students with Disabilities. <u>August 15</u>: The Intervention Committee will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. This criteria will be shared with teachers and parents. <u>September 1</u>: AITs identify students in need of academic support based on Illuminate Data, Fountas & Pinnell Benchmark Assessments and Letter Grades in Reading. <u>September 1</u>: AITs are to communicate with teachers in order to receive teacher input on students slated to receive intervention. <u>September 1</u>: AITs will meet to determine the frequency of progress monitoring and the assessments to be used for progress monitoring. <u>September 9</u>: AITs and Teachers determine schedules for intervention students. <u>September 9</u>: AITs begin intervention services. <u>November 13 & March 4</u>: The Intervention Committee will meet at the end of each trimester to 	<ul style="list-style-type: none"> <u>December & April</u>: At the end of each trimester, the AITs will determine the number of students exiting the Intervention Program, based upon pre-determined exit criteria. <u>December & April</u>: The Intervention Committee (consisting of AITs, Coaches and the Principal) will analyze the following data in order to determine student progress at the end of each trimester: Illuminate Fluency Data, Illuminate ELA data, Fountas & Pinnell Benchmark Assessment Data, Letter Grades in Reading. They will apply the exit criteria and move students out of the intervention and apply the entrance criteria when accepting additional students. <u>November, March</u>: After each cycle, AITs and teachers will share the data with parents & students. <u>End of each Trimester</u>: Data will be analyzed by the Intervention Committee to determine the progress of the following subgroups: African American, English Learners, Hispanic and Students with Disabilities. 	

analyze the data and determine who will be exiting from the intervention and who will be remaining or entering.
 7. End of Each Trimester (November, March): Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.

Action 1 to 7 -Salaried

Teachers:

1.0 AIT -FTE District ESSER funding

0.6 FTE Supplemental Concentration

K-1 push in teacher and/or paraeducators from District ESSER funds (CPL).

Action 1.1.2 (SiteGoalID: 7220) (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> <ol style="list-style-type: none"> 1. <u>September - May</u>: GATE students will be exposed to enrichment activities by teachers and paraeducators teaching in our GATE Enrichment Classes after school. 2. <u>September - May</u>: GATE Coordinator will assess students in order to qualify additional GATE students. 3. <u>September - March</u>: Materials and supplies will be purchased to 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • <u>September - May</u>: The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students. • <u>December & March</u>: The GATE Coordinator will review student participation data. 	<p>Evaluation</p>

support the GATE After School Enrichment Program.

Action 1-Certificated

Timesheet:

GATE Stipend for certificated staff
Time Sheet classified and/or
certificated staff who help with
GATE program.

Action 3-

Materials/Supplies/Equipment:
various science, STEM, pencils,
paper, binders, and other student
supplies needed.

Action 1.1.3 (SiteGoalID: 7220) (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> <ol style="list-style-type: none"> 1. <u>June - August</u>: 4 staff members will have the opportunity to attend AVID Summer Institute and monthly professional development opportunities through SCOE virtually. AVID trainings will also be available through our district and count towards the DEI choice credits needed. 2. <u>August - May</u>: Teachers will daily utilize High Quality Teaching Strategies (Learning Targets & Success Criteria). 3. Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of Learning Targets and Success Criteria. Walkthroughs will be 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • <u>August - May</u>: While completing Classroom Walkthroughs, Administrators will record three student's responses to the following prompt: "<i>What are you learning today?</i>" These student quotes will be shared with the teacher. Schoolwide data will be collected and shared in order to determine if student responses become more specific to the intended learning target. • <u>October, December, February & April</u>: Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of 	<p>Evaluation</p>
<p>Action Plan</p> <ol style="list-style-type: none"> 1. <u>June - August</u>: 4 staff members will have the opportunity to attend AVID Summer Institute and monthly professional development opportunities through SCOE virtually. AVID trainings will also be available through our district and count towards the DEI choice credits needed. 2. <u>August - May</u>: Teachers will daily utilize High Quality Teaching Strategies (Learning Targets & Success Criteria). 3. Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of Learning Targets and Success Criteria. Walkthroughs will be 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • <u>August - May</u>: While completing Classroom Walkthroughs, Administrators will record three student's responses to the following prompt: "<i>What are you learning today?</i>" These student quotes will be shared with the teacher. Schoolwide data will be collected and shared in order to determine if student responses become more specific to the intended learning target. • <u>October, December, February & April</u>: Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of 	<p>Evaluation</p>

completed monthly and entered into FONT by administrators. Data will be shared with individual teachers.

4. September - May: Staff will have the opportunity to attend AVID PD opportunities through SCOE.

5. August - May: To continue our work on Diversity, Equity and Inclusion, ALL staff will select from professional development choice examples. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction, specific AVID strategies, Data for Equity, etc.

6. The AVID team and AVID coordinators will work with grade levels throughout the year to determine our site's focus and goals. AVID team members will present at montly meetings, and help disperse AVID supplies requested by grade levels.

Action 1

4 staff members to AVID summer institute covered my district AVID AVID coordinator Stipend AVID supplies \$2,200 - sinage, PD, binders, dividers, highlighters, other supplies needed to fully implement site AVID goals.

Actions funded from AVID site allocation.

implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data).

- November, January, March & May: Administrators will share Schoolwide Walkthrough Data with teachers at Staff Meetings.

Action 1.1.4 (SiteGoalID: 7220) (DTS: 04/23/24)

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 data? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working?

	<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"> How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <p>A roving sub will be hired twice per month to help with small group targeted intervention and/or help classroom teachers with interim and progress monitoring assessments throughout the year.</p>	<p style="text-align: center;">Progress Monitoring</p> <p>Student illuminate data, grade level progress monitoring assessment data. A pre and post assessment will be given to students who participate.</p>	<p style="text-align: center;">Evaluation</p>

Site Goal 1.2 (SiteGoalID: 7870) (DTS: 05/06/24)

Implementation of effective teaching strategies of active student participation will increase from 64.5% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC)

- From the student survey data, when your teacher asks questions, do you have enough time to come up with answers, our data will increase from 71.5% to 76%
- From the teacher survey data regarding current level of implementation of active participation our data will increase from 57.1% to 62% implementation
- From our Font implementation for Active Participation our data will increase from 78.3% to 83% implementation

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

Action 1.2.1 (SiteGoalID: 7870) (DTS: 05/06/24)

Targeted Student Group(s)

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">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 style="text-align: center;">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?
Action Plan	Progress Monitoring	Evaluation

Provide Professional development centered around active student participation.

- Work with AVID coaches to plan, schedule and implement Professional development for teachers on explicit instruction on Active student participation strategies
- Increase Administrator FONT walkthroughs
- Increase teacher feedback centered on active student participation

Progress Monitoring

The effectiveness of actions will be evidenced by:

- survey data collected from the student climate survey
- Staff perspective survey
- FONT data collected

Funding Sources for District Goal 1 (DEV - LCAP ID: 609)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	90000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	10000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	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)

Contracts/Services/Subscriptions

EL Supplemental (7150/0000)

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: 7221) (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: 7221) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<p>1. <u>August, October, February, May</u> Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each</p>	<p><u>August, October, February, May</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the</p>	

<p>trimester as well as help by providing reports with names of students who need to complete assessments.</p> <p>3. <u>August - May</u>: Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, Benchmark Assessments and/or grade level data.</p> <p>6. <u>August, October, February, May</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.</p> <p>7. Classroom teachers will have one release day to meet as a team to discuss students assessment data and plan for intervention and enrichment.</p>	<p>Illuminate Assessments each trimester.</p> <ul style="list-style-type: none"> • <u>August, October, February, May</u>: Teachers will access their student's Illuminate & grade level data, analyze it, and determine next steps in order to improve student learning. 	
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Action 2.1.2 (SiteGoalID: 7221) (DTS: 04/23/24)

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. 	<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>Progress Monitoring</p>	<p>Evaluation</p>

Site Goal 2.2 (SiteGoalID: 7217) (DTS: 12/13/23)

English learners require high-quality instructional programs and services based on the outcome of ELPAC administration and analysis, formative assessments, and site-based and local summative assessments with a focus on Foster Youth, LE and EL students. Through the increased frequency and quality of research based ELD practices throughout the instructional day, EL students will continue to grow in English proficiency. ELPAC data, formative assessments, and site-based and local summative assessments will be used to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students. We will also utilize our instructional coaches to help design and counsel our teachers on the most effective EL strategies. Student success will be measured by:

- EL student trimester interim assessments at each grade level will show progress toward meeting priority standards.
- ELPAC data comparison between data in 2023/2024 initial data and summative data from 2022/2023 will show student growth of a minimum of 1 level per year.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7217) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<p>• Describe your step by step plan for intervention for at-risk students.</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? 	<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 style="text-align: center;">Action Plan</p> <p><u>August 10 - September 21 (or within 30 days after a student arrives on campus):</u> Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance by our classroom teachers.</p> <p>2. <u>August - May:</u> Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law (no funding). Release days will be made available for teachers to plan for EL instruction. Funds for translation services will be</p>	<p style="text-align: center;">Progress Monitoring</p> <p>Effectiveness will be measured through the following:</p> <p>Our goal is to ensure all students are assessed according to required timelines and that an additional 13% of our EL students become reclassified. In addition, we will measure our students' overall progress towards English language proficiency by administering the ELPAC Assessment. Our goal is to have 67% or more of our EL students making progress towards English proficiency.</p>	<p style="text-align: center;">Evaluation</p>

provided for families during teacher conferences and various meetings.

3. October - February: An Academic Intervention Teacher will be utilized to assist our struggling English Learners (ELPAC 1's & 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction.

4. October: EL Coordinator (VP or certificated staff) will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources.

5. December: EL Coordinator (VP) or certificated staff will hold an ELAC meeting to develop school-wide Needs Assessment patterns & implications for our LCAP.

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

7. February: EL Coordinator (VP) or certificated staff will hold an ELAC Meeting to submit site specific needs to the SSC for consideration in the next year's site LCAP.

8. April: EL Coordinator (VP) or certificated staff will hold an ELAC meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been reclassified as English-proficient.

**Action Certificated Timesheet:
\$11,937.00**

The goal is for ELAC meetings to have 10% more attendees than the previous year.

Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction.

Funding Sources for District Goal 2 (DEV - LCAP ID: 609)

Funding Source

Amount

Description of Use

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="12000"/>	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="11937"/>	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



<p>District Strategic Goal 3:</p> <p>All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1 (SiteGoalID: 7218) (DTS: 12/13/23)

To add layers to our foundation of equitable instruction, intervention, social and emotional learning, and disciplinary practices to support improving our culture and climate with a focus on Foster Youth, LE and EL. Our goal is to increase the positive culture and climate, as well eliminate disproportionality within our disciplinary practices at students as measured by:

- RTI progress monitoring data in both academic and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2023-2024.
- Leadership, PBIS Tier 1 and Tier II meeting data to show a decrease in referrals and disciplinary practices to decrease disproportionality and support between previous and current school year when trimesters are compared.
- Schoolwide implementation of Character Strong, our district adopted Social Emotional Learning program, will decrease office referrals, MTSS behavioral and emotional referrals by 20% compared to 2023-2024.
- ASSIST recess team will help to decrease office referrals from recess by 25% as compared to recess time referrals from 2023-2024.

Metric: Cohort Graduation Rate

Action 3.1.1 (SiteGoalID: 7218) (DTS: 12/13/23)

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. 	<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-May- Decrease the disproportionality of our suspension rate by having ASSIST and R.E.C.E.S.S. Coaches work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other.</p> <p>District ESSER funds are helping to provide our school with 2 ASSIST coaches, 4 hours a day, 2 days a week. The intended purpose is to allow ASSIST to foster positive relationships with students, primarily during unstructured times (recesses and lunches), by facilitating fun activities and engaging students, especially those that tend to be disconnected or not positively</p>	<p>Progress Monitoring</p> <p>1-3. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> • Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the disproportionality in our suspension data. • Student, staff and parent surveys • Review monthly RFAs and office referrals with specifically analyzing for disproportionality in student sub groups. 	<p>Evaluation</p>

engaged during this non-instructional time.

ASSIST enhances the positive climate on campus with their character education/PBIS based curriculum that focuses on implementing inclusive games and activities. Active supervision combined with engaging activities leads to positive, long term influence.

2. **August- May-** Additional timesheet funding to support after hours training for yard supervisors on PBIS.

3. **August-May-** Teachers in all grade levels will utilize the Character Strong Social Emotional Learning program with fidelity. Monthly assemblies will be held to reinforce this program and awards based on the monthly focus will be awarded to students by their classmates/teachers.

ASSIST supported by District ESSER .

Action 3.1.2 (SiteGoalID: 7218) (DTS: 12/13/23)

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. 	<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>Additional sub yard supervisor funds to pay for them to attend</p>	<p>Progress Monitoring</p> <p>Office referral data will be analyzed for specific students who will be a</p>	<p>Evaluation</p>

PBIS meetings, trainings, and to run small structured recess groups to focus on social emotional development.	part of the structured recess group.	Feedback from teachers and Tier 2 providers on student progress.
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Funding Sources for District Goal 3 (DEV - LCAP ID: 609)

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)	7000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

Funding Sources for District Goal 4 (DEV - LCAP ID: 609)

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:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and engage family and community partners.	Students need parent, family and community stakeholders as direct partners in their education as measured by:
	<ul style="list-style-type: none"> • 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: 7219) (DTS: 12/13/23)

- Increase family attendance at family engagement events by 10% between 2023-2024 attendance and 2024-2025 attendance.
- Increased school home communication and participation results according to yearly staff and family SEL and LCAP needs surveys.
- Increase personal calls to targeted populations to invite to events and activities.
- Decrease total percentage of students who are chronically absent in each category by 10%.
 - Current Chronically Absent subgroup numbers:
 - African American 18.3%
 - Asian: 22.3%
 - English Learners: 32%
 - Hispanic: 24%
 - Two or more races: 32%
 - Socioeconomically Disadvantaged: 30%
 - Students with Disabilities: 31.6%
 - White: 21.4%

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7219) (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
<ul style="list-style-type: none"> • <u>August - May</u>: SOAs, teachers, and Administrators to document communication in Synergy. • <u>September - May</u>: Principal and VP to hold monthly meetings to award student classes for best attendance and character monthly awards. • <u>August - May</u>: Vice Principal to share attendance data with staff at monthly staff meetings • <u>August-May</u>: Personal phone calls home from teachers and/or admin regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SARB process. • <u>August-May</u>: Lunch with a Loved One- once a trimester, families will be invited to come on campus and have lunch with their student(s). • <u>August- May</u>: Hold a Multi-cultural Festival planned with staff, FACE office, and parents. • <u>August-May</u>: work with PTA to establish a 5 star family program (or something similar) to encourage more family participation. <p>FACE Funds \$1,200 We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal</p> <ul style="list-style-type: none"> • Material and supplies to host various family nights such as Art Night and Science Night 	<ul style="list-style-type: none"> • Sign in sheets • Increase family attendance at family engagement events by 10% as compared to family attendance from the 2022-2023 school year. • Decrease chronically absent students by 10% for the 2022-2023 school year. • Teacher records • Attendance monitoring • Track 5 star family program participants • <u>August - June</u>: Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal and tardy frequencies for African American, Students with Disabilities, White, Two or More and Hispanic students. Administrative team to analyze data to see if there is improvement in attendance. • <u>September - May</u>: Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee • Parent surveys, attendance at family events. 	

Site Goal 4.2 (SiteGoalID: 7908) (DTS: 05/13/24)

Increase opportunities and attendance for parents and community members to participate in school-wide events. Increase family events that are at no cost to families to attend. A multicultural event and multiple family picnic days will be planned.

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.2.1 (SiteGoalID: 7908) (DTS: 05/13/24)

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> <ul style="list-style-type: none"> • <u>August-May</u>: Lunch with a Loved One- once a trimester, families will be invited to come on campus and have lunch with their student(s). • <u>August- May</u>: Hold a Multicultural Festival planned with staff, FACE office, and parents. • <u>August-May</u>: work with PTA to establish a 5-star family program (or something similar) to encourage more family participation. 	<p>Progress Monitoring</p> <p>Parent and student surveys Family attendance at events</p>	<p>Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 609)

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)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3576	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

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	\$90000	\$0	\$0	\$0	\$90000
Certificated- Timesheets	\$0	\$12000	\$0	\$0	\$12000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$10000	\$0	\$7000	\$0	\$17000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$3576	\$3576

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	\$0	\$11937	\$0	\$0	\$11937
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	\$0	\$0	\$0	\$0	\$0

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.

This is not applicable to Elk Grove Elementary.

V. Funding

Elk Grove Elementary (252) | 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	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$122,576	\$100,000	\$12,000	\$7,000	\$3,576	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$11,937	\$0	\$11,937	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$134,513	\$100,000	\$23,937	\$7,000	\$3,576	

Fund Subtotals	Title I Centralized Services									
Subtotal of additional federal funds included for this school	\$0	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Title I Foster Youth</td> <td style="width: 20%; text-align: center;">\$0</td> <td style="width: 30%;">Title I Homeless</td> <td style="width: 10%; text-align: center;">\$0</td> </tr> <tr> <td>Title I Centralized Services</td> <td style="text-align: center;">\$0</td> <td>Title I Preschool</td> <td style="text-align: center;">\$0</td> </tr> </table>	Title I Foster Youth	\$0	Title I Homeless	\$0	Title I Centralized Services	\$0	Title I Preschool	\$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	\$134,513									

	Signatures: (Must sign in blue ink)	Date
Principal	Jill Jones _____	_____ _____
School Site Council Chairperson	Sana Jared _____	_____ _____
EL Advisory Chairperson	Shazia Keval _____	_____ _____