



Ellen Feickert Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Robyn Fulgham

County-District-School (CDS) Code: 34673146101844

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

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

IV. Goals, Action Plans and Progress Monitoring

Ellen Feickert Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 611)

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.

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?

The LEA met and consulted with the following stakeholder through the school year as a part of the LCAP process review and analysis.

School Site council Meetings: 10/9/23, 11/6/23, 2/26/24, 4/17/24, 5/13/24

English Language Advisory Committee (ELAC) Meetings: 10/26/23, 11/3/23, 1/25/24

Staff Meetings: 8/8/23, 10/2/23, 10/30/23, 12/4/23, 2/5/24, 4/1/24, 5/6/24

PTO Meetings: 9/20/23, 9/27/23, 11/16/23, 1/18/24, 2/22/24, 4/15/24 5/16/24
 Leadership Team Meetings: 8/28/23, 9/25/23, 10/23/23, 11/27/23, 1/22/24, 3/25/24, 4/22/24
 EGUSD Surveys: Prop 28, Perspective Survey (Student, Parent, & Staff), PBIS, CHKS

2. Impact of LCAP and Annual Update

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

The implementation for the 2023-2024 school year included:

Input regarding expenditures, staffing, and instructional strategies

Input regarding ESSER 4 Funds:

Continue the position of the Vice Principal 1.0 FTE

Continue the position of the Campus Supervisor 1.0 FTE

Continue the position of the School Office Assistant (SOA) 1.0 FTE

Addition of the Academic Intervention Teacher 3rd-6th 1.0 FTE

K/1/2 Intervention Reading Support teachers - 2 part-time intervention teachers assisting in KG-2nd grade

This plan allowed for the utilization of LCAP funding to support substitute teachers for IEP meetings, trainings, assessing and collaboration, supplies, equipment, technology supplies, supplemental online programs, and AVID funding. These major areas of funding priorities were allowed to be implemented with the allocation of ESSER 4 funding to the school district and the school site. Additional funds were received to allow AVID supplies to be purchased for all students to start the process of learning to organize. We were also able to utilize funds to purchase culturally responsive books for the library as well as books to support the Social Emotional Learning of our students for use in the classroom. We were able to increase the number of leveled books in 1st and 2nd grade classes to support student development in reading skills.

We were able to continue to support the needs of our students receiving speech and occupational therapy service needs.

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.

No resource inequities have been identified. Utilizing the Supplemental Concentration, EL Supplemental, GATE, ESSER4, K/1 Push-in Intervention, and general funding, our current students' academic needs are being met to a great extent. Our SWD receive supports within their classes as well as intervention as needed based on CAASPP and district assessments. ESSER 4 funding continued to provide an important support to our students in KG-2nd outside of the Academic Intervention Teacher who supported 3rd-6th students. This allowed for over 60 1st-2nd grade students the additional needed support in phonemic awareness, phonics, fluency and numeracy. It also allowed for individual needs in the two kindergarten classes throughout the year to support areas that were identified through district assessments. Of the 601st and 2nd grades, 11 students are students with disabilities. These students are monitored through our PBIS Tier 2 team to ensure additional needs are being met and growth continues.

As of the Spring of 2024, our school had the following sub-group enter into ATSI:

| STUDENT GROUP | ELA | MATH | CHRONICALLY ABSENT | SUSPENSION |
|----------------------|------------|-------------|---------------------------|-------------------|
| African American | | | 1 | 3 |

Throughout the LCAP we have identified goals and actions in place to address the inequities amongst the student groups in academic, behavior, and attendance.

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: 7235) (DTS: 12/13/23)

1.1 Provide high quality Tier 1 and Tier 2 instruction, provide additional personnel, training, and tools to increase the percentage of students reaching proficiency in core content area and close the achievement gap in the lowest performing demographics in ELA and Math as measured by site-based assessments, district required assessments, and state assessments.

Number of all students meeting or exceeding standards will increase by 5%

- ELA increase by 5% - Currently 52% to 57%
- Math increase by 5% - Currently 48% to 53%

2022/2023 English/Language Arts Scores:

African American Students - 26% (increase of 5%)

Hispanic Students - 47% (decrease of 4%)

EL Students - 15% (increase of 7%)

2022/2023 Mathematics Scores:

African American Students - 26% (increase of 5%)

Hispanic Students - 35% (decreased of 5%)

EL Students - 21% (increase of 7%)

NOTE: These percentages are inclusive of many students who are in a self-contained classroom of which language is the primary disability.

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

Action 1.1.1 (SiteGoalID: 7235) (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>With focus on EL, African American, Hispanic, and Low Income students:</p> <p>1. Academic Intervention Teachers will utilize small group instruction and highly effective learning strategies to teach targeted Kindergarten through 6th Grade students not meeting grade level standards in ELA.</p> <p>Salaried Teacher: 1.0 FTE Academic Intervention Teacher ESSER Funded (KG-2nd)</p> <p>Time Sheeted Teachers: 2 paid K-1 Push-In teachers from District funding Additional funds for 2 K-1 Push-in intervention teachers - (7101/\$15,000 Certificated Timesheet)</p> <p>1. August-September Assess students with district ELA and Math common assessments</p> <p>2. AIT, EL Coach, Instructional Coach and Admin will identify students in need of academic support based on district common assessments and criteria.</p> <p>3. September: AIT and Administration will communicate with teachers to receive input of Intervention. AIT, EL Coach, and Instructional Coach will plan and determine schedules for Intervention Support.</p> <p>4. September: Set a 6-8 weeks cycle of assessments to monitor</p> | <p>Progress Monitoring</p> <p>Effectiveness of use of outputs will be measured by:</p> <p>1. Student progress will be monitored and analyzed on common assessments as well as district assessments in Illuminate by teachers and Administrators.</p> <p>2. Data will be collected by AITs and analyzed with Principal, Coach, and Intervention Teacher throughout each trimester.</p> <p>3. Student progress will be monitored by teachers, AITs, and Administrator.</p> <p>4. Data will be shared with parents, teachers, Administrators, and students at each 6-8 week cycle.</p> <p>5. Administrator and PBIS Tier 2 will monitor the students receiving intervention.</p> | <p>Evaluation</p> <p>All District assessments completed Tri. 1 Tri. 2 Tri. 3</p> <p>AIT/Instructional Coach/EL Coach developed and communicated schedules with teacher: ____ (1st) ____ (2nd) ____ (KG)</p> <p>Data/Progress Monitoring: Tri 1: Tri 2: Tri 3:</p> <p>Data shared with parents/teachers each 6-8 week cycle:</p> <p>Tier 2 monitoring (Number of students in intervention/Number of students making progress) Tri 1: Tri 2: Tri 3:</p> |

| | | |
|---|--|--|
| <p>student progress.</p> <p>5. <u>November & March:</u> Administration and Academic Intervention teacher meet at the end of each trimester to analyze the data, review who has made progress, will be exited, and who will be added to the small groups.</p> <p>6. <u>May:</u> Evaluate the implementation and effectiveness of the programs.</p> | | |
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Action 1.1.2 (SiteGoalID: 7235) (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. <u>August-May:</u> Increase Library Technician hours by 4.75 hours weekly to provide additional services to our students such as reading to students, increasing the usage of the library, and tracking our reading incentive program. (4.75 hours @\$29.95 X 35 weeks= 7101/\$4979.19) Classified Timesheet</p> <p>2. <u>July-August:</u> Library Technician will inventory all current curriculum as well as relabeling our library books for our new reading incentive program (Accelerated Reader) to prepare for the new school year (80 hours @ \$29.95 X 80 hours=</p> | <p>Progress Monitoring</p> <p>1. The number of books students check out of the library will increase from the prior year. We had 13,627 books checked out of the library during the 2023-2024 school year (as of February 27, 2024). The number of Reading Counts Quizzes taken was 4,930 by 388 students as of April 17, 2024 and the percentage of tests passed was 73% (schoolwide). Our goal will be to increase the number of books checked out by at least 3% (to 14,036), increase at least 3% in the number of tests taken (to 5,078) and 3% increase in the percentage passed. General Ed: 67% (to 70%) TAC: 68% (to 71%) Level 2: 57% (60%)</p> | <p>Evaluation</p> <p>Books checked out: Tri 1: Tri 2: Tri 3: Quizzes Passed: Tri 1: Gen Ed: TAC: Level 2 Tri 2: Gen Ed: TAC: Level 2 Tri 3: Gen Ed: TAC: Level 2 Book Fair: Fall _____ Spring _____ Book Club (Dates): # of students</p> |

| | | |
|---|--|---|
| <p>7101/\$2396.00) Classified Timesheet</p> <p>3. <u>October & April:</u> Library Technician will schedule, organize, and manage the Book Fair. The fair will be conducted during the day for students, afterschool for families, and during our culminating family event. (20 hours 2x @ \$29.95= 7101/\$1196.80) Classified Timesheet</p> <p>4. <u>August-May:</u> Library Technician will conduct a book club after school with 12-15 students (1st-3rd grade and 4th-6th grade). Students will choose the genre and book titles which will increase their interest in reading. During the book club, students will engage in discussions to build stronger reading and comprehension skills. (1 hour X 32 weeks @ \$29.95= 7101/\$958.40) Classified Timesheet</p> | <p>2. All textbooks will be inventoried and ready to be distributed before the first day of school. Books with Accelerated Reader tests will be labeled before the school year begins.</p> <p>3. Two Book Fairs will be scheduled and conducted to coincide with Harvest Festival and Open House.</p> <p>4. 4 Book Clubs will be organized and facilitated during the school year. We will collect the club roster at the end of each cycle. An analysis will be done regarding the number of students turning in a permission slip and the number of participants. The library technician will look at the participates and ensure students in our EL, LI, AA, and SWD demographic groups have an opportunity to participate.</p> | <p>EL (), LI (), AA (), SWD ()</p> <p># of students EL (), LI (), AA (), SWD ()</p> <p># of students EL (), LI (), AA (), SWD ()</p> <p># of students EL (), LI (), AA (), SWD ()</p> |
|---|--|---|

Site Goal 1.2 (SiteGoalID: 7236) (DTS: 12/13/23)

As measured by the CAASPP/SBAC state assessment, Feickert Elementary School did not realized anticipated gains in the areas delineated below. We will continue to focus on closing the achievement gap with the lowest performing groups based on data from the CAASPP testing and the California State Dashboard. Our students will increase 5% in each group based on aggregated scores from 2022-2023 CAASPP scores.

ELA

- African American - 26% (31%)
- English Learners - 15% (20%)
- Filipinx - 50% (55%)
- Asian - 45% (50%)
- Hispanic - 47% (52%)
- Students with Disabilities - 16.4% (21%)

Math

- African American - 26% (31%)
- English Learners - 35% (40%)
- Filipinx - 58% (60%)
- Asian - 50% (55%)
- Hispanic - 35% (40%)

- Students with Disabilities - 22.4% (26%)

Number of the full student population meeting or exceeding standards for 2023-2024:

ELA increase by 5% - Currently 52% (57%)

Math increase by 5% - Currently 48% (53%)

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

Action 1.2.1 (SiteGoalID: 7236) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Hispanic or Latino • Low Income • School-wide • 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. <u>August, November, & April:</u> Continue to work as a PLC, by creating SMART Goals - grade level. Each trimester goal will be based on EGUSD assessments.</p> <p>2. <u>August - May:</u> Administration and Academic Intervention Teacher (AIT) will attend PLC meetings to collaborate discussion of data.</p> <p>3. <u>November & April:</u> Provide teachers opportunities to collaborate with Instructional Coach (observe other classes, debrief and discuss teaching strategies with colleagues and Instructional Coach). (7101/\$3,000) Certificated Timesheet</p> <p>4. Staff will participate in Professional Development with Instructional Coach and/or AVID Coaches on high quality instruction focusing on student</p> | <p>Progress Monitoring</p> <p>1. Administration will collect PLC meeting notes weekly to identify team focus of time. Topics addressed will be: ~ Class/grade level assessments ~ Interim assessments ~ Wonders/Envision Assessments ~ Interim CAASPP Assessments - (IABs) ~ TBEAR Writing ~ EGUSD Spelling Inventory</p> <p>2 & 3. Analyze the data discussed during PLCs with teachers. Administration, AIT, and teachers will develop plans to increase student progress. Illuminate assessment will be used to analyze district common assessments to measuring mastery level in grade level aligned standards in ELA and Math.</p> <p>4. FONT data will be collected and reported out twice a year with staff</p> | <p>Evaluation</p> <p>Data Analysis PLC: Dates: Number of students making/not making progress:</p> <p>Next steps:</p> <p>Interim Data Analysis: Per Trimester KG: 1st: 2nd: # Teachers collaborating with</p> |

engagement and active student participation strategies.

5. **August:** Purchase subscriptions to supplement ELA and Math curriculum (such as Accelerated Reader - **\$4000.00** Brian Pop/Brain Pop Junior - **\$3163.50** Guided Readers (3 classes) - **\$660**)
(7101/\$11,513) Subscriptions

6. **August:** Purchase subscriptions for KG-2nd grade to supplement ELA, Science, and Social Studies curriculum. Scholastic (Let's Find Out) Print & Digital (**KG**) - 25 students **\$191.95 X 2 classes = \$383.90 Subscriptions**
Scholastic News (**1st-2nd**) grade print & Digital- 25 students **\$172.00 X 6 classes = \$1,032.00 (7101/\$1372.28) Subscriptions**

7. **August:** Provide district para-educators the opportunity to attend site pre-service training to build additional school-based knowledge and collaborate with the teacher and staff.
(20 para-educators @ \$31.00 X 7.5 hours X 1 days = 7101/\$4,650.00) Classified Timesheet

8. Provide a 1/2 day sub monthly for kinder and transitional kinder teachers to meet in collaboration. They will review data and discuss curriculum Teachers will have the opportunity to plan direct instruction and small group instruction. **(7101/\$193.73 X9 months- \$1743.53) Certificated Timesheets**

9. 1st-6th grade teachers will collaborate in a half-day Data Day at the end of each grading period. Teachers will analyze, discuss and collaborate utilizing the current student data from Illuminate. Teachers will work with Administrator, Instructional Coach, and EL Coach. **(7101/\$5600 x 2= \$11,200) Certificated**

pertaining to the active student participation strategies observed. (January and May)

5. Track and analyze implementation of supplemental programs such as: Brain Pop/Brain Pop Jr., Guided Readers, and Accelerated Reader. (Admin)

6. Administration will collect sign-in sheets of attendance during site-pre-service.

7. Collect the monthly PLC notes of Kinder & transitional kinder teacher PLC to identify academic need and focus focus of students.

8. Teachers will analyze data as a grade level. Each teacher will individualize their data and identify the students who are struggling in ELA and math. The grade level teams will develop a SMART Goal to work on for the trimester. They will progress monitor the goal throughout the trimester. Each grade level will analyze their data at the following data day to see if their SMART Goal was met or how to continue to support students.

Instructional Coach _____

Number of teachers receiving FONT data: Reported out

August - December:
January - May:

Implementation of online programs:
of classes/students using

Progress made

Pre-service sign-in sheets:
of Teachers:
of Support Services:
of Para-educators:

TK/KG PLC dates:

Data Days 1st-6th
(November/March)

Timesheets

Site Goal 1.3 (SiteGoalID: 7238) (DTS: 12/13/23)

Implement AVID program in Grade 4, 5, and 6 - eventually school-wide as per EGUSD district-wide implementation.

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

Action 1.3.1 (SiteGoalID: 7238) (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. <u>August</u>: Provide an AVID Coordinator to collaborate with administration and lead the Site AVID Leadership Team.</p> <p>2. <u>August - May</u>: Provide professional development and on-going training to all teachers for the AVID program utilizing site teachers and district AVID Coaches.</p> <p>3. Schedule observations at least twice a year (Fall and Spring) with AVID Coaches. Provide for release time for teachers to work</p> | <p>Progress Monitoring</p> <p>1. Observation of implementation in classes, as well as self perception survey results.</p> <p>2. Minutes/notes from PLC and trainings will be collected by Admin.</p> <p>3. Administration will collect data documentation after AVID Coaches work with teachers.</p> <p>4. Use of posters, supplies and materials will be observed in classes. The strategies and materials used will be documented</p> | <p>Evaluation</p> <p>Professional Development: Dates: Topics:</p> <p>Observation data after Professional Development:</p> <p>AVID Site Meeting Dates: Focus of site:</p> |

with AVID Coaches to model, observe, co-teach, and debrief. Administration to cover classes.

4. August - April: Provide supplies, equipment, posters, and materials for implementation of AVID program.

(7101/\$2000) Materials

5. September - April: Provide release time for teachers for observation of the program off site. (Model school observation)

10 teachers X \$193.75 = \$1,937.50

(7101/\$1,937.50)

Certificated Timesheets

6. September-May: AVID Site Team will meet monthly to review AVID data, strategies learned and used, and discussed supports needed for sites.

7. Opportunity for 4 additional teachers to attend AVID Summer Institute to build the number of AVID teachers trained. **Coverage of the cost of the registration - \$1000 X 4= \$4000**
(7101/\$4000) Contracts

8. August-May: Coordinate implementation with college and career connections with EGUSD high schools and Feickert families. Schedule at least 3 career talks a trimester in person or on Zoom to introduce careers and future opportunities.

9. July: AVID Site Team members will collaborate with district AVID teachers and administrators and develop the Site AVID plan.

AVID coordinator Stipend
AVID training and collaboration
AVID supplies - signage, PD, and supplies needed to fully implement site AVID goals.

Actions funded from AVID site allocation.

to show growth in academics and organizational structure.

5. A roster of teachers attending model schools will be collected. They will share out at the following Staff Meeting.

6. AVID agenda will be collected and discussion used to build AVID growth.

7. Attendance of 4 additional teachers at AVID Summer Institute. Teachers will be collaborate in the action plan developed and be advocates at the school. Administrators will observe AVID teachers utilizing strategies and share feedback.

8. A list of careers and trades will be kept. Dates, method of delivery, and follow up information will be tracked. (Fall and Spring)

9. The plan will be shared out to the teachers during In-Service and during the first month of school.

Observations and growth:

of Teachers attending model school observations/Dates:

AVID Action plan developed and shared with staff: _____

A list of careers/trades developed and talks conducted:

Dates:

Method of delivery:

Site Goal 1.4 (SiteGoalID: 7842) (DTS: 04/28/24)

Implementation of effective active participation will increase from 67.7% to 70% as a region by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher expects all students to participate every day will increase from 73.1% to 76%. (Site 75.6%)
- Teacher survey data regarding current level of implementation of active participation will increase from 75.8% to 80%. (Site 60%)
- FONT implementation data will increase from 43.6% to 50%. (Site 78%)

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

Action 1.4.1 (SiteGoalID: 7842) (DTS: 04/28/24)

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. Provide Professional Development centered around active students participation.</p> <ul style="list-style-type: none">• 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 | <p>Progress Monitoring</p> <p>1. Survey data collected from the student climate survey and will be shared with staff, School Site council, and parents in the Fall.</p> <p>2. Analyze the Staff Perspective Survey and share the strengths and challenges with the staff at the beginning of the school year.</p> <p>3. Leadership team and staff will look at data and choose 1-3 strategies to focus on.</p> | <p>Evaluation</p> <p>Professional Development conducted focused on student participation: Dates: Topics:</p> <p>FONT Walkthroughs conducted: Tri 1: Tri 2: Tri 3:</p> <p>Share the Staff Perspective Survey (Strengths & challenges): Date_____</p> |

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| <ul style="list-style-type: none"> Increase teacher feedback centered on active student participation. | 3. FONT Data collected and reported out twice a year with staff (January and May). | 3 strategies to focus on as a site: Share out FONT Data collected (January & May): _____ |
|---|--|---|

| Funding Sources for District Goal 1 (DEV - LCAP ID: 611) | | |
|--|--------|----------------------------------|
| Funding Source | Amount | Description of Use |
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7101/0000) | 32882 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7101/0000) | 13250 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | 16588 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7101/0000) | 2000 | 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 |
| | | |

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| 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: 7241) (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: 7241) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Filipino • Hispanic or Latino • Low Income • School-wide • 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. <u>August-May:</u> Teachers will meet weekly to analyze and collaborate with grade level colleagues during the PLC time to discuss their students' progress utilizing grade-level or school-wide data.</p> <p>2. <u>Baseline and End of Each Trimester:</u> Illuminate Assessments will be given to 95% or more eligible students.</p> <p>3. <u>September-May:</u> Credentialed teacher used to support Tier 2 meetings and SST meetings. Teachers will be released from instruction to meet with the Tier 2 team to discuss progress and intervention in the area of academics/attendance/behavior for students, especially Students</p> | <p>Progress Monitoring</p> <p>1. PLC notes will be collected to identify areas grade levels are focusing on and strategies used to intervene.</p> <p>2. Administrator will monitor the completion of assessments and Illuminate documentation.</p> <p>3. SST data will be collected and documented through the Tier 2 Team process. AIT, Intervention Teachers, teacher, and Administration will monitor growth for each student.</p> | <p>Evaluation</p> <p>Completion Rates for each trimester collected:</p> <table> <tr> <td>KG:</td><td>KG:</td><td>KG:</td></tr> <tr> <td>1st:</td><td>1st:</td><td>1st:</td></tr> <tr> <td>2nd:</td><td>2nd:</td><td>2nd:</td></tr> <tr> <td>3rd:</td><td>3rd:</td><td>3rd:</td></tr> <tr> <td>4th:</td><td>4th:</td><td>4th:</td></tr> <tr> <td>5th:</td><td>5th:</td><td>5th:</td></tr> <tr> <td>6th:</td><td>6th:</td><td>6th:</td></tr> </table> <p>SST Data: # Held</p> <p># Continue Monitoring</p> <p># Receiving Interventions</p> <p># Move to Assessing</p> | KG: | KG: | KG: | 1st: | 1st: | 1st: | 2nd: | 2nd: | 2nd: | 3rd: | 3rd: | 3rd: | 4th: | 4th: | 4th: | 5th: | 5th: | 5th: | 6th: | 6th: | 6th: |
| KG: | KG: | KG: | | | | | | | | | | | | | | | | | | | | | |
| 1st: | 1st: | 1st: | | | | | | | | | | | | | | | | | | | | | |
| 2nd: | 2nd: | 2nd: | | | | | | | | | | | | | | | | | | | | | |
| 3rd: | 3rd: | 3rd: | | | | | | | | | | | | | | | | | | | | | |
| 4th: | 4th: | 4th: | | | | | | | | | | | | | | | | | | | | | |
| 5th: | 5th: | 5th: | | | | | | | | | | | | | | | | | | | | | |
| 6th: | 6th: | 6th: | | | | | | | | | | | | | | | | | | | | | |

with Disabilities, African American, Filipino, Hispanic, and English Learners (9 days @ \$387.45= \$3487.05) (7101/\$3487.05) *Certificated Timesheet* (9 days X 2 subs @ \$387.45= \$6974.10) (7101/\$6974.10) *Certificated Timesheet*

Site Goal 2.2 (SiteGoalID: 7232) (DTS: 12/13/23)

- All 3-6 grade students are provided the opportunity for GATE identification and accelerated learning.
- Increase students as GATE identified by 10% from previous year (2024-2024) 17 students to upcoming year (2024-2025) 19 students.
- Provide an after-school GATE enrichment program
- Provide a menu of after-school enrichment programs

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7232) (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. <u>August</u>: Hire and provide stipend for GATE Teacher/Coordinator. Teacher will assess all 3rd grade students using NNAT (Fall) and assess new students in 4th-6th grades who are new to the district using NNAT (Spring).</p> | <p>Progress Monitoring</p> <p>1. Evaluate Teacher and GATE program annually (Admin and GATE Coordinator). Review newly identified GATE student list.</p> <p>2. Administrator will collect parent sign-in sheets and meeting agenda after the Parent Information</p> | <p>Evaluation</p> <p>GATE Students: # Students Assessed: # GATE Students):</p> <p>GATE Parent Information Night: _____ # Parents in Attendance: ____</p> |

| | | |
|---|--|---|
| <p>Attend district GATE Coordinator meetings (7105/\$1000) <i>GATE Stipend</i></p> <p>2. <i>September:</i> Provide staff professional learning regarding the program, GATE student needs, and qualifying process. Hold parent meeting to provide program and identification process.</p> <p>3. <i>August - May:</i> Staff will develop a list of enrichment programs that will be offered afterschool for students with a priority offered to GATE identified students.</p> <p>4. <i>August - May:</i> Purchase items needed to support enrichment opportunities GATE/Accelerated program. <i>(7105/\$739.20)</i> <i>Materials (GATE)</i></p> <p>5. <i>August-May:</i> Certificated teachers will conduct GATE and enrichment opportunities for students in 3rd-6th grade who are identified as GATE as well as non-identified students. (6 activities @ \$46.05 X 6 weeks @ 1 day a week/3 weeks @ 2 days a week)= \$276.30= \$1657.80 (7105/\$1657.80) <i>Certificated Timesheet (GATE)</i></p> | <p>Meeting. Administrator will collect the attendance rosters for each GATE 6-week session.</p> <p>3. Administrator will collect enrichment opportunity ideas from teachers through a Google Doc. Sessions will be scheduled and monitored through the year.</p> <p>4. Administrator will review/approve supply/material expenditures for GATE/enrichment opportunities.</p> <p>5. GATE teacher will send out a feedback form to students and parents enrichment opportunity. Administration will collect feedback forms at the conclusion of each 6-week session.</p> | <p>GATE Sessions: Topics/Dates/# of Students in Attendance</p> <p>Enrichments topics collected from staff:</p> <p>Feedback from students and parents:</p> |
|---|--|---|

Site Goal 2.3 (SiteGoalID: 7237) (DTS: 12/13/23)

Utilize research-based ELD instruction, strategies, and techniques. Use ELCAP, EGUSD Fluency and Spelling assessments, and CAASPP data to analyze student needs for effective programmatic and student-based ELD instruction. Assess all EL students to identify current levels in order to provide targeted English Language instruction throughout the day and provide intervention opportunities.

- Increase Progress Toward English Proficiency from 53.8% by 5% to 56.5% for the 24-25 school year
- Increase Student Reclassification from 11.3% by 5% to 11.9% for the 24-25 school year

Metric: Test Participation Rate on Districtwide Assessments

Action 2.3.1 (SiteGoalID: 7237) (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? |

| Action Plan | Progress Monitoring | Evaluation | | | | | | | | | | | | | | | | |
|---|--|--|-----|------|-----|------|------|------|------|------|-----|------|-----|------|------|------|------|------|
| <p>1. <u>August:</u> Vice Principal is assigned as the EL/ELPAC Coordinator. A credentialed teacher will conduct initial and annual ELPAC assessments for all English Learners to track progress of individual EL students.</p> <p><u>September - May:</u> Assessor will assess TK/K initial assessments (Fall) and any new students identified within 30 days of enrollment.</p> <p><u>February - May:</u> Assessor will assess TK-6th Summative ELPAC assessment (Spring)</p> <p>(7150/\$4000) Certificated Timesheet</p> <p>2. <u>August 6:</u> Vice Principal will distribute ELPAC scores to teachers to identify EL students and their English Level of Proficiency.</p> <p>3. <u>August - May:</u> Vice Principal will coordinate EL Program with assistance from the EL Coach and the Parent Liaison. 3 ELAC site meetings will be held (October, December, February/March). Light refreshments and training materials will be provided during the meetings.(7150/ \$500</p> | <p>1. Monitor/ Analyze Testing Process and ELPAC Summary Reports of individual students. (VP)</p> <p>2. VP will ensure all teachers have student data before school begins to allow for their academic needs to be addressed.</p> <p>3. VP will attend/evaluate ELAC site meetings. Administrator will collect sign-in sheets and agenda minutes. Feedback will be collected from families after meetings. Personal invites will be made by VP and Parent Liaison. Postcards, texts and emails will also be used to inform parents of meetings and meeting topics.</p> <p>4. Sign-in sheets will be collected at the trainings. Classroom walkthrough observations to see learned ELD instructional strategies in action.</p> <p>5. Evaluate EL curriculum, supplemental programs or interventions used to support EL students. Student data will be analyzed at least once a trimester by administrator to track progress.</p> <p>6. Collect sign-in sheets, agendas,</p> | <p># of Students assessed with Initial ELPAC:</p> <table><tr><td>TK:</td><td>3rd:</td></tr><tr><td>KG:</td><td>4th:</td></tr><tr><td>1st:</td><td>5th:</td></tr><tr><td>2nd:</td><td>6th:</td></tr></table> <p># of Students assessed on Summative ELPAC:</p> <table><tr><td>TK:</td><td>3rd:</td></tr><tr><td>KG:</td><td>4th:</td></tr><tr><td>1st:</td><td>5th:</td></tr><tr><td>2nd:</td><td>6th:</td></tr></table> <p>ELAC Meetings Dates/Participation/Topics:</p> <p>#1 / parents/Topics</p> <p>#2 / parents/Topics</p> <p>#3 / parents/Topics</p> <p>EL Training conducted by EL Coach:</p> <p>_____</p> <p>Teacher Feedback:</p> | TK: | 3rd: | KG: | 4th: | 1st: | 5th: | 2nd: | 6th: | TK: | 3rd: | KG: | 4th: | 1st: | 5th: | 2nd: | 6th: |
| TK: | 3rd: | | | | | | | | | | | | | | | | | |
| KG: | 4th: | | | | | | | | | | | | | | | | | |
| 1st: | 5th: | | | | | | | | | | | | | | | | | |
| 2nd: | 6th: | | | | | | | | | | | | | | | | | |
| TK: | 3rd: | | | | | | | | | | | | | | | | | |
| KG: | 4th: | | | | | | | | | | | | | | | | | |
| 1st: | 5th: | | | | | | | | | | | | | | | | | |
| 2nd: | 6th: | | | | | | | | | | | | | | | | | |

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|---|---|--|
| <p>Materials)</p> <p>4. <u>Trimester 1:</u> EL Coach and/or VP will provide training to teachers on the district approved program Imagine Learning to support EL students.</p> <p>5. <u>September - April:</u> Purchase supplemental materials for EL instruction, intervention, and enrichment (7150/\$537.25)</p> <p>Materials</p> <p>6. Provide additional ELD training for teachers afterschool with EL Coach throughout the school year as needed. (15 teachers X \$46.05= 7150/\$690.75)</p> <p>Certificated Timesheet</p> | <p>and feedback after any trainings. Evaluate the use of new information use in the classroom through walkthroughs.</p> | <p>Classroom observation data:</p> <p>Data of EL students (Growth each trimester):</p> <p>Tri 1: ____ Meeting Standards ____ Not Meeting Standards ____ Receiving Interventions</p> <p>Tri 2: ____ Meeting Standards ____ Not Meeting Standards ____ Receiving Interventions</p> <p>Tri 3: ____ Meeting Standards ____ Not Meeting Standards ____ Receiving Interventions</p> <p># Students utilizing Imagine Learning:</p> <p>Tri 1: ____ ____ # making progress</p> <p>Tri 2: ____ ____ # making progress</p> <p>Tri 3: ____ ____ # making progress</p> |
|---|---|--|

| Funding Sources for District Goal 2 (DEV - LCAP ID: 611) | | |
|--|--------|----------------------------------|
| Funding Source | Amount | Description of Use |
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7101/0000) | 4691 | 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) | 1037 | Materials/Supplies/Equipment |
|---|------|------------------------------|

| | | |
|-----------------------------|------|----------------------------------|
| EL Supplemental (7150/0000) | 0 | Certificated- Salaries |
| EL Supplemental (7150/0000) | 4691 | 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) | 1037 | 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: 7233) (DTS: 12/13/23)

Comprehensive PBIS Implementation: Continue to utilize structures and processes of the Positive Behavior Intervention and Support model to decrease disproportionality. PBIS Tier 1 will meet monthly and PBIS Tier 2 will meet biweekly to support social-emotional and behavioral needs of students. Teams will monitor data regarding discipline, attendance, and academic progress. The Tiered Fidelity Index (TFI) , as a part of the PBIS implementation, will be utilized to determine effectiveness of implementation.

- Increase fidelity of implementation by 2% as measured by the Tiered Fidelity Index (TFI) of PBIS
 - Tier 1 - 80% to 93%
 - Tier 2 88% to 77%
- Maintain "Gold Status" as measured by National Coalition PBIS
- Staff Training for PBIS - Tier 3

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1 (SiteGoalID: 7233) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • 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. <u>August-May:</u> Positive Behavior Intervention and Support - on-going implementation with a focus on school culture and climate. Tier 3 Team to continue Tier 3 refinement.</p> <p>2. <u>August-May:</u> Continue training and support of students, staff, and school community in the area of PBIS through direct teaching of expectations, positive strategies, and consequences.</p> <p>3. <u>August, October, January, and March:</u> Assemblies will be held to teach the school-wide expectations, bully prevention, and community connections. Videos, scenarios, power points and discussion will be used. Parents will receive information as well through videos, newsletters, and scheduled Parent Nights.</p> <p>4. Continue to inform and use strategies such as, Check In Check Out, Check and Connect, 2X10, and mentoring for students needing Tier 2 supports. Additional strategies will be discussed and shared by the Tier 1 & Tier 2 Team during Staff Meetings or Professional Learning.</p> | <p>Progress Monitoring</p> <p>1. Administrators oversee implementation of school-wide expectation. ~ Identify and monitor students receiving Tier 2 supports. ~Use the TFI to determine success and need areas. Develop action plan. ~Provide PBIS Parent Survey in the Spring and analyze results to inform practice for the following year. ~ Analyze (monthly) discipline incidents, behavior referrals (and suspensions), and PBIS discipline data/MHT referrals ~ Gather, share, and analyze behavior data monthly - school site council, staff meetings ~ Analyze and share results with parents, staff, and school site council. ~ Continue to refine Tier 3 practices through training when provided.</p> <p>2. Share information regarding school-wide expectations and bully prevention at Back To School Night and parent nights. Collect sign-in sheets for attendance.</p> <p>3. Administration will collect data specifically focused on behaviors identified by Tier 1 and behavior data (ie.- Bully Prevention Assembly - disrespect, physical</p> | <p>Evaluation</p> <p>Review school expectations with staff: _____ PBIS Assemblies/Kick-off: _____ Dates: _____</p> <p>PBIS Discipline Data: _____ Shared with staff: _____ Shared with parents: _____ Shared with SSC: _____</p> <p>Data focused on identified areas of need: Date: _____ Focus: _____ Date: _____</p> <p>Date: _____ Focus: _____ Date: _____</p> <p>Date: _____ Focus: _____ Date: _____</p> <p>Tier 2 strategies used: _____</p> <p>CA Healthy Kids Survey Data: _____ Shared with staff: _____ Shared with Leadership: _____</p> |

| | | |
|---|---|---|
| <p>5. August-May: Maintain monthly meetings of PBIS teams - Tier 1 and Tier 2.</p> <p>7. Use PBIS funding for signage, supplies, and PBIS incentives at the Dragon Pride Store (7404/\$1000) Materials</p> <p>8. Identify Foster Youth and provide staff with FYS services/outreach. Meet and monitor monthly the needs and progress of students. Share data with tutor if Academic Intervention services are given with the AIT as well.</p> <p>9. Administer California Healthy Kids Survey to all students in grades 5 and 6 as well as the SEL Climate Survey to 3rd-6th grade students.</p> <p>10. Utilize the MTSS Counselor to run small groups and co-teach SEL lessons with teachers with a focus on the data from the SEL Survey. (District ESSER)</p> | <p>aggression).</p> <p>4. Monitor the use of Tier 2 strategies through walkthroughs, teacher/administration discussions, and student interviews.</p> <p>5. Collect agenda meeting notes from PBIS Tier 1 and Tier 2 meetings.</p> <p>8. Monitor and provide support services to students designated as Foster Youth. Meet with tutor/case manager monthly to determine need/progress areas.</p> <p>9. Distribute/Analyze California Health Kids Survey Data with grade level teams, staff and parents. Leadership team and staff will identify up to 4 areas that we will focus on throughout the year to improve student climate.</p> <p>10. MTSS Counselor will meet with Administrator to analyze the data from the SEL Survey, conduct walk throughs, meet with the Tier 2 team, meet with teachers during PLC time, and develop a program of support. A roster of students will be kept and progress will be monitored. Social groups, lunch bunch, and small group interventions will be conducted. Progress monitoring will be kept.</p> | <p>Shared with parents/SSC: Areas of focus:</p> <p>MTSS data: # of Students: Types of supports: How supporting in classes:</p> <p>Groups being held:</p> <p>Progress:</p> |
|---|---|---|

Site Goal 3.2 (SiteGoalID: 7239) (DTS: 12/13/23)

Students need to be in a school climate where they feel safe, respected and can build responsibility. Our goal at Feickert Elementary School is increase the opportunity for all students to learn peaceful conflict resolution and learn character values that will assist them throughout life. We will continue to use Positive Behavioral Interventions and Support lessons, SEL lessons from Character Strong focusing on positive character traits, PBIS signage, positive incentives, and our ASSIST recess mentors to build positive behaviors with students.

Our goal is to decrease the disproportionality amongst demographic groups in regards to the number of suspensions and behavioral referrals according to the California Accountability Dashboard. Our focus is to address behaviors in a restorative manner with students to have long-term effects on behavior.

Reduce Overall Suspension Rate by 0.1 % (1.0% overall - 2022-2023) as measured - (EGUSD Strategic Goal #3 Suspension Data)
Reduce Suspension Rate (African American, Hispanic, and English Learner students) by 1.5% -

disproportionate group
Reduce Overall Behavioral Referral Rates by 10%.
Reduce Behavioral Referral Rate (African American, Hispanic, and SWD, 2 or more Races) by 10% - disproportionate group

Data Points Suspensions:

- 2023-2024 school year (to April 1st) - overall 1.0%
 - African American - 4.6% (3.1% or less)
 - Hispanic - .5% (.4% or less)
 - English Learner - .9% (.7% or less)
- 2022-2023 school year (to March 31st) - overall 1.0%
 - African American - 6.8%
 - Hispanic - 0.5%
 - English Learner - 1.4%

Data Points Behavioral Referrals:

- 2022-2023 school year - 230 referrals (minor and major)
 - African American - 25% (reduce to 15%)
 - Hispanic - 48% (reduce to 38%)
 - Students with Disabilities - 41% (reduce to 31%)
- 2023-2024 school year - 267 referrals (minor and major) (10% to 240 referrals)
 - African American - .02% (reduce to .01%)
 - Hispanic - 52% (reduce to 42%)
 - Students with Disabilities - 46% (reduce to 36%)
 - 2 or more Races - 17% (reduced to 7%)

Metric: Suspension Rate: Percent of Students
Suspended

Action 3.2.1 (SiteGoalID: 7239) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • School-wide • 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. Implement Tier 1 and Tier 2 PBIS Program school-wide, Utilize Tier 2 Supports from</p> | <p>Progress Monitoring</p> <p>1. Analyze Monthly - Discipline Referral Data and Suspension Data and specifically African</p> | <p>Evaluation</p> <p>Discipline/Suspension Data Review (Tier 1 & Tier 2) and actions:</p> |

| | | |
|--|--|---|
| <p>PBIS</p> <p>2. Collect, analyze, and discuss Suspension and Behavioral Referral Data monthly with staff, Tier 1, Tier 2, and School Site Council. Analyze causes, school-wide supports, interventions, and monitoring.</p> <p>3. Analyze and address disproportionality of suspensions and behavioral referral in regards to over-represented groups of students (AA, Hispanic, SWD, students with 2 races or more).</p> <p>4. The Tier 1 team will meet 1 day in the summer to calibrate our PBIS procedures, refine procedures, and develop a plan to roll out PBIS at In-Service. Additional days will be used to develop presentations and assemblies to develop consistency. (9 staff members @ \$46.05 X 3.5 hours= \$161.18 X9= \$1450.62 (7101/\$1450.62) <i>Certificated Timesheet</i> (8 hrs. @ 46.05= \$368.40) (7101/\$368.40) <i>Certificated Timesheet</i></p> <p>5. Teachers will conduct at least 2 SEL lessons weekly either from Character Strong or other SEL activities to build school connectiveness and social-emotion skills.</p> <p>6. Utilize Mental Health Technician and PBIS Behaviorist</p> <p>7. Staff will analyze the CHKS as well as Climate surveys given to ensure students feel connected to school. Teachers will be trained on how to conduct Rapid Measure Surveys to received data immediately.</p> | <p>American, 2 or more races, Hispanic students, and Students with Disabilities - at Tier 1 and Tier 2 monthly meetings.</p> <p>2. Principal will designate time on Staff Meeting agendas to share and discuss the Behavioral Referral Data (PBIS) - TFI Tier 1. The PBIS Tier 1 and staff will develop plans to improve behaviors of concern.</p> <p>3. EGUSD Suspension Quarterly Reports - tracking, analyzing and informing practice regarding African American/Students of 2 races or more & Hispanic specific to disproportionality.</p> <p>4. Updated behavior matrix, interventions, and expectations will be developed. Student digital passport will be updated. Videos developed will be used during assemblies or in classrooms for direct instruction of expectations.</p> <p>5. Administration walkthroughs will track the use of the SEL lessons in classes.</p> <p>6. Roster of students receiving services will be collected and updated as needed. Students will be registered for services per the MTSS/RFA process.</p> <p>7. Teachers and administrators will review data within a week of conducting the survey to develop a plan to support students. As a site, 3 areas will be identified as areas to focus on during the year. Rapid Measure Surveys will be given several times a year to compare data and identify progress.</p> | <p>AA, 2 or more races, Hispanic, SWD Aug. Sept. Oct. Nov. Dec. Jan. Feb. Mar. April</p> <p>Discipline Data shared at Staff Meetings:</p> <p># SEL Lessons observed being conducted: Tri. 1 Tri. 2 Tri. 3</p> <p># Students receiving MHT/Behavior services: Tri. 1 Tri. 2 Tri. 3</p> <p>Review of CHKS surveys: _____ Areas to focus on during year:</p> |
|--|--|---|

Site Goal 3.3 (SiteGoalID: 7841) (DTS: 04/28/24)

Students who feel they have a say in activities and rules feel a stronger connection to their school community. This improves their self-esteem and self-advocacy skills. The results from the 2023-2024 California Healthy Kids Survey (CHKS) showed 77% of 5th graders and 57% of 6th graders felt they had a part of the decision in the decisions in the school. 87% of 5th graders and 78% of 6th graders stated they were asked about their ideas. We would like to increase those percentages by 10% or more.

Metric: School Climate - Average Favorability Rating

Action 3.3.1 (SiteGoalID: 7841) (DTS: 04/28/24)

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?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. Staff will survey students pertaining to what Visual and Performing Arts (VAPA) activities they would enjoy doing afterschool.</p> <p>2. Administration and Leadership Team/teachers will analyze and discuss opportunities to bring to the staff regarding VAPA afterschool programs for students of all ages and abilities to participate in (such as dance, drama, musical performance, choir).</p> <p>3. A list of groups will be developed and researched pertaining to ages of participants, VAPA program focus, space needed, and cost.</p> <p>4. A survey will go out to the families regarding choices in the fall to help finalize program</p> | <p>Progress Monitoring</p> <p>1. Staff and admin will develop a list of programs available through district approved vendors and high school programs.</p> <p>2. Groups will be analyzed per a set criteria.</p> <p>3. Rosters will be kept to monitor student participation.</p> <p>4. A student and family/community feedback form will be sent out and analyzed for program effectiveness.</p> | <p>Evaluation</p> <p>VAPA programs:</p> <p>Leadership discussion regarding programs:</p> <p>_____</p> <p># Students participating:</p> <p># Feedback forms received:</p> <p>_____</p> <p>Feedback from students/parents:</p> |

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| opportunities. | | |
| VAPA Funds Funds for PTO 7101/\$5000 (offset the costs) Contracts | | |

| Funding Sources for District Goal 3 (DEV - LCAP ID: 611) | | |
|--|--------|----------------------------------|
| Funding Source | Amount | Description of Use |
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7101/0000) | 1820 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | 5000 | 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) | 0 | Contracts/Services/Subscriptions |
| EL Supplemental (7150/0000) | 0 | Materials/Supplies/Equipment |
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| 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: |

- 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: 7234) (DTS: 12/13/23)

Provide evening educational opportunities for parents/guardians/caretakers and increase the average participation rate. We will hold monthly, on average, one Dragon University Parent and/or Family Nights per school year (2023-2024). This year, we will collect baseline measure (such as number of meetings, participation numbers).

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 7234) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • 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. <u>August & May:</u> Hold Back to School Night/Open House</p> <p>2. <u>August-May:</u> Collaborate with FACE, PTO, and teachers to conduct activities to involve parents in educational opportunities such as but not exclusive: (Teachers will be compensated for additional time). <u>Dragon Parent University</u></p> <ul style="list-style-type: none"> • Writing Night (FACE) | <p>Progress Monitoring</p> <p>1. Sign-in sheets of attendance will be collected at all events. A baseline will be developed for further years comparisons.</p> <p>2. Analyze attendance and evaluation/feedback data from all Parent University Nights. Admin to collect and share information with staff.</p> <p>3. Admin will collect and analyze Subscriptions, Views and "Likes" web traffic on social media</p> | <p>Evaluation</p> <p>Back to School Night date/attendance:</p> <p>Open House attendance: date/attendance:</p> <p>Parent University Nights: Date: Topic:</p> <p>Feedback: Date: Topic:</p> |

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| <ul style="list-style-type: none"> • Art Night (FACE) • Math Night • Literacy/Reading Skills - 1st Grade • (15 hrs. @ \$46.05 = \$690.75) • (7101/ \$690.75) <i>Certificated Timesheet</i> • (7101/\$997) <i>Materials</i> <p>Parent Teacher Conferences AVID Education Nights Fall & Winter (AVID/Site teachers) 3 hrs. @\$46.05 X 4 =\$552.60 (7101/\$552.60) <i>Certificated Timesheets</i></p> <p>Career Night - Spring 2023 (AVID/ Site Teachers) (2 hrs. X 5 teachers @ \$46.05= \$460.50) (7101/\$460.50) <i>Certificated Timesheets</i></p> <p>3. KFTV Dragon News - continue to engage families through video production of a weekly newscast</p> <p>4. Utilize various communication modes: auto-dial phone calls, print (monthly newsletter), emails, Talking Points, school website, and social media. Post weekly on social media about school events, meetings, and classroom activities.</p> <p>5. Fund necessary "light" snacks, supplemental materials for events</p> | <p>(Facebook and digital monthly newsletter) monthly.</p> <p>4. Analyze communication modes to determine effectiveness of each. Track the number of Talking Points interactions there are between school (teachers and administration) and home monthly and throughout the year. 2023-2024 Teacher messages and announcements sent: 10,207. There were 12,249 family to school contacts. Our goal is to increase 3% in both areas. Admin will share with staff and discuss areas to improve on or continue based on the data.</p> <p>5. Utilize staff and materials to support family nights - evaluate effectiveness with feedback and discussions. Share information with staff and families in the monthly newsletter and Coffee Talks.</p> | <p>Feedback:</p> <p>Date:</p> <p>Topic:</p> <p>Feedback:</p> <p>Date:</p> <p>Topic:</p> <p>Feedback:</p> <p>Social Media data:</p> <p>Communication statistics: Talking Points interactions:</p> <p>Shared with staff:</p> <hr/> |
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Site Goal 4.2 (SiteGoalID: 7240) (DTS: 12/13/23)

- Our goal is to decrease absenteeism, tardy, and early dismissals for ALL students - especially African American, Hispanic, English Learners, Filipino, Students with Disabilities, and Low Income students. Increase overall attendance rate to 95.0%
 - 2022-2023 82.6%
 - 2023-2024 90.9% Decrease Chronic Attendance by 1% (2024-2025 to %)
 - 2022-2023 31.2%
 - 2023-2024 25%
 - Focus will be on African American(20.7%), Asian (20.5%), Hispanic (30.2%), Filipino (20%), and SWD (41%)

Based Upon School Year-Long Data Aug. 10- April 1 (2023-2024):
General Ed - 93.7%

Mild-Mod - 90.0%
Mod-Severe - 90.4%

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7240) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • 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. Home Bridge visits will be conducted during the summer months to connect with families. (Conducted through FACE)</p> <p>2. Attendance rates will be posted weekly for staff, students, and families. (Posted on board, MPR, Facebook, Monthly newsletters, Talking Points, emails, and in the Monday Morning Message) to emphasize the importance of daily school attendance.</p> <p>3. Provide incentives for individual students and classes for positive attendance.</p> <p>4. Continue attendance incentives, work with district RAIT, Student Support Services, and Parent Liaison to increase family attendance support. Utilize PTO and school fundraising for funding of incentives weekly/monthly.</p> <p>5. Utilize the MTSS process for students who are having attendance difficulty and Chronically absent students.</p> | <p>Progress Monitoring</p> <p>1. We will increase Bridge visits by 5% (290 to 305). A log will be kept and shared with the Administration.</p> <p>2. Weekly attendance data will be collected, analyzed and celebrated.</p> <p>3. Gather and analyze monthly data. Particularly focus on the attendance rate, late arrivals, and early dismissals of: African American, Hispanic, English Learners, Filipino, Students with Disabilities, and Low Income students. Utilize attendance data from 2023-2024 to be proactive at the start of the year. Track and analyze data of the specific groups monthly to identify progress and need for intervention.</p> <p>4. Teacher and staff will log contact with families through Synergy. They will log Positive Contacts (progress) in Synergy under Student Contact Log (Positive Contact). Administration will monitor.</p> | <p>Evaluation</p> <p># Bridge Visits (FACE): # of Teachers conducted Bridge Visits:</p> <p>Monthly Attendance Data: Total AA His. EL Fil. SWD LI Aug. Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr.</p> <p>Strategies Utilized/Outcomes: Personal Contacts by Admin:</p> <p>Parent Conferences:</p> <p>CICO:</p> <p>Attendance agreement (Admin/student):</p> |

| | | |
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| <p>Utilize data from 2023-20234 specifically identifying Chronically Absent students in specific demographics (African American, Hispanic, English Learner, Filipino, Students with Disabilities and Low Income) to be proactive. Document and develop individual supports for students and families as needed with PBIS Tier 2 team and teacher.</p> <p>5. Personal phone calls home, texts messages, or post cards from teachers and staff members will be sent regarding attendance.</p> <p>6. Utilize SARB process - phone calls, letters, emails, and parent meetings.</p> | | <p>Positive Contacts (Synergy): Tri. 1 Tri. 2 Tri. 3</p> |
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Site Goal 4.3 (SiteGoalID: 7242) (DTS: 12/13/23)

Focus on equipping parents with knowledge and strategies to support their student(s) and improve home to school communication. Build in opportunities for families to come to school and build school to home relationships. Utilizing the LCAP Survey as well as the SEL Surveys, we will focus on building a positive connection between school and home where students continue to make positive relationships and thrive.

Metric: Attendance Rate

Action 4.3.1 (SiteGoalID: 7242) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • Low Income • School-wide • 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? |
| Action Plan | Progress Monitoring | Evaluation |

| | | |
|--|--|---|
| <p>1. <u>September-May:</u> In partnership with the FACE department, we will offer several opportunities for families to build skills to assist students succeed at school and home. (Not an exclusive list)</p> <ul style="list-style-type: none"> • Strong Father Strong Families Workshops (Math, Science, Literacy Nights kits) (7101/\$1000) Materials • (2 hrs. @\$46.05 X 5 teachers= \$460.50) (7101/\$460.50) Certificated Timesheet <p>2. <u>September, December, March</u> -Coffee Talks sessions - 1 per trimester to discuss topics (not exclusive). Flyers, Texts, and personal phone calls will be used to invite parents from all different demographics to ensure all voices are heard.</p> <ul style="list-style-type: none"> • Assessments/CAASPP Data • Discipline Data/PBIS • School Climate & Culture • Academic Assistance Strategies • (light snacks will be provided) • (7101/\$150) Materials/Supplies/Equipment) <p>3. Increase activities for parents to be on campus: Family Picnic Days (1 per trimester), Character Awards Assemblies, Academic Awards Assemblies, class performances.</p> | <p>1. A teacher committee with the administration will discuss, organize, plan, and facilitate the parent workshops. Sign in sheets will be collected to build a baseline for the year. A feedback form will be utilized to analyze the effectiveness of the workshops. Additional family workshops will be planned from family input and suggestions.</p> <p>2. Administrators, Parent Liaison, and teachers will promote the Coffee Talks. Feedback forms will be collected to identify the level of effectiveness the information was, what additional information the families would like to know about, and how the school site can better support the students/families. This will be used to plan the following Coffee Talks.</p> <p>3. Collect sign-in sheets or attendance counts for assemblies.</p> | <p>Parent Workshops conducted/Dates:</p> <p>Feedback from families (# received/information):</p> <p>Coffee Talks (dates/# participants):</p> <p>Topics discussed:</p> <p>Parent Participation (# of participants): Family Picnic days</p> <p>Character Awards</p> <p>Academic Awards Tri. 1 Tri. 2 Tri. 3</p> <p>Class performances</p> |
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Funding Sources for District Goal 4 (DEV - LCAP ID: 611)

| Funding Source | Amount | Description of Use |
|--|--------|------------------------|
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |

| | | |
|---|------|----------------------------------|
| Supplemental/Concentration (7101/0000) | 2175 | 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) | 2147 | 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 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Certificated- Timesheets | \$32882 | \$4691 | \$1820 | \$2175 | \$41568 |
| Classified- Salaries | \$0 | \$0 | \$0 | \$0 | \$0 |
| Classified- Timesheets | \$13250 | \$0 | \$0 | \$0 | \$13250 |
| Contracts/Services/Subscriptions | \$16588 | \$0 | \$5000 | \$0 | \$21588 |
| Materials/Supplies/Equipment | \$2000 | \$1037 | \$0 | \$2147 | \$5184 |

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 | \$4691 | \$0 | \$0 | \$4691 |
| 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 | \$1037 | \$0 | \$0 | \$1037 |

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.

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.

V. Funding

Ellen Feickert Elementary (257) | 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 | \$81,590 | \$64,720 | \$5,728 | \$6,820 | \$4,322 | \$0 |
| 7150 EL Supplemental Program Services TK-6 0000 Unrestricted | \$5,728 | \$0 | \$5,728 | \$0 | \$0 | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$87,318 | \$64,720 | \$11,456 | \$6,820 | \$4,322 | |

| Fund Subtotals | | Title I Centralized Services | |
|---|----------|----------------------------------|-----------------------|
| Subtotal of additional federal funds included for this school | \$0 | Title I Foster Youth \$0 | Title I Homeless \$0 |
| | | Title I Centralized Services \$0 | Title I Preschool \$0 |
| Subtotal of state or local funds included for this school | \$87,318 | | |

| | | Signatures: (Must sign in blue ink) | Date |
|---------------------------------|---------------|--|-------|
| Principal | Robyn Fulgham | _____ | _____ |
| School Site Council Chairperson | Amber Barnett | _____ | _____ |
| EL Advisory Chairperson | Xai Vue | _____ | _____ |