



Robert J. Fite Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Diane Standring

County-District-School (CDS) Code: 34673146120026

**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

Robert J. Fite Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 612)

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?

School Site Council Meetings

January 30, 2024 - March 26, 2024 - April 22, 2024

Parents and School Staff reviewed the current LCAP goals and made suggestions regarding services and spending priorities.

ELAC Meeting

March 28, 2024

Families of English Learners met with the Vice Principal and discussed the needs of multilingual students, as well as the programs and services that families would like to see on our campus.

Leadership Meeting

April 10, 2024

Teacher leaders provided feedback on current programs and supports and shared information from grade levels about needs for the 24-25 school year.

2. Impact of LCAP and Annual Update

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

Parents continue to request support for students with homework and tutoring to fill in learning gaps. Teachers and staff would like to continue AIT support, as well as increase support for English learners. Teachers would also like to have access to online learning programs like Lexia and IXL.

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.

We will be reallocating funding to support classroom intervention by hiring paraeducators to support intermediate classrooms. We are also reallocating some funding for ELPAC assessments to hire an hourly ELD and newcomer support teacher.

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: 7245) (DTS: 12/13/23)

Increase the overall school-wide percentage of students at each grade level meeting or exceeding grade level achievement standards and benchmarks in English Language Arts (ELA) and Math.

For grades K-2, we will use Illuminate data and common district assessments for ELA focusing on phonics and phonemic awareness, fluency, spelling, and writing. For Mathematics, we will use Illuminate data and common assessments focusing on number sense and computation. **The school-wide goal is 75% or more of students meeting benchmarks for ELA and Mathematics in grade K-2.**

In grades 3-6, increase overall performance **SCHOOLWIDE from 50% to 55% meets or exceeds** achievement standards in **ELA** and **44% to 50% meets or exceeds** achievement standards in **MATH** using CAASPP data and focus on the following sub groups:

Low/Very Low:

- Increase overall performance of **STUDENTS WITH DISABILITIES** from **16% to 20% meets or exceeds** achievement standards in **ELA** and **9% to 15% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **BLACK/AFRICAN AMERICAN** students from **33% to 40% meets or exceeds** achievement standards in **ELA** and **10% to 20% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **HISPANIC** students from **33% to 40% meets or exceeds** achievement standards in **ELA** and **38% to 45% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **ENGLISH LEARNER** students from **30% to 37% meets or exceeds** achievement standards in **ELA** and **25% to 32% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **SOCIOECONOMICALLY DISADVANTAGED** students from **38% to 45% meets or exceeds** achievement standards in **ELA** and **37% to 44% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **WHITE** students from **40% to 47% meets or exceeds** achievement standards in **MATH**.

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

Action 1.1.1 (SiteGoalID: 7245) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • SWD • White

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

Provide certificated support and relevant instructional materials and resources for targeted, individual or small group instruction for students who are not meeting grade level benchmarks in grades K-3.

A 1.0 Academic Intervention Teacher (AIT) will be funded by the district. A 1.0 AIT will be funded by the site. (1.0 FTE Academic Intervention Teacher: Certificated Salaries \$135,000/4900/3010)

AITs will use adopted curriculum resources from the Wonders ELA and enVision Math programs, as well as other selected supplementary resources. Additional funds will be provided for instructional resources, materials, and curriculum for intervention. (Materials/Supplies \$1,000/4900/3010)

1. Identify at-risk students in principally targeted sub groups using site beginning of year assessment data and teacher recommendations in August 2024.

2. Meet with teachers at grade level co-op meetings in September 2024. Communicate intervention plan to teachers, gather teacher feedback, and develop an intervention schedule.

3. Meet with teachers individually for Collaborative Academic Support Team (CAST) meetings at the end of Trimester 1 in November 2024 and Trimester 2 in March 2025. Review assessment data for students currently receiving AIT services and determine if new students need to start receiving services.

4. AITs attend an MTSS Tier II team meeting monthly to analyze data and track student progress to determine which students should continue to receive intervention support, who can be

1,2,5. Use Illuminate beginning of the year assessment data to identify students eligible for AIT support.

3. Use trimester Illuminate assessment data and AIT pre/post assessment data to measure growth for students participating in targeted instructions.

3-4. AITs will collect assessment data and meet with teachers, the MTSS Tier II team and site admin to review data and progress monitor students.

4/5. Effectiveness will be measured using AIT pre/post assessment data and the number of students who meet achievement standards and move out of intervention groups throughout the year.

- September 2024 - Analyze beginning of year Illuminate assessment data
- September 2024 - Grade level co-op meetings
- October 2024 - MTSS Tier II meeting
- November 2024 - Trimester 1 Illuminate assessment data, CAST meetings, MTSS Tier II meeting
- December 2024 - MTSS Tier II meeting
- January 2025 - MTSS Tier II meeting
- February 2025 - MTSS Tier II meeting
- March 2025 - Trimester 2 Illuminate assessment data, CAST meetings, MTSS Tier II meeting
- April 2025 - MTSS Tier II meeting
- May 2025 - MTSS Tier II meeting
- June 2025 - End of Year/Trimester 3 Illuminate assessments, MTSS Tier II meeting

<p>exited. The MTSS Tier II team along with site admin will evaluation the implementation of the AIT program and determine effectiveness.</p> <p>5. Continue the intervention cycle: identify students in need of support, provide intervention, progress monitor, and determine effectiveness of the program.</p>		
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Action 1.1.2 (SiteGoalID: 7245) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Low Income

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. Fund additional supplemental digital resources for core content areas. (Lexia for ELA and IXL for Math) Any curriculum, print or digital, will be used/purchased in accordance with BP/AR 6160.1 regarding the purchase of board adopted materials.</p> <p>*CURRENTLY NOT FUNDED - Anticipated funding to be received in June 2024. (Site Licenses/Digital Subscriptions: \$22,650/4900/3010)</p>	<p>Progress Monitoring</p> <p>1-2. Site teacher coordinator(s) and administration will monitor usage and progress from program reports at the end of each trimester.</p> <p>1-2. Illuminate and CAASPP data will be analyzed along with participation and usage reports to show an increase in achievement for students regularly accessing programs and resources.</p> <p>1-2. Teachers, support staff, and administrators will review student progress reports each month. Student growth will be monitored and discussed at grade level meetings and individual student needs will be monitored and discussed at Fall and Spring CAST</p>	<p>Evaluation</p>

meetings. Additionally, site administrators, AITs, and grade level teams will monitor interim assessments, including phonics/phonemic awareness, high-frequency words, spelling inventory, fluency, comprehension, and ELA and Math curriculum assessments to track student growth.

- September 2024 - Admin meet with site coordinator to ensure all teachers/classrooms have access to digital materials and all students are registered
- End of Trimester 1 / November 2024 - Review usage reports and student progress using program data and Illuminate trimester 1 interim assessment data.
- January 2025 - Share usage and progress reports at in-service meeting. Gather teacher feedback about the programs.
- End of Trimester 2 / March 2025 - Review usage reports and student progress using program data and Illuminate trimester 2 interim assessment data. Gather teacher feedback about continuing or discontinuing programs for the next school year.
- End of year / May 2025 - Share usage reports and student progress at a staff meeting. Gather teacher feedback and decide to continue or discontinue subscriptions for the next school year.

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <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? 	Evaluation <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. Purchase additional supplementary curriculum and instructional materials to enhance student engagement. Curriculum and materials may include class sets of novels, culturally and linguistically diverse books, science lab material kits, and student supplies for workshop, intervention, and enrichment. (Materials/Supplies: \$1,000/4900/3010)</p> <p>2. Purchase updated books and materials for the school library. (Materials/Supplies: \$1,000/4900/3010)</p>	<p>Progress Monitoring</p> <p>1: Site administrator observation and teacher and librarian feedback. Students will have access to diverse literature, supplementary resources and materials to enhance their learning experience. Teachers will have the materials they need to support the curriculum and provide additional opportunities for hands-on activities, intervention and enrichment for students.</p> <p>2. Reviewing the school library inventory at the end of the year, showing an increase in diverse titles and more current publishing dates of books and resources, as well as student check-out data.</p> <ul style="list-style-type: none"> September 2024 - Meet with Librarian to look at current titles and publishing dates. September 2024 - Meet with site leadership team to make sure grade level teams are aware of resources available to them. November 2024 - Check in with librarian and grade level teams regarding needs. March 2025 - Check in with librarian and grade level teams regarding needs. May 2025 - Meet with librarian and site leadership team to review needs and make adjustments to funding for the next school year. 	<p>Evaluation</p>

Action 1.1.4 (SiteGoalID: 7245) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	Progress Monitoring <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?	Evaluation <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 <p>1. Cover the cost of on-site educational assemblies/experiences and transportation for students to attend off-campus educational field trips. (Contracts/Services/Subscriptions : \$10,000/4900/3010)</p>	Progress Monitoring <p>1. Student attendance, student and teacher survey data, and student work products and feedback based on experiences. (Projects, journals, student written reflections, assessments, etc.)</p> <ul style="list-style-type: none">• September 2024 - Admin will meet with grade level teams during grade level meetings to discuss ideas for experiences or field trips for the year and encourage early planning/calendaring.• November 2024 - Check in with grade levels about planning and experiences.• March 2025 - Check in with grade levels about planning and experiences.• May 2025 - Meet with grade levels to review field trips and experiences from the year and determine if funding was adequate to plan for any changes for next school year.	Evaluation

Targeted Student Group(s)

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

<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. Provide release days for all teachers for the purpose of curriculum planning and instruction, assessment and data analysis, and development of intervention and enrichment plans.</p> <ul style="list-style-type: none"> 1 day per grade level for beginning of the year co-op meeting and planning - 1/2 day for co-op with admin and support team, 1/2 day for team planning. (Certificated Timesheet: \$5500/4900/3010) Winter and Spring CAST conferences with admin and Tier II Team (Certificated Timesheet: \$1600/4900/3010) 7 days (approximately one per month between September 2024 and May 2025) for grade level teams to work with instructional coaches to deepen understanding and address implementation of the Instructional Framework in order to increase student achievement. Release days will include professional development focusing on Instructional Framework principles, after which teams will have time to collaborate for lesson planning and 	<p>Progress Monitoring</p> <p>1. Grade level teams will submit agendas and notes to admin team for review. Data/notes collected from co-op and CAST meetings will provide teachers and site support staff with information on how to best meet student needs. Teachers will meet with administration and intervention team three times a year at the end of each trimester to analyze grade level Common Formative Assessments to monitor the progress of students. Student information will then be used to develop actionable plans to meet needs of students who have not mastered grade level standards.</p> <ul style="list-style-type: none"> August 2024 - Release days scheduled and substitutes requested September 2024 - Grade level co-op meetings November/December 2024 - Winter CAST Meetings January 2025 - Confirm scheduled release days with grade level teams. March 2025 - Spring CAST Meetings March/April 2025 - Leadership Team release day for LCAP evaluation and planning. 	<p>Evaluation</p>

<p>Instructional Framework implementation, analyze student data, observe teachers and/or coaches, and make instructional and intervention decisions to support students. (ELA and Math) (Certificated Timesheet: \$38,500/4900)</p> <ul style="list-style-type: none"> • 1 full day of planning time for Instructional Leadership Team (ILT) (Certificated Timesheet: \$2600/4900) <p>[\$48,200 TOTAL]</p>		
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Action 1.1.6 (SiteGoalID: 7245) (DTS: 04/27/24)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • 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. Provide additional support to classroom teachers in grades 4-6 by hiring two paraeducators to work in general education classrooms. Paraeducators would support the classroom by providing student support and supervision and assist the classroom teacher and students during small group intervention. (Classified Salaries: \$21,979/4900/3010) (Classified Salaries : \$36,807/7101)</p> <p>[\$60,062 TOTAL]</p>	<p>Progress Monitoring</p> <p>1. Grade level teams will submit a schedule for the paraeducator as well as a plan for how the paraeducator will support the students and teacher in the classroom. A portion of each monthly leadership team meeting will be used to evaluate effectiveness of the paraeducators. Grade level teams will meet with administration and at the end of each trimester to analyze grade level Common Formative Assessments to monitor the progress of students. Information will then be used to develop actionable plans to meet needs of students who have not mastered grade level standards and how to</p>	<p>Evaluation</p>

	<p>best utilize paraeducator support to meet those needs.</p> <ul style="list-style-type: none"> • August 2024 - Review grade level plans for paraeducator support. • September 2024 - Grade level co-op meetings • November 2024 - Leadership Team Meeting • March 2025 - Leadership Team Meeting • May 2025 - Leadership Team Meeting to specifically review data and discuss effectiveness of paraeducator support and gather feedback from team members 	
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Site Goal 1.2 (SiteGoalID: 7246) (DTS: 12/13/23)

Support a robust English Learner program through accurate assessment, support for designated and integrated English Language Development (ELD) instruction, and communication with families of English Learners.

- Increase by 2% or more the number of English Learners that demonstrate proficiency and are reclassified as Fluent English Proficient.
- Increase the percentage of students who meet or exceeds standards on CAASPP in ELA from 33% to 40% or higher.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.2.1 (SiteGoalID: 7246) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • R-FEP

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?
Action Plan	Progress Monitoring	Evaluation
<p>1. Assess EL student language acquisition and progress by funding a site EL Coordinator. The EL Coordinator, with support from site administration, will coordinate the identification/placement of EL students, reclassification, EL/RFEP monitoring, support for ELAC meetings, and assist with initial and summative ELPAC assessment of students. Coordinator will work with EL coach to support the English Learner program on campus through district professional training and collaboration. (Certificated Timesheet: \$8,292/7150)</p> <p>2. Fund a certificated teacher to support students during designated and integrated English Language Development (ELD) instruction. Provide support for English Learner (EL) newcomers and long-term English learners (LTELs). EL Coordinator will work with site admin and teachers to identify students in need of support and determine a schedule. (Certificated Timesheet: \$10,000/7150 and \$7,000/7101)</p> <p>3. Purchase supplemental EL supplies and materials to support student learning, including but not limited to multilingual library books, curriculum, print shop funds, and certificate paper for awards and EL student recognition. (Materials/Supplies: \$500/7150)</p> <p>4. Provide interpretation and translation services for parent/teacher contact, including but not limited to written communication, phone calls, and parent/teacher conferences. (Classified Timesheet: \$796/7150)</p>	<p>1. Updated ELPAC scores for all EL students will provide administration and staff with important language acquisition information about the EL students at the site.</p> <p>1. Regular meetings with EL coordinator and coaches will help staff feel knowledgeable and supported when working with EL students in their classroom.</p> <p>2. Site admin and EL coordinator will work with certificated teacher to set up a schedule to meet the needs of newcomers and LTELs. Teacher feedback and students assessments will be monitored and reviewed.</p> <p>1-2. The number of students who are reclassified as Fluent English Proficient will increase by 5% or more, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments, and CAASPP results in ELA.</p> <p>3. Teachers and students will have access to supplemental resources and materials to enhance English language instruction and language acquisition.</p> <p>4. EL parent involvement/engagement will be tracked using attendance at ELAC meetings and parent conferences. (Meeting sign-in sheets and notes.) Teachers will provide updates to administration on the participation of and communication with parents of EL students, including information regarding testing, meetings, reclassification, etc.</p> <ul style="list-style-type: none"> August 2024 - Site admin will meet with EL Coordinator to 	

	<p>set up a testing schedule for initial ELPAC.</p> <ul style="list-style-type: none">• September 2024 - In tandem with grade level co-op meetings, site admin, EL Coordinator, and EL coach will meet to review EL data and determine student need. Develop a schedule of support for EL students, including professional learning for staff.• End of Trimester 1 / November 2024 - Review EL student Illuminate assessment data.• End of Trimester 2 / March 2025 - Review EL student Illuminate assessment data.• End of Trimester 3 / May 2025 - Review EL student Illuminate assessment data. Determine effectiveness of EL certificated support based on assessment data and teacher feedback.	
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Site Goal 1.3 (SiteGoalID: 7254) (DTS: 12/13/23)

Provide music instruction to students as part of the regular school day and offer afterschool opportunities for students to participate in choir and drum club. Support instruction in the area of Visual and Performing Arts as specified by California Education Code ARTICLE 2. Course of Study, Grades 1 to 6 [51210 - 51212] which states *"The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: (5) Visual and performing arts, including instruction in dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression."*

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

Action 1.3.1 (SiteGoalID: 7254) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	Progress Monitoring <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?	Evaluation <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. Fund music instruction provided by music educators from New Songs School of Music to provide weekly music instruction for students in grades TK-6 during the regular school day.</p> <ul style="list-style-type: none">• Push-in music education for each classroom; 30-35 minutes weekly for TK-6 grade students.• 30 weeks of instruction between September 2024 and May 2025. (Contracts/Services/Subscriptions: \$33,000/7101) <p>2. Fund after-school choir and drum programs provided by music educators from New Songs School of Music.</p> <ul style="list-style-type: none">• 30 weeks of choir rehearsals, 1 rehearsal per week, plus two concert performances between September 2024 and May 2025. (Contracts/Services/Subscriptions: \$6,000/7101)• 30 weeks of drum club rehearsals, 1 rehearsal per week, plus two concert performances between September 2024 and May 2025. (Contracts/Services/Subscriptions: \$6,000/7101) <p>3. Purchase materials and supplies to support music instruction. (Materials/Supplies/Equipment: \$1,420/7101)</p>	<p>Progress Monitoring</p> <p>1. Gather and review formal survey feedback from students, parents, and teachers at the end of the school year.</p> <p>1-2. Review student attendance data monthly and show an increase in overall student attendance throughout the year.</p> <p>2. Student attendance at rehearsals. Community attendance at performances.</p> <ul style="list-style-type: none">• End of Trimester 1 / November 2024 - Review student attendance and participation.• End of Trimester 2 / March 2025 - Review student attendance and participation in programs and activities.• End of Trimester 3 / May 2025 - Review student attendance and participation in programs, gather teacher and student feedback, and make changes for next school year.	<p>Evaluation</p>

Site Goal 1.4 (SiteGoalID: 7829) (DTS: 04/27/24)

Instructional Framework Goal - STUDENT TALK

Implementation of effective student talk will increase from 55.7% to 70% by the end of the year as measured the the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher provides opportunities to work and communicate with classmates will increase from 79.5% to 85%.
- Student survey data regarding whether their teachers guides/supports student discussion will increase from 79%-85%.
- Teacher survey data regarding current level of implementation of student talk will increase from 62.5% to 75%.
- FONT implementation data will increase from 10% to 25%.

Metric: Other

Action 1.4.1 (SiteGoalID: 7829) (DTS: 04/27/24)

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?
Action Plan 1. Provide ongoing professional learning opportunities throughout the school year for teachers to increase knowledge regarding student talk. Utilize site instructional coaches to provide support for teachers and provide co-teaching, sample lesson plans, and examples of activities that maximize student talk in the classroom. Involve leadership team members to include	Progress Monitoring 1. Survey teachers to obtain a better understanding of their current level of implementation with student talk and what kind of professional learning would best support them. 1. Meet with instructional coaches to develop professional learning plans.	Evaluation

discussion and analyze teaching practices around student talk as part of weekly PLC meetings. NO FUNDING REQUIRED	<ul style="list-style-type: none"> • August 2024 - Survey teachers • August/September 2024 - Meet with instructional coaches to review survey results and plan meaningful and appropriate professional learning opportunities • December 2024 - Meet with Leadership team to review grade level goals and implementation of student talk • January 2025 - Survey teachers again to review needs • January 2025 - Meet with instructional coaches to adjust professional learning plans as needed • February to May 2025 - Continue to implement professional learning plan, making adjustments as needed • May 2025 - Survey teachers about their professional learning experiences and implementation of student talk. Gather feedback from site leadership team and make any necessary changes for the next school year. 	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 612)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	135000	Certificated- Salaries
Title I – Basic (4900/3010)	48200	Certificated- Timesheets
Title I – Basic (4900/3010)	21979	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	10000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	3000	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	7000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	36807	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	45000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1420	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	18292	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	796	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	500	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: 7255) (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: 7255) (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. Students in grades K-6 will participate in beginning of the year assessments.</p> <ul style="list-style-type: none">• K-2 student data will be inputted into the Illuminate assessment system.• 3-6 grade students will participate in online assessments using the Illuminate assessment system. <p>2. Students in grades K-6 will participate in interim assessments at the end of Trimester 1 and Trimester 2.</p> <ul style="list-style-type: none">• K-2 student data will be inputted into the Illuminate assessment system.• 3-6 grade students will participate in online assessments using the Illuminate assessment system. <p>3. Students in grades 3-6 will participate in the statewide CAASPP testing.</p> <p>NO FUNDING REQUIRED.</p>	<p>Progress Monitoring</p> <p>1-2. Illuminate assessment percentage of student completion.</p> <p>3. Percentage of student completion on CAASPP assessments: ELA (grades 3-6), Math (grades 3-6), Science (grade 5)</p> <ul style="list-style-type: none">• September 2024 - Review completion percentage for beginning of year Illuminate assessments• November 2024 - Review completion percentage for Trimester 1 interim assessments• March 2025 - Review completion percentage for Trimester 2 interim assessments• May 2025 - Review completion percentage for end of year Illuminate assessments and CAASPP assessments.	<p>Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 612)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	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)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

District Needs and Metrics 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

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: 7243) (DTS: 12/13/23)

To address disproportionality, focus on positive behavior structures as part of the PBIS framework on campus and utilize Tier I and Tier II PBIS practices for all students to minimize behavior referrals and maintain the overall school suspension rate of <1% suspensions. Particular focus on the African American and Students with Disabilities subgroups.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1 (SiteGoalID: 7243) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • 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 1. The PBIS Tier II Team will meet two times per month to screen old and new MTSS referrals and develop actionable steps to support students, staff, and parents. Types of actions include additional SEL lessons with MTSS intervention specialist, Check In/Check Out, social groups/lunch bunch, etc. The team will consist of administrators, behaviorist, MHT,	Progress Monitoring 1. PBIS Team Meeting notes and agendas. 1. Decreased number of office/discipline referrals. 1.Feedback from Teachers and Staff <ul style="list-style-type: none">• September 2024 Tier II Meetings	Evaluation

<p>MTSS Counselor, and school psychologist. The team will pay particular attention to the African American and Students with Disabilities subgroups to improve their overall success in behavior and academics.</p> <p>NO FUNDING REQUIRES</p>	<ul style="list-style-type: none"> • October 2024 Tier II Meetings • November 2024 Tier II Meetings / CAST Meetings • December 2024 Tier II Meetings • January 2025 Tier II Meetings • February 2025 Tier II Meetings • March 2025 Tier II Meetings / CAST Meetings • April 2025 Tier II Meetings / Tiered Fidelity Inventory Scores • May 2025 Tier II Meetings • June 2025 Tier II Meetings 	
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Action 3.1.2 (SiteGoalID: 7243) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD • White

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. Utilize the district provided MTSS Counselor to provide social-emotional learning and support for individuals and/or groups of students. MTSS Counselor will support SEL instruction in the classroom and provide support to both Tier I school-wide PBIS program and the Tier II/MTSS team. They will also provide support to teachers, administrators, and families by contacting families regarding attendance concerns.</p> <p>2. Purchase supplies, materials, and equipment to support the MTSS Counselor on campus.</p>	<p>Progress Monitoring</p> <p>1. Monthly counselor/admin meetings to review planned activities and services provided to students and the school community.</p> <p>1. Decrease in MTSS referrals due to issues with peer interactions and social-emotional concerns.</p> <p>2. Counselor and student feedback.</p> <ul style="list-style-type: none"> • August 2024 Planning Meeting • September 2024 Check-in Meeting 	<p>Evaluation</p>

Items may include but are not limited to books and supplemental SEL curriculum supports, fidgets, flexible seating, items for calming spaces, etc. (Materials/Supplies/Equipment: \$2,000/7101)	<ul style="list-style-type: none"> • October 2024 Check-in Meeting • November 2024 Check-in Meeting • December 2024 Check-in Meeting • January 2025 Check-in Meeting • February 2025 Check-in Meeting • March 2025 Check-in Meeting • April 2025 Check-in Meeting • May 2025 Check-in Meeting • June 2025 Year End Evaluation Meeting 	
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Action 3.1.3 (SiteGoalID: 7243) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • 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. Provide structured recess activities through an outside organization. Onsite adult coaches will engage students in structured recess activities and work with students and promote safety, conflict resolution, and problem solving during recess times. District funding will cover 2 days per week, and the site will cover the cost for the remaining 3 days per week. (Approximately \$50,000) (Contracts/Services: \$50,000/7101)</p>	<p>Progress Monitoring</p> <p>1. Decrease in office referrals and negative behaviors on the playground during recess.</p> <p>1. Observation; more students participating in organized, physical activities at recess.</p> <p>1. Student and teacher feedback.</p> <ul style="list-style-type: none"> • September 2024 Check-in Meeting • October 2024 Check-in Meeting • November 2024 Check-in Meeting 	<p>Evaluation</p>

	<ul style="list-style-type: none"> • December 2024 Check-in Meeting • January 2025 Check-in Meeting • February 2025 Check-in Meeting • March 2025 Check-in Meeting • April 2025 Check-in Meeting • May 2025 Check-in Meeting • June 2025 Year End Evaluation Meeting 	
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Site Goal 3.2
 (SiteGoalID: 7248) (DTS: 12/13/23)

Increase the site Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score to 100% Tier 1 fidelity.

- Ensure a safe learning environment and positive school culture and climate.
- Support the physical/social-emotional well-being of students by providing equitable, school-wide instruction, intervention, and disciplinary practices for social and academic success.
- Increase student feelings of belonging and decrease instances of peer conflict and bullying.

Metric:

Action 3.2.1
 (SiteGoalID: 7248) (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
1. Full implementation, with fidelity, of a school-wide PBIS Tier I program, specifically focusing	1. Review data from the following sources:	

<p>on disproportionality in discipline and behavior referrals for African American students and students with disabilities.</p> <ul style="list-style-type: none"> • Share PBIS data monthly at Leadership and Staff meetings. • Support the PBIS program on campus by purchasing PBIS related signs, posters, lesson plan materials, and student acknowledgment materials and supplies. • Provide hourly-timesheet compensation for classified staff members of the PBIS Tier I team. • Provide active supervision training, meeting compensation, and professional development opportunities for yard supervisors. <p>ACTIONS/SERVICES WILL BE FUNDED BY PBIS FUNDS</p>	<ul style="list-style-type: none"> • PBIS Tiered Fidelity Inventory Scores • PBIS Site Data • Stakeholder Involvement (Yard Supervisors/Parents) • Student, parents, and staff surveys throughout the year. • Site discipline and referral data <ul style="list-style-type: none"> • August 2024 Preservice Meeting • September 2024 Staff/PBIS Meeting • October 2024 Staff/PBIS Meeting • November 2024 Staff/PBIS Meeting • December 2024 Staff/PBIS Meeting • January 2025 In-Service Meeting • February 2025 Staff/PBIS Meeting • March 2025 Staff/PBIS Meeting • April 2025 PBIS TFI Meeting • May 2025 Staff/PBIS Meeting • June 2025 Year End Evaluation Meeting 	
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Action 3.2.2 (SiteGoalID: 7248) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • 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
1. Contract with outside vendors	1. Student and staff feedback and	

to provide inspirational, motivational, and empowering assemblies to the student body to reinforce diversity, acceptance, student identity and sense of belonging, bullying prevention, PBIS expectations and positive student behavior, specifically focusing on improving outcomes for African-American, English learners, students with disabilities, and socioeconomically disadvantaged students. (Contracts/Services/Subscriptions : \$2000/7101)	survey information.	
	<ul style="list-style-type: none"> • August 2024planning meeting - research and schedule assemblies • December 2024 • March 2025 • June 2025 	

Site Goal 3.3 (SiteGoalID: 7252) (DTS: 12/13/23)

Improve the culture and climate of the school by providing a positive, warm, welcoming environment for students, families, and school staff. Focus specifically on students and families identifying as African-American, Foster and Homeless Youth, and students receiving special education services.

Metric: School Climate - Average Favorability Rating

Action 3.3.1 (SiteGoalID: 7252) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
1. Work with front office staff to promote a warm and welcoming school environment in the front office. Admin and front office staff will meet monthly with FACE Family Liaison to review	1. Increased number of positive interactions with parents and office staff. 2. Feedback from parents regarding emails, TalkingPoints	

<p>welcoming practices.</p> <p>2. Provide clear and transparent communication from site administration in regards to school activities, parent engagement opportunities, and school/student achievement. Specifically for families of English Learners, provide communication in student/families' home language whenever possible using district translation and interpretation services. Purchase a translation device for the front office to provide instant communication for parents/guardians who speak a language other than English. (\$500/7150 : Materials/Equipment/Supplies)</p> <p>3. With support from the district instructional and equity coaches, provide teachers and staff with professional learning opportunities to address teacher/student relationships, home/school connection, social-emotional learning, and culturally responsive instructional practices. Share information with staff about how to disrupt negative expectations about students and schools, specifically using examples from the book "Removing Labels" by Smith, Fisher, and Frey.</p>	<p>messages, social media posts, website posts, and other school communication. Increased number of parents engaging with school staff and attending school meetings and activities.</p> <p>3. Number of professional learning opportunities offered throughout the year. Agendas and feedback from professional learning. Administrator observations in classrooms and on campus.</p> <ul style="list-style-type: none"> • August 2024 - Office planning meeting; purchase translation device • September 2024 Meeting • October 2024 Meeting • November 2024 Meeting • December 2024 Meeting • January 2025 Meeting • February 2025 Meeting • March 2025 Meeting • April 2025 Meeting • May 2025 Meeting • June 2025 Meeting 	
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Funding Sources for District Goal 3 (DEV - LCAP ID: 612)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets

Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	52000	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)	500	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage family and community partners.

District Needs and Metrics 4:

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

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7244) (DTS: 12/13/23)

Increase parent and family involvement and engagement by creating a welcoming environment where parents feel connected to the school and their child’s learning.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7244) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • School-wide • SWD • White

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. Encourage parent participation in school-wide events through mass communication methods such as personal invitations, emails from teachers and administration, flyers, phone messages, school website postings, and Facebook. Translate materials (as needed) in home language of students/families. Focus on including students and families of English Learners, Foster Youth, and low-income students.</p> <p>NO FUNDING REQUIRED</p>	<p>Progress Monitoring</p> <p>1. Number of emails/responses received from families. Attendance at meetings and other school stakeholder events. Surveys and parent/community feedback. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p> <ul style="list-style-type: none">August 2024 PlanningDecember 2024 Review of dataMarch 2025 Review of dataJune 2025 Review of data; planning for next school year.	<p>Evaluation</p>

Action 4.1.2 (SiteGoalID: 7244) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <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? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan 1. Home Visit Training: <ul style="list-style-type: none"> Provide staff training Increase the number of staff home visits to build positive connections and relationships with students and families, specifically for students and families identifying as African-American, Foster and Homeless Youth, and low-income students. NO FUNDING REQUIRED	Progress Monitoring 1. Staff Home Visit Logs Teacher and staff feedback. Parent surveys. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings. <ul style="list-style-type: none"> August 2024 - Preservice Meeting December 2024 March 2025 June 2025 	Evaluation

Action 4.1.3 (SiteGoalID: 7244) (DTS: 12/13/23)

Targeted Student Group(s)

• All • School-wide

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <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? 	Evaluation <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. Partner with Sheldon High to provided students with opportunities to volunteer their time via project-based learning to provide before and after school activities/services to Fite students.</p> <p>2. Provide compensation via stipend for teachers on site to support the program and provide supervision and work in an advisory capacity for high school students.</p>	<p>1-2. Volunteer Sign-in sheets Volunteer Log-in activities Teacher and Student Feedback Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p> <ul style="list-style-type: none"> • August 2024 - Preservice Meeting • December 2024 • March 2025 • June 2025 	
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Site Goal 4.2 (SiteGoalID: 7249) (DTS: 12/13/23)

Provide opportunities for teachers to meet with families and offer support and instruction on how to best utilize the curriculum with their children and to provide parents with a better understanding of classroom curriculum and assessments.

Metric:

Action 4.2.1 (SiteGoalID: 7249) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • School-wide • SWD • White

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. Provide compensation for teachers/staff to meet with families throughout the school year outside of contract hours.</p>	<p>1-2. Review data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys.</p>	

<p>Certificated staff can use this time to conduct a parent university and/or to provide training in a variety of areas, including but not limited to information about assessment tools, curriculum, ways to support "at home learning", student behavior and social-emotional learning, navigating social media, Synergy, and report cards. (Certificated Timesheet: \$2000/4900/3010)</p> <p>2. Provide materials or supplies for teachers and staff to conduct parent university, trainings, workshops, etc. (Materials/Supplies/Equipment: \$500/4900/3010)</p>	<p>Review classroom assessment data to track students progress of those students that had families attend the curriculum events. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p>	
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Site Goal 4.3 (SiteGoalID: 7250) (DTS: 12/13/23)

Provide engaging family enrichment activities, events, and meetings outside of the school day to enhance student learning and engage stakeholders in school decision making.

Metric:

Action 4.3.1 (SiteGoalID: 7250) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

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. Engage parents and community stakeholders, specifically those identifying as African-American and those</p>	<p>1-2. Review parent attendance and participation at school events and meetings. Provide staff, students, and families with surveys to</p>	

<p>supporting English Learners, Foster/Homeless Youth and low-income students, in school decision making by inviting them to attend School Site Council meetings, English Learner Advisory Committee meetings, Parent Staff Organization (PSO) meetings and events, Back to School Night, Open House, Parent University and Coffee Chats with administrators.</p> <p>2. Encourage parents and families to attend events outside the school day, including Harvest Carnival, Multicultural Fair, Family Learning Nights (Parent University, STEM, Writing, Reading, etc.) by providing engaging programming and inviting and engaging members of community groups to present evening programming. (Contracts/Subscriptions/Services : \$4000/4900/3010)</p>	<p>provide feedback on meetings and events. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p>	
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Site Goal 4.4 (SiteGoalID: 7251) (DTS: 12/13/23)

Increase to and then maintain a positive student attendance rate of 98% or higher and decrease and maintain a chronic absentee rate of 10% or lower.

Metric:

Action 4.4.1 (SiteGoalID: 7251) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

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>Action Plan</p> <p>1. Identify at-risk students with poor attendance patterns. Communicate with families via phone and email regarding the importance of student attendance, with specific focus on African-American, Foster/Homeless Youth, and low-income student groups. Emphasize the importance of attending school every day to be successful in learning and the positive effects on social emotional experiences and competencies.</p> <p>2. Make positive phone calls to families to thank families for attendance improvements (decreased tardiness and absences, etc.)</p> <p>3. Provide a weekly visual display in front of the school highlighting the total number of absences and total number of students tardy for the previous week. (Materials/Supplies/Equipment: \$700/7101)</p> <p>4. Purchase positive attendance materials for classrooms (door magnets, flags, certificates, pencils, erasers, bumper stickers, etc.) for students and family incentives to promote positive attendance. (Materials/Supplies/Equipment: \$1500/4900/3010)</p>	<p>Progress Monitoring</p> <p>1-3. Review Student Attendance Data:</p> <ul style="list-style-type: none"> Monthly ADA reports Monthly chronic truancy reports Attendance rates Chronic Absenteeism <p>2. Log of positive phone calls made to families</p> <p>Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p> <ul style="list-style-type: none"> September 2024 October 2024 November 2024 December 2024 January 2025 February 2025 March 2025 April 2025 May 2025 June 2025 	<p>Evaluation</p>

Action 4.4.2 (SiteGoalID: 7251) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <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? 	Evaluation <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 <p>1. Working together with the site counselor, teachers, support staff, and PBIS Tier II team, Fite Administrative Team will connect with parents and families to discussion chronic absences and set a plan for improvement. Administrative Team will reach out to the district's Office of Attendance for assistance if student attendance does not improve.</p> <p>NO FUNDING REQUIRED</p>	Progress Monitoring <p>1. Review Student Attendance Data:</p> <ul style="list-style-type: none"> Monthly ADA reports Monthly chronic truancy reports Attendance rates Chronic Absenteeism <p>Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.</p> <ul style="list-style-type: none"> September 2024 October 2024 November 2024 December 2024 January 2025 February 2025 March 2025 April 2025 May 2025 June 2025 	Evaluation

Funding Sources for District Goal 4 (DEV - LCAP ID: 612)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries

Title I – Basic (4900/3010)	<input type="text" value="2000"/>	Certificated- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="4000"/>	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	<input type="text" value="2000"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="700"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$135000	\$0	\$0	\$0	\$135000
Certificated- Timesheets	\$48200	\$0	\$0	\$2000	\$50200
Classified- Salaries	\$21979	\$0	\$0	\$0	\$21979
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$10000	\$0	\$0	\$4000	\$14000
Materials/Supplies/Equipment	\$3000	\$0	\$0	\$2000	\$5000

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	\$7000	\$0	\$0	\$0	\$7000
Classified- Salaries	\$36807	\$0	\$0	\$0	\$36807
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$45000	\$0	\$52000	\$0	\$97000
Materials/Supplies/Equipment	\$1420	\$0	\$2000	\$700	\$4120

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	\$18292	\$0	\$0	\$0	\$18292
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$796	\$0	\$0	\$0	\$796
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$500	\$0	\$500	\$0	\$1000

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Robert J. Fite Elementary (259) | 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	\$226,179	\$218,179	\$0	\$0	\$8,000	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$144,927	\$90,227	\$0	\$54,000	\$700	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$20,088	\$19,588	\$0	\$500	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$391,194	\$327,994	\$0	\$54,500	\$8,700	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$226,179	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$165,015	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Diane Standing	_____	_____
School Site Council Chairperson	Annupam Jyot Kaur	_____	_____
EL Advisory Chairperson	Annupam Jyot Kaur	_____	_____