Foulks Ranch Elementary

Local Control Accountability Plan (LCAP)
2024-2025

Principal: Joe Donovan

County-District-School (CDS) Code: 34673146107700

Elk Grove Unified School District
Elk Grove, California

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

IV. Goals, Action Plans and Progress Monitoring

Foulks Ranch Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 614)

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?

There are many opportunities for stakeholders to be a part of the planning process for the LCAP/Annual Review and Analysis. ---Annual District LCAP Survey Fall, 2023. Annual School LCAP survey January 2024, Leadership Meeting April 15, 2024 and May 6, 2024, Staff Meeting April 29, 2024. School Site Council meetings: Fall #1 11/3/23, Fall #2 12/12/23, Winter 4/4/24, Spring #1 4/29/24, and Spring #2 5/22/24.and ELAC Meetings: 9/6/23, 1/17/24, and 4/23/24. Continual input sought and received through ongoing

stakeholder communication via Zoom Meetings, parent nights, awards assemblies, and school functions.

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

2. Impact of LCAP and Annual Update

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

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

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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: 7265) (DTS: 12/13/23)

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

* **Overall** English Language Arts (ELA) scores will increase from 59% to at leaset 64% of our students meeting or exceeding standards on the CAASPP assessments.

* **Overall** Mathematics scores will increase from 46% to at least 51% of our students meeting or exceeding standards on the CAASPP assessments.

Subgroups in Low Category for ELA:
* African American students will increase from 43% met or exceeded standards to at least 48%
* Asian students will increase from 45% met or exceeded standards to at least 50%
* EL students will increase from 23% met or exceeded standards to at least 28%
* SED students will increase from 43% met or exceeded standards to at least 48%
* SWD students will increase from 32% met or exceeded standards to at least 37%

Subgroups in Low Category for Mathematics:
* African American students will increase from 22% met or exceeded standards to at least 27%
* Asian students will increase from 33% met or exceeded standards to at least 38%
* Two or More students will increase from 41% met or exceeded standards to at least 46%
* EL students will increase from 13% met or exceeded standards to at least 18%
* SED students will increase from 30% met or exceeded standards to at least 35%
* SWD students will increase from 19% met or exceeded standards to at least 24%

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

Action 1.1.1   (SiteGoalID: 7265) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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 internal professional development through release time for teachers to observe colleagues, plan and collaborate on school-wide instructional	**Progress Monitoring** **Aug, Dec, Apr checkpoints for:** 1) Effectiveness of release time will be measured by review of results from district fluency and spelling assessments at trimesterly	**Evaluation**

targets, and discuss students of concern in trimesterly CO-OPs. (Roving substitutes $197.75 per day, x 8 = $1,582)

2) Use of an Academic Intervention Teacher to assist during WIN times to create smaller groups and assist grade levels with targeted instruction to underperforming students. (AIT: $45.20 per hour x 5 hours a day = $226 per day x 4 days per week = 904 per week x 3 weeks a month = $2,712 x 9 - 10 months = $ 24,408 - $27,120. Use of district provided AIT to focus on reading intervention with K - 2 students. Use of Parent Liason with new families and classroom transitions.

3) Provide supplementary resources and supplies to fully implement common core state standards and close the achievement gap.

4) Increase the number of grade level appropriate reading books in each classroom and school library of a variety of levels and specifically targeted to engage significantly underperforming subgroups. Purchase Heggerty Library Classroom Sets for Kindergarten, 1st, and 2nd grade. These classroom sets of decodable books will be used in small-group instruction. (Kinder $239, 1st $359, and 2nd $359)

checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.

2) Effectiveness of AIT uses will be measured in PLCs through teacher developed formative assessments that determine students acquisition of the chosen essential standards. PLC minutes and student data presented to administration during CO-OPs will measure implementation of this goal while the overall impact on student learning will be measured summatively by CAASPP and K/1/2 Benchmarks.

3) The effectiveness of the actions 3 and 4 will be monitored by:

Summative Assessments:
* ELPAC scores
* Pre/Post reading assessments (District mandated assessments level of proficiency)

Aug, Dec, Apr checkpoints for:
Formative Assessments:
* K/1 Benchmarks assessments (entry and trimesterly)

2nd-6th Interim assessments(entry, mid-year, and end of year)

Site Goal 1.2   (SiteGoalID: 7269) (DTS: 12/13/23)

Increase the percentage of English Language Learners Reclassification rate from this past year of 9% to 15% in 2024- 2025 school year with use of EL Coach and AIT (certificated teachers) to assist with identification/placement, reclassification, RFEP monitoring, parent communication and support for ELAC meetings.

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

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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) Continuously improve the proficiency of English Learners through additional supports and interventions throughout the instructional day provided by AIT. 2) Site English Learner Program Coordinator will monitor, assess and review state mandated ELD assessments. Coordinator will also support site English Learner Advisory Committee (training materials and light refreshments provided) and monitor/guide ELD instruction on site with grade level PLC teams. ELPAC Coordinator will administer Initial and Summative Assessments. EL Coordinator is responsible for the identification/placement of EL students, reclassification, EL/RFEP monitoring, and parent outreach.	**Progress Monitoring** **July - June monitoring and sharing monthly with staff.** 1) The effectiveness of this will be measured by FONT walkthrough data that will ultimately be represented in site PIC data. 2) The effectiveness will be measured by the collected data on progress toward team-determined essential standards. Summatively, the CAASPP, ELPAC and redesignation data will determine if goals were met.	**Evaluation**

Foulks Ranch GATE identified students in 3rd - 6th grade grew from 33 in 22-23 school year to 40 students in 23-24. The site goal for the 24-25 school year is to have 50 GATE identified students.

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

Action 1.3.1   (SiteGoalID: 7272) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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 coordinator, extended day small group instruction and professional development for GATE identified students and students pre-identified to increase GATE enrollment and opportunites. 1000.00 coordinator stipend. 50 hours of enrichment opportunity. Materials purchased will be used for student STEM projects.	**July - June** 5% overall increase in Gate identification, 10% for significant sub-groups. Portfolio submission from teacher and/or parent recommended students to be assessed by site GATE identification team. NNAT testing being administered to all 3rd grade students in Fall of 2024 for possible automatic identification.	

Site Goal 1.4   (SiteGoalID: 7835) (DTS: 04/28/24)

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

- Student survey data regarding whether their teacher explains what will be learned and why will increase from 79.4% to 84%.
- Teacher survey data regarding current level of implementation of learning targets will increase from 66.7% to 72%.
- FONT implementation data will increase from 38.3% to 50%.

Action 1.4.1   (SiteGoalID: 7835) (DTS: 04/28/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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. Reinforce and deepen teacher understanding of learning targets through Instructional Coach presentations at staff meetings and classroom walkthroughs by site administration with the goal of seeing an increase of at least 5%. 2. increase schoolwide focus on learning targets through regular reinforcement of learning targets during morning announcements and feedback provided to students during admin walkthroughs. 3. Increase FONT walkthroughs to 3 times per week by both administrators to gather data and provide feedback to teachers. 4. Email teacher feedback after each FONT walkthrough to support teacher growth in implementation of learning targets as part of instruction.	1. Review FONT data at the end of each trimester to evaluate level of learning target implementation within the classroom. 2. Review district survey data once it is released to determine whether their is greater alignment between admin, teacher, and student learning target evaluations of implementation. 3. Review data with regional principal at a Laguna Regional Principals meeting to collaborate on the success of implementation and to learn which strategies to improve implementation were effective across the region.	

Funding Sources for District Goal 1 (DEV - LCAP ID: 614)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	41150	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	25000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3206	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	9000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1333	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: 7273) (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: 7273) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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. **Aug, Dec, Feb, and June:** Teachers will administer Illuminate Assessments to all students. Administrators will assist by informing teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. 2. **Aug, Dec, April**: Teachers will assess all below grade level students through Illuminate Assessments. 3. **August - June:** Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utlizing Illuminate, and/or grade level data. 4. **Monthly:** Each Grade Level will complete a Data Analysis form to share with the school administration.	**Progress Monitoring** * Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. **(Aug, Dec, Feb, June)** * Teachers will access their students' Illuminate data, analyze it, and determine next steps in order to improve student learning. **(Aug, Dec, Feb, June)** * The Principal will analyze the Self-Efficacy Survey results in August 2024 and May 2025 and will share the data with teachers and the SSC. **(Aug, May)**	**Evaluation**

5. **August and May:** A Self-Efficacy Survey will be given to teachers in August 2024 and in May 2025 in order to help determine if teacher efficacy is increasing.

Site Goal 2.2   (SiteGoalID: 7266) (DTS: 12/13/23)

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

Metric:

Action 2.2.1   (SiteGoalID: 7266) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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) PLC s meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member of every grade level. Support PLC Guiding Coalition team throughout the year as team reviews common assessment plan, intervention services, ELD instruction and enrichment services. (See 1.1.1 Funding Sources)	**Aug, Dec, Apr** 1) Site administrative team review results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.	

	Apr, May
2) Variety of district approved online subscriptions including, but not limited to the following: * Renaissance Learning (1 year AR) - $12,350 * IXL Yearly Site Subscription - $13,283 * Starfall Yearley Site Subscription - $270 Variety of hard copy subscriptions including, but not limited to:the following: * Time for Kids - $2,000 * Scholastic News - $2,000 3) AVID Elementary Supplies - Start Up Funds AVID SCOE Professional Development training expense - $900 and Substitute Coverage - $1,500	2) Student progress on licensed technology, software and hard copy subscriptions will be reviewed annually. The collaborative team will determine the continuation and/or discontinuation of current subsriptions. New recommendations will be piloted by grade levels prior to recommending new purchases. 3) Fidelity to the AVID Elementary program. Followup with Summer Institute initial trainings by attending SCOE Professional Development opportunities for staff members taking on AVID. All of 6th grade AVID trained along with 2 5th grade, 1 Kindergarten, 1 4th grade, 2 2nd grade, and 1 RSP. AIT and 1st grade attending upcoming Summer Institute **(June/Sacramento).**	

Site Goal 2.3   (SiteGoalID: 7787) (DTS: 04/18/24)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.3.1   (SiteGoalID: 7787) (DTS: 04/18/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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	• 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

	shared with?	progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) School-wide goal on annual Goals and Objectives Conference will be 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

2)Teachers will receive PD from instructional coach on using formative assessment to provide differentiation in new math program at staff meeting

3) Teachers will plan for differentiation opportunities using program and teacher made assessments at PLC meetings

4) Administrators will give feedback on formative assessment practices in walk-through observations using the font | • Student survey data regarding whether their teachers knows when they do not understand something will increase from 65% to 70%
• Teachers survey data regarding grouping and regrouping based on formative assessment will increase from 69% to 70%

FONT implementation will increase from 22% to 50% | |

Funding Sources for District Goal 2 (DEV - LCAP ID: 614)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	2700	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	29850	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	6500	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:

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: 7267) (DTS: 12/13/23)

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

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

Goal met as Foulks Ranch received Gold PBIS Award recognition for 23-24 school year   Goal for 2024-2025 school year is to improve upon TFI Tier I score of 90% up to 95%, Tier II score of 88% to 93%, and to again receive Gold PBIS award recognition.

Metric: Cohort Graduation Rate

Action 3.1.1   (SiteGoalID: 7267) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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) Provide instructional materials, feedback, technology, signage and student acknowledgement to support school-wide PBIS implementation and school safety and reduce disproportionality in student discipline. 2) Instruct students with grade level Second Step curriculum in small group or whole class setting in alignment with Falcon 5 Focus and prevalent student needs.	**July - June** 1) Maintain or increase current scores on TFI. Maintain less than 2% suspension rates for all subgroups increase school climate favoriability ratings for all groups by 5%. **Monthly monitoring** 2) Utilizing Second Step site dashboard data to show progress with lessons having been taught and increasing yearly total lessons taught across grade levels from 27 to 50.	

Site Goal 3.2   (SiteGoalID: 7271) (DTS: 12/13/23)

Maintain less than 2% suspension rate for all subgroups and decrease disproportionality rate as well as total number of incidents in 23-24 of 106 to under 90 in 24-25.

Metric: Cohort Graduation Rate

Action 3.2.1   (SiteGoalID: 7271) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data?	• Are you making progress towards your desired outcome? • What is working or what is not working?

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) Deliberately and intentionally analyze current policies and prodedures to understand the marginalizing of individuals or groups of students better. Provide professional development for teachers to help with understanding and building relationships with the students and their families. Identify specific individuals to ensure documentation that student progress is consistent with rewards and ensure that the staff understands purpose and value of the system. **July**: Continue ASSIST Recess Mentor partnership for work with students during their recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. Set to begin 7/19/24 and run two days a week until 6/25/25. Paid for by EGUSD. **July/August**: Reteach student expectations on campus through beginning of the year PBIS Kickoff assemblies, classroom visitations by admin, and morning announcements reminders highlighting the Falcon Five. **July - June:** Support PBIS Program by providing positive signage **August:** Initiate monthly PBIS committees for both Tier I andTier II. School administration will continue to use Restorative Practices when working with students. Teachers will be encouraged to utilize Community Circles/Morning Meetings each week. PBIS Tier II team will monitor academic, behavioral, and socio-	1) The effectiveness of this will be seen in positive staff feedback to Educational Equity courses, decrease in discipline referrals and MTSS referrals for behavioral concerns. **August - June**: Administration will share suspension data with staff, monthly. Goal to maintain our less than 2% suspension rate. **March - April:** Teachers will administer the Perspective survey to all students in grades 3-6 with a goal of 100% student participation rate. **April:** Administration wlll give the Perspective survey with the expectation of 100% participation. **May - June**: Administration will provide the Perspective survey to parent community with a goal of 90% partcipation rate. **June**: Data from Perspective surveys for parents, students, and staff will be reviewed and shared with parents, students and staff by the Principal. **March - April:** Our PBIS Teams (Tier I and Tier II) will complete our annual TFI and will share the data with our staff, parents, and SSC. **October - June**: SOAs and Administration will monitor daily student attendance and give feedback to progress of students of concern.	

emotional progress through the use of data at bi-weekly PBIS Tier II meetings and will report updates at each subsequent Staff meeting.

March - June: School Climate Surveys to parents, staff, and students will be distributed by the Principal.

March: PBIS Tiered Fidelity of Implementation for Tier I and Tier II will be calculated by the administration of the TFI by the PBIS team.

Funding Sources for District Goal 3 (DEV - LCAP ID: 614)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1   (SiteGoalID: 7268) (DTS: 12/13/23)

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

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 7268) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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) Publicize all school wide events via email, Remind Talking Points, flyers, newsletters, marquee, morning announcements, Synergy, Facebook, Twitter and Foulks Ranch website. Follow up communications with personal calls to targeted populations. Family curriculum nights (ie.SEL, Cultural Responsiveness, Literacy, Math) for hands-on opportunities.and family exposure to experts in designated fields. Food and drink provided to entice more attendance.	**July - June** 1) Effectiveness of parent outreach will be measured by increased scores from families on culture and climate survey surveys, increased attendance logs at events and comment card feedback data. Monitoring of sign-in sheets will be done at all events throughout the year by admin to assist in determining the subgroups with the lowest attendance and reaching out to increase awareness and participation. This will be done by personal communication (phone calls, email, and in-person communication)	

Action 4.1.2   (SiteGoalID: 7268) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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) Support **Parent Teacher Home Visit Project - district** funds will be used to provide training/hourly compensation for staff to conduct home visits. Participate in workshops that support family engagement. In 2023-24 Foulks Ranch staff conducted 35 home visits. A goal of at least 50 home visits for the 2024-25 school year has been set.	**July - June** 1) Effectiveness will be measured by amount of participating teachers and feedback from parents post-visit. Site Coordinator monitor particpation and assist with visits and promote the trainings for those teachers who still need to be cleared to conduct the visits.	

There are currently 33 Foulks Ranch teachers who have been fully trained to conduct home visits and Foulks Ranch has a goal of at least 40 teachers to be trained by end of 2024-25 school year.

Action 4.1.3   (SiteGoalID: 7268) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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) Support SEL Coordinator to expand the use of Second Step access and use for all grade levels. Provide staff development in class services/support, and supplemental materials to support mindful practices. Increase usage of Second Step curriculum from current status (23-24) of 50% of staff accessing online curriculum to 100% of staff in (24-25) accessing Second Step lessons throughout the school year. Increase from 27 Second Step lessons taught schoolwide to 50 for 24-25 school year.	**Progress Monitoring** **July - June** 1) Effectiveness of focus on Second Step curriculum at Foulks Ranch will be seen in student, staff and parent survey results. It will also be seen through analyzing Tier II data and MTSS referrals.	**Evaluation**

Site Goal 4.2   (SiteGoalID: 7270) (DTS: 12/13/23)

Foulks Ranch looks to increase ovall attendance percentage from 93.9% to 98% and to decrease chronic absentee percentage from 17.4% to 12% or below in the 2024-25 school year.

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 7270) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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) Use of Parent Nights, Teacher Home visits, parent visitations (lunch with a loved one) and playgound activities to continue to build connection between home and school. Consistent daily attendance message to families stressed at these events and in home visits. 2) Continue use of SEL Coordinator spearheading the Foulks Ranch SEL Club where Intermediate students are mentoring Primary students through difficult situations. SEL Coordinator communicating with families to share information on the mission of the club, lessons being provided and seeking feedback.	**Progress Monitoring** **July - June** 1) Effectiveness of increased focus on student preferred playground activities will be seen in Daily Attendance Rate increase to 95% or higher. SOA will monitor monthly attendance rates and continue with personalized incentive programs with chronically absent students. Work in conjunction with AIO officer through montly check-ins and planning time. **Sept, Feb, May** 2) SEL Coordinator provided trimesterly checkpoints with admin detailing participation rates and feedback from families, staff and students. Connect data of students with attendance concerns with their participation in SEL groups to hopefully note increased attendance averages.	**Evaluation**

Funding Sources for District Goal 4 (DEV - LCAP ID: 614)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	2500	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	$41150	$2700	$0	$1500	$45350
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$25000	$0	$0	$0	$25000
Contracts/Services/Subscriptions	$0	$29850	$0	$3500	$33350
Materials/Supplies/Equipment	$3206	$6500	$1000	$2500	$13206

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$9000	$0	$0	$0	$9000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$1333	$0	$0	$0	$1333

Justification of School-Wide Use of Funds

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

Funding supports intervention teachers, teacher collaboration, professional development opportunities, and release time to benefit all students.
Funding supports PBIS program to benefit all students
Funding supports parent participation opportunities to benefit all students.

V. Funding

Foulks Ranch Elementary (263) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	Allocation	EGUSD Strategic Goals				Balance
		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	$116,906	$69,356	$39,050	$1,000	$7,500	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$10,333	$10,333	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$127,239	$79,689	$39,050	$1,000	$7,500	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$127,239

Title I Centralized Services

Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0

		Signatures: (Must sign in blue ink)	Date
Principal	Joe Donovan		
School Site Council Chairperson	Erin Hoppin		
EL Advisory Chairperson	Jose Ocegueda		