Florence Markofer Elementary

Local Control Accountability Plan (LCAP)
2024-2025

Principal: Dorothy Stoppelmann

County-District-School (CDS) Code: 34673146098743

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

Florence Markofer Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 623)

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?

Stakeholder meetings were held with site Leadership on April 22, 2024 to engage in data analysis and the LCAP planning process. Feedback and information was sought from ELAC on March 27, 2024. School Site Council reviewed the 23-24 LCAP plan, analzed data, and providing input for the 24-25 LCAP plan at their meeting on April 24, 2024. Parents were also able to provide feedback through the annual LCAP survey process as well as the site PBIS survey process.

School Site Council Meetings: September 27, 2023; November 8, 2023; January 24, 2024; April 24, 2024; May 15, 2024
PBIS Leadership Meetings: September 6, 2023; October 4, 2023; November 1, 2023; January 3, 2024; February 7, 2024; March 6, 2024; April 3, 2024
Site Leadership Meetings: August 28, 2023; September 25, 2023; October 16, 2023; January 8, 2024; March 25, 2024; April 22, 2024; May 13, 2024
ELAC Meetings: November 28, 2023; March 27, 2024;May 14, 2024

2. Impact of LCAP and Annual Update

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

Through engaging in data analysis with the stakeholder groups, specific goals and actions were drafted to address the needs of students. Teachers acknowledged that Chronic Absenteeism has decreased a bit yet it continues to have a negative impact on student academic growth. Teachers expressed that they would like to see continued support for our K-2 teachers completing interim assessments as well as Tier 2 academic intervention for our 4-6 grade students. Based on the input from teachers and parents, the Actions in 1.1.1 and 2.1.2 will maintain academi intervention targeted small group support as well as support for completing assessments and the time to analyze the data and form action plans. Site Leadership expressed their concerns about the decrease in the number of EL students were redesignated. The recommendation was to use a portion of the Supplemental EL funds to support targeted EL instruction in addition to the Designated ELD that is already being provided (Goal 1.2).   The School Site Council express support for using a portion of PBIS funding to be used for affirmations related to the attendance campaign as outlined in Action 4.1.1.

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: 7345) (DTS: 12/13/23)

Increase mastery of common core state standards in ELA and Math and close achievement gaps for significant subgroups identified in this goal. Overall goal from 23.7 points below standard in ELA to 8.5 points above standard in ELA and from 17.1 points below standard in Math to 22.4 points above standard.

ELA
Very Low: No Students
Low:

- Hispanic: 38.5 points to 13.5 points below standard (113 students)
- English Learner: 89.4 points below 69 points below standard (40 students)
- Socioeconomically Disadvantaged: 37.7 points to 12.7 points below standard (139 students)
- Students with Disabilities: 95.8 points below to 71.8 points below standard (58)

Math
Very Low: No Students
Low: No Students

Medium:

- Hispanic: 36.5 points below to 5 points above standard
- English Learners: 69.7 points below to 29.7 points above standard
- Socioeconomically Disadvantaged: 33.7 points below to 5 points above standard
- Students with Disabilities: 82.3 points below to 32.3 points below

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.1.1   (SiteGoalID: 7345) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income • R-FEP • SWD • White

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 Provide certificated support, supplies and instructional materials for small group targeted support based on assessed need. • ESSR Academic Intervention Teacher (1.0 FTE) • Time-sheeted Kinder Push-in Support from CPL funding • Time-sheeted Academic Intervention Support from Supplemental Concentration funds ($30,000 certificated timesheets from 7101) 1. August 2024 Assess students with district ELA/Math assessments 2. September 2024: Identify students in need of academic support based on CAASPP data and District BOY assessments 3. Continue to provide staff professional learning to deepen implementation of Instructional Framework specifically in the areas of Learning Targets and Success Criterial that are written and communicated clearly. 4. Grade level SMART goals developed, assessed and targeted support determined each trimester 5. September 2024: targeted support will begin	**Progress Monitoring** The effectiveness of the actions will be monitored by: Summative Assessments: • CAASPP scores distance from standard increase Formative Assessments: • K/1 Interim Assessments (BOY, end of Tri and end of Year) 70% at or near standard • 2-6th Interim Assessments (BOY, end of Tri and end of Year) 70% at or near standard • Grade Level SMART goals in ELA and Math each trimester 70% Proficient • Admin FONT data focused on Learning Targets and Success Criteria will be shared with teachers. Data will be collected by each AIT and grade level teachers,analyzed with administrative team, coach, and intervention teachers. After each intervention cycle (6-8 weeks), data will be shared with teachers, parents, students, and MTSS team.	**Evaluation**

6. On-going progress monitoring will be conducted every 4-6 weeks by AITs and grade level teams
7. Illuminate Interim Assessments will be administered by classroom teachers each trimester
8. AITs and Admin meet at end of each trimester (November&March) to analyze data, determine who will be exited and who will be added to small groups based on Tier 2 Entry/Exit Criteria.
9. October - April: Provide extended day small group instruction ($11,000 certificated timesheets from 7101)
10. April Evaluate the implementation and effectiveness of the programs.

Action 1.1.2   (SiteGoalID: 7345) (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 Provide release time, conference fees, timesheets, or substitutes for professional development related to standards mastery, differentiated instruction or intervention for teachers and	**Progress Monitoring** The effectiveness of actions will be measured by: • 10% increase of of differentiation opportunities observed on walkthrough	**Evaluation**

administrators. ($3000 certificated timesheets from 7101) 1. Indentify areas of need based on district Perspective survey, student assessments and teacher input 2. Match professional development opportunities to teacher need using SCOE, AVID and other professional and district training resources or coach support on release days 3. Schedule release days on district professional developmnet calendar and secure substitutes	feedback forms monitored by Admin using PIC data each trimester and shared with teachers • 70% of students meeting grade level SMART goals each trimester monitored by teachers at PLC meetings and results will be shared with Admin within the PLC meeting notes.

Action 1.1.3   (SiteGoalID: 7345) (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 expanded Library Technician hours to host read alouds, teach library organization, support classroom projects, assist families with finding reading materials for their children, incorporate diverse titles and support curriculum check-in and out process for staff. ($14,000 classified timesheet from 7101) 2. Library Tech will develop a schedule that will include time after dismissal to that families are able to access the library to assist their	• Maintain the 23-24 check out rate or increase the number of books checked out in the 24-25 school year as monitored by Library Tech and shared with Administration and Teachers • Administration will work closely with Library Tech to ensure that all core and supplemental instructional materials are effectively and efficiently distributed to staff and students in a timely manner.	

students checking out books.

3. Provide culturally relevant and diverse books for classrooms, campus library and students. ($500 supplies/materials from 7101)

Action 1.1.4   (SiteGoalID: 7345) (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 opportunities. $1500 Coordinator Stipend 1. Identify GATE Coordinator 2. Share lists of GATE students with teachers 3. Hold GATE parent informational meeting 4. Administer NNAT to all 3rd grade students 5. Survey parents/students on interest for GATE enrichment activities 6. Plan and offer GATE extended day enrichment opportunities based on parent/student/staff input 7. Purchase additional materials and supplies needed to support GATE extended day Academies	• December & March: GATE Coordinator will review student participation data • September - May: GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process to identify additional GATE qualifying students from our significant under-represented student populations • GATE Coordinator will provide parents, teachers and administration an update on NNAT results after the annual administration.	

Action 1.1.5   (SiteGoalID: 7345) (DTS: 12/13/23)

Targeted Student Group(s)

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

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**
Extend practice for mastery, intervention and differentiation opportunities for students in ELA, Math and Science using on-line supplemental instruction to increase distance from standard scores on CAASPP and district benchmark assessments and close achievement gaps for significan subgroups. *No more than 15 copies per Board policy, -- the following are approved for school-wide purchase:* ($10,000 from 7101) 1. Renew 12th month subscription to BrainPop 2. Renew Starfall subscription 3. Renew Generation Genius Subscription 4. Renew subscriptions and place in student portal 5. Set up programs for student log-in 6. Share log in information with all parents at Back to School Night or upon registration 7. Provide PD for teachers at staff meeting	The effectiveness of the actions will be measured by: • 100% of students receiving log in information at back to school night or upon enrollment at Markofer, monitored by classroom teachers at BTSN and office for new enrollees • 70% of students scoring at or approaching standards on district benchmark assessments monitored by grade level teams	

Action 1.1.6   (SiteGoalID: 7345) (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 Provide maintenance agreements, technology, copying supplies, printer ink, library books, and other allowable, reasonable and necessary supplies to complete the action plan for this goal. ($9,975 materials from 7101) 1. Identify areas of need based on teacher created and district wide assessment data 2. Plan instruction during grade level PLC meetings to meet student needs 3. Include list of materials needed in PLC notes	**Progress Monitoring** The effectiveness of actions will be measured by 100% of grade levels submitting weekly PLC notes to principal 70% of students scoring at or approaching standards on district benchmark assessments as monitored by grade level PLC teachers 70% of students meeting SMART goals each trimester monitored by grade level PLC teams	**Evaluation**

Site Goal 1.2   (SiteGoalID: 7817) (DTS: 04/23/24)

Provide supports and interventions for English Learners to increase English proficiency resulting in 5% increase in re-designation rates to Fluent English Proficient

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.2.1   (SiteGoalID: 7817) (DTS: 04/23/24)

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	**Progress Monitoring**	**Evaluation**
Provide targeted instructional support for EL students by purchasing multilingual books and allowable, reasonable and necessary supplies to support English Language Learners and provide tutoring for ELD instruction to new-comers and long term English Language Learners ($2700 Certificated Timesheet, $312 materials/supplies from 7150) • Working with EL Coordinator and EL Coach identify EL levels of students in each grade level • Grade level PLC plan instructional grouping based on student needs • Work with AIT to determine newcomer support groups	The effectiveness of actions will be measured by: • 50% of EL students scoring mastered or approaching standards on district benchmark assessments monitored by grade level PLC teams and EL Coordinator	

Site Goal 1.3   (SiteGoalID: 7818) (DTS: 04/23/24)

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

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

Metric: Other

Action 1.3.1   (SiteGoalID: 7818) (DTS: 04/23/24)

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 Provide Professional development that will deepen the implementation of the Instructional Framework: • Work with AVID coaches to plan, schedule and implement Professional development for teachers on Active student participation strategies • Increase Administrator FONT walkthroughs • Increase teacher feedback centered on active student participation	**Progress Monitoring** The effectiveness of actions will be evidenced by: • survey data collected from the student climate survey • Staff perspective survey • FONT data collected	**Evaluation**

Funding Sources for District Goal 1 (DEV - LCAP ID: 623)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	44000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	14000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	10375	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	2700	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)	312	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: 7350) (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: 7350) (DTS: 12/13/23)

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 Provide EL coordination (VP) and annual assessment of 100% of EL Students. (Coordination duties may include: 1. training of credentialed teacher to conduct initial and annual ELPAC assessments to track progress of EL students. 2. Identification and placement of EL students including ELPAC soring, reclassification, EL/RFEP monitoring, and support for ELAC meetings ($2500 Certificated Timesheets from 7150) 3. Coordination of or supplying translation services for parent meetings ($100 classifed timesheet from 7150) 4. Organizing food and material for parent meetings ($100 supplies/materials from 7150) 5. Scheduling and coordinating of ELAC meetings (at least 4 times per year) with assistance from EL Coach and regional Family and Community Liaison 6. Coordinate and plan with EL Coach professional learning for staff	**Progress Monitoring** The effectiveness of the actions will be measured by: • 100% of EL students assessed on state mandated assessments as monitored by ELPAC coordinator and VP • 50% of EL students scoring mastered or approaching mastery on district benchmark standards as monitored by grade level PLC teams and VP • 55% of EL students making progress toward English proficiency as measured by ELPAC	**Evaluation**

Action 2.1.2   (SiteGoalID: 7350) (DTS: 04/18/24)

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 Provide substitutes or push-in support to facilitate testing of all students on district and grade level standards mastery assessments: ($14,000 certificated timesheets from 7101) 1. Schedule assessment window based on district testing calendar 2. Schedule push-in/substitute support each trimester to facilitate assessment completion 3. Provide assessment calendar at Pre-Service 4. Coordinate with grade levels to calendar dates for assessments 5. Schedule Push-in/Substitute support on district sub calendar	**Progress Monitoring** Actions will be monitored by: • Admin will print out assessment completion reports two weeks prior to close of assessment window and follow up with teachers not complete to see if they need additional support • Admin will print assessment completion reports one week prior to close of assessment window and follow up with teachers not complete to see if they need additional supprt • Repeat process for each trimester	**Evaluation**

Action 2.1.3   (SiteGoalID: 7350) (DTS: 04/18/24)

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income • R-FEP • SWD

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 (each trimester)	**Progress Monitoring** The effectiveness of actions will be	**Evaluation**

release time, substitutes and stipends to analyze mandated assessments for significant subgroups with support of instructional coach, equity coach, and AVID coach to design lessons with differentiated support to close achievement gaps. ($9500 certificated timesheets from 7101)

2.   Have coaches print District mandated reports for all significant subgroups to identify key standards needing intervention.
3.   Design targeted lessons and online practice opportunities based on standards identified for students during small group time. Purchase allowable, necessary and reasonable supplies and materieals to support this goal
4. Use district calendar to reserve days for staff development
5. Secure substitutes for teacher release
6. Analyze data with instructional coaches for PD

measured by:

- Release days held in September, January and March
- 70% of Hispanic/R-FEP students scoring mastered or approaching mastery on district standards as monitored by grade level PLC teams and Equity and AVID Coaches
- 50% of EL students scoring mastered or approaching mastery on district benchmark standards as monitored by grade level PLC teams and EL Coach

Funding Sources for District Goal 2 (DEV - LCAP ID: 623)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	23500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	100	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)	2500	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	100	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	200	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: 7346) (DTS: 12/13/23)

Our goal is to decrease the disproportionality amongst subgroups in regards to the number of student suspensions according to the California Accountability Dashboard. We will continue to address behavior concerns in a restorative manner with all students using PBIS structures and procedures (Comprehensive Tier 1 and Tier 2 Positive and Behavior Interventions and Supports), Character Strong Curriculum, and Culturally Responsive Practices.

Goals for the 2024-2025 will be:
To Increase school favorability rating for school climate for:

- Students - from 77% to 80%
- Parents - from 89%% to 92%
- Staff - from 82% to 85%

Maintain less than 4% suspension for all subgroups

- Students with Disabilities - 1.5% suspended at least 1 day to 1% suspended at least 1 day
- Asian students - maintain 0% suspended at least 1 day
- EL - maintain 0% suspended at least 1 day
- Hispanic - maintain 0% suspended at least 1 day
- Two or More Races - maintain 0% suspended at least 1 day
- Socioecononmically Disadvantaged - maintain 0% suspended at least 1 day

Maintain PBIS Gold Status

Metric: School Climate - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 7346) (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 Provide instructional materials, signage, feedback, technology and student acknowledgement including Friday Assembly activities and Mustang incentives to support school-wide PBIS implementation: 1. Identify Tier 1 Team and teacher Leader at Preservice 2. Tier 1 team meets monthly to analyze data and share at staff meetings 3. Training and support of students, staff, and school community in the area of PBIS through direct instruction of expectations, affirmation strategies and consequences. (August, October, January, March) 4. Activities and incentives are reviewed by Tier 1 team during monthly meetings and implemented by Markofer staff 5. MTSS counselor and MHT provide intervention strategies such as Check In/Check Out, Lunch Bunch, Focused SEL interventions based on Tier 2 referrals. 6. Build upon Gold application for PBIS recognition by	**Progress Monitoring** • PBIS Team Lead will run monthly data reports on major and minor referrals. Tier 1 team will identify areas of need and monitor progress. Data will be shared with staff and school site council. • Maintain our PBIS Gold Recognition and increase our annual TFI scores monitored by our Tier 1, Tier2, and PBIS Coach • Monitor Tier 2 interventions within the monthly Tier 2 team meeting. Collect evidence of intervention success on Markofer Tier 2 TIPS document.	**Evaluation**

addressing areas of need as identified on the TFI.
7. Update school signage, procedures and rewards based on data and Tier 1 recommendations

Action 3.1.2   (SiteGoalID: 7346) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Foster Youth • Hispanic or Latino • Low Income • SWD

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 social emotional learning strategies, curriculum, tools and materials to support support social emotional regulation to build classroom communities that are safe and respectful for all
1. District will renew subscription for Character Strong online curriculum
2. Establish monthly focus based on Character Strong Curriculum.
3. Share Introductory Family letter and FamilyStrong Website with Markofer families in August
4. Begin school year with Kindness kickoff using Character Strong resources
5. Principal share weekly message about focus skills during morning announcements over PA system/video broadcast
6.   August-September: Utilize the PBIS Bully Prevention lessons within the first month of school. Teachers will teach lessons initially within first month of
	Effectiveness will be measured through the following:?
	
	• Maintain less than 4% suspension for all subgroups
	• Increase school climate favorability ratings for all groups by 5% measured by district survey
	
	  2023:
	  Overall 77%
	  African American 72%
	  American Indian 78%
	  Asian 73%
	  Filipino 89%
	  Hispanic 77%
	  Pacific Islander 91%
	  White 77%
	  Two or More 82%
	  EL 72%
	  LTEL 78%
	  Homeless 65%
	  SED 74%
	  SWD 77%
	  Monitored by PBIS Tier 1 and Admin	

school, Admin & Teachers will review lessons in January and March. 7. Administration , Tier 1 and Tier 2 Leadership teams will collect and analyze suspension data along with Major and Minor referral data to monitor progress in decreasing disproportionality of our suspension rate. 8. Administration and Tier 1 team will identify disproportionality of suspensions and behavioral referrals in regards to over-represented groups of students (Hispanic, EL, SED, Foster Youth, and SWD)	• PBIS Tier 1 Team will monitor Character Strong implementation through reporting and teacher survey in January developed by VP and MTSS counselor • Increase Student Self-Management, Self Awareness, and Relationship Skills scores on social emotional learning survey by 5% 2023: 74% Self-Management 72% Self Awareness 73% Relationship Skills (monitored by Principal)

Funding Sources for District Goal 3 (DEV - LCAP ID: 623)

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)	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 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: 7347) (DTS: 12/13/23)

Increase the productivity and frequency of home/school partnerships and SEL for student connectivity to the classroom to increase student attendance/decrease chronic absenteeism.

- Our goal is to increase student attendance overall percentages from 91.1% to 93%
- Decrease the number of **CHRONICALLY ABSENT STUDENTS** according to the California's Accountability Dashboard, specifically Asian, EL, 2 or More Races, Hispanic, Students with Disabilities and Socioeconomically Disadvantaged students who were noted by the state for improvement

Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families to increase parent partnership rating on annual survey from 92% to 95%

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7347) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • EL • Hispanic or Latino • Low Income • SWD • Two or More

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 incentives using PBIS rewards for improved attendance and hold SARB meetings for parent attendance contracts 1. Communicate with families through Talking Points, Email, Student-Parent Handbook as well as Back To School night the importance of attending school and our absence policy. 2. Daily phone calls home from office staff to clear attendance as well as connecting families with supports through the FACE Department. 3. Office will run monthly list of Chronically Absent students 4. If a student drops off the list due to improved attendance they will be rewarded with a PBIS incentive 5. Administration and teachers make phone calls for students absent after 5 days and log contacts into Synergy 6. Meet bi-weekly with regional attendance technician to identify students and supports 7. Refer significantly chronically absent students to Tier 2 Team for review, develop individual plans of support. Use data for 23-24 that specifically identifies chronically absent students in specific supbgroups (Asian, EL, Two or More Races, SWD) to proactively address possible attendance concerns 8. Give out attendance improvement rewards	Effectiveness will be measured by: 2% increase in overall school attendance based on ADA data 2023: Overall 91.9% African American 87.4% Amerian Indian 92.9% Asian 91% Filipino 89% Hispanic 91.3% Pacific Islander 88.3% White 93.3% Two or More 92.4% EL 91% Homeless 87.2% SED 90.6% SWD 90.3% Monitored by Principal and Office Assistant 5% decrease in chronically absernt students based on California Dashbord data 2023: Asian 25% EL 36.7% Two or More Races 30.9% SWD 34.4% Hispanic 33% SED 35.7% Monitored monthly by Principal and School Office Assistant Data shared with staff, ELAC, SSC, PBIS meetings	

Action 4.1.2   (SiteGoalID: 7347) (DTS: 04/18/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-	• How will you measure implementation?	• Are you making progress towards your desired

risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Provide support for increased home school communication/connection and AVID strategies instruction 1. Order Student Agendas and Communication folders prior to Back to School night for distribution 2. At Back to School night teachers will explain how to communicate using agenda 3. Provide parents with information on use of communication tools: Talking Points and ParentVue in Synergy 4. Provide parents access to Markofer Student-Parent Handbook 5. AVID team review agenda and organizational strategies/tools at staff meetings 6. Partner with FACE to provide parent workshops throughout the school year 7. Invite FACE and Equity departments to have a parent information booth at Back to School night	**Progress Monitoring** 2% increase of participation in School/Family communication/connectiveness Activities and Tools based on Back To School Night Attendance sheets, Talking Points use, and Parent Workshop sign-in sheets • 2023 Back to School Night Percentage: 65% • 2023 Talking Points Parent Subcription: 97% Monitored by Principal and shared with staff and SSC	**Evaluation**

Action 4.1.3   (SiteGoalID: 7347) (DTS: 04/18/24)

Targeted Student Group(s)

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • SWD • Two or More

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
• Use Equity Coach and District Professional Learning opportunities for staff to increase cultural responsiveness to provide inclusive and welcoming environments for all students and families. • Coordinate Inclusion of our Autism classes in school wide and small group activities with general education students • Facilitate Autism Acceptance Month Activities for April to increase teacher and student support of our LEVELS classes 1. Coordinate staff meeting PD with Equity Coach 2. Implement training from PD in classrooms and share strategies at grade level PLC and Leadership meetings	Effectiveness will be measured by: 3% increase in favorable rating on parent relationship between schools and families on parent survey 2023: 92% monitored by principal Increase in inclusion opportunties on campus for LEVELS classes as monitored by LEVELS teachers Data shared at staff, ELAC, SSC and PBIS meetings	

Funding Sources for District Goal 4 (DEV - LCAP ID: 623)

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)	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

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	$44000	$23500	$0	$0	$67500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$14000	$100	$0	$0	$14100
Contracts/Services/Subscriptions	$10000	$0	$0	$0	$10000
Materials/Supplies/Equipment	$10375	$0	$0	$0	$10375

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	$2700	$2500	$0	$0	$5200
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$100	$0	$0	$100
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$312	$200	$0	$0	$512

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

Florence Markofer Elementary (313) | 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	$101,975	$78,375	$23,600	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$5,812	$3,012	$2,800	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$107,787	$81,387	$26,400	$0	$0	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$107,787

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	Dorothy Stoppelmann		
School Site Council Chairperson	Keyshun Marshall Singleton		
EL Advisory Chairperson	Adriana Aguilar		