



## **Miwok Village Elementary**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**Principal: Jodi Boyle**

**County-District-School (CDS) Code: 34673140141143**

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

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

## IV. Goals, Actions and Services

Miwok Village Elementary | Focused Work: 2023-2024

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### Goal Setting (Icapid: 541)

#### 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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

##### 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 have an equitable opportunity to learn in a 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 involve 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?

The Miwok Village Elementary staff, School Site Council (SSC), and English Learner Advisory Committee (ELAC) reviewed and analyzed last year's LCAP plan and its impact on students to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership team met monthly to discuss actions and services that would appropriately support students learning. Staff was provided a survey to seek input for goal setting and needs for the 2023-2024 school year. The MVES PBIS team met monthly to track student discipline data and the

Tier I and Tier II teams completed the PBIS Fidelity Inventory to assess our progress toward goals.

Site data was shared with members of the SSC and ELAC committees and feedback was solicited from all participants. During ELAC meetings, discussions focused on targeted supports to best serve EL students and to seek stakeholder input to drive the LCAP planning process. MVES SSC meetings reviewed data related to EGUSD Strategic Goals and progress toward goals. The Council provided input and suggestions based on student needs. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- MVES Leadership Team Meetings: 8/17/22, 9/14/22, 11/9/22, 12/14/22, 1/11/23, 2/8/23, 3/8/23, 4/12/23, 5/10/23, and 6/14/23
- School Site Council Meetings: 10/12/22, 11/30/22, 1/18/23, 3/21/23, 5/23
- English Learner Advisory Committee Meetings: 9/20/22, 12/14/2022, 2/22/2023, 5/23
- Back to School Night and Community Q&A Evenings: 7/07/2022, 8/10/2022, 9/29/2022, 11/03/2022, 12/08/2022, 1/05/2023, 2/02/2023, 4/06/2023, 5/04/2023, 6/01/2023
- EGUSD Parent, Staff, and Student Surveys: Fall 2022 and Spring 2023
- Ongoing input from stakeholder and family communication through Zoom, parent meetings, and other school functions

## 2. Impact of LCAP and Annual Update

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

Through ongoing stakeholder meetings, input was provided to guide the creation of goals for the site LCAP. This process allowed us to gather feedback from all stakeholder groups and to determine specific targeted needs.

The following details were added and/or recommended to continue based on the feedback from stakeholder groups:

- Continue to recommend academic intervention support for 1st-6th and K/1.
- Family and Community Engagement - provide timesheet support to increase training and funding for home and bridge visits and family engagement nights to specifically support EL families.
- Professional learning opportunities, release time for observation/collaboration, and push-in support for teachers in their understanding and instruction of Social Emotional and Restorative Practices.
- Continue to support grade-level and cross-grade-level collaboration, data meetings, and release time for observation and collaboration to support targeted intervention support during the school day.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are currently no identified or described resource inequities as determined by the required needs assessment.

## Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 1:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

### Site Goal 1.1 (SiteGoalID: 6388) (DTS: 02/10/23)

Miwok Village Elementary data is based on assessment data gathered from the 2022-2023 site Illuminate data collected through the second trimester. Since MVES is in its first year, site CAASPP data will not be available prior to the conclusion of the 2022-2023 school year. The site goal is to provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments and ELPAC assessments to increase the efficiency of initial teaching and capacity of PLCs to close the opportunity gap by providing professional development opportunities in research-based best practices.

English Language Arts data is broken down as follows:

Overall, English Language Arts (ELA) scores for students in 2nd grade will increase from 72% (2nd grade) meeting or exceeding standards to 80%. Students in 3rd-6th grades will increase from 83% meeting or exceeding standards to 90%.

- Black or African American students in 2nd grade will increase from 49% meeting or exceeding standards to 60% and 3rd-6th grade students will increase from 74% meeting or exceeding standards to 80%.
- Hispanic/Latino students in 2nd grade will increase from 58% meeting or exceeding standards to 65% and 3rd-6th grade students will increase from 79% to 85% meeting or exceeding standards.
- English Learner students in 2nd grade will increase from 79% meeting or exceeding standards to 85% and 3rd-6th grade students will increase from 68% to 75% meeting or exceeding standards.
- Students with Disabilities in 2nd grade will increase from 25% meeting or exceeding standards to 35% and 3rd-6th grade students will increase from 57% to 70% meeting or exceeding standards.

Math data is broken down as follows:

2nd Grade - Overall increase from 88% of students meeting or exceeding standards to 90%.

- Black or African American students in 2nd grade will increase from 43% meeting or exceeding standards to 60%.
- Hispanic/Latino students in 2nd grade will increase from 79% meeting or exceeding standards to 85%.
- English Learner students in 2nd grade will increase from 79% meeting or exceeding standards to 85%.
- 100% of Students with Disabilities in 2nd grade will continue to meet or exceed standards.

3 Grade - Overall increase from 92% of students meeting or exceeding standards to 95%.

- 100% of Black or African American students in 3rd grade will continue to meet or exceed standards.
- Hispanic/Latino students in 3rd grade will increase from 83% meeting or exceeding standards to 90%.
- English Learner students in 3rd grade will increase from 93% meeting or exceeding standards to 95%.

- Students with Disabilities in 3rd grade will increase from 87% meeting or exceeding standards to 90%.

4th Grade - Overall increase from 57% of students meeting or exceeding standards to 70%.

- Black or African American students in 4th grade will increase from 62% meeting or exceeding standards to 70%.
- Hispanic/Latino students in 4th grade will increase from 28% meeting or exceeding standards to 40%.
- English Learner students in 4th grade will increase from 39% meeting or exceeding standards to 50%.
- Students with Disabilities in 4th grade will increase from 25% meeting or exceeding standards to 35%.

5th Grade - Overall increase from 90% of students meeting or exceeding standards to 95%.

- Black or African American students in 5th grade will increase from 67% meeting or exceeding standards to 75%.
- Hispanic/Latino students in 5th grade will increase from 91% meeting or exceeding standards to 100%.
- English Learner students in 5th grade will increase from 82% meeting or exceeding standards to 90%.
- Students with Disabilities in 5th grade will increase from 40% meeting or exceeding standards to 50%.

6th Grade - Overall increase from 71% of students meeting or exceeding standards to 80%.

- Black or African American students in 6th grade will increase from 75% meeting or exceeding standards to 85%.
- Hispanic/Latino students in 6th grade will increase from 70% meeting or exceeding standards to 80%.
- English Learner students in 6th grade will increase from 67% meeting or exceeding standards to 75%.
- Students with Disabilities in 6th grade will increase from 25% meeting or exceeding standards to 35%.

These subgroups will be targeted for academic intervention and tutoring services.

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

**Actions/Services 1.1.1 (SiteGoalID: 6388) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>1. July-June:</u>  <b>Academic Intervention Teachers</b> will utilize small group instruction and highly effective learning strategies for struggling students in kindergarten through sixth grade not meeting grade level standards in reading and language development with a</p>	<ul style="list-style-type: none"> <li>• <u>August/September</u> - AITs and classroom teachers will determine the students receiving specific academic support.</li> <li>• <u>October/November &amp; February/March</u> - At the end of each trimester, AITs will meet to analyze assessment</li> </ul>	

focused emphasis on Black or African American, Hispanic or Latino, EL, Foster Young, Students with Disabilities, R-FEP, and low-income students.

2. July 18 - The intervention team will meet with grade level teachers to determine the specific criteria for qualifying and exiting intervention support. These criteria will be shared with families.

3. August 1 & September 1 - AITs work with classroom teachers to identify students in B, C, & D tracks (August 1) and A Track (September 1) in need of academic support based on Illuminate and grade level beginning of the year assessments. AITs and classroom teachers determine schedules for intervention students

4. August 7 (B, C, & D Tracks) & September 4 (A Track) - AIT supports begin

5. October/November and February/March - AITs will meet with grade level teams and the conclusion of each trimester to analyze data and determine students who will be exiting, continuing, or entering intervention support.

6. Supplementary Curriculum and Resources - District-approved supplemental curriculum and resources to support academic intervention instruction.

**Action 1:**

One - **District salaried teacher (ESSER)**

Two - **certificated teachers (timesheet)** to support K/1 and 4/5/6 grade level instructional support: 2@ \$175 x 4 half days x 24 weeks = \$33,600  
(Supplemental Concentration)

**Action 6:**

\$5000

Materials/Supplies/Equipment  
(Supplemental Concentration)

data and determine students who will be exiting, continuing, or entering intervention support.

Assessment data will include Illuminate grade level data for trimester 1 & 2, Heggerty assessment results, and additional grade level assessment data.

- October/November & February/March - intervention assessment results and supports shared with parents/guardians & students.
- End of each Trimester - The intervention team will analyze the data for the following subgroups: Black or African American, EL, Foster Youth, Hispanic or Latino, Low Income, R-FEP, and Students with Disabilities.

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>1. July 2023 - June 2024</u> - Provide <b>professional development in AVID strategies</b> to school administration, teachers, instructional coaches, and staff members through the <b>AVID Summer Institute</b> and <b>monthly SCOE professional learning opportunities</b> to support site-wide implementation.</p> <p><u>2. July/August</u> - Supplies and materials purchased to support site-wide implementation of the AVID program at MVES.</p> <p><u>3. July - June</u> - All staff will receive professional development from CPL and Ed Equity on high-quality instruction, culturally and linguistically responsive practices, equity, implicit biases, social-emotional learning, trauma-based practices, implicit bias, race, and LGBTQ+ inclusivity. Staff will select from choice Diversity, Equity, and Inclusion professional learning opportunities.</p> <p><u>4. July - June</u> - Classroom walkthrough data will be focused on the implementation of high-quality instructional practices including Learning Targets and Success Criteria, Student Talk, Formative Assessment, Active Participation,</p>	<ul style="list-style-type: none"> <li>• <u>July-June</u> - While completing classroom walkthroughs, administrators will record a minimum of three student responses to the following question: "What are you learning today?" Student responses will be recorded and shared with teachers in order to determine student understanding of the intended learning target.</li> <li>• <u>October, December, February, and April</u> - Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of high-quality teaching strategies, AVID instructional strategies, SEL instruction, and restorative practices.</li> <li>• <u>November, January, March, and May</u> - Walkthrough data will be shared with teachers at Staff Meetings.</li> </ul>	



AVID instructional strategies, Social Emotional Learning instruction, and restorative practices. Walkthroughs will be completed monthly and entered into FONT by administrators. Data will be shared with teachers.

5. September/October - Support provided by the regional Family, School, and Community Liaison to guide staff in using email, Talking Points, and other avenues of communication to increase parent-teacher communication.

6. July-June - Grade level and academic intervention teachers will be supported by district Instructional coaches with the analysis of Illuminate data assessment, ELPAC results, grade level assessment, and professional learning around increasing Number Talks, support EL students during designated ELD, and initial discussions on grading for equity.

**Action 1: Contracts/Services** - \$16,000 (Supplemental Concentration)

**Action 2: Materials/Supplies/Equipment** - \$5,000 (Supplemental Concentration)

**Actions/Services 1.1.3 (SiteGoalID: 6388) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

**What Specific Actions/Services will you Provide to this Student Group?**

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

**How will you Progress Monitor the Implementation of Actions/Services?**

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

**Evaluation Cycles in 2023-2024**

- What is working?
- What is not working and why?
- What modifications do you need to make?



<p><u>1. July-June:</u>  <b>GATE</b> instruction provided to students by time-sheeted teachers to teach GATE enrichment classes after school.</p> <p><u>2. July-June:</u>  GATE Coordinator will assess students in order to qualify additional GATE students.</p> <p><u>3. July-March:</u>  Materials or supplies purchased to support the <b>GATE</b> after-school program</p> <p><b>Action 1</b> - Timesheet certificated teacher 1-hour x 41 weeks \$1722 (GATE)  <b>Action 2</b> - Certificated Stipend \$1000 (GATE)  <b>Action 3</b> - Materials/Supplies/Equipment \$675 (GATE)</p>	<ul style="list-style-type: none"> <li>• <u>July-June</u> - The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our subgroups of under-represented students.</li> <li>• <u>October</u> - The GATE Coordinator will hold a school parent/guardian meeting to share GATE opportunities and the process for qualifying students. The presentation will be recorded and shared with all 3rd-6th grade families.</li> <li>• <u>November &amp; March</u> - The GATE Coordinator and site administration will meet to review student participation data. This information will be shared with the school community.</li> </ul>	
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Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	\$1722	Certificated- Timesheets
GATE (7105/0000)	\$1000	Certificated-Stipends
GATE (7105/0000)	\$675	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$33600	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$16000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> </ul>
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- Data and Program Evaluation
- Other (Site-based/local assessment)

**Site Goal 2.1 (SiteGoalID: 6809) (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

**Actions/Services 2.1.1 (SiteGoalID: 6809) (DTS: 03/31/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>1. July-June</u> - Teachers will administer Illuminate Assessments to all students at the beginning of the year and with each trimester. Administrators will assist by reminding teachers of the assessment window and determining the students who need additional support in completing their assessments.</p> <p><u>2. July-June</u> - Teachers will meet monthly during PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or additional grade level assessment data.</p> <p><u>3. September &amp; February</u> - Teachers will meet in COOPs with site administrators and support staff to discuss BOY and trimester Illuminate and/or additional grade level data.</p>	<ul style="list-style-type: none"> <li>• <u>July-June</u> - Administration will pull Illuminate reports to ensure at least 95% of all eligible students have taken the initial and trimester Illuminate assessments.</li> <li>• <u>November &amp; April</u> - Staff meeting supported by instructional coaches focused on supporting classroom teachers with analyzing Illuminate assessment data for each grade level.</li> <li>• <u>October &amp; March</u> - COOP data shared with site Tier II team to identify additional support needed for students.</li> </ul>	

**Site Goal 2.2 (SiteGoalID: 6389) (DTS: 02/10/23)**

Miwok Village Elementary School will capacity-build grade level PLCs to utilize student assessment data in order to progress monitor students and determine next steps in instructional planning.

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.2.1 (SiteGoalID: 6389) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
<p><u>1. July-June:</u> Teachers will meet each week during their Early Out Wednesday collaboration time to discuss the academic progress of their students to set goals for instruction and student learning based on grade level and/or site-wide data.</p> <p><u>2. August/September &amp; February/March</u> Additional data analysis and support to be provided through the release time of teachers for the review of EGUSD Illuminate ELA and Math assessments during COOP meetings. Time-sheeted substitute support will be provided to teachers during their release time.</p> <p><u>3. August-June:</u> Release time once a month for</p>	<ul style="list-style-type: none"><li>• <u>July-June:</u> Grade-level teams meet in PLCs to analyze data based on predetermined learning goals. PLC notes are recorded and shared with all team members. Site administration provides check-in support to all PLC teams.</li><li>• <u>August/September &amp; February/March:</u> Each teacher meets with site administration and support team members to discuss Illuminate, SEL, and behavioral data for students. Student supports are outlined and referrals to Tier II are made based on the data analyzed. The number of students referred and supported are shared with site Leadership, School Site</li></ul>	

teachers to attend IEP, SST, and 504 meetings. These meetings require teacher input to help determine effective interventions to support student academic, behavioral, and social-emotional success.

**Action 2:** Certificated Timesheet - 12 full days x \$350/day = \$4200 (Supplemental Concentration)

**Action 3:** Certificated Timesheet - 12 full days x \$350/day = \$4200 - (Supplemental Concentration)

Council, and ELAC during Spring meetings.

- Monthly - Administration, teachers, support team members, and parents review the results of each IEP, SST, and 504 meeting to create a plan of support for each student.

**Site Goal 2.3 (SiteGoalID: 6392) (DTS: 02/10/23)**

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and data analysis. Miwok Village Elementary aims to increase the frequency and quality of the use of research proven ELD practices through the instructional day. We will use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 minutes per day, 5 days per week.

According to data collected from regional elementary school, English Language Learners have been redesignated at the following rate: 24% for 2018-2019 and 26% for 2020-2021. **Our goal for the 2022-2023 school year will be 31%.**

The overall ELPAC scores will be maintained at a **HIGH** level. During the 2018-2019 school year, **63%** of EL students were making progress toward English language proficiency which equated to a HIGH rate of performance as determined by the California State Department of Education’s Dashboard. During 2020-2021, EL students increased this to **66%**. We aim to increase this to **71%, maintaining the HIGH level of performance.**

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.3.1 (SiteGoalID: 6392) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p><u>1. July 19-August 11 (or within 30 days after a student arrives on campus):</u> Initial ELPAC Assessments, under the direction of a certificated timesheeted teacher, will be completed with the assistance of classroom teachers.</p> <p><u>2. July-June:</u> Classroom teachers will provide designated ELD instruction to EL students 30 minutes per day, 5 days per week (kinder - 15 minutes), as required by law.</p> <p><u>3. July-June:</u> <b>Site ELPAC and EL Co-Coordinators</b> (site VP and a site teacher) will work together to ensure that initial and summative ELPAC assessments are completed according to timelines, plan and communicate ELAC meetings, complete RFEP monitoring, and support the redesignation of EL students.</p> <p><u>4. October:</u> EL Coordinator &amp; VP will conduct an ELAC meeting to review and revise the site LCAP and explain new funding sources.</p> <p><u>5. December:</u> EL Coordinator &amp; VP will conduct an ELAC meeting to determine needs and LCAP implications based on the sites Need Assessment.</p> <p><u>6. February:</u> EL Coordinator &amp; VP will conduct an ELAC meeting to evaluate the site LCAP and provide recommendations to the SSC for consideration in the development of next year's LCAP.</p> <p><u>7. May:</u> EL Coordinator &amp; VP will hold an ELAC meeting for review and advisement on the next year's</p>	<ul style="list-style-type: none"> <li>• <u>July 19 &amp; August 21</u> - Teachers will submit their schedule for designated ELD instruction to the Vice Principal.</li> <li>• <u>November</u> - The Vice Principal will use state dashboard data to determine the total number of students redesignated as English proficient (site goal is 31%).</li> <li>• <u>November</u> - The Vice Principal will use state dashboard data to determine the overall student progress toward English language proficiency (site goal is 66%).</li> <li>• <u>October-May</u> - The EL Coordinator and VP will keep attendance records of all ELAC meetings and determine if parent participation has increased based on the comparison of 21-22 school year attendance data.</li> <li>• <u>November &amp; April</u> - Trimester 1 and Trimester 2 Illuminate data for ELA and Math will be utilized to determine EL student progress toward standards.</li> </ul>	

<p>LCAP and to recognize the site's EL students who have been redesignated as English Proficient or have shown continued academic success.</p> <p><u>8. October - May:</u> The VP will provide light refreshments at ELAC meetings.</p> <p><u>9. February 1 - May 31:</u> ELPAC Summative Assessments will be given to EL students under the direction of a certificated timesheeted teacher.</p> <p><b>Action 1 &amp; 9:</b> Certificated Timesheets 161 hours x \$42/hour = \$9532 (EL Supplemental) <b>Action 8:</b> Materials/Supplies/Equipment \$400 (EL Supplemental)</p>		
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**Site Goal 2.4 (SiteGoalID: 6975) (DTS: 04/28/23)**

Provide supplementary curriculum, technology, resources, and supplies to support proficient grade-level readers. EGUSD Illuminate ELA assessments will increase from 83% of 3-6th grade students meeting or exceeding grade level standards to 90%.

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.4.1 (SiteGoalID: 6975) (DTS: 04/28/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>1. July -</u> Purchase supplementary</p>	<ul style="list-style-type: none"> <li>• <u>July-June</u> - Teachers will monitor student use and</li> </ul>	

resources to provide additional reading and math support that is accessible at home and in the school.

2. September-November -

Provide professional learning through the support of instructional coaches on the use of any supplemental resources purchased.

3. July-June -

Monitor the usage of each supplemental resource for frequency of use along with student progress.

4. July-June -

Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. In addition, provide student agendas, technology, software, equipment, instructional books, and supplemental instructional materials.

**Action 1:** Subscriptions

**Action 4:**

Materials/Supplies/Equipment - \$13335 (Supplemental Concentration)

percentage of lessons passed and/or amount of usage for online supplemental resources.

- End of Each Trimester - The principal will analyze the usage of each supplementary resource and the end of each trimester and report data to all stakeholders.
- October - The AVID Coordinator will survey 3rd-6th grade teachers on the use of student agendas.

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$9532	Certificated- Timesheets
EL Supplemental (7150/0000)	\$400	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$8400	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$13335	Materials/Supplies/Equipment



All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

**Site Goal 3.1 (SiteGoalID: 6390) (DTS: 02/10/23)**

**Metric:** To establish a foundation of equitable instruction, intervention, social and emotional learning, and restorative practices to create a culture and climate with a focus on Foster Youth, SPED, LE, and EL students. These supports and practices ensure that disproportionality rates are addressed using culturally responsive approaches as measured by:

- RTI progress monitoring data in academic, social-emotional, and behavior to gather baseline data for student support
- Ongoing Leadership, PBIS Tier I and Tier II meeting data to monitor student referrals and areas of support

**Metric:** School Climate - Average Favorability Rating

**Actions/Services 3.1.1 (SiteGoalID: 6390) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- School-wide

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>1. July</u> - Provide increased PBIS Signage, playground equipment, and materials to better implement positive interactive activities and procedures on the playground.</p>	<ul style="list-style-type: none"> <li>• <u>August-June</u> - The administration will share the suspension rate and minor/major behavioral data at monthly staff meetings. The site goal is to maintain a</li> </ul>	

## 2. July-June -

Provide PBIS awards, messages, and incentives to support student engagement and participation.

## 3. July & August -

Teachers will teach all students expectations according to the site PBIS Kick Off Lessons.

## 4. August-May -

Teachers will reteach PBIS behavior expectations at the return from being off track.

## 5. August -

Initiate monthly PBIS Tier I and bi-monthly Tier II committee meetings.

## 6. July-June -

All students will be supported through the use of Restorative Practices which include community circles/morning meetings in all classrooms, and restorative language frames to facilitate communication during student disagreements. These supports ensure that disproportionality rates are addressed using culturally responsive approaches.

## 7. August-June -

The Tier II PBIS team will monitor student academic, behavioral, and social-emotional progress through the use of data shared at bi-monthly PBIS Tier II/MTSS meetings. These supports ensure that disproportionality rates are addressed using culturally responsive approaches. Updates will be provided at Leadership and Staff Meetings.

## 8. March-June -

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

## 9. April -

PBIS Tiered Fidelity of Implementation for Tier I and II will be completed by the PBIS Tier I and II teams and will be

suspension rate of less than 1%.

- March-April - Teachers in grades 3-6 will administer the Student School Climate Survey to all students. Initial data will be shared with all stakeholders upon the completion of the 22-23 School Climate Survey data release.
- April - The principal will share the Staff School Climate Survey for implementation with all staff with a participation rate of 100%.
- May-June - The principal will share the Parent School Climate Survey via email, Talking Points, and Newsletters to all parents with a goal completion rate of 60%.
- March-June - Data from the School Culture surveys will be shared with all stakeholders during parent and site meetings.
- March-May - The Tier I and II PBIS teams will complete the annual TFI and share the results with staff, parents, and SSC. In year 1 of implementation - MVES earned Gold. Our goal for 23-24 is Platinum.

calculated by the PBIS Coach. Results to be shared to all stakeholders.

**Action 1**

Materials/Supplies/Equipment  
\$2000 (Supplemental Concentration)

**Action 2**

Materials/Supplies/Equipment  
\$1000 (PBIS)

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 6391) (DTS: 02/10/23)**

To provide supplementary curriculum, resources, supplies, and technology to support and target student needs and to support the at home/school partnership and increase opportunities for families to participate in school-wide events by increasing attendance in SSC, ELAC, parent conferences, family nights, Family Leadership Academy, family and student study teams, and PTA with a focus on Foster Youth, SPED, LE and EL student events as measured by:

- Baseline family attendance at family engagement events
- Establish effective school home communication and participation as indicated by participation from staff, students, and families in the 22-23 SEL and LCAP needs surveys
- Provide personal calls to targeted populations to invite to events and activities

**Metric:** Parents indicating opportunities for parent involvement

**Actions/Services 4.1.1 (SiteGoalID: 6391) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<p><u>1. July-June</u> - Increase school-wide Family and Community Engagement programs and communication such as:</p> <ul style="list-style-type: none"><li>• Family Leadership Academy events and training to engage families and build connections between families, the school, and student learning.</li><li>• Bridge/Home Visits between the teacher and families</li><li>• Back to School Night &amp; Open House</li><li>• VAPA evenings</li><li>• Teacher/Family Nights - Family Writing Night, Family STEM Night, "How to Get Help" at School with teacher timesheet for hourly support</li><li>• Home/School communication with language support via Talking Points</li><li>• Utilization of FACE Family Liaison to make phone calls to personally invite families to school events</li><li>• Establish and communicate current events in print, social media, website, Talking Point, and Synergy</li></ul>	<ul style="list-style-type: none"><li>• <u>July-June</u> - After each parent event, a follow up survey will be provided to all attendees. Administration will analyze the data to determine the successes and needs for future events. Data collected will be shared during Community Q&amp;A meetings which are recorded and emailed to all staff and families.</li><li>• <u>July-June</u> - Event communication will be posted and shared on social media, posters, Talking Points, email, and phone calls.</li><li>• <u>July-June</u> - Increased daily usage of parent/student/teacher communication through the use of daily student planners and folders.</li><li>• <u>July-June</u> - The number of home visits will be logged in the Student Contact Log of Synergy. The site will look to increase participation from 128 in 22/23 to 200 in 23/24. The data collected will be shared with site leadership, school site council, and ELAC.</li></ul>	<ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>

<ul style="list-style-type: none"> <li>• Hold trimesterly family picnics</li> <li>• Support home-to-school communication through communication folders</li> </ul> <p><u>2. July-August -</u> Provide staff training for Bridge/Home Visits with the support of the FACE department.</p> <p><u>3. July-June -</u> Provide timesheet support for teacher Bridge/Home Visits.</p> <p><b>Action 1:</b> Materials/Supplies/Equipment - \$500 (Supplemental Concentration) Certificated Time Sheets - \$3000 (Supplemental Concentration)</p> <p><b>Action 2:</b> Certificated Time Sheets - \$3000 (Supplemental Concentration)</p>		
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**Site Goal 4.2 (SiteGoalID: 6394) (DTS: 02/10/23)**

Our goal is to create a home/school partnerships to increase student attendance/decrease chronic absenteeism and to increase student engagement. As monitored by student attendance rates with a focus on **chronically absent** students. Data collected over the course of the 22/23 school year shows that 22% of MVES students are chronically absent. The following student groups had chronically absent rates over 25%:

- African American: 32%
- Filipino: 28%
- Hispanic: 26%
- Pacific Islander: 80%
- White: 26%

**Metric: Attendance Rate**

**Actions/Services 4.2.1 (SiteGoalID: 6394) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL • Foster Youth • Low Income • SWD

<p><b>What Specific Actions/Services will you Provide to this Student</b></p>	<p><b>How will you Progress Monitor the Implementation of</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> </ul>
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<p><b>Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>1. July/August</u> - Communicate to families in multiple ways regarding the beginning of the year procedures and focusing on the importance of attending school and the absence policy.</p> <p><u>2. July-June</u> - Daily personal phone calls for all unexcused absent students with follow-up text messages and Talking Point messages if the absence extends beyond 2 days. All contacts logged in Synergy.</p> <p><u>3. July-June</u> - Follow district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.</p> <p><u>4. July-June</u> - Complete RFA for all Chronically Absent students and identify Tier II supports including CICO and schedule Family Support Team meetings focused on supporting increased and improved attendance.</p> <p><u>5. July-June</u> - Establish CICO for chronically absent students.</p> <p><u>6. July/August</u> - Create an attendance competition/incentive program with rewards for classrooms and students.</p> <p><b>Action 6</b> - Materials/Supplies/Equipment \$1500 (Supplemental Concentration)</p>	<ul style="list-style-type: none"> <li>• <u>July-June</u> - Teachers, SOAs, Secretary, and Administrators to document communication in Synergy.</li> <li>• <u>Every Friday</u> - Administration team reviews the weekly attendance rates for the whole school and targeted subgroups.</li> <li>• <u>July-June</u> - Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal, and tardy frequencies for EL, FY, LI, and SWD. Administrative team to analyze data for improved attendance rates.</li> <li>• <u>July-June</u> - Administration to review and monitor students who meet the Chronically Absent criteria (10% or more) with the Tier II/MTSS team. RFAs and Family Support Team meetings to be scheduled.</li> <li>• <u>July-June</u> - Monthly attendance rates to be shared at monthly Community Q&amp;A meetings, staff meetings, ELAC, and SSC.</li> </ul>	

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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$6000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		\$9532			\$9532
EL Supplemental (7150/0000)	Materials/Supplies/Equipment		\$400			\$400
GATE (7105/0000)	Certificated- Timesheets	\$1722				\$1722
GATE (7105/0000)	Certificated-Stipends	\$1000				\$1000
GATE (7105/0000)	Materials/Supplies/Equipment	\$675				\$675
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$33600	\$8400		\$6000	\$48000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$16000				\$16000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$10000	\$13335	\$2000	\$1500	\$26835

**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.

\*\*\* If applicable, please provide a description \*\*\*

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## V. Funding

### Miwok Village Elementary (316) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$49,361	\$49,361	\$49,361	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$90,835	\$90,835	\$59,600	\$21,735	\$2,000	\$7,500	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$9,932	\$9,932	\$0	\$9,932	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$154,525	\$154,525	\$112,358	\$31,667	\$3,000	\$7,500	

#### Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$154,525

	<b>Signatures: (Must sign in blue ink)</b>	<b>Date</b>
<b>Principal</b>	Jodi Boyle	
<b>School Site Council Chairperson</b>	Jennifer Toone	
<b>EL Advisory Chairperson</b>	Elizabeth Ramirez Trejo	



