



## **Miwok Village Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**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, Action Plans and Progress Monitoring

Miwok Village Elementary | Focused Work: 2024-2025

### Goal Setting (Icapid: 626)

#### State Priorities

##### Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

##### Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

##### Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

#### Strategic Goals

##### Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

##### Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

##### Goal 3: Wellness

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

##### Goal 4: Family and Community Engagement

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

#### Stakeholder Engagement

##### 1. Involvement Process for LCAP and Annual Update

##### How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

The 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 2024-2025 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 support 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: 8/9/23, 9/13/23, 10/13/23, 11/8/23, 12/13/23, 1/10/24, 2/14/24, 3/13/24, 4/10/24, 5/8/24
- School Site Council Meetings: 11/17/23, 3/25/24, 5/24, 6/24
- English Learner Advisory Committee Meetings: 9/20/23, 10/25/2023, 1/21/2024, 5/1/24
- Back to School Night and Community Q&A Evenings: 7/13/2023, 8/17/2023, 9/7/2023, 10/5/23, 11/2/2023, 12/7/2023, 2/1/2024, 3/7/24, 4/4/2024, 5/2/2024
- EGUSD Parent, Staff, and Student Surveys: Spring 2023 and Spring 2024
- 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 K-3rd grade for English Language Arts and Reading Comprehension for 4th-6th grade.
- 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 AVID, 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 (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.**

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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: 7376) (DTS: 12/13/23)

Miwok Village Elementary data is based on assessment data gathered from the 2023-2024 site Illuminate data collected through the second trimester. The site goal is to provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, ELPAC assessments, and CAASPP results 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.

2023-2024 English Language Arts data for second trimester in Illuminate are broken down as follows:

- Kindergarten 86% - meeting standards
- 1st grade 80% - meeting standards
- 2nd grade 85% - meeting standards
- 3rd grade 50% - meeting standards
- 4th grade 49% - meeting standards
- 5th grade 61% - meeting standards
- 6th grade 75% - meeting standards

2022-2023 CAASPP data for 3rd through 6th grade are broken down as follows:

- 3rd grade 67% - meeting or exceeding standards (goal to increase from 67% to 72%)
- 4th grade 67% - meeting or exceeding standards (goal to increase from 67% to 72%)
- 5th grade 68% - meeting or exceeding standards (goal to increase from 68% to 73%)
- 6th grade 66% - meeting or exceeding standards (goal to increase from 66% to 71%)
- Black or African American students in 3rd-6th grade will increase from 52% meeting or exceeding standards to 60%.
- Hispanic/Latino students in 3rd-6th grade will increase from 70% to 85% meeting or exceeding standards.
- English Learner students in 3rd-6th grade will increase from 25% to 40% meeting or exceeding standards.
- Students with Disabilities will increase in 3rd-6th grade will increase from 24% to 40% meeting or exceeding standards.

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

**Metric:** CAASPP (ELA, Math, Science) - Percent

## Action 1.1.1 (SiteGoalID: 7376) (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
<p>• Describe your step by step plan for intervention for at-risk students.</p> <p><b>Action Plan</b></p> <p><b>ACTION 1</b>  <u>July-June:</u>  <b>Academic Intervention</b>  <b>Teacher</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 focused emphasis on English learners, Black or African American, Hispanic or Latino, Foster Young, Students with Disabilities, R-FEP, and low-income students.  <u>July 15</u> - The intervention team will meet with grade level teachers to share the specific criteria for qualifying and exiting intervention support. These criteria will be shared with families.  <u>July 17-August 2 &amp; August 19-30</u> - AITs work with classroom teachers to identify students in B, C, &amp; D tracks (July) and A Track (August) in need of academic support based on Illuminate and grade level beginning of the year assessments. AITs share schedules for intervention students  <u>August 5 (B, C, &amp; D Tracks) &amp;</u></p>	<p>• How will you measure implementation?          • How will you measure student improvement using formative data?          • Who will collect the data, how often, and who will it be shared with?</p> <p><b>Progress Monitoring</b></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 data and determine students who will be exiting, continuing, or entering intervention support. Assessment data will include Illuminate grade level data for trimester 1 &amp; 2, Heggerty assessment results, and additional grade level assessment data.</li> <li>• <u>October/November &amp; February/March</u> - intervention assessment results and supports shared with parents/guardians &amp; students.</li> <li>• <u>End of each Trimester</u> - 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.</li> </ul>	<p>• Are you making progress towards your desired outcome?          • What is working or what is not working?          • How will you modify your plan if you are not making progress?</p> <p><b>Evaluation</b></p>

September 3 (A Track) - AIT supports begin  
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.

**ACTION 2**

Supplementary Curriculum and Resources - District-approved supplemental curriculum and resources to support academic, physical education (PE), VAPA, and world language intervention instruction.

**Action 1:**

**Certificated teacher (timesheet)** to support 3rd-6th grade level instructional support.

**Action 2:**

Materials/Supplies/Equipment (Supplemental Concentration)

**Action 1.1.2 (SiteGoalID: 7376) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>ACTION 1</u></b>  <u>July-June</u> - Provide <b>professional development in AVID</b></p>	<p><b>Progress Monitoring</b></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</li> </ul>	<p><b>Evaluation</b></p>

**strategies** to school administration, teachers, instructional coaches, and staff members through the **AVID Summer Institute** and **monthly SCOE professional learning opportunities** to support site-wide implementation.

### **ACTION 2**

July/August -

**Supplies and materials purchased** to support site-wide implementation of the AVID program at MVES.

### **ACTION 3**

Formative Assessments – Provide **teacher release time** to support the implementation of a variety of assessments to measure student achievement as identified by the Teaching and Learning Program Implementation Continuum (PIC). Teacher survey data regarding current level of implementation will increase from 76% to 82%.

July-June -

All staff 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.

July-June -

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, 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.

September/October - Support

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.

- October, December, February, and April - 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.
- November, January, March, and May - Walkthrough data will be shared with teachers at Staff Meetings.
- July-June – Grade level leaders will share PLC data regarding frequency and effectiveness of formative assessments used to support student learning.

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.

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 discussions on grading for equity.

**Action 1:** Contracts/Services & Certificated Timesheets

**Action 2:** Materials/Supplies/Equipment

**Action 3:** Certificated Timesheets

**Action 1.1.3 (SiteGoalID: 7376) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b><u>ACTION 1</u></b>  <u>July-June:</u>  <b>Enrichment</b> learning opportunities provided to students by time-sheeted teachers to teach CREST and GATE classes after school.</p> <p><u>July-June:</u></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> </ul>	



<p>GATE Coordinator will assess students in order to qualify additional GATE students.</p> <p><u>July-March:</u>  <b>Materials or supplies</b> purchased to support the CREST and GATE after-school program</p> <p><b>Action 1</b> - Certificated Timesheet &amp; Materials/Supplies/Equipment</p>	<ul style="list-style-type: none"> <li>• <u>October</u> - The GATE Coordinator will hold a school parent/guardian meeting to share learning opportunities and the process for qualifying students for GATE. 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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**Site Goal 1.2 (SiteGoalID: 7910) (DTS: 05/14/24)**

Miwok Village Elementary school will differentiate instruction to meet the needs of all students. Supports will be determined based on the outcomes from Illuminate and CAASPP assessments.

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

**Action 1.2.1 (SiteGoalID: 7910) (DTS: 05/14/24)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><u>Formative Assessments</u> – Provide <b>teacher release time</b> to support the implementation of a variety of assessments to</p>	<p><b>Progress Monitoring</b></p> <p><u>July-June</u> – Grade level leaders will share PLC data regarding frequency and effectiveness of formative assessments used to</p>	<p><b>Evaluation</b></p>

measure student achievement as identified by the Teaching and Learning Program Implementation Continuum (PIC). Teacher survey data regarding current level of implementation will increase from 76% to 82%.	support student learning.	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 626)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	30350	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	10000	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

<b>District Strategic Goal 2:</b>  All students will benefit from instruction guided by assessment results (formative, interim and	<b>District Needs and Metrics 2:</b>  Students need high quality programs and services driven by assessment, data analysis, and action as measured by:
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summative) and continuous programmatic evaluation.

• Test Participation Rate on Districtwide Assessments

**Site Goal 2.1 (SiteGoalID: 7382) (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: 7382) (DTS: 12/13/23)**

**Targeted Student Group(s)**

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

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>ACTION 1</u></b>            95% of all eligible students will complete the initial and trimester Illuminate assessments. Teacher release time provided to support student assessment completion and to meet with administration and district coaches in support of improved data for at-risk students.  <u>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><b>Progress Monitoring</b></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>	<p><b>Evaluation</b></p>

July-June - 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.

September & February - Teachers will meet in COOPs with site administrators and support staff to discuss BOY and trimester Illuminate and/or additional grade level data.

**Action 1:** Certificated Timesheets

**Site Goal 2.2 (SiteGoalID: 7383) (DTS: 12/13/23)**

Provide supplementary curriculum, technology, resources, and supplies to support proficient grade-level readers. EGUSD Illuminate ELA assessments will increase to 85% of 3-6th grade students meeting or exceeding grade level standards.

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

**Action 2.2.1 (SiteGoalID: 7383) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>ACTION 1</u></b> Purchase supplementary</p>	<p><b>Progress Monitoring</b></p>	<p><b>Evaluation</b></p>

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

September-November -

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

July-June -

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

**ACTION 2**

July-June -

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

**Action 1:** Subscriptions

**Action 2:**

Materials/Supplies/Equipment

- July-June - Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online supplemental resources.
- End of Each Trimester – Grade level teams will work with district coaches to analyze the usage of each supplementary resource and the end of each trimester and report administration to share data with all stakeholders.
- October/May - The AVID Coordinator will survey 3rd-6th grade teachers on the use of student agendas.

**Site Goal 2.3 (SiteGoalID: 7377) (DTS: 12/13/23)**

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

**Action 2.3.1 (SiteGoalID: 7377) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p style="text-align: center;"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
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<p style="text-align: center;"><b>Action Plan</b></p> <p><u>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><b><u>ACTION 1</u></b> Release time for 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.</p> <p><b>Action 1:</b> Certificated Timesheets</p>	<p style="text-align: center;"><b>Progress Monitoring</b></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 Council, and ELAC during Spring meetings.</li> <li><u>Monthly</u> - 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.</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>
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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: In the 2022-23 school year, 50% of English Learners made progress toward proficiency. The goal is to increase proficiency to 60% in 2023-2024 and 70% in 2024-2025.

The overall ELPAC scores will be maintained at a HIGH level.

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

**Action 2.4.1 (SiteGoalID: 7380) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- EL

<p style="text-align: center;"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p style="text-align: center;"><b>Action Plan</b></p> <p><b><u>ACTION 1</u></b>  <u>July-August (and within 30 days after a student arrives on campus):</u>                      Initial ELPAC Assessments, under the direction of a certificated teacher (paid by timesheet), will be completed with the assistance of classroom teachers.</p> <p><u>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>July-June:</u>                      Site ELPAC and EL Co-</p>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• <u>July 17 &amp; August 19</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.</li> <li>• <u>November</u> - The Vice Principal will use state dashboard data to determine the overall student progress toward English language proficiency.</li> <li>• <u>October-May</u> - The EL Coordinator and VP will keep</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>
<p style="text-align: center;"><b>Action Plan</b></p> <p><b><u>ACTION 1</u></b>  <u>July-August (and within 30 days after a student arrives on campus):</u>                      Initial ELPAC Assessments, under the direction of a certificated teacher (paid by timesheet), will be completed with the assistance of classroom teachers.</p> <p><u>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>July-June:</u>                      Site ELPAC and EL Co-</p>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• <u>July 17 &amp; August 19</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.</li> <li>• <u>November</u> - The Vice Principal will use state dashboard data to determine the overall student progress toward English language proficiency.</li> <li>• <u>October-May</u> - The EL Coordinator and VP will keep</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>

Coordinators (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.

October:

EL Coordinator & VP will conduct an ELAC meeting to review and revise the site LCAP and explain new funding sources.

December:

EL Coordinator & VP will conduct an ELAC meeting to determine needs and LCAP implications based on the sites Need Assessment.

February:

EL Coordinator & 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.

May:

EL Coordinator & VP will hold an ELAC meeting for review and advisement on the next year's LCAP and to recognize the site's EL students who have been reclassified as English Proficient or have shown continued academic success.

October - May:

The VP will provide training materials and light refreshments at ELAC meetings.

**ACTION 2**

February - May:

ELPAC Summative Assessments will be given to EL students under the direction of a certificated teacher (paid by timesheet).

**Action 1:** Certificated Timesheets and Materials and Supplies

**Action 2:** Certificated Timesheets

attendance records of all ELAC meetings and determine if parent participation has increased based on the comparison of 22-23 school year attendance data.

- November & April - Trimester 1 and Trimester 2 Illuminate data for ELA and Math will be utilized to determine EL student progress toward standards.



**Funding Sources for District Goal 2 (DEV - LCAP ID: 626)**

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	15400	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	15050	Materials/Supplies/Equipment
<b>EL Supplemental (7150/0000)</b>		
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	15505	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)	400	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: 7378) (DTS: 12/13/23)

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

### Action 3.1.1 (SiteGoalID: 7378) (DTS: 12/13/23)

#### Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>

Action Plan	Progress Monitoring	Evaluation
<p><b><u>ACTION 1</u></b> Provide increased signage, playground &amp; PE equipment, and materials to better implement positive interactive activities and procedures for all students.</p> <p><b><u>ACTION 2</u></b> <u>July-June</u> - Provide PBIS awards, messages, and incentives to support student engagement and participation.</p> <p><u>July-June</u> - All students will receive weekly SEL instruction and opportunities to participate community circles as supported by Second Step and Restorative Practices trainings.</p> <p><u>July &amp; August</u> - Teachers will teach all students expectations according to the site PBIS Kick Off Lessons.</p> <p><u>August-May</u> - Teachers will reteach PBIS behavior expectations at the return from being off track.</p> <p><u>August</u> - Initiate monthly PBIS Tier I and bi-monthly Tier II committee meetings.</p> <p><u>July-June</u> - 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.</p> <p><u>August-June</u> - The Tier II PBIS team will monitor student academic, behavioral, and social-emotional progress using data shared at bi-monthly</p>	<ul style="list-style-type: none"> <li>• <u>August-June</u> - Administration will share the suspension rate and minor/major behavioral data at monthly staff meetings. The site goal is to maintain a suspension rate of less than 1%.</li> <li>• <u>March-April</u> - 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 24-25 School Climate Survey data release.</li> <li>• <u>April</u> - The principal will share the Staff School Climate Survey for implementation with all staff with a participation rate of 100%.</li> <li>• <u>May-June</u> - 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%.</li> <li>• <u>March-June</u> - Data from the School Culture surveys will be shared with all stakeholders during parent and site meetings.</li> <li>• <u>March-May</u> - 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 is to continue to achieve gold or higher.</li> </ul>	

PBIS Tier II/MTSS meetings. These supports ensure that disproportionality rates are addressed using culturally responsive approaches. Updates will be provided at Leadership, Staff, and Parent Meetings.

March-May - School Climate Surveys to parents, staff, and students will be distributed by the principal.

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

**Action 1 & 2**  
Materials/Supplies/Equipment

**Action 2:** Classified Timesheets

**Funding Sources for District Goal 3 (DEV - LCAP ID: 626)**

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)	9000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	2000	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment



<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and engage 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>• Parents indicating a respectful and welcoming school environment</li> <li>• Parents indicating opportunities for parent input in making decisions</li> <li>• Parents indicating opportunities for parent involvement</li> <li>• Percent Chronically Absent</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 7379) (DTS: 12/13/23)**

Provide supplementary curriculum, resources, supplies, and technology to support and target student needs and to support the at home/school partnership. Increase opportunities for families to participate in school-wide events focused on supporting 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 23-24 Perspectives survey.
- Provide personal calls to targeted populations to invite to events and activities.

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

**Action 4.1.1 (SiteGoalID: 7379) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p style="text-align: center;"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
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<p style="text-align: center;"><b>Action Plan</b></p> <p><b><u>ACTION 1</u></b>  <u>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> <li>Hold twice yearly family picnics</li> <li>Support home-to-school communication through communication folders</li> </ul> <p><b><u>ACTION 2</u></b>  <u>July-August</u> -</p>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <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>	<p style="text-align: center;"><b>Evaluation</b></p>
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Provide staff training for Bridge/Home Visits with the support of the FACE department and timesheet support for teachers conducting Bridge/Home Visits.

**Action 1:**

Materials/Supplies/Equipment

**Action 1 & 2:**

Certificated Timesheets

**Site Goal 4.2 (SiteGoalID: 7381) (DTS: 12/13/23)**

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 23/24 school year shows that 17.8% of MVES students are chronically absent, which is a decrease from 22% in the previous year. The following student groups had chronically absent rates over 20%:

- African American: 32%
- Hispanic: 23%
- White: 25%

**Metric:** Attendance Rate

**Action 4.2.1 (SiteGoalID: 7381) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- EL • Foster Youth • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p>	<p><b>Progress Monitoring</b></p>	<p><b>Evaluation</b></p>

July/August -

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.

July-June -

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.

July-June -

Follow district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.

July-June -

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.

July-June -

Establish CICO for chronically absent students.

**ACTION 1**

July/August -

Create an attendance competition/incentive program with rewards for classrooms and students.

**Action 1 -**

Materials/Supplies/Equipment

- July-June - Teachers, SOAs, Secretary, and Administrators to document communication in Synergy.
- Every Friday - Administration team reviews the weekly attendance rates for the whole school and targeted subgroups.
- July-June - 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.
- July-June - 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.
- July-June - Monthly attendance rates to be shared at monthly Community Q&A meetings, staff meetings, ELAC, and SSC.



Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	1000	Classified- Salaries
Supplemental/Concentration (7101/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	2000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

## 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	\$30350	\$15400	\$0	\$3000	\$48750
Classified- Salaries	\$0	\$0	\$0	\$1000	\$1000
Classified- Timesheets	\$0	\$0	\$9000	\$2000	\$11000
Contracts/Services/Subscriptions	\$2000	\$5000	\$0	\$0	\$7000
Materials/Supplies/Equipment	\$10000	\$15050	\$2000	\$2000	\$29050

### EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$15505	\$0	\$0	\$15505
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$400	\$0	\$0	\$400

## 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

### Miwok Village Elementary (316) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$96,800	\$42,350	\$35,450	\$11,000	\$8,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$15,905	\$0	\$15,905	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$112,705	\$42,350	\$51,355	\$11,000	\$8,000	

Fund Subtotals	Title I Centralized Services				
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0	Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$112,705	Title I Centralized Services	\$0	Title I Preschool	\$0

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