Zehnder Ranch Elementary

Local Control Accountability Plan (LCAP)
2024-2025

Principal: Cheryl Quilatan

County-District-School (CDS) Code: 34673140135400

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (Icapid: 640)

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?

Review of student data by ZR teachers and parents in the areas of ELA, Math, and ELPAC were provided in many opportunities. ZR education partners were provided updates of previous data, evaluated data, and provided recommendations to the site LCAP for the upcoming school year. Input for site LCAP were aligned with the eight sate priorities and EGUSD's four strategic goals. ZR regularly assessed learning needs of students by analyzing curriculum assessments and data during staff and grade level PLC meetings. PLC

grade level and track collaboration meetings took place monthly. Climate and Culture and Tier 2 met monthly to determine site needs around SEL and mental health support. PBIS team completed fidelity inventory to assess progress towards goals and next steps. All ZR staff had an opportunity to provide feedback via staff perspective survey completed in April.

Family leadership council met monthly, and held general meetings monthly that were open to ZR teachers and community members. Feedback was regularly gathered at meetings from all education partners present. ELAC meetings were held guided by administration to seek input. Education partners had the following opportunities to review site data results and provide input to site LCAP. School Site Council met throughout the year to review and analyze site data.

1. ZR Team Meetings: Held 1st Tuesday of each month
2. PLC Facilitator's Meeting: Held every 2nd Tuesday of each month
3. PLC Grade Level Meetings: Held every Early Out Wednesday
4. Climate and Culture (C&C) Facilitator's Meetings: Held every 4th Tuesday of each month
5. Grade level C & C Meetings: Held every 4th Early Out Wednesday
6. School Site Council Meetings: 9/27/23, 11/29/23, 1/31/24, 4/17/24, 5/29/24
7. ELAC Meetings: 10/10/23, 2/15/24, 4/25/24
8. Family Leadership Council: Meets every 2nd Thursday of every month, except December
9. Rapid Cycle Measures were administered to students in 3rd-6th. Survey data collected in the following areas: SEL, PBIS, and Climate.
10. Student (3rd-6th), Staff, and Parent Perspectice Survey: April 2024
11. Student (3rd-6th), Staff, and Parent Prop 28 Survey: March 2024

2. Impact of LCAP and Annual Update

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

Consultations with Education Partners resulted in the following, affecting the development of the LCAP:

1. Professional Development request in the areas of: New Math curriculum, DBQ (4th-6th), AVID (TK-6, Step Up to Writing, GLAD, Science, VAPA, and Ed Equity.
2. Teacher request for continuation of district adopted subscriptions, math supplemental curriculum, and reading incentive program.
3. Teacher request for release time for articulation and AVID peer observations.
4. Teacher request for classroom materials and supplies and supplemental material from printshop.
5. Parent request continuance of toff track intersession, VAPA and/or other enrichment opportunities, support in SEL instruction and support.
6. Continue partnership with FLC to provide staff and students site needs, site wide community events, teacher and admin support.

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.

Students needs were met to greatest extend possible - no resource inequities have been identified.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

- **A-G Completion - Percent of Graduates Completing A-G Requirements**
- **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam**
- **CAASPP (ELA, Math, Science) - Distance from Standard**
- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**

Site Goal 1.1   (SiteGoalID: 7521) (DTS: 12/13/23)

ZRES's goal is to increase the overall **English Language Arts (ELA)** scores from 75% to 80% of our students meeting or exceeding standards on CAASPP:

- 3rd grade from 69% to 74%
- 4th grade from 79% to 84%
- 5th grade from 80% to 85%
- 6th grade from 72% to 77%

Very Low Category:

- English Learners (EL) students will increase from 31% met or exceeded standards to 36%
- Students with Disabilities (SWD) will increase from 42% met or exceeded standards to 47%
- Homeless students will increase from 50% met or exceeded standards to 55%
- African American students will increase from 59% met or exceeded standards to 65%

Low Category:

- Socioeconomically Disadvantaged from 62% met or exceeded standards to 67%
- Hispanic students will increase from 63% met or exceeded standards to 68%
- Pacific Islander students will increase from 66% met or exceeded standards to 72%

These sub groups will be targeted for academic intervention and provided additional resources available.

In a **ELA CAASPP** data comparison of 2022-2023 overall data broken data is as follows:

- African American **increased** from 46% to 59% meeting or exceeding standards
- Asian **increased from** 77% to 80 % meeting or exceeding standards
- Filipino **decreased** 83% to 78% meeting or exceeding standards
- Hispanic **increased** 61% to 63% meeting or exceeding standards
- Pacific Islander **increased** 43% to 66% meeting or exceeding standards

- Students with two or more races **increased** from 73% to 84% meeting or exceeding standards
- White American **decreased** from 73% to 72% meeting or exceeding standards
- English Learners **increased** from 28% to 31% meeting or exceeding standards
- Students with Disabilities **increased** from 37% to 42% meeting or exceeding standards
- Socioeconomically Disadvantaged **increased** from 54% to 62% meeting or exceeding standards
- All students **increased** from 73% to 75% meeting or exceeding standards

Overall school wide goal is to increase student performance from 75% to 80% meeting or exceeding standards on the **2024 ELA CAASPP**. Our site goal will be measured by EGUSD benchmark illuminate data, site based assessments, CAASPP, ELPAC, AIT pre/post data, and the FONT FHQI walkthrough data. Targeted instruction will be provided to students at risk or below grade level.

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

Action 1.1.1   (SiteGoalID: 7521) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Collaboration time for teachers to evaluate ELA yearlong plans and analyze data throughout the year. • Identify strengths and weaknesses to monitor student progress on EGUSD assessments, and measure standard mastery • Evaluate/adjust instructional planning and supports for targeted student groups, whole group, and Tier 1 intervention using Framework for High Qulaity Instruction. • Establish ELA SMARTGOALS based on student data, share	1. Admin will collect data to share data with AIT, instructional coaches, and other grade levels. Progress data to be collected: • BOY entry data • Site assessments- site based and classroom performance • SMARTGOALS data results • AI student pre/post data • AVID CCI report Shared with: • Administration Team, Grade Level Teams, AITs, Instructional coaches, AVID team leads, and Students	

instructional strategies, and determine instructional next steps.
- Determine materials/supplies/equipment necessary to support student learning
- Timesheet off track teacher for collaboration time.

2. Professional Development: Provide certificated and classified staff resource support and relevant instructional materials and supplies for instruction (7101)

- Communicate with teachers and get their input to PD plan. Identify areas of need based on teacher feedback and data.
- Conitnuous PD for implementation of High Quality Instruction (CPL/Instructional Coaches, AVID site coordinator, Colleague Observation/Debiref time)
- ELA PD Focus areas: DBQ, Writing (CPL/Instructional Coaches, AVID site coordinator, Colleague Observation/Debrief time)

3. District approved supplementary and/or instructional resource: Purchase additional supplementary curriculum and/or instructional materials, supplies, digital curriculum, approved books, etc. for intervention (7101)

- Identify areas of intervention need based on data.
- Communicate with teachers and get their input to supplementary resources, digital curriculum, and materials
- Determine supplementary resources, digital curriculum, and material to purchase
- Provide teachers time during PLCs and early outs to debrief and evaluate the effectiveness of the

2. Attendance tracking data collected for varying PDs provided by sign in sheets. Teacher feedback results.

Progress monitoring data to be collected:

- Student performance to determine areas of PD need
- Feedback/debrief on PD
- Student performance on site based/classroom assessments
- Early Out PLC agenda and minutes
- FONT walk through data on HQI focus areas
- AVID CCI score to increase - monioring progress via site visits

3. Admin, classroom teacher, and AIT will collect data from digitally based instructional resources.

Progress can be monitored and collected daily to be shared with students, families, and resource support.

- Student performance to determine areas of need
- Feedback/debrief on instructional materials and digital curriculum
- Student performance on site based/classroom assessments
- Early Out PLC agenda and minutes

4. Combination of teacher recommendations based on BOY data and EOY 23-24 AIT data. AIT will collect the data and determine groups and focus content per grade level.

Progress monitoring will take place monthly. Data sharing will take place at trimester CAST meetings with Admin, Classroom Teachers, and RSP.

5. Combination of teacher recommendations based on BOY data and ongoing assessment

implementation of purchased resources.
- Progress monitor student performance.

4. Academic Intervention Teacher (AIT) ELA Intervention: Provide certificated support, relevant instructional materials and supplies, for targeted small group or individual intervention. A 1.0 Academic Intervention Teacher will support small group instruction for students who are not meeting grade level standards in ELA. (7101)

- Identify students in PTSGs in need of support based on CAASPP data and site-based assessments.
- Communicate to teachers and get their input into the plan.
- Determine the schedule of their intervention time.
- Determine curriculum, strategies (the what), materials, supplies, and equipment needed. (7101)
- Determine a short-cycle schedule of assessments to monitor progress. Determine who pulls the data.
- Use assessment data to evaluate student progress and determine who continues in the program and who exits.
- Evaluate the implementation effectiveness of the program.
- Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness of the program.

5. K-1 Push-In Teacher Support : Certificated push in support to provide instruction targeted to individual needs. (CPL funded/7101)

- Analyze BOY data to determine individuals
- Communicate to teachers and get feedback on student group/individual focus.

data - classroom teacher will collect the data and determine groups and focus content.

Progress monitoring will take place monthly. Data sharing will take place at trimester CAST meetings with Admin, Classroom Teachers, and RSP. Data can also be shared with students and parents.

6. VP and EL Coordinator will utilize ELPAC data to determine EL small group support and collect data to progress monitor. Assessment data will be used to evaluate student progress, identification/placement of EL students, re-designation, RFEP monitoring.

Data will be shared with admin, classroom teachers, ELAC, SSC, EL instructional coach.

7. AVID Site Coordinator, grade level AVID leads, and admin will collect implementation progress data.

- Data will be collected by admin through classroom walkthroughs and AVID CCI visits.
- EO AVID PLC: teachers will provide feedback and debrief on strategies observed from colleages and used in class.
- Data will be shared with teachers and district AVID site coordinators to assist in determining next steps.

- Determine and develop schedule
- Evaluate the implementation effectiveness of the push in support.
- Continue the cycle: identify students, provide support, progress monitor, and determine effectiveness of the program.

6. EL Coordinator - ELA Intervention:
Provide certificated support, and relevant instructional materials and supplies, for targeted small group or individual intervention for ELs. Timesheeted EL coordinator Teacher will support small group instruction for EL students who are not meeting grade level standards in ELA. (7150/7101)

- Analyze ELPAC data to determine EL instructional groups
- Communicate to teachers and get their input into the EL support plan. Utilize EL instructional coach for instructional strategies and groupings.
- Determine the schedule of their intervention time.
- Determine curriculum, strategies (the what), materials, supplies, and equipment needed. (7101)
- Determine a short-cycle schedule and conduct assessments to monitor progress.
- Use assessment data to evaluate student progress, identification/placement of EL students, re-designation, RFEP monitoring, assist with completion of ELPAC testing initial and midyear (7150/7101)
- Evaluate the implementation effectiveness of the program.
- Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness of the program

- Encourage participation and engagement in ELAC meetings (7150)

7. AVID Schoolwide Implementation:
Provide K-6 staff AVID PD and opportunities to develop their practice to close the achievement gap by preparing all students for college career readiness.

- PD through AVID Summer Institute and SCOE. (Supplemental Concentration)
- AVID PD provided by site AVID Coordinator and AVID team leads. Timesheets (Supplemental Concentration)
- AVID classroom observation release time. Timesheets (Supplmental Concentration)
- AVID materials supplies and materials. (Supplemental Concentration)

Site Goal 1.2   (SiteGoalID: 7522) (DTS: 12/13/23)

ZRES's goal is to increase the overall **Math** scores from 70% to 75% of our students meeting or exceeding standards on CAASPP:

- 3rd grade from 68% to 73%
- 4th grade from 81% to 86%
- 5th grade from 72% to 77%
- 6th grade from 58% to 63%

Very Low Category:

- English Learners (EL) students will increase from 39% met or exceeded standards to 44%
- Students with Disabilities (SWD) will increase from 45% met or exceeded standards to 50%
- African American students will increase from 47% met or exceeded standards to 52%
- Homeless students will increase from 50% met or exceeded standards to 55%

Low Category:

- Pacific Islander students will increase from 55% met or exceeded standards to 60%
- Socioeconomically Disadvantaged from 56% met or exceeded standards to 61%
- Hispanic students will increase from 59% met or exceeded standards to 64%

These sub groups will be targeted for academic intervention and provided additional resources available.

In a **MATH CAASPP** data comparison of 2022-2023 overall data broken data is as follows:

- African American **increased** from 38% to 47% meeting or exceeding standards
- Asian **increased** from 76% to 80 % meeting or exceeding standards
- Filipino **increased** from 72% to 73% meeting or exceeding standards
- Hispanic **increased** 51% to 59% meeting or exceeding standards
- Pacific Islander **decreased** 33% to 55% meeting or exceeding standards
- Students with two or more races **increased** from 66% to 80% meeting or exceeding standards
- White American **decreased** from 68% to 64% meeting or exceeding standards
- English Learners **remained** at 39% meeting or exceeding standards
- Students with Disabilities **increased** from 43% to 45% meeting or exceeding standards
- Socioeconomically Disadvantaged **increased** from 55% to 56% meeting or exceeding standards
- All students **increased** from 67% to 70% meeting or exceeding standards

Overall school wide goal is to increase student performance from 70% to 75% meeting or exceeding standards on the **2024 MATH CAASPP**. Our site goal will be measured by EGUSD benchmark illuminate data, site based assessments, CAASPP, ELPAC, AIT pre/post data, and the FONT FHQI walkthrough data. Targeted instruction will be provided to students at risk or below grade level.

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

Action 1.2.1   (SiteGoalID: 7522) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **1. Collaboration time for teachers to evaluate MATH yearlong plans and analyze data throughout the year.** • Identify strengths and weaknesses to monitor student progress on EGUSD assessments, and measure standard mastery	**Progress Monitoring** 1. Admin will collect data to share data with AIT, instructional coaches, and other grade levels. Progress data to be collected: • BOY entry data • Site assessments- site based and classroom performance • SMARTGOALS data results • AI student pre/post data	**Evaluation**

- Evaluate/adjust instructional planning and supports for targeted student groups, whole group, and Tier 1 intervention using Framework for High Qulaity Instruction.
- Establish MATH SMARTGOALS based on student data, share instructioanal strategies, and determine instructional next steps.
- Determine materials/supplies/equipment necessary to support student learning
- Timesheet off track teacher for collaboration time.

2. Professional Development: Provide certificated and classified staff resource support and relevant instructional materials and supplies for instruction (7101)

- Conitnuous PD for implementation of High Quality Instruction (CPL/Instructional Coaches, AVID site coordinator, Colleague Observation/Debiref time)
- Math PD Focus areas: Envision Program (CPL/Instructional Coaches, AVID site coordinator, Colleague Observation/Debrief time)

3. District approved supplementary and/or instructional resource: Purchase additional supplementary curriculum and/or instructional materials, supplies, digital curriculum, approved books, etc. for intervention (7101)

- Identify areas of intervention need based on data.
- Communicate with teachers and get their input to supplementary resources, digital curriculum, and materials
- Determine supplementary resources, digital

- AVID CCI report

Shared with:

- Administration Team, Grade Level Teams, AITs, Instructional coaches, AVID team leads, and Students

2. Attendance tracking data collected for varying PDs provided by sign in sheets. Teacher feedback results.

Progress monitoring data to be collected:

- Student performance to determine areas of PD need
- Feedback/debrief on PD
- Student performance on site based/classroom assessments
- Early Out PLC agenda and minutes
- FONT walk through data on HQI focus areas
- AVID CCI score to increase - monioring progress via site visits

3. Admin, classroom teacher, and AIT will collect data from digitally based instructional resources.

Progress can be monitored and collected daily to be shared with students, families, and resource support.

- Student performance to determine areas of need
- Feedback/debrief on instructional materials and digital curriculum
- Student performance on site based/classroom assessments
- Early Out PLC agenda and minutes

4. AVID Site Coordinator, grade level AVID leads, and admin will collect implementation progress data.

- Data will be collected by admin through classroom

curriculum, and material to purchase
- Provide teachers time during PLCs and early outs to debrief and evaluate the effectiveness of the implementation of purchased resources.
- Progress monitor student performance.

4. AVID Schoolwide Implementation:
Provide K-6 staff AVID PD and opportunities to develop their practice to close the achievement gap by preparing all students for college career readiness.

1. PD through AVID Summer Institute and SCOE. (Supplemental Concentration)
2. AVID PD provided by site AVID Coordinator and AVID team leads.
Timesheets (Supplemental Concentration)
3. AVID classroom observation release time. Timesheets (Supplmental Concentration)
4. AVID materials supplies and materials. (Supplemental Concentration)

7. GATE Coordinator & Program
GATE students will be provided differentiation activities in afterschool enrichment. Teachers will be timesheeted.

Materials will purchased to support GATE after school program (7105)

Provide afterschool enrichment opportunities for GATE students. Services provided by certificated teachers and outside approved vendors.

walkthroughs and AVID CCI visits.
- EO AVID PLC: teachers will provide feedback and debrief on strategies observed from colleages and used in class.
- Data will be shared with teachers and district AVID site coordinators to assist in determining next steps.

7. GATE cooridinator to collect sign in sheets and student feedback via survey. Data to collect is particpation and referral rates.

Site Goal 1.3   (SiteGoalID: 7523) (DTS: 12/13/23)

12.6% of ZRES population is English Learners. ZRES's school wide goal is to increase **English Learner student progress** from 65.9% to 70% towards English language proficiency on the Summative ELPAC.

In the CA Dashboard accountabilty system, ZRES Summative ELPAC data comparison of 2022 to 2023, overall data broken data is as follows:

- ELs who progressed at least one ELPI Level **increased** from 50% to 54.9%
- ELs who maintained ELPI Level 4 **increased** from 7.3% to 11%
- ELs who maintained ELPI Levels 1. 2L. 2H, 3L, 3H **decreaed** from 24.5% to 23.2%
- ELs who decreased at least one ELPI level **decreased** from 18.2% to 11%

Our site goal will be measured by EL Completion rates, Initial ELPAC, and Summative ELPAC data. Targeted instruction will be provided to newcomers, students at risk, or below grade level.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

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Action 1.3.1   (SiteGoalID: 7523) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **EL Coordinator:** Provide certificated support, relevant instructional materials and supplies, for targeted small group or individual intervention for ELs. Other duties to perform to include: EL identification and placement, assist with completion of ELPAC testing initial and midyear. Timesheeted. (7150/7101) 1. Need of support based on ELPAC assessment data.	**Progress Monitoring** Overall progress monitoring of students progressing towards English language proficiency as measured by ELPAC assessment results, grade level assessments, and district benchmarks. All Data will be shared with: • Admin • AIT • EL instructional coach • Grade level PLC leads • ELAC • SSC • Parent/student conference	**Evaluation**

2. Communicate to teachers and get their input into the plan.
3. Determine the schedule of ELD time.
4. Determine curriculum, strategies), materials, supplies, and equipment needed. EL instructional coach support. (7150/7101)
5. Use ELPAC assessment data to evaluate student progress.
6. Evaluate the implementation effectiveness of the program.
7. Continue the cycle: identify students, provide ELD support, progress monitor, and determine effectiveness of the program

Action 1.3.2 (SiteGoalID: 7523) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Increase Library Technician time by 4 hours a week to provide additional library services and library visits. ($15,000) 2. Purchase of additional library books to increase multicultural, high interest, and culturally responsive book titles. ($5,000) 3. Purchase new reading program. ($7600)	Actions 1 & 2: Library check ins and outs, book lists, etc Site assessment results can be measured from site and district benchmarks. Action 3: Reading counts assessment data. Data/presentations will be shared with our VAPA director for future planning, grade levels, SSC,	

ELAC, and families.

Funding Sources for District Goal 1 (DEV - LCAP ID: 640)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	23000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	10000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	22250	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	30000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	12038	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)	250	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7526) (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: 7526) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Administration of Illuminate and Site Assessments: 1. Teachers will administer beginning of the year assessments. 2. District assessment windows shared per trimester. 3. Academic intervention teacher to begin intervention with students identified as at risk or below grade level. Provide additional support for K-2 assessment administration. 4. Monthly grade level PLC times dedicated to data analysis, develop instructional next steps, and determine resources needed to support. 5. Release time for SST/IEP meeting dates: 8 full days in a year (7101)	Illuminate reports will be monitored at end of each trimester to ensure we met 95% of all students have taken the assessment. Illuminate data will pulled and shared with PLC - teachers, coaches, AIT, RSP will analyze data and determine next instructional steps for student achievement. PLC agenda shared with admin - data analysis time and discussions.	

Site Goal 2.2   (SiteGoalID: 7518) (DTS: 12/13/23)

Increase the percentage of English Learners meeting or exceeding in ELA and Math CAASPP for grades 3rd-6th by providing instructional support to English Learners.

31% of ELs in grades 3-6 met or exceeded standards on the ELA CAASPP in 2023. The goal is increase to 36% in 2024.
39% of ELs in grades 3-6 met or exceeded standards on the MATH CAASPP in 2023. The goal is increase to 44% in 2024.

CA Dashboard indicated 65.9% were making progress towards English language proficiency. Our goal is to increase this to 70%.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7518) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **ELPAC Assessments:** Initial and Summative ELPAC assessments to be administered by Vice Principal and certificated timesheeted staff (Inital to be completed within 30 days of enrollment.) Completion of RFEP monitoeing. 2. **ELD Designated Instruction (Required):** Provided by classroom teacher and/or EL coordinator 15 mins (K), 30 mins (1st-6th), 5 days/week. Small group instruction to develop English fluency in reading, writing, and speaking.	Actions 1 - 4, 7, 8: VP and EL Coordinator will collect designated ELD instruction. VP and EL Coordinator will use ELPAC and dashboard EL data to determine need and overall progress towards English language proficiency and complete RFEP monitoring. EL coordinator will conduct assessments to provide data and feedback for individual student growth. Actions 5 & 6: AIT and classroom teacher will conduct assessments to provide data and feedback for individual student growth.	

3. **Supplemental Resources:**
Purchase of additional resources to provide additional support in reading and math that is reproducible or accessible from home. *(Ex. IxL, IxL Science, Reading Counts, XtraMath, Generation Genius, Scholastic, Lexia, DBQs, Step Up to Writing).* Purchase *of s*tudent supplies, equipment, instructional materials. Continued use of Imagine Learning. Students will utilize Imagine Learning to support EL development.

4. **EL coordinator:** Timesheeted certificated staff to provide EL support - assessments, small group, reclassification, grade level PLC attendance, collaborate with site EL instructional coach.
1 certificated staff: 2 days/week for 25 weeks = $*8750??*

5. **Academic Intervention Teacher:** AIT to provide target instruction for ELs (identified and unidentified). Provide progress update at trimester CAST/SST/IEP meetings.

6. **K-1 Push In Support:** Timesheeted certificate staff to provide classroom support on specific skills (CPL funded)

7. **ELPAC Meetings:** (3 times in the year) to be held review site wide data, family resources and support, evaluate LCAP, develop schoolwide EL needs for site LCAP

All Data will be shared with:

- Admin
- EL instructional coach
- Grade level PLC leads
- ELAC
- SSC
- Parent/student conferences

Funding Sources for District Goal 2 (DEV - LCAP ID: 640)		
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)	3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	500	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: 7519) (DTS: 12/13/23)

Provide additional layers to the foundation of equitable instruction, intervention, social emotional learning, disciplinary practices, and disproportionality as measured by:

- RTI and MTSS referrals progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on synergy data for trimester comparisons from 2023-2024 through 2024-2025.

- PLC facilitators (leadership), Climate & Culture Team (PBIS Tier 1/Safety Team), and Tier 2 meeting data to monitor student referrals and specific support needed.
    - SWPBIS Tiered Fidelity Inventory Results from 2023-2024:
        - Tier 1 Teams decreased from 75% to 50%
        - Tier 1 Implementation maintained at 100%
        - Tier 1 Evaluation increased from 88% to 100%
        - Tier 2 Teams decreased from 100% to 88%
        - Tier 2 Interventions decreased from 100% to 90%
        - Tier 2 Evaluation decreased from 100% to 88%
    - Overall Tier 1 maintained at 93%. **Our goal is to increase to 100% in 2024-2025.**
    - Overall Tier 2 increased from 96%-100%. **Our goal is to maintain 100% in 2024-2025.**

Metric: Social Emotional Learning - Average Favorability Rating

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Action 3.1.1   (SiteGoalID: 7519) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Sitewide PBIS Implementation: • Ed partners and ead teams analyze data: survey results, discipline data, Tier 2 referral data. • Communicate with teachers and students PBIS site wide expectations and behavior matrix using: PBIS signage, SEL curriculum - Character Strong, recognition and incentives for positive behaviors. (7440/7101) • PBIS Signage for behavior expectations and restorative practices (7101)	Implementation measured through discipline data - office, Synergy, and MTSS referrals. Tier 1, Tier 2, and C&C teams to reviews data monthly and share with staff via whole staff meetings/PLCs. Tier 2 meetings are held biweekly. All Data will be shared with: • Admin • Tier 2 Team • C&C • Behavior Specialist • ELAC • SSC	

• PBIS materials, supplies, rewards, and incentives for student recognition to increase participation and engagement (PBIS - 7404 **2. MHT support :** Gather data and review to determine interventions and positive social skills interactions. MHT to build staff capacity through PD to support students SEL needs. ? 3. **Mentor program:** Enlist Future Pack Leaders to provide mentor and conflict managers. **4. Purchase supplemental curriculum and/or instructional materials:** to support the development of SEL strategies for all students. (7440)	• FPL coordinators	

Site Goal 3.2   (SiteGoalID: 7524) (DTS: 12/13/23)

ZRES's overall school goal is to increase and promote a school climate that is safe, respectful, inclusive, and encourages student engagement. Provide additional layers to the foundation of equitable instruction, intervention, social emotional learning, disciplinary practices, and disproportionality as measured by:

2022-2023 Suspension Rate: 2024-2025 overall goal is to reduce suspension rates for targeted sub groups by the following percentages:

- 22-23 overall suspension rate rata decrease from 0.5% to 0.2%
- African American: 1.3 % suspended at least one day (CA Dashboard - yellow category), decrease to less than 1%.
- Hispanic: 0.6% suspended at least one day (CA Dashboard - yellow category), decrease to less than 0.1%

2022-2023 Overall Student Climate Survey (3rd-6th): CORE Climate

- **Goal for 2024-2025 will be to increase overall student school climate survey results from 75% to 80%.**

- School Connectedness: 76%
- Climate support for Academic Learning: 76%
- Knowledge & Fairness of Discipline, Rules, and Norms: 83%
- Safety: 66%
- Student Access: 61%
- Positive Behavior: 72%

2022-2023 Rapid Cycle Measures(3rd-6th): Administered in the following areas:

- Climate: 80% overall favorability - **2024-2025 goal to increase to 85%**
- Social Emotional Learning: 81% overall favorability - **2024-2025 goal to increase to 86%**
- PBIS: 78% overall favorability - **2024-2025 goal to increase to 82%**

2022-2023 Overall Student Perception Survey (3rd-6th): _____%

- **Goal for 2024-2025 will be to increase overall Student Perception Survey results from 75% to 80%.**

2022-2023 Overall PBIS TFI score : _____%

- **Goal for 2024-2025 will be to increase overall Student Perception Survey results from 75% to 80%.**

Metric: School Climate - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 7524) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **Establish and promote school wide PBIS expectations:** 1.**School wide expectations shared with students and families:** • Back to School Night • ZR student handbook • Longhorn Orientation • ZRES Video Production Crew "How To" Videos • Friday Assemblies • **PBIS Implementation:** • PBIS campus tour • PBIS behavior matrix • Horns Up Incentive Program for positive behavior	**Progress Monitoring** *Monitoring for actions 1 - 7:* Implementation measured through discipline data - office, Synergy, and MTSS referrals. Tier 1, Tier 2, and C&C teams to reviews data monthly and share with staff via team meetings/PLCs. Tier 2 meetings are held biweekly. Data reviewed and updated with next steps outlined. Survey data from students, staff, and parents.	**Evaluation**

(7101/PBIS funds)
- PBIS incentives program aligns with school wide behavior expectations.

2. **Character Ed Monthly Traits:** Character Strong curriculum. Share year long monthly character traits and assembly schedule added to calendar. Daily SEL/community circles in classrooms.

3. **ASSIST Recess Mentor Program:** 2x days a week, recess support to build character, plan and organize games and activities, facilitate positive interactions between peers. (ESSER funded)

4**. Professional Development:** Restorative Practices (Ed Equity) to be used by all members of school community to be provided during staff meetings and PL workshops:

- EGUSD Restorative Practices
- Authentic Relationships & Empathetic Listening
- Tier 1 Circles
- Affective Statements & Restorativ Dialogue

5. **Data Collection:**

- Staff, student, and parent surveys and/or rapid cycle measures in the area of Climate and Condition, Social Emotional, PBIS
- Tier 1 & Tier 2 progress monitoring via MTSS referrals
- PBIS Tiered Fidelity Inventory

Increase of restorative practices implemented by teachers to decrease referrals and incidents.

All Data will be shared with:

- Admin
- Site staff
- C & C
- Tier 2 team
- SSC
- Parent/student conference

Funding Sources for District Goal 3 (DEV - LCAP ID: 640)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	500	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1   (SiteGoalID: 7520) (DTS: 12/13/23)

ZRES's average attendance is 95.7%
School wide goal is decrease chronic absenteeism in 2024-2025 and reach goal of 98% on dashboard.

ZRES's average attendance by grade level for 23-24 school year:

- TK = 91.5% **Grade level goal is to increase to 94% in 24-25.**
- Kinder = 94.3% **Grade level goal is to increase to 97% in 24-25.**
- 1st = 95.3% **Grade level goal is to increase to 98% in 24-25.**
- 2nd = 96.3% **Grade level goal is to increase to 99% in 24-25.**
- 3rd =95.9% **Grade level goal is to increase to 98% in 24-25.**
- 4th = 96.5% **Grade level goal is to increase to 99% in 24-25.**
- 5th = 96.6% **Grade level goal is to increase to 99% in 24-25.**
- 6th = 96% **Grade level goal is to increase to 99% in 24-25.**

- Overall, ZRES is currently in category Yellow in Chronic Absenteeism on the CA Dasboard. Decrease absentee, tardy, and early dismissal rates for all students and especially African American and studnts of two or more races as measured by the California School Dashboard. According to the 2023 California School Dashboard, there was a 5.1% decline, reporting 11.3% of our student population is chronically absent. Student groups were reported as follows:
  - **Orange Category:**
    - African American: 15.9% chronically absent (increased 1.5%)
    - Two or More Races: 11.2% chronically absent (maintained 0.2%)
  - **Yellow Category**:
    - Hispanic: 17.1% chronically absent (declined 5.6%)
    - Socioeconomically Disadvantaged: 12% chronically absent (declined 8.7%
    - Students with Disabilities: 18.8% chronically absent (declined 3.3%)
    - White American: 13.75% chronically absent (declined 6.5%)

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7520) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

Decrease chronic absenteeism to improve and close achievement gap:

1. Communicate site wide - absent/tardy policy:

- Back to School Night
- Student Handbook
- Longhorn Orientation
- Inform of attendance incentives

2. Recruit teachers/support staff/BTA/FACE to conduct Porch Visits for introductions, offer resources/support:

- Target groups of high interest AA and Hispanic
- Student with history of chronic absenteeism
- SOA to provide staff with student list
- Identify potential challenges
- Document contact

3. C & C Team and Future Pack Leaders Team to develop attendance incentive program (7440)

- postcards created to be sent home with students for
- awards created to be sent home with students for monthly recognition
- monthly raffle for student attendance
- trimesterly recognition at awards assembly
- signage for attendance

-Develop individualized attendance plan/incentives for each student/family = Results, outcomes
-Increase/continue home-school communication
-Continue progress monitoring

Trimester 1) Check Ins during CAST
-identify % tradies/missed days
-send letter/notifications of % tardies/missed days
-determine interventions needed: Admin/student conference, SART contact

Trimester 2) Check Ins during CAST
-follow up to students identified in Tri. 1 CAST
-identify % tradies/missed days
-send letter/notifications of % tardies/missed days
-determine interventions needed: Admin/student conference, SART contact, CICO for attendance
-utilize MTSS process for additional support

Trimester 3) Check Ins during CAST
-follow up to students identified in Tri. 1/2 CAST
-identify % tradies/missed days
-send letter/notifications of % tardies/missed days
-determine interventions needed: Admin/student conference, SART contact, CICO for attendance
-utilize MTSS process for additional support
-SARB involvement if needed

All Data will be shared with:

- Admin
- Office Staff
- SART tech
- Tier 2 Teams
- ELAC
- SSC

Site Goal 4.2 (SiteGoalID: 7525) (DTS: 12/13/23)

Our goal is to increase ZRES parent engagement and participation in site wide parent groups from _____% to _____% as determined by data from the Parent Perspective Survey.

- Family Leadership Council (FLC) represents ZRES parents. Our goal is to increase parent participation at general meetings by 5%.
- English Advisory Committee (ELAC) represents English Learner families in the ZRES community. English Learners makes up 12.6% of ZR student population. Our goal is to increase parent participation at general meetings by 5%.
- Parent Academy Nights - Increase attendance at parent academies core subject content areas with support from FACE department.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1 (SiteGoalID: 7525) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **ZRES Parent Involvement:** 1. Increase Parent Communication through: • Messenger, Synergy, Talking Points • Marquee • Teacher Communication • BTA/ESL translation services • Home Visits • Site agendas and communication folders (7101)	**Progress Monitoring** ***Monitoring for actions 1-4:*** Admin, classroom teachers, office, and FLC will continue to promote parent involvement and collect attendance/participation rates.. Messenger, Synergy, and Talking Points can show number of families that have received/read messages sent. Attendance, sign in sheets for ELPAC meetings. Attendance, sign in sheets for	**Evaluation**

2. Family Leadership Council (FLC)

- Promote FLC at BTSN
- Plan and communicate FLC yearlong events - share calendar and FLC website
- Weekly communication of FLC news and events
- Promote FLC sitewide ZR community activities, enlist volunteers

3. English Advisory Committee (ELAC)

- Promote ELAC at BTSN
- (3 meeting TBD) Plan and share meeting dates with families
- Promote district workshops and resources
- EL Recognition Nights - purchase of reward recognition materials (7150)

4. Parent Academy Nights

- Certificated staff to plan/organize Parent Academy Nights - with focus on site needs based on data gathered - core content areas, basic information (portal navigation, digital curriculum support), digital citizenship, SBAC prep. Develop a plan to support parent nights with FACE department to increase parent outreach and parent participation. (stipend/7101/FACE)

Parent Academy Night

All Data will be shared with:

- Admin
- Site staff
- C&C
- FLC
- ELAC
- SSC

Funding Sources for District Goal 4 (DEV - LCAP ID: 640)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	500	Materials/Supplies/Equipment

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	$23000	$0	$0	$0	$23000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$10000	$3000	$0	$0	$13000
Contracts/Services/Subscriptions	$22250	$0	$500	$0	$22750
Materials/Supplies/Equipment	$30000	$0	$500	$3000	$33500

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$12038	$0	$0	$0	$12038
Certificated- Timesheets	$0	$0	$0	$0	$0
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	$250	$500	$0	$500	$1250

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

Zehnder Ranch Elementary (398) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$92,250	$85,250	$3,000	$1,000	$3,000	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$13,288	$12,288	$500	$0	$500	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$105,538	$97,538	$3,500	$1,000	$3,500	

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
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$105,538				

		Signatures: (Must sign in blue ink)	Date
Principal	Cheryl Quilatan		
School Site Council Chairperson	Daryl Lal		
EL Advisory Chairperson	Daryl Lal		