



Zehnder Ranch Elementary

Local Control Accountability Plan (LCAP) 2025-2026

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

IV. Goals, Action Plans and Progress Monitoring

Zehnder Ranch Elementary | Focused Work: 2025-2026

Goal Setting (Lcapid: 800) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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 state 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 and 3rd 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: 9/26/24, 11/20/24, 2/6/25, 4/16/25, 5/21/25
7. ELAC Meetings: 11/12/24, 2/25/25, 4/24/25
8. Family Leadership Council: Meets every 2nd Thursday of every month, except December
9. Student (5th-6th), Staff, and Parent Perspective Survey: April 2025

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: DBQ (4th-6th), AVID TK-6, Step Up to Writing (TK-6), GLAD (TK-6), Science, VAPA, and Ed Equity.
2. Teacher request for continuation of district adopted subscriptions, math supplemental curriculum, and reading incentive programs.
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 parent academy nights - math, reading, writing.
6. Continue partnership with FLC to provide staff and students site needs, site wide community events, teacher and admin support.

Resource Inequities (ATSI, TSI 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

<p>District Strategic Goal 1:</p> <p>High-Quality Curriculum, Instruction & Assessment</p> <p>All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none">• 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• Test Participation Rate on Districtwide Assessments
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<p>Site Goal 1.1 (SiteGoalID: 8987) (DTS: 01/01/10)</p> <p>95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course</p> <p>Metric: Test Participation Rate on Districtwide Assessments</p>
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<p>Action 1.1.1 (SiteGoalID: 8987) (DTS: 03/11/25)</p> <p>Targeted Student Group(s)</p> <p>• All</p>		
<p>Action Plan</p> <ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>

ACTION 1: Administration of Illuminate Assessments to all students.

- Following CPL timeline, teachers will administer Illuminate assessments to all students in within assessment window timelines of each trimester.
- AIT support in beginning of the year diagnostic assessments.

ACTION 2: Administration of Initial ELPAC Assessments

- ELPAC Initial Assessments will be administered by a Vice Principal/certificated teacher/EL Coordinator paid on a timesheet within the first 30 days of school.
- ELPAC Summative Assessments will be administered by Vice Principal/credentialed teacher/EL Coordinator paid on a timesheet.
- EL Coordination and support will be provided by Vice Principal.

ACTION 3: Administration of CAASPP to students in grades 3rd-6th.

- Administered by classroom teachers and RSP team for students requiring accommodations.
- CAASPP Coordination and support will be provided by Vice Principal.

ACTION 4: Professional Development and/or refresh training for teachers on Illuminate, ELPAC, and CAASPP administration procedures.

ACTION 5: Release days for data analysis.

- PLC time to review and collaborate student data

1. Assessment completion of student benchmarks.

- Reports pulled by administration to ensure 95% of all eligible students have completed assessments.

2. Overall progress monitoring of students progressing towards English language proficiency as measured by ELPAC assessment results, grade level assessments, and district benchmarks. 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.

- Vice Principal will continue to monitor completion rates of ELPAC of alternate ELPAC to ensure at least 95% of students have completed required assessments.

3. Vice Principal will continue to monitor completion rates of 3rd-6th grade to ensure at least 95% of students have completed required assessments.

All Data will be shared with:

- Staff
- Admin
- AIT
- MLE instructional coach
- ELAC
- SSC
- Parent/student conference

using Illuminate and grade level assessments. <ul style="list-style-type: none"> • Yearlong planning release days with grade levels 		
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Site Goal 1.2 (SiteGoalID: 8902) (DTS: 02/13/25)

Teachers will increase their effective use of communicating success criteria from 58.6% to 63% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC) and FONT data.

Metric: Success Criteria

Action 1.2.1 (SiteGoalID: 8902) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>ACTION 1: PLC Collaboration</u> Teachers will use PLC time and/or release time to discuss and develop success criteria for lessons.</p> <p><u>ACTION 2: Classroom observations</u> Using the Description of Practice, teachers will be provided feedback on current level of implementation of Success Criteria. Teacher observations and time to debrief on level implementation will be provided.</p>	<p>Progress Monitoring</p> <p>1-3. Our formative monitoring measure will be "Avg. Derived FONT Implementation for s Success Criteria Source: FONT" which will will improve from 18% to 28%.</p> <p><u>Data Source:</u></p> <ul style="list-style-type: none"> • FONT • PIC Detail Report • Student/Staff Perspective Survey 	<p>Evaluation</p>

- Share FONT Walkthrough data at PLC and staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.
- Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework
- Calibrate FONT observations with regional principals to ensure accuracy and consistency with data gathering to determine implementation level of the Instructional Framework.

ACTION 3: Professional Development

Instructional coaches will provide PD to improve instruction and implementation of success criteria statements and monitoring - increasing implementation of the Instructional Framework.

Site Goal 1.3 (SiteGoalID: 9221) (DTS: 04/15/25)

English Language Arts (ELA) CAASPP scores will increase from 76% to 80% of students meeting or exceeding standards.

- 3rd grade from 65% to 70%
- 4th grade from 74% to 79%
- 5th grade from 85% to 90%
- 6th grade from 78% to 83%

Very Low Category:

- English Learners (MLE) students will increase from 18% met or exceeded standards to 36%
- African American students will increase from 45% met or exceeded standards to 50%
- Students with Disabilities (SWD) will increase from 53% met or exceeded standards to 58%

Low Category:

- Socioeconomically Disadvantaged from 65% met or exceeded standards to 70%
- Pacific Islander students will increase from 67% met or exceeded standards to 72%

These sub groups will be targeted for academic intervention and resource support services.

Overall school wide goal is to increase student performance from 75% to 80% meeting or exceeding standards on the **2025-26 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 walkthrough data. Targeted instruction will be provided to students in the low and very low category.

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

Action 1.3.1 (SiteGoalID: 9221) (DTS: 04/15/25)

Targeted Student Group(s)

• EL • Low Income • Native Hawaiian or Pacific Islander

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>ACTION 1: Collaboration time for teachers to evaluate ELA yearlong plans and analyze data throughout the year</u></p> <ul style="list-style-type: none">Identify strengths and weaknesses to monitor student progress on EGUSD assessments, and measure standard masteryEvaluate/adjust instructional planning and supports for targeted student groups, whole group, and Tier 1 intervention using Framework for High Quality Instruction.Establish ELA SMARTGOALS based on student data, share instructional strategies, and determine instructional next steps.Determine materials/supplies/equipmen	<p>Progress Monitoring</p> <p>1. Admin will collect data to share data with AIT, instructional coaches, and other grade levels.</p> <p>Progress data to be collected:</p> <ul style="list-style-type: none">BOY entry dataSite assessments- site based and classroom performanceSMARTGOALS data resultsAI student pre/post dataAVID CCI report <p>Shared with:</p> <ul style="list-style-type: none">Administration Team, Grade Level Teams, AITs, Instructional coaches, AVID team leads, and Students <p>2. Attendance tracking data collected for varying PDs provided by sign in sheets. Teacher feedback results.</p>	<p>Evaluation</p>

t necessary to support student learning

- Timesheet off track teacher for collaboration time.

ACTION 2: Professional Development

Provide certificated and classified staff resource support and relevant instructional materials and supplies for instruction.

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

ACTION 3: District approved supplementary and/or instructional resource

Purchase additional supplementary curriculum and/or instructional materials, supplies, digital curriculum, approved books, etc. for intervention.

- 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 implementation of purchased resources.
- Progress monitor student performance.

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

Progress monitoring will take place

ACTION 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.

- 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.
- 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.

ACTION 5: K-2 Push-In Teacher Support Certificated push in support to provide instruction targeted to individual needs.

- Analyze BOY data to determine individuals
- Communicate to teachers and get feedback on student group/individual focus.
- Determine and develop schedule
- Evaluate the implementation effectiveness of the push in support.

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 colleagues and used in class.
- Data will be shared with teachers and district AVID site coordinators to assist in determining next steps.

- Continue the cycle: identify students, provide support, progress monitor, and determine effectiveness of the program.

ACTION 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.

- 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.
- 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
- 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

ACTION 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.
- AVID PD provided by site AVID Coordinator and AVID team leads. Timesheets
- AVID classroom observation release time. Timesheets
- AVID materials supplies and materials.

ACTION 8: Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources.

Certificated Timesheets:

7101 - \$5,250

Professional Development:

7101 - \$3,000

Contracts, Services, and

Subscriptions:

7101 - \$24,000

EL Coordinator:

7150 - \$1500

AVID Professional

Development: 7101 - \$5,000

Materials/Supplies/Equipment:

7101 - \$3,000

Site Goal 1.4 (SiteGoalID: 9320) (DTS: 04/18/25)

Math CAASPP scores will increase from 76% to 80% of students meeting or exceeding standards.

- 3rd grade from 68% to 73%
- 4th grade from 70% to 75%
- 5th grade from 74% to 79%
- 6th grade from 72% to 77%

Very Low Category:

- English Learners (MLE) students will increase from 29% met or exceeded standards to 34%
- African American students will increase from 36% met or exceeded standards to 41%
- Students with Disabilities (SWD) will increase from 45% met or exceeded standards to 50%
- Pacific Islander students will increase 50% met or exceeded standards to 50%

- Hispanic students will increase from 57% met or exceeded standards to 62%

Low Category:

- Socioeconomically Disadvantaged from 65% met or exceeded standards to 70%
- Pacific Islander students will increase from 67% met or exceeded standards to 72%

These sub groups will be targeted for academic intervention and resource support services.

Overall school wide goal is to increase student performance from 76% to 80% meeting or exceeding standards on the **2025 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 walkthrough data. Targeted instruction will be provided to students in the low and very low category.

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

Action 1.4.1 (SiteGoalID: 9320) (DTS: 04/18/25)

Targeted Student Group(s)

- EL • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p><u>ACTION 1: Collaboration time for teachers to evaluate MATH yearlong plans and analyze data throughout the year.</u></p> <ul style="list-style-type: none"> • 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 Quality Instruction. • Establish MATH SMARTGOALS bas 	<p>1. Admin will collect data to share data with AIT, instructional coaches, and other grade levels.</p> <p>Progress data to be collected:</p> <ul style="list-style-type: none"> • BOY entry data • Site assessments- site based and classroom performance • SMARTGOALS data results • AI student pre/post data • AVID CCI report <p>Shared with:</p> <ul style="list-style-type: none"> • Administration Team, Grade Level Teams, AITs, Instructional coaches, AVID team leads, and Students 	

d on student data, share instructional strategies, and determine instructional next steps.

- Determine materials/supplies/equipment necessary to support student learning
- Timesheet off track teacher for collaboration time.

ACTION 2: Professional Development

- Provide certificated and classified staff resource support and relevant instructional materials and supplies for instruction
- Continuous PD for implementation of High Quality Instruction (CPL/Instructional Coaches, AVID site coordinator, Colleague Observation/Debrief time)
- Math PD Focus areas: Envision Program (CPL/Instructional Coaches, AVID site coordinator, Colleague Observation/Debrief time)

ACTION 3: District approved supplementary and/or instructional resource

Purchase additional supplementary curriculum and/or instructional materials, supplies, digital curriculum, approved books, etc. for intervention.

- 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 implementation of purchased resources.

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 - monitoring 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 walkthroughs and AVID CCI visits.
- EO AVID PLC: teachers will provide feedback and debrief on strategies observed from colleagues and used in class.
- Data will be shared with teachers and district AVID site

- Progress monitor student performance.

ACTION 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.
2. AVID PD provided by site AVID Coordinator and AVID team leads. Timesheets
3. AVID classroom observation release time. Timesheets
4. AVID materials supplies and materials.

ACTION 5: 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
- Provide afterschool enrichment opportunities for GATE students. Services provided by certificated teachers and outside approved vendors.

ACTION 6: Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources.

Certificated Timesheets:

7101 - \$5,250

Professional Development:

7101 - \$3,000

Contracts, Services, and Subscriptions:

7101 - \$24,000

coordinators to assist in determining next steps.

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

<u>EL Coordinator:</u> 7150 - \$1500 <u>AVID Professional Development:</u> 7101 - \$5,000 <u>Materials/Supplies/Equipment:</u> 7101 - \$3,000		
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Site Goal 1.5 (SiteGoalID: 9321) (DTS: 04/18/25)

13.6% of ZRES population is English Learners. ZRES's school wide goal is to increase English Learner student progress from 62% to 67% towards English language proficiency on the Summative ELPAC.

In the CA Dashboard accountability system, ZRES Summative ELPAC data comparison of 2023 to 2024, overall data broken data is as follows:

- ELs who progressed at least one ELPI Level decreased from 54.9% to 51%
- ELs who maintained ELPI Level 4 maintained at 11%
- ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H decreased from 23.2% to 23%
- ELs who decreased at least one ELPI level increased from 11% to 15%

Our site goal will be measured by EL Completion rates, Initial ELPAC, and Summative ELPAC data. Targeted instruction will be provided to newcomers and MLE students performing below or far below.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.5.1 (SiteGoalID: 9321) (DTS: 04/18/25)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation

ACTION 1: 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.

- Need of support based on ELPAC assessment data.
- Communicate to teachers and get their input into the plan.
- Determine the schedule of ELD time.
- Determine supplemental curriculum, strategies), materials, supplies, and equipment needed. EL instructional coach support for professional development tailored to meet the needs of our multilingual learners.
- Use ELPAC assessment data to evaluate student progress.
- Evaluate the implementation effectiveness of the program.
- Continue the cycle: identify students, provide ELD support, progress monitor, and determine effectiveness of the program

ACTION 2: Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources.

Certificated Timesheets:

7150 \$12,000

Materials/Supplies/Equipment:

7150 - \$1300

1 & 2. 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

- Dashboard Data:
 - ____% making progress
 - ____% Decline
- ELA Growth Report:
____ points ____ typical growth
- MATH Growth Report:
____ points ____ typical growth

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>ACTION 1: Increase Library Technician time by 4 hours a week to provide additional library services and library visits.</p> <p>ACTION 2: Purchase of additional library books to increase multicultural, high interest, and culturally responsive book titles.</p> <p>ACTION 3: Purchase reading program - Accelerated Reader.</p> <p><u>Contracts/Services/Subscriptions:</u> 7101 - \$23,000</p> <p><u>Materials/Supplies/ Equipment:</u> 7101 -</p>	<p>1 & 2. Library check ins and outs, book lists, etc</p> <p>Site assessment results can be measured from site and district benchmarks.</p> <p>3. Accelerated Reader assessment data.</p> <p>Data/presentations will be shared with our VAPA director for future planning, grade levels, SSC, ELAC, and families.</p>	

Funding Sources for District Goal 1 (DEV - LCAP ID: 800)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	11000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	10000	Classified- Timesheets

Supplemental/Concentration (7101/0000)	6000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	64032	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	12000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	1306	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8903) (DTS: 02/13/25)

English Language Arts (ELA) CAASPP scores will increase by 5% of students meeting or exceeding standards.

ELA - Very Low Category:

- African American students will increase from 45% met or exceeded standards to 50%
- Students with Disabilities (SWD) will increase from 53% met or exceeded standards to 58%

Math CAASPP scores will increase by 5% of students meeting or exceeding standards.

Math - Very Low Category:

- African American students will increase from 36% met or exceeded standards to 41%
- Students with Disabilities (SWD) will increase from 45% met or exceeded standards to 50%

These sub groups will be targeted for academic intervention and resource support services.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8903) (DTS: 02/13/25)

Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>ACTION 1: Academic Intervention</u></p> <ul style="list-style-type: none">• Small group intensive instruction provided by site AIT for grades K-2 in ELA, prioritizing targeted groups.• Implementation of AVID Strategies provided in staff PD and trainings.• Framework Strategies for targeted groups. Utilization of Description of Practice shared with PLC.	<p>Progress Monitoring</p> <p>1. AIT pre/post data monitored by admin and shared with teachers, parents, and ed partners. PIC data pulled to identify areas of strengths and challenges.</p> <p>2. Increase in teacher PD for requested content area support</p> <p>3. Data discussions and analysis pulled from PLC minutes and agendas. Increase in teacher observations using DOP. SWWE student outcomes and grade level feedback.</p>	<p>Evaluation</p>

ACTION 2: Professional Development

- Staff PD provided in areas of content areas:
 - Envision Math
 - Step Up to Writing
 - GLAD Strategies
 - DBQ
 - AVID

ACTION 3: Release Time

- Teachers analyze interim assessments to determine next instructional steps.
- Teachers participate in classroom observations utilizing the Description of Practice to support learning for targets student groups.
- Teachers calibrate student writing with the use of anchor papers and common rubrics in order to increase student achievement as measured by CAASPP. SWWE will be completed at end of Trimester 1 for site wide articulation.
- Teachers create a scope and sequence of instruction with specific attention paid to the rigor of the standards intended to provide universal access to students and eliminate the opportunity gap.

ACTION 4: Subscriptions and Supplemental Resources that support and monitor student learning

- Lexia Core 5
- IxL
- XtraMath
- Accelerated Reader
- Scholastic
- Generation Genius

Contracts

Services/Subscriptions:
7101 - \$25,000

Certificated Timesheets:
7101 - \$5000

Academic Intervention:

4. Progress monitoring of data pulled from supplemental resources. Data shared with staff and ed partners.

District Funded		
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Site Goal 2.2 (SiteGoalID: 9433) (DTS: 04/24/25)

Decrease chronic absenteeism to improve and close achievement gap in 25-26 for groups in orange and red categories:

Orange Category:

- African American students is high with a rate of 11%. There was a 2.3% point increase.

Red Category:

- Students with Disabilities (SWD) is very high with a rate of 19.8%. There was a 7.3% point increase.

Status of each group will decrease in rate by 3%-5% in 25-26.

Metric: Students with Disabilities Disparity

Action 2.2.1 (SiteGoalID: 9433) (DTS: 04/24/25)

Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p><u>ACTION 1: Communicate site wide - absent/tardy policy:</u></p> <ul style="list-style-type: none"> Back to School Night Student Handbook Longhorn Orientation (every Trimester) 	<p>1. Synergy reports:</p> <ul style="list-style-type: none"> Chronic Absent list Weekly attendance overview Trimester attendance percentage rates 	

<ul style="list-style-type: none"> • Character Assemblies • Promote attendance incentives • SST/IEP/504 meetings <p><u>ACTION 2: Recruit teachers/support staff/BTA/FACE to conduct Porch Visits for introductions, offer resources/support:</u></p> <ul style="list-style-type: none"> • Target groups of high interest AA and SWD • SOA to provide staff with student lists of chronically absent students • Identify potential challenges - offer available resources • Document contact <p><u>ACTION 3: C & C Team and Future Pack Leaders Team to develop attendance incentives</u></p> <ul style="list-style-type: none"> • monthly student recognitions • monthly raffle for student attendance • trimesterly recognition at awards assembly • signage for attendance <p><u>Materials, Supplies, and Equipment:</u> PBIS - \$500</p>	<p>2 & 3. Attendance Dashboard Data:</p> <ul style="list-style-type: none"> • Attendance data shared with C & C team leads monthly • Attendance data will be shared monthly at staff meetings • Intervention data shared • Attendance data also shared with following: <ul style="list-style-type: none"> ◦ SSC ◦ ELAC ◦ Tier 2 Team ◦ Students 	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 800)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	1500	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets

Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	1500	Contracts/Services/Subscriptions
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)	600	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3: Wellness 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: <ul style="list-style-type: none"> • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1 (SiteGoalID: 9228) (DTS: 01/01/10) Decrease recess referrals by 10% through the implementation of Tier I PBIS supports. Metric: Other

Action 3.1.1 (SiteGoalID: 9228) (DTS: 04/15/25) Targeted Student Group(s) • All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p style="text-align: center;">Action Plan</p> <p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p>	<p style="text-align: center;">Progress Monitoring</p> <p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	<p style="text-align: center;">Evaluation</p>

Site Goal 3.2 (SiteGoalID: 8904) (DTS: 02/13/25)

EGUSD Restorative Practices: All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment. This strategic goal aligns with State priorities (Priority 5: Student Engagement and Priority 6: School Climate).

Action 3.2.1 (SiteGoalID: 8904) (DTS: 02/13/25)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>ACTION 1: Restorative Practices Implementation Sitewide (July-June):</u></p> <ul style="list-style-type: none"> • Completion of RP Training Workshop 3 (July/August) by all ZR staff • Structured professional learning utilizing educational equity instructional coaches <ul style="list-style-type: none"> ◦ Release Days to incorporate instructional rounds to amplify Tier 1 restorative practices amongst staff & students ◦ Lesson Study incorporating Tier 1 circles (curricular/content, TSEL, community building, equity literacy, listening, problem solving) • Timesheet classified (paraeducators, yard/campus supervisors, office staff, food nutrition services, etc.) to attend site based workshops to support positive climate/culture and streamlined efforts across campus regarding 	<p>Progress Monitoring</p> <p>1. Ed Equity leadership & Ed Equity coaches assist in gathering/analyzing data to support site LCAP reports:</p> <ul style="list-style-type: none"> • sign in sheets and post PD survey data for you to utilize for progress monitoring • formative • Measurable Actions: <ul style="list-style-type: none"> ◦ rapid cycle measures ◦ perspective surveys ◦ CHKS results 	<p>Evaluation</p>

<p>restorative practices. Must include “PD” on the timesheet. (7101/\$5000)</p> <ul style="list-style-type: none">• Utilize data infrastructure (synergy, rapid cycle measures, etc.) to regularly monitor culture/climate (School Connectedness/Sense of Belonging Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules, and Norms Safety)• Timesheet individuals to support the work around restorative Tier 1 benchmarks (ie. Equity leadership team meetings, MTSS Tier 1 teams, meetings to engage in restorative data protocols for cycles of inquiry, action planning, etc.) (7101/\$5000)• Material resources (RP lanyard cards, signage for affective statements, restorative questions, talking pieces, etc.) (7101/\$500) <p>The EGUSD RP implementation is in alignment with California Education Code 49055 and the California Department of Education Transformative Social Emotional Learning (CA T-SEL) Guiding Principles and Conditions for Thriving.</p>		
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Site Goal 3.3 (SiteGoalID: 9279) (DTS: 04/16/25)

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:

2024-2025 Suspension Rate: 2025-2026 overall goal is to reduce suspension rates for targeted sub groups by the following percentages:

- Sub group: African American - Goal for 2025-2026 from 1.2% to 0%.

2024-2025 Overall Student Perception Survey (5th-6th): 98%

- Goal for 2025-2026 will be to increase overall Student Perception Survey results from 98% to 100%.

Overall PBIS TFI scores :

- Goal for 2025-2026 will be to increase overall Overall PBIS TFI score results:
 - Tier 1 from 97% to 100%
 - Tier 2 from 96% to 100%
 - Tier 3 from 71% to 76%

Metric: School Climate - Average Favorability Rating

Action 3.3.1 (SiteGoalID: 9279) (DTS: 04/16/25)

Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<p>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</p>	<p>• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?</p>	<p>• Throughout the year, report the results of the formative data as you collect it.</p> <p>• In March, summarize your data collection results.</p> <p>• Based on your summary, what will you adapt/adopt/abandon?</p>
<p>Action Plan</p> <p><u>ACTION 1: School wide expectations shared with students and families:</u></p> <ul style="list-style-type: none"> • Back to School Night • ZR student handbook • Longhorn Orientation • ZRES Video Production Crew "How To" Videos • Friday Assemblies • Character Ed Assemblies • <u>PBIS Implementation:</u> • PBIS campus tour • PBIS behavior matrix • Horns Up Incentive Program for positive behavior • PBIS incentives program aligns with school wide behavior expectations. <p><u>ACTION 2: Character Ed Monthly Traits:</u> Character Strong</p>	<p>Progress Monitoring</p> <p><i>Monitoring for actions 1 - 5:</i> Implementation measured through discipline data - office, Synergy, and MTSS referrals.</p> <p>Tier 1, Tier 2, and C&C teams to reviews data monthly and share with staff via team meetings/PLCs.</p> <p>Tier 2 meetings are held biweekly. Data reviewed and updated with next steps outlined.</p> <p>Survey data from students, staff, and parents.</p> <p>Increase of restorative practices implemented by teachers to decrease referrals and incidents.</p>	<p>Evaluation</p>

curriculum. Share year long monthly character traits and assembly schedule added to calendar. Daily SEL/community circles in classrooms.

ACTION 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.

ACTION 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 & Restorative Dialogue

ACTION 5: Data Collection

- Staff, student, and parent perspective surveys
- Tier 1 & Tier 2 progress monitoring via MTSS referrals
- PBIS Tiered Fidelity Inventory

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: 800)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	1000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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: 8905) (DTS: 02/13/25)

ZR overall percentage of attendance decreased from 93.4% to 93.0%
Chronic absenteeism decreased from 11.3% to 8.8% in 2024.

The goal for 25-26 is to increase average attendance rate from 93% to 98% and decrease chronic absenteeism by 5%.

- Overall, ZRES improved from yellow to green category in Chronic Absenteeism on the CA Dashboard. Decrease absentee, tardy, and early dismissal rates for all students and especially our MLE, SED, and Filipino students as measured by the California School Dashboard. According to the 2024 California School Dashboard, there was a 2.5% decline, reporting 8.8% of our student population is chronically absent. Student groups were reported as follows:
 - **Orange Category:**
 - MLE: 11.4% chronically absent (increased 2.9%)
 - Socioeconomically Disadvantaged: 14.9% chronically absent (increased by 2.9%)
 - Filipinos: 8% chronically absent (increased by 1.3%)
 - **Yellow Category:**
 - African American: 10.6% chronically absent (declined by 5.3%)
 - Hispanic: 11.8% chronically absent (declined by 5.3%)
 - Two or More Races: 10.5% chronically absent (declined by 0.7%)
 - Students with Disabilities: 12% chronically absent (declined by 6.8%)

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 8905) (DTS: 02/13/25)

Targeted Student Group(s)

• All • EL • Filipino • Hispanic or Latino • Low Income • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p><u>ACTION 1: Communicate site wide - absent/tardy policy (July-June):</u></p> <ul style="list-style-type: none"> • Back to School Night • District and Student Handbook • Longhorn Orientation - review trimesterly • Share dashboard information of chronic absenteeism <p><u>ACTION 2: Recruit teachers/support staff/BTA/FACE to conduct Porch Visits for introductions, offer resources/support (July/August):</u></p>	<p>1 -3. Progress Monitoring</p> <ul style="list-style-type: none"> -Develop individualized attendance plan/incentives for each student/family = Results, outcomes -Increase/continue home-school communication -Continue progress monitoring <p>Trimester 1) Check Ins during CAST</p> <ul style="list-style-type: none"> -identify % tardies/missed days -send letter/notifications of % tardies/missed days -determine interventions needed: Admin/student conference, SART contact 	

<ul style="list-style-type: none"> • Target groups of high interest MLE, Filipino, and SED • Student with history of chronic absenteeism • SOA to provide staff and SART with student list • Identify potential challenges, develop attendance plans • Document contact <p><u>ACTION 3: C & C Team and Future Pack Leaders Team to develop attendance incentive program (July/August):</u></p> <ul style="list-style-type: none"> • trimesterly recognition at awards assembly • signage for attendance 	<p>Trimester 2) Check Ins during CAST</p> <ul style="list-style-type: none"> -follow up to students identified in Tri. 1 CAST -identify % tardies/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 <p>Trimester 3) Check Ins during CAST</p> <ul style="list-style-type: none"> -follow up to students identified in Tri. 1/2 CAST -identify % tardies/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 <p>All Data will be shared with:</p> <ul style="list-style-type: none"> • Admin • Office Staff • SART Tech • Tier 2 Teams • ELAC • SSC 	
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Site Goal 4.2 (SiteGoalID: 9227) (DTS: 04/15/25)

Our goal is to increase ZRES parent engagement and participation in site wide parent groups from 22% to 32% 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 13.5% 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 and CPL departments

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1 (SiteGoalID: 9227) (DTS: 04/15/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>ACTION 1: Increase Parent Communication (July-June):</u></p> <ul style="list-style-type: none">• Messenger, Synergy, Talking Points• Marquee• Teacher Communication• BTA/ESL translation services• Home Visits• Site agendas and communication folders <p><u>ACTION 2: Family Leadership Council (FLC) (July-June):</u></p> <ul style="list-style-type: none">• Promote ELAC at BTSN and continue to communicate in weekly ZRES Family messages and through teacher parent communication throughout the year• Plan and communicate FLC yearlong events - share calendar and FLC website• Weekly communication of FLC news and events from administration and classroom teachers• Promote FLC sitewide ZR community activities, enlist volunteers	<p>Progress Monitoring</p> <p>Monitoring for actions 1-4: Admin, classroom teachers, office, and FLC will continue to promote parent involvement and collect attendance/participation rates.</p> <p>Messenger, Synergy, and Talking Points can show number of families that have received/read messages sent.</p> <p>Attendance, sign in sheets for ELPAC meetings.</p> <p>Attendance, sign in sheets for Parent Academy Night</p> <p>All Data will be shared with:</p> <ul style="list-style-type: none">• Admin• Site staff• C&C• FLC• ELAC• SSC	<p>Evaluation</p>

ACTION 3: English Advisory Committee (ELAC) (July-June):

- Promote ELAC at BTSN and continue to communicate in weekly ZRES Family messages and through teacher parent communication throughout the year.
- (3 meeting TBD) Plan and share meeting dates and agendas with families
- Promote district workshops and resources
- EL Recognition Nights - purchase of reward recognition materials

ACTION 4: Parent Academy Nights (TBD)

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

Materials, supplies, and equipment: 7150 - \$1000
PBIS - \$500

Contracts, Services, Subscriptions:
7150 - \$500

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)	3000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
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)	500	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

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	\$11000	\$0	\$10000	\$0	\$21000
Classified- Salaries	\$0	\$1500	\$0	\$0	\$1500
Classified- Timesheets	\$10000	\$0	\$0	\$0	\$10000
Materials/Supplies/Equipment	\$6000	\$0	\$1000	\$3000	\$10000
Contracts/Services/Subscriptions	\$64032	\$1500	\$1000	\$0	\$66532

Supplemental/Concentration (7101/0000) Total: \$109,032

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	\$12000	\$0	\$0	\$0	\$12000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1306	\$600	\$0	\$500	\$2406
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$14,406

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) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of 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	\$109,032	\$91,032	\$3,000	\$12,000	\$3,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$14,406	\$13,306	\$600	\$0	\$500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$123,438	\$104,338	\$3,600	\$12,000	\$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	\$123,438				

