Zehnder Ranch Elementary

Local Control Accountability Plan (LCAP)
2021-2022

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

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

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 stakeholders 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. PBIS 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 a survey. Family leadership council met monthly, and held general meetings that were open to ZR teachers and community members. Feedback was regularly gathered at meetings from all stakeholders present. ELAC meetings were held guided by administration to seek input and planning and support for our EL students. School Site Council meetings were also held to generate input and feedback to develop and complete site LCAP. Stakeholder's had the following opportunities to review site data results and provide input to site LCAP. 1. Staff Survey - May 2021 2. ZR Team Meetings - held monthly 3. PLC grade level meetings - held monthly 4. Climate & Culture Team - January 2021 5. School Site Council Meetings - September 2020, January 2021, May 2021 6. ELAC Meetings - September 2020, January 2021, May 2021 7. Zoom Parent Meetings - held at beginning of every Trimester (A, B, C, D)
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Consultations with stakeholders affected LCAP in the following ways: 1. Parent request for opportunities for before/afterschool tutoring, off track tutoring/intervention, enrichment opportunities, SEL instruction and support 2. Teacher request for PD in the following areas: Science, Illuminate, Step Up to Writing, SEL instruction, home visits 3. Teacher request for basic classroom needs 4. Parent request for increase and use of parent friendly communication platform 5. Implement GATE program and enrichment programs for all student 6. FLC request increase in parent engagement by having room parents, continue ZOOM platform for accessibility

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1	

Increase the number of students attaining proficiency in core subject areas based on common assessments in Illuminate and CAASPP Math and ELA scores by providing high quality, research based instructional practices:

Increase number of students meeting or exceeding standards school wide:
ELA increase by 2% from 76% to 78%
Math increase by 2% from 66% to 68%
INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS.   COMPARISON GROUP IS HIGHEST PERFORMING---ASIAN 83%
*African American from 31% to 36% performing at meets or exceeds
*Filipino from 77% to 82% performing at meets or exceeds
*Hispanic from 54% to 59% performing at meets or exceeds
*White American from 65% to 70% performing at meets or exceeds
*Two or more races from 70% to 75% performing at meets or exceeds
*SEL from 52% to 57% performing at meets or exceeds
*EL from 70% to 75% performing at meets or exceeds
*Students with disabilities from 12% to 17% meets or exceeds

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide release time for PLCs for data analysis - site data to identify strengths and weaknesses (Illuminate interim assessment, common assessments, CAASPP testing, site data from Xtramath, Think Central - Go Math, Wonders, and Lexia) 2. Evaluate year long planning of instruction to best support student needs and establish RESULTS goals around instructional practices NOT content standards *SUPPLEMENTAL CONCENTRATION $9,200	Hattie/VISIBLE LEARNING FOR TEACHERS and impact/effect size: -Collective teacher efficacy 1.57 -Formative and summative assessments .68 -Teacher clarity .075	**Action 1 & 2** * Targeted students will make up to 5% gains as measured by student data collected from benchmark data, site based, data, and common assessments administered * Outcomes and data assessed will be reviewed throughout the year every trimester through CAST meetings *Effectiveness will be measured by informal observations and teacher feedback

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$1400	Certificated Salaries	Edit	Delete

Supplemental/Concentration (7101/0000)	$14899	Contracts/Services	Edit	Delete
GATE (7105/0000)	$3997	Contracts/Services	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide continuous professional development for teachers and administration in the accurate use of district adopted curriculum---Wonders, Go Math, newly adopted Science curriculum, AVID, and Equity Training. Provide teachers professional development in the areas where ZR students' data show the highest need for support: writing and problem solving. Teachers use Wonders and Go Math along with Board Math and Problem of the Month. For Writing Production, teachers with continue to receive professional learning in Step Up to Writing and Problem of the Month. 2. Provide professional development for Integrating ELD while using DBQ supplemental curriculum to ensure ZR students have access to language development using complex text. Provide EL students access to rigor by purchasing DBQs and training students to access the content using integrated ELD and/or SDAIE strategies 3. Provide teachers with materials/supplies/equipment necessary to meet the needs of student learning (technology updates, teaching materials, copy machine equipment and supplies) 4. Provide extended day learning opportunities for students needing academic support in ELA and Math provided by credentialed teachers - hourly certificated and classified timesheets	John Hattie/Visible Learning Effect size of collective teacher efficacy 1.57 Learning leaders improve student achievement (**The Principal**, Michael Fullan) Best Practices for Including Multiple Measures in Teacher Evaluation, Hanover Research	**Action 1, 3, 4** *Effectiveness will be measured using informal and formal teacher performance evaluations and feedback that focus on measuring how closely teachers are following district adopted curriculum guides, increase active student engagement, and site data to inform instruction. **Action 2 & 3** *The effectiveness of this will be measured by EL walk through data, EL student levels initial and summative assessments with an increase from 2020-2021 to 2021-2022. **Action 3 & 4** * Effectiveness of extended day learning opportunities will be measured by Pre/Post Assessment data collected before, during, and after intersession groups during off track months or before/after school sessions. Overall student learning will be measured by CAASPP and K/1/2 benchmarks.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1637	Certificated Salaries	Edit	Delete

Site Goal 1.2

Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores by providing high quality, research based instructional practices:

Increase number of students meeting or exceeding standards school wide:
ELA increase by 2% from 76% to 78%
Math increase by 2% from 66% to 68%
INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS.   COMPARISON GROUP IS HIGHEST PERFORMING---ASIAN 83%
*African American from 31% to 36% performing at meets or exceeds
*Filipino from 77% to 82% performing at meets or exceeds
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*White American from 65% to 70% performing at meets or exceeds
*Two or more races from 70% to 75% performing at meets or exceeds
*SEL from 52% to 57% performing at meets or exceeds
*EL from 70% to 75% performing at meets or exceeds
*Students with disabilities from 12% to 17% meets or exceeds

Metric: Other (Site-based/local assessment)	

Actions/Services 1.2.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Timesheeted EL Coordinator to perform duties that include: small group support, targeted tutorials that include assessment of student learning, identification/placement of EL students, re-designation, RFEP monitoring, completion of all testing initial and mid year (ELPAC). 2. Use of ELPAC to improve the validity of ELL classification system to ensure appropriate and adequate instruction for ELL s 3. Create year long access to Lexia and use reports to create EL after school tutoring groups and off track intercession groups 4. Encourage participation and engagement of ELAC meetings through increase of communication 5. Students will have access to enrichment opportunities offered before and after school	John Hattie/Visible Learning Effect size data related to small group learning--Response to Intervention learning effect size 1.07 UC Davis, *Classification System for English Language Learners: Issues and Recommedations* -Jamal Abedi, UC Davis, Linguistics Professor Colorin Colorado, <u>Creating Effective Data Reporting Systems for ELLs,</u> -Barbara Law/ Mary Eckes	**Action 1-3** * Targeted student group will make 3-5% gain as measured by grade level benchmark pre/post assessments, district common assessments, grade level program assessments during small group and intersession groups * Informal observations and teacher feedback will assist in determining the need for adjustments * Outcomes and effectiveness will be monitored throughout the year and reviewed at the beginning, middle, and end. **Action 4** * Action will be measured by admin and EL coordinator by reviewing interest based on attendance, participation, and student/parent survey. **Action 5** * Effectiveness of additional enrichment opportunities will be measured through informal student/parent/teacher feedback and participation with an increase of services by 10%

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$500	Contracts/Services	Edit	Delete
EL Supplemental (7150/0000)	$500	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7150/0000)	$9027	Certificated Salaries	Edit	Delete

Site Goal 1.3

Less than 20% of students identified as GATE participated in after school programs. Increase participation in GATE after school programs by 50% by moving programs to before school. Zehnder is late start and using mornings may allow students with after school extra curricular activities to participate.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.3.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native

Hawaiian or Pacific Islander • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide GATE (Gifted and Talented Program) for students to access extracurricular activities that enhance their abilities - Stipend $1200. GATE stipend will provide committee chair, coordination of GATE program including testing, purchases of materials/supplies, fees related to activities, 2) Additional enrichment opportunities before/after school - sports, music, VAPA, coding, etc. - Stipend $1000	**Action 1 & 2** Principal effectiveness a chief determinant of student success (Research by DuFour & Marzano 2009) Learning leaders improve student achievement (**_The Principal_**, Michael Fullan)	**Action 1** * Action will be measured by admin and GATE coordinator by reviewing interest based on participation and student/parent survey. **Action 2** * Effectiveness of additional enrichment opportunities will be measured through informal student/parent/teacher feedback and participation with an increase of services by 10%

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1400	Contracts/Services	Edit	Delete

Metric:	

Actions/Services 1.4.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide extended day learning opportunities for students needing academic support in ELA and Math grade level standards provided by credentialed teachers and highly trained paraprofessionals. - hourly certificated and classified salaries via timesheet 2) Purchase additional supplementary curriculum and/or instructional materials, supplies, and equipment for workshop, intervention, enrichment, and extended day. Items may include but are not limited to replacement bulbs, copy paper, printers, master/ink cartridges for intervention copies, doc cameras, and district print shop orders	**Action 1 & 2** Hattie (2016) - Visible Learning for Literacy, student academic performance improves through: • small group learning (effect size .49) • student centered teaching (effect size .54) • response to intervention (effect size 1.07)	**Action 1 & 2** * Targeted student group will make 3-5% gain as measured by grade level benchmark pre/post assessments, district common assessments, grade level program assessments * Informal observations and teacher feedback will assist in determining the need for adjustments * Outcomes and effectiveness will be monitored throughout the year and reviewed at the beginning, middle, and end.

Funding Source	Amount	Description of Use		

Site Goal 2.1	

Increase the number of students attaining proficiency in core subject areas based on Interim assessments, common assessments, CAASPP Math and ELA scores by using summative assessments that clearly identify students scale score or academic level at the beginning and middle of the school year prior to CAASP testing.

*Use a tech based assessment tool that allows teachers to measure student learning with pre and post diagnostic data multiple times in the school year. The use of Illuminate and as a tool for assessing students expected to be literate or performing as readers without need of assistance and who have the prerequisite skills necessary to meet standards in CCCS.

Increase number of students meeting or exceeding standards school wide:
ELA increase by 2% from 76% to 78%
Math increase by 2% from 66% to 68%
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*EL from 70% to 75% performing at meets or exceeds
*Students with disabilities from 12% to 17% meets or exceeds

Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group
• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide release time for teachers to analyze data and collaborate around research based best practices in allotted PLC meetings and track collaboration to analyze data - leads to high quality instruction and eliminate achievement gap 2. Increase students' opportunity to get rapid results on testing using the tech based assessment that come with Go Math, Social Studies, and Wonders. Provide students more opportunities to take assessments online using rapid district online assessment results 3. Provide release time for teachers to collaborate in CAST, SST, IEP meetings in support of identified target student group	John Hattie/Visible Learning Collective teacher efficacy is produced through shared professional development and monitoring of implementation of professional development by administrators/collective efficacy effect size is 1.57 Principal experiential action research and analysis of EGUSD CAASP data from 2015-2017 demonstrated an increase in student performance when students have used technology throughout the year versus students using technology for assessment only for CAASP. The ELA and math programs adopted by the district provide technology based common assessment. Research of this data shows improved learning over time by all students as students receive immediate feedback on assessments.	**Action 1** *Identified target student groups will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, and assessments administered through Illuminate. Overall performance of CAASPP and K/1/2 benchmarks. **Action 2** *Immediate assessment feedback provided online will measure student learning over time, track and monitor student growth/deficits. **Action 3** *Outcomes will be assessed and data reviewed throughout the year. Effectiveness will also be measured using informal observations and teacher feedback.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2064	Materials/Supplies/Equipment	Edit	Delete

Site Goal 2.2	

Based on outcomes of ELPAC administration and analysis - English Learners require high quality instructional programs and services, formative and site based based summative assessments. Implementing research based ELD practices throughout the instructional day, students will continue to grow in English proficiency. ELD instruction will be designed based on assessments administered in both designated and integrated ELD. All students identified as English language learners will be assessed at the start of the year or upon enrollment at ZR using English Language Proficiency Assessments for California (ELPAC) and annually. Assessments will be conducted by our designated ELD teacher. Interim assessments will determine growth and progress toward meeting standards.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group
• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Administer and interpret ELPAC results. Conduct EL Walk through, and analyze data to make informed decisions for EL instructional strategies and ensure ELD program is being taught with fidelity. Consistently look at EL student performance when analyzing data in PLCs. EL Supplemental - Certificated Time Sheets - $1,500 2. Professional development for teachers integrated ELD to address vocabulary development, use of reading skills/strategies, use of complete sentences (sentence frames), and active student engagement (frequent opportunities for oral rehearsal and academic language) across grade levels 3. Before/After school intervention focused on pre-teaching content language in Math: $2,400	Teaching Academic Vocabulary By Kate Kinsella, Ed.D.	**Action 1 & 2** * The effectiveness of this will be measured by EL walkthrough and CAST data as reviewed every trimester. In addition, summative CAASPP and ELPAC assessment results will determine if goal has been met. **Action 2** *Analysis of writing pieces of EL students during trimester CAST meetings will determine vocabulary development over time *Anecdotal notes on students group talk - ELA and Math *Review of PLC minutes and teacher feedback **Action 3** *Pre & Post Assessment for intervention groups will measure the effectiveness. Overall performance in CAASPP for 3rd-6th and K/1/2 benchmark assessments.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$3900	Certificated Salaries	Edit	Delete

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Site Goal 3.1

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

- RTI progress monitoring data in both academics and behavior with a decrease of student referrals bv 10% based on Synergy data for trimester comparisons from 2019-2020 school year to 2021-2022.
- PLC facilitators (leadership team), PBIS Tier 1 and Tier II meeting data with decrease in referrals between previous and current school year when comparing trimesters.

Metric: Social Emotional Learning

Actions/Services 3.1.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Implementation of PBIS Tier 2: • Sharing of school wide data an survey results • Increase teacher understanding of major vs. minor • Analyze discipline data with Climate and Culture team and provide recognition for ALL students for demonstrating personal leadership • Signage for classrooms for our site based positive behavior program based on leadership • Connect six habits from Leadership & Advocacy to PBIS by teaching students explicit skills that create a positive classroom and school climate • Provide outside support for positive behavior intervention using outside vendor • Use student leadership group (Future Pack Leaders) as a mentoring program for students with behavior challenges • Gate Coordinator to actively recruit underrepresented students for GATE	The Leader in Me (Franklin/Covey) whole school transformation SEL Research : Impact of social emotional learning on academic achievement---American Psychological Association (https://www.sciencedaily.com)	**Action 1** *Effectiveness will be measured through synergy discipline data to reach goal of decreasing referrals (major vs. minor) *Staff, student, and parent survey data reviewed for effectiveness of Tier II implementation (Site PBIS, CHKS, Climate & Culture, Social Emotional Survey) *Monthly Tier II data collection and monitoring

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$200	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Increase SEL supports for all students through MHT counseling services TK-6. Additional small group or 1:1 supports as identified by site data gathered and reviewed bv Tier II PBIS team. 2. MHT support to build staff capacity through PD to support students social/emotional needs and improve access to curriculum. 3. Purchase supplemental curriculum and/or instructional materials to support the development of SEL strategies for all students	Boutwell, D.A., & Myrick, R.D. (1992) The go for it club . The Elementary School Guidance & Counseling, 27, 65-72. The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade Students - www.casel.org	**Action 1, 2, 3** *RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 school year to 2021-2022. *Collection and review of Tier II data - addressed at monthly Tier II meetings. * Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with a decrease in referrals between previous and current school year when trimesters are compared. *Survey conducted (staff, student, and parent) - PBIS survey, CA healthy kids, district climate and culture and social emotional survey to determine effectiveness

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$250	Materials/Supplies/Equipment	Edit	Delete

Site Goal 3.2

Present levels of attendance for 2021-2022 range between 91% - 95%. Meet school wide goal of no less than 98% attendance

Metric: Cohort Graduation

Actions/Services 3.2.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Campaign for increase attendance for chronically absent students • Recognition awards for students meeting the goal of "every day, all day, on time" • Signage supporting attendance • Increase outreach to families of chronically absent students	Truancy Reduction Program - Office of Criminal Justice Best Practice http://www.attendanceworks.org	**Action 1** *Weekly monitoring of attendance via synergy reports with increase from 95% to goal of 98%.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$250	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

Family Leadership Council represents all parents who have children enrolled at Zehnder Ranch. Our goal is to have 50% of parents who have children enrolled at Zehnder Ranch attend all 7 whole group meetings throughout the year.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Increase parent communication and connection through: • use of messenger, synergy, and talking points for family messaging • purchasing of site wide communication folders • use of site BTA for parent/teacher communication translation services • increase of porch/home training and visits 2. Increase of parent participation and engagement in:	John Hattie/Visible learning Effect size in student learning when there is parental involvement California State PTA--Family Engagement http://www.capta.org/ John Hattie/Visible Learning effect size of parent involvement .49	**Action 1** *Dashboard of messenger and number of families reached *Parent and teacher feedback *Increase in partcipation of EL families *District data of porch/home visits conducted by ZR staff **Action 2** *Monitor and review of meeting minutes and parent attendance throughout the year *ELAC sign in sheets and feedback forms

- FLC meetings
- ELAC meetings
- ELAC Student Recognition Event--recognition of EL students who have made achievements in language development

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	$1200	Certificated Salaries	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Purchase signage and posters to advertise ZR PBIS and leadership trait expectations for Safe/Responsible/Respectful behaviors 2. Purchase safety vests, signs, and other equipment to support site staff with the implementation of safe, responsible, and respecftul PBIS process.	Visible Learning for Literacy - Hattie (2016) -Student academic performance improves through: 1) decreasing disruptive behavior (effect size .53) 2) reducing anxiety (effect size: .48) The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade students - www.casel.org	**Action 1 & 2** *Synergy discipline data reviewed showing a decrease in referrals and suspensions *Collection and review of Tier II data - addressed at monthly Tier II meetings. * Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with a decrease in referrals between previous and current school year when trimesters are compared. *Survey conducted (staff, student, and parent) - PBIS survey, CA healthy kids, district climate and culture and social emotional survey to determine effectiveness

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$300	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.2	

Increase parental engagement in academic progress through the home use of Lexia and Think Central. Increase independent reading at home through the use of Reading Counts which allows teachers to track whether or not student are reading outside of class by having students meet the goal of finishing one book per week. Currently, only 3 classes are meeting the usage requirements for Lexia that result in improved reading. Less than 50% of teachers are assigning PMTs and less than 50% of students are using the Animated Math Modules for Think Central which takes students through instruction and assessment for all skills addressed during the year. Our goal is to increase to 100% of parents in grades TK-3 meeting usage requirements for Lexia for all students and 100% of all parents in grades 4-6 meeting usage requirement for all at risk students in intermediate grades.

Metric: Family and Community Engagement	

Actions/Services 4.2.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Timesheet a certifacted teacher to oversee, plan, organize parent universities with focus on site needs around ELA,	John Hattie/Visible learning Effect size in student learning when there is parental involvement California State Standards in Reading/Language Arts	**Action 1** *Increase in participation of Parent Universities measured through sign in sheets

| Math, Science, and Digital Citizenship | CALIFORNIA DEPT EDUCATION http://www.cde.ca.gov/bc/st/ss/documents/finalelaccsstandards.pdf | *Feedback from teachers and parents of PUs conducted |
| 2. Provide awards and prizes for Reading Counts and Xtramath met goals | Truancy Reduction Program--Office of Criminal Justice Best Practice http://www.attendanceworks.org | **Action 2** *70-100% of class meeting RC and Xtramath grade level goals weekly, increase in individual and class award recognition by 10% |

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	$1500	Certificated Salaries	Edit	Delete

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

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Zehnder Ranch Elementary - 398

Fund Source *Mgmt. Code/Description* *Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$38,827	$38,827	$38,827	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	57.375	$0	$6,023,266	$6,023,266	$6,023,266	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	1.2	$0	$158,162	$158,162	$158,162	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$87,548	$87,548	$87,548	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$206,003	$206,003	$0	$0	$206,003	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$20,000	$20,000	$17,936	$2,064	$0	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$5,397	$5,397	$5,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$13,927	$13,927	$10,027	$3,900	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$700	$300	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$8,210	$8,210	$8,210	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$64,534	$64,534	$64,534	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.25	$0	$86,005	$86,005	$0	$0	$86,005	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	2.75	$0	$233,087	$233,087	$233,087	$0	$0	$0	$0
3660 Inclusive Education in Lieu of NPA **6500** Special Education	1.125	$0	$52,789	$52,789	$52,789	$0	$0	$0	$0

3770 Full Inclusion **6500** Special Education	5.3125	$0	$173,139	$173,139	$173,139	$0	$0	$0	$0
3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II **6512** Special Education: Mental Health Services	0.5	$0	$42,229	$42,229	$42,229	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$737	$0	$737	$737	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	72.5125	$737	$7,214,123	$7,214,860	$6,915,888	$5,964	$292,708	$300	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$158,749
Subtotal of state or local funds included for this school	$7,056,111

Principal **Cheryl Quilatan**

School Site Council Chairperson **Rachelle Wiggins**

EL Advisory Chairperson **Vanessa Rios**