



Elitha Donner Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Cindy Doyle

County-District-School (CDS) Code: 34673146112106

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

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

IV. Goals, Actions and Services

Elitha Donner Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 522)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

1. Involvement Process for LCAP and Annual Update

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

Input for the review/analysis of the Elitha Donner 2022-2023 LCAP involved many stakeholders. Previous school year's assessment data as well as other data was analyzed during the year and stakeholder input was acquired through a variety of opportunities throughout the school year including, but not limited to:

- Title One Parent Meetings (11/1/22 and 12/20/22)
- Collaborative Leadership Meetings (7/20/22, 8/17/22, 9/21/22, 10/19/22, 11/9/22, 1/18/23, 2/15/23, and

3/15/23)

- School Site Council Meetings (9/29/22, 12/12/22, 2/22/23, 4/26/23, and 5/18/23))
- ELAC Meetings(10/8/22, 1/31/23, and 3/23/23)
- AVID Site Team Meetings
- EGUSD Parent, Staff, and Student Surveys - Fall of 2022, Spring 2023
- Staff Survey in April 2023

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we integrated into our LCAP for the upcoming year. Based on our academic data review, parents and other stakeholders encouraged all actions to support the mitigation of academic deficiencies such as supplemental resources, parent trainings, teacher trainings, and Extended Day tutoring. Concern was expressed about the fact that some of our students do not feel safe at school as was reflected in our student survey. Stakeholders encourage the continuance of school-wide PBIS and a focus on anti-bullying lessons.

Resource Inequities

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

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

Student Group	ELA	MATH	CHRONICALLY ABSENT	Suspension
Students with Disabilities	1	1	1	4
Filipino	3	3	1	5

Throughout our school LCAP, we have have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

Goals, Actions, and Progress Indicators

District Strategic Goal 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.

District Needs and Metrics 1:

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

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

Site Goal 1.1 (SiteGoalID: 6215) (DTS: 02/10/23)

Overall English Language Arts (ELA) scores will increase from 47% to 50% of our students meeting or exceeding standards of CAASPP.

Very Low Category:

- Students with Disabilities will move from 5% meets or exceeds standards to 10%

Low Category:

- African American students will move from 22% meets or exceeds standards to 26%
- EL students will move from 25% meets or exceeds standards to 29%
- Socio-Economically Disadvantaged students will move from 39% meets exceeds standards to 43%

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

Actions/Services 1.1.1 (SiteGoalID: 6215) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Low Income • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. August - June: Academic Intervention Teachers (AITs) will utilize small group instruction in grades Kindergarten through grade six to provide targeted intervention for students who are not meeting grade level standards in English Language Arts.</p> <p>2. July - August: AITs, Instructional Coaches, Administration, and Teachers will work collaboratively to determine the specific criteria that students will meet to qualify for AIT services and to be exited from these services.</p>	<ul style="list-style-type: none"> • AITs will create and share a Progress Monitoring Plan which will include formative assessments that will be used and dates of administration. • AITs and Teachers will meet on predetermined dates, during PLC time, to discuss progress made by each student receiving AIT support and students who should be transitioned out of and into the AIT support. • Articulation Meetings including Grade Level PLC teams, Administration, and 	

3. **August - September:** AITs and Grade Level Teams will analyze data and determine which students will receive AIT services. AITs will create a schedule.

4. **August - September:** AITs will create and share a Progress Monitoring plan which includes the formative assessments that will be used and dates of administration.

5. AITs and Teachers will meet on predetermined dates, during PLC time, to discuss progress made by each student receiving AIT support and students who should be transitioned out of and into the AIT support.

6. Extended Day Tutoring will be provided to students who are not meeting ELA grade level standards based on Teacher's interest and ability to provide this after school support. Grade Level PLC teams will determine who will be invited based on need and will collaborate to create a plan including:

- Intervention resources and strategies used including SIPPS, LETRS, and/or REWARDS.
- Progress Monitoring assessments and dates to administer.
- Teachers will engage in ongoing collaboration regarding student progress in the Extended Day program.
- Teachers will share student progress with students' parents/guardians.

7. Purchase intervention materials and resources to support classroom instruction (Independent Work Time, small group, and one-on-one support), Intersession (funded by the district), and Extended Day Tutoring.

8. **August - June:** District funded Kindergarten/First grade push-in during Independent Work Time to support students who are struggling to meet ELA grade level standards.

Instructional Coaches, and AITs will be schedules for the beginning of each trimester. Instructional Coaches will review how to pull the various reports from Illuminate and data will be analyzed in the areas of ELA and Math.

- The team noted above will also determine the progress of the following subgroups: African Americans, English Learners, Students with Disabilities, and Students who are Socio-Economically Disadvantaged.
- Admin will use FONT during classroom visits to monitor the efficacy of instructional practices and the elements of the Instructional Framework presented in DEI Modules 1-3.

Actions/Services 1.1.2 (SiteGoalID: 6215) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. June - July: Staff will have the opportunity to attend AVID Summer Institute in Anaheim, CA, and monthly professional development through SCOE.</p> <p>2. Provide necessary resources and supplies to support Site AVID Goals.</p> <p>3. July - June: Staff will continue to work on district DEI training around the Instructional Framework and Equity. All staff who work with students instructionally will attend the third Instructional Framework Module. They will also have Choice examples including, but not limited to:</p> <ul style="list-style-type: none"> - Exploring other Cultures - Grading for Equity - Deep Dives into Instruction - Data for Equity <p>4. Staff will receive consultation and Professional Development from district and outside sources in the following areas:</p> <ul style="list-style-type: none"> - Equity (debrief sessions led by our Equity Coach and MTSS Counselor) - Preservice Training provided by our Equity Coach: Responsive Classroom approach to Positive Time-Outs, Calming Corner, and Buddy Rooms - Trauma-Informed Instruction - SEL - Second Step - Ongoing 	<ul style="list-style-type: none"> • Progress towards our Site AVID goals will be evaluated at our regularly scheduled Site AVID Team meetings, PLCs, Staff Meetings, and during our bi-yearly AVID District Team Walk Throughs. • DEI Training progress will be monitored by Administration through the DEI Progress Monitoring Tool. • District Required Common Assessment data will be analyzed at Grade Level PLC meetings and at Trimesterly Articulation Meetings. • SMART Goals data will be analyzed and monitored at our Trimesterly Articulation Meetings. • Technology software program usage will be monitored by Administration and student progress within each program will be monitored by classroom teachers. • Surveys will be given to teachers regarding the use and the benefits of each of the technology software programs in the spring of 2024. 	

training and collaboration

- Continued training and coach support with SIPPS and REWARDS
- Solution Tree PLC Follow Up
- Continued follow-up and support for HQI (Instructional Framework - Modules 1-3) from Instructional Coaches and Administration

5. Release time will be provided for Grade Level PLC Articulation Days (Analyze District Required Common Assessment Data through Illuminate, review progress made towards previous Trimester's SMART Goals, establish new Trimester SMART Goals, and complete Data Cycle Template - facilitated by Instructional Coaches), additional days to analyze data, attendance at Student Study Team Meetings, and Planning Days to create short-term and long-term curricular plans for the upcoming school year.

6. Purchase necessary supplies and technology software to support student learning and proficiency with CCSS from district approved lists. Programs include, but are not limited to:

- Accelerated Reading
- Core Lexia
- Reflex Math
- Generation Genius

Actions/Services 1.1.3 (SiteGoalID: 6215) (DTS: 02/10/23)

Targeted Student Group(s)

- All

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

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

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

Evaluation Cycles in 2023-2024

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

<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 		
<p>1. September - June: Students who are GATE identified will receive accelerated/enrichment opportunities provided within their classroom by their classroom teacher throughout the school year.</p> <p>2. September - June: GATE Coordinator will assess students to determine if they qualify to be GATE identified and be offered GATE Enrichment opportunities within the classroom and throughout the after school opportunities noted below.</p> <p>3. October - June: Students who are GATE identified will be offered after school GATE Enrichment classes including:</p> <ul style="list-style-type: none"> - Spanish - STEM - Media <p>Based on additional space in each class, students who are not GATE identified but who would benefit from enrichment opportunities will also be invited to participate in these after school opportunities.</p> <p>4. September - June: Materials and supplies will be purchased to support the after school GATE Enrichment Program.</p> <p>5. Increase VAPA experiences for students within the classroom, during unstructured times, and through assemblies. Purchase any necessary supplies and equipment to support these experiences and opportunities.</p>	<ul style="list-style-type: none"> • September - June: GATE Coordinator will administer the annual NNAT assessment to determine if any additional students qualify to be GATE identified and be offered GATE Enrichment opportunities within the classroom and throughout the after school opportunities noted below. • September - June: GATE Coordinator will review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students. • October - June: GATE Coordinator will monitor the participation of the GATE students in the after school GATE Enrichment programs. If the participation rates are low, he will collaborate with the respective grade level teams to determine ways to increase interest and participation. 	

Actions/Services 1.1.4 (SiteGoalID: 6215) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. August - June: Extend allotted Librarian hours, as needed, to maintain the usage of the library and provide adequate time to process and reshelve our new, updated library books.</p> <p>2. August - June: Increase library and classroom library books to include multicultural, SEL, and leveled books. Additional book options, at various levels, will lead to an increase in Accelerated Reading tests taken.</p> <p>3. One or two Book Fairs will be held during the school year to increase the number of new library books added to our library.</p>	<ul style="list-style-type: none"> • June: Librarian will provide a report stating the number of new library books that were added to our Library. • June: The number of Accelerated Reading tests taken in the 2023-24 school year will increase by 3% from those taken in 2022-23 (24,056 tests taken). 	

Site Goal 1.2 (SiteGoalID: 6219) (DTS: 02/10/23)

Provide interventions and supports for English Learners to increase English proficiency. Maintain ELPI score of 56.8% as the District Goal is 55%. Increase of percentage of EL students who reclassify from 12% to 14% moving towards the District Goal of 15%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Actions/Services 1.2.1 (SiteGoalID: 6219) (DTS: 02/10/23)

Targeted Student Group(s)

- EL

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<p>to address root causes.</p> <ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<ol style="list-style-type: none"> 1. August - September 21 (or within 30 days after an EL student arrives on campus): Initial ELPAC assessments, under the direction of a certificated time-sheeted teacher, will be completed. 2. August - June: EL Coordinator will assist with the following: Identification/placement of EL students, re-designation process, RFEP monitoring, and support for ELAC meetings. 3. September - June: Based on updated ELPAC data, additional supports may be provided through our AIT and/or Extended Day Tutoring. 4. September - June: Purchase any materials/supplies necessary to support ELAC meetings and AIT/Extended Day working with EL students. 5. October: EL Coordinator and VP will hold an ELAC Meeting to review and revise the site LCAP and explain funding sources. 6. December: EL Coordinator and VP will hold an ELAC Meeting to develop school-wide Needs Assessment patterns and implications for our LCAP. 7. February 1 - May 31: ELPAC Summative Assessments will be given to all EL students. 8. February: EL Coordinator and VP will hold an ELAC Meeting to submit site specific needs to the SSC for consideration in next year's site LCAP. 9. April: EL Coordinator and VP will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our students who have been redesignated a English Proficient. 10. Ongoing support for ELD, EL strategies across all content areas, individualized needs/supports for EL students, 	<ul style="list-style-type: none"> • August 10: Teachers will submit their schedule for designated ELD instruction. • October: The Vice Principal will state Dashboard data to determine our current percentage of EL students redesignated as English proficient. • October: The Vice Principal will use state Dashboard data to determine our EL students' overall progress toward English language proficiency. • October - April: Vice Principal will keep attendance records and Minutes of all ELAC meetings. • September - June: Based on updated ELPAC data as well as common grade level assessment data, teachers, Instructional Coaches, and Administration will determine the need for additional supports and materials for AIT and/or Extended Day. 	

etc. will be offered and provided by our EL Coach. Support will be provided via Staff Development, Grade Level PLC meetings, and on an individual basis.

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$11000	Certificated- Timesheets
EL Supplemental (7150/0000)	\$2642	Materials/Supplies/Equipment
GATE (7105/0000)	\$2800	Certificated- Timesheets
GATE (7105/0000)	\$1000	Certificated-Stipends
GATE (7105/0000)	\$597	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$6500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$71444	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$32097	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$85000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$10000	Classified- Timesheets
Title I – Basic (4900/3010)	\$20229	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$46200	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation
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Site Goal 2.1 (SiteGoalID: 6790) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6790) (DTS: 03/31/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. August, December, February, and June: Teachers will administer Grade Level Common Illuminate Assessments to all students within the District Assessment Window. Administrator will assist by reminding teachers of the assessment windows.</p> <p>2. Upon completion of the Illuminate Assessments, Grade Level PLC Teams will meet to review and analyze data. The team will determine which students are in need of additional assessments at that time. This plan will be reflected in their PLC notes which are shared with the Principal.</p> <p>3. Instructional Coach support is available to support administration of assessments, pulling data reports, and analyzing data.</p>	<ul style="list-style-type: none"> • August, December, February, and June: Principal will pull Illuminate reports to ensure that at least 95% of eligible student have taken the Illuminate Assessments. • Upon completion of the Illuminate Assessments, Grade Level PLC Teams will meet to review and analyze data. The team will determine which students are in need of additional assessments at that time. This plan will be reflected in their PLC notes which are shared with the Principal. 	

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Funding Sources for District Goal 2	Amount	Description of Use
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There are currently no fund sources for this District Goal.

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6217) (DTS: 02/10/23)

PBIS Fidelity Implementation

Implement School Wide (SW) Positive Behavior Interventions and Supports (PBIS), understanding Social Emotional Learning, and Culturally Responsive Practices. **Tiered Fidelity Implementation scores in Tier I will increase from 87% to 90% and Tier II will increase from 85% to 90%.**

Overall Student Climate Survey

Results for 2022-2023:

- All: 75%
- African Americans: 71%
- Hispanic: 75%
- EL: 72%
- Two of More: 75%
- SWD: 72%
- SED: 72%

Goal for 2023-2024 will be to increase our Overall Student Climate Results from 75% to 80%, which is our District Goal.

Student Climate Survey in the area of Safety

Goal for 2023-2024 will be to increase our Student Climate Results in the area of Safety from 66% to 71%.

Suspension Data

Maintain less than 2% suspension rate for all subgroups and reduce disproportionality in suspension rates. The District Goal is to maintain a suspension rate below 3.5%.

Metric: School Climate - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6217) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. July - August: Explicitly teach PBIS student expectations using the Responsive Classroom Interactive approach. Students will attend a PBIS Kick-Off Assembly per grade level facilitated by Administration.</p> <p>2. July - June: Support the PBIS program by providing positive signage, acknowledgment certificates, and incentives.</p> <p>3. August - June: Hold monthly PBIS Tier I and Tier II/III meetings to review data, RFAs, and discuss student progress/support/next steps. Deliberately and intentionally analyze current policies and procedures to understand the marginalizing of individual or groups of students.</p> <p>4. September - June: Provide teacher release time to attend full day PBIS Tier I meetings to review data and collaborate on ways to further provide Tier I supports, Anti-Bullying Lessons, SEL, Restorative Practices, etc. to our students.</p> <p>5. July - June: Provide</p>	<ul style="list-style-type: none"> • August - June: Synergy Behavior Incident data will be shared and analyzed at monthly PBIS Tier I meetings as well as the three full day meetings. Review Suspension data, by subgroup to monitor disproportionality. • September - June: Synergy Behavior Incident data will be shared at Staff meetings four times throughout the year. The staff will discuss the results and collaborate on ways to improve PBIS Tier I supports. • March - April: Teachers will administer the Student School Climate Survey to all students in grades 3-6, with a goal of growing from 75% to 80% or higher in overall favorable responses and from 66% to 71% in the area of Safety. • March - June: Data from our School Culture Surveys for parents, students, and staff will be reviewed and shared 	

structured recess support through the outside provider, ASSIST.

6. **July - June:** Provide continued support and debriefing sessions for DEI trainings around Equity during Staff Meetings and PLCs.

7. **July - June:** Provide continued support, trainings, and collaboration time for SEL curriculum (Second Step), Responsive Classroom, Restorative Practices, and Trauma Informed Instruction during Staff Meetings, Professional Development, and PLCs. Support will be provided by our Equity Coach, MTSS Counselor, and MHT. Individual and grade level support will be available, as needed.

8. **July - June:** Continue to encourage and monitor the implementation of daily Morning Meetings and the SEL curriculum (Second Step).

9. **July - June:** Continue to review and revisit our TFI for Tier I and Tier II at our PBIS Tier I and Tier II meetings as we strive to reach our Tier I and Tier II fidelity goals.

10. **July - June:** Provide additional classroom intervention support with classified staff.

with parents, students, and staff by the Principal.

- **March - April:** Our PBIS Teams (Tier I and II/II) will complete our annual TFI (Tiered Fidelity Implementation) and will share the results with the staff, parents, and SSC. Our goal is to have our Tier I Fidelity score increase from 87% to 90% and our Tier II Fidelity score increase from 85% to 90%.

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$4000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$8650	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$11910	Classified- Timesheets

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 (SiteGoalID: 6218) (DTS: 02/10/23)

Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families. Parent Survey scores in the areas of being provided opportunities for parent involvement and parent educational opportunities are 72 % with a District Goal of 88%.

Our goal for 2023-2024 will be to increase parents' feelings of involvement and educational opportunities from 72% to 77% on the School Climate Parent Survey.

Our lowest subgroup score in this area is 50% for our parents of Student with Disabilities.

Our goal for 2023-2024 will be to increase our SWD's parents' feelings of involvement and educational opportunities from 50% to 55% on the School Climate Parent Survey.

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.1.1 (SiteGoalID: 6218) (DTS: 02/10/23)

Targeted Student Group(s)

- All

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

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

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

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

Evaluation Cycles in 2023-2024

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

1. **July - June:** Increase school-wide family and community engagement events and opportunities such as:

- Back to School Night
- Title I Meeting (Coffee Chat with the Principal)
- Parent/Teacher Conferences
- *STEM Family Nights (two events)
- Trunk-or-Treat Family Event
- EL Write Night hosted in conjunction with the FACE Department (two events)
- Families invited to Rallies such as:
 - Constitution Day Rally
 - Multicultural Fashion show Rally
- Career Day (to support AVID site goals)
- *Silent Disco Event - during the day and as an after school INCLUSIVE family event
- Eat Lunch with Your Child Family Picnic (at least one)
- Open House
- Five Star Family Celebration

*Contracts Required

2. Provide the necessary materials, supplies, and resources to support the above-noted family events.

3. **August - June:** Grade Level Parent Universities to provide parents with information and strategies to best support their child at home. Provide materials and resources to support these events. Teachers will be time-sheeted if Parent University is scheduled after contract hours.

4. Utilize our FACE Family Liaison to make phone calls and send Talking Points to personally invite our EL families to family events.

5. Support home-to-school communication by providing communication materials such as Agendas, Communication Folders, Binders, etc.)

6. Provide materials such as personalized certificates and awards to support Awards Assemblies, which families are

- **July - September:** After the first six weeks of all tracks beginning, Administration will review and document the data regarding Home Visits and teachers who were time-sheeted for parent conferences. Administration will get feedback from Leadership and/or all staff at a Staff Meeting regarding the effectiveness of this Action Plan.

- **July - June:** For events and meetings with Attendance Sheets, those will be kept for ongoing monitoring of parent participation at these events from school year to school year.

- **March - June:** Data from our School Culture Surveys for parents, students, and staff will be reviewed and shared with parents, students, and staff by the Principal.

- **July - June:** Announcements of events and pictures after each event will be posted on our school's Facebook page by PTA and our staff member who chose that job as an Adjunct Duty.

invited to attend.

7. Offer Home Visit trainings to staff and compensate (time-sheet) those who conduct Home Visits.

8. Encourage teachers to meet with *all* students' parents some time within the first month (up to six weeks) of school to help establish a positive relationship. This can be done through a Home Visit noted above or a scheduled conference. Teachers will be compensated for 20 minute conferences for each student unless a Home Visit was already conducted.

Site Goal 4.2 (SiteGoalID: 6221) (DTS: 02/10/23)

Our goal is to decrease chronic absenteeism rates for ALL students, but with a focus on the following subgroups:

- In 21/22, 39.9% of our students were chronically absent. **Our 2023-2024 overall goal is to decrease chronic absenteeism to 29.9%.**
 - **African Americans - Decrease from 46.9% to 36.9%**
 - **Socio-Economically Disadvantaged from 46% to 36%**
 - **Students with Disabilities from 51.4% to 41.4%**

Metric: Attendance Rate

Actions/Services 4.2.1 (SiteGoalID: 6221) (DTS: 02/10/23)

Targeted Student Group(s)

- All

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

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

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

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

Evaluation Cycles in 2023-2024

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

1. **August:** Communicate to families, in multiple ways, our attendance policy and why it is important to attend school.
2. **August - June:** Adhere to school policy as outlined in the District Handbook for tracking and monitoring absences via the SARB process.
3. **August - June:** Personal phone calls home and/or Talking Points messages will be sent from our office staff after two days of absences not accounted for. All contacts will be logged into Synergy.
4. **August - June:** Our FACE Liaison will be asked to review our list of chronically absent students so that she can make personal calls home. She will ask if any supports are needed and share the negative implications absenteeism has on student learning.
5. **September - June:** Teachers will reach out to the Principal when they have a student who is chronically absent and/or whose absences are negatively affecting their learning and growth. Principal will either call or home or will attend the Parent/Teacher conference to talk with the parents/guardians about the negative impact the absences are having on their child's learning. When RFAs are submitted and attendance is noted as an issue, the same process will be followed.
6. **September:** Leadership Team will create an attendance incentive program with rewards.
7. At the **beginning and middle of the school year**, articles will be sent home by the Principal through the Weekly Updates regarding the negative impact of excessive tardies and absenteeism on their child's learning.
8. Include research-based information in presentation such as Back to School Night, ELAC Meetings, and Parent Universities. Share schoolwide

- **July - June:** SOAs, teachers, and Administration document attendance communication on Synergy.
- **August - June:** SOA will share attendance rates with Administration, broken down into subgroups, after each Attendance Accounting Review.
- **August - June:** Share the above-noted attendance data with SSC, the Leadership Team, and the PBIS Tier I Team to use as we work on our Continuous Improvement Plan.
- **September - June:** Share attendance data with the staff at Staff Meetings when behavior data is being shared.

data and concerns.

9. Share the work that has been done through the Continuous Improvement Process to our Chronic Absenteeism issue with either our Leadership Team or PBIS Tier I Committee. Revise or add to the Action Steps.

10. Provide Professional Development for teachers and support staff focused on SEL (Morning Meetings, Responsive Classroom, Restorative Practices, Trauma Informed Instruction, etc.) to ensure a warm, welcoming environment is being offered to our students.

11. Continue to review and improve our MTSS process so that students are receiving the appropriate supports, modifications, and adaptations. With these in place, they feel safe and successful at school.

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$2000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$3000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$7500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$15000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$2000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$9916	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets	\$11000				\$11000
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$2642				\$2642
GATE (7105/0000)	Certificated- Timesheets	\$2800				\$2800
GATE (7105/0000)	Certificated-Stipends	\$1000				\$1000
GATE (7105/0000)	Materials/Supplies/Equipment	\$597				\$597
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries				\$2000	\$2000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$6500		\$4000		\$10500
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$71444			\$3000	\$74444
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$32097		\$8650	\$7500	\$48247
Title I – Basic (4900/3010)	Certificated- Timesheets	\$85000			\$15000	\$100000
Title I – Basic (4900/3010)	Classified- Timesheets	\$10000		\$11910		\$21910
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$20229		\$81000	\$2000	\$103229
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$46200			\$9916	\$56116

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.

Funding supports intervention teachers and para-educators, teacher collaboration, professional development opportunities (PLC), and release time to benefit all students.
 Funding supports SWPBIS to benefit all students
 Funding supports parent involvement opportunities to benefit all students.

V. Funding

Elitha Donner Elementary (242) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$45,569	\$45,569	\$45,569	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$135,191	\$135,191	\$110,041	\$0	\$12,650	\$12,500	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$13,642	\$13,642	\$13,642	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$281,255	\$281,255	\$161,429	\$0	\$92,910	\$26,916	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$481,054	\$481,054	\$335,078	\$0	\$106,560	\$39,416	

Fund Subtotals

Subtotal of additional federal funds included for this school \$281,255

Subtotal of state or local funds included for this school \$199,799

Signatures: (Must sign in blue ink)

Date

Principal

Cindy Doyle

**School Site Council
Chairperson**

Paul Harper

EL Advisory Chairperson

Judith Alfaro

Signatures: (Must sign in blue ink)	Date
