



## **Florence Markofer Elementary**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**Principal: Dorothy Stoppelmann**

**County-District-School (CDS) Code: 34673146098743**

**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

Florence Markofer Elementary | Focused Work: 2023-2024

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### Goal Setting (Icapid: 538)

#### 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?

Stakeholder meetings were held with site Leadership team on April 17, 2023 to engage in data analysis and LCAP planning process. Feedback and information was sought from ELAC on April 19, 2023. School Site Council reviewed the current plan and analyzed data, providing their feedback on the April 26, 2023 meeting. Parents were also able to provide feedback through the annual LCAP survey process.

**School Site Council Meetings:** September 28, 2022; November 2, 2022; January 25, 2023; April 26, 2023,

May 17, 2023 **PBIS Leadership Meetings:** September 28, 2022; October 19, 2022; December 7, 2022; January 25, 2023; February 22, 2023; March 29, 2023, May 3, 2023  
**Site Leadership Team Meetings:** September 19, 2022; October 17, 2022; December 5, 2022; January 30, 2023; March 20, 2023; April 24, 2023, May 15, 2023  
**ELAC Meetings:** October 26, 2022; February 22, 2023; April 19, 2023, May 11, 2023

## 2. Impact of LCAP and Annual Update

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

Through engaging in data analysis with the stakeholder groups, specific goals and actions were drafted to address the needs of students. Teachers expressed their concerns about chronic absenteeism and the negative impact it has had on student academic growth. Teachers also expressed their concerns that the site's limited resources for Tier 2 academic intervention was not sufficient to meeting the needs of students. Based on the input from both teachers and parents, the actions in 1.1.1 will increase the supplemental academic intervention for small group target supported for 4-6 grade teachers. In addition, School Site Council recommended that a portion of PBIS funding be used to support signage and affirmations related to the attendance campaign as outlined in Action 4.1.1

## Resource Inequities

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

Our needs analysis identified an resource inequity in the are of Tier 2 Academic Intervention for intermediate grade students. Our 2023-2024 LCAP plan addresses this plan and includes an action to fund an AIT who will provide supports for 4-6 grade students who are identified through our data analysis process. These students will be provided with targeted support.

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

| Student Group | ELA                 | Math | Chronically Absent |
|---------------|---------------------|------|--------------------|
| Asian         | 1 (smaller than 30) |      | 1                  |
| SWD           | 1                   | 1    | 1                  |

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: 6354) (DTS: 02/10/23)

Overall English Language Arts (ELA) and Math scores will increase from 37% to 42% of our students meeting or exceeding standards on CAASPP.

#### ELA

##### **Very Low:**

- English Learner students will increase from 14% met or exceeded standards to 19%
- Students with Disabilities will increase from 14% met or exceeded standards to 19%

##### **Low:**

- Hispanic students will increase from 30% met or exceeded standards to 35%
- Asian students will increase from 35% met or exceeded standards to 40%
- Students with Two or More Races will increase from 47% met or exceeded to 52%
- Socioeconomically Disadvantaged students will increase from 33% met or exceeded to 38%

#### Math

##### **Very Low:**

- English Learner students will increase from 14% to 19%
- Students with Disabilities will increase from 22% met or exceeded standards to 27%

##### **Low:**

- Hispanic students will increase from 27% met or exceeded standards to 32%
- Students with Two or More Races will increase from 40% met or exceeded to 45%
- Socioeconomically Disadvantaged students will increase from 23% met or exceeded to 28%

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

### Actions/Services 1.1.1 (SiteGoalID: 6354) (DTS: 02/10/23)

#### **Targeted Student Group(s)**

• Asian • EL • Hispanic or Latino • Low Income • R-FEP • SWD • Two or More • White

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
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| <p>Provide targeted support, supplies and instructional materials for small group intervention based on assessed need.</p> <ul style="list-style-type: none"> <li>• ESSR Academic Intervention Teacher (1.0 FTE)</li> <li>• Time-sheeted Kinder/First Grade Push-in Support (\$43,868 K-1 Support Plan)</li> <li>• Time-sheeted Academic Intervention Support (4-6) (<b>\$30,000 7101 Certificated Timesheet</b>)</li> </ul> <ol style="list-style-type: none"> <li>1. August 2023 Assess students with district ELA/Math assessments</li> <li>2. September 2023: Identify students in need of academic support based on CAASPP data and District BOY assessments</li> <li>3. September 2023: Small group intervention will begin</li> <li>4. On-going progress monitoring will be conducted every 4-6 weeks by AITs</li> <li>5. Illuminate Interim Assessments will be administered by classroom teachers each trimester</li> <li>6. AITs and Admin meet at end of each trimester (November&amp;March) to analyze data, determine who will be exited and who will be added to small groups.</li> <li>7. October - April: Provide extended day small group instruction (<b>7101 \$2000: \$2500 Certificated timesheet, \$500 Classified timesheet</b>)</li> <li>8. April Evaluate the implementation and</li> </ol> | <p>The effectiveness of the actions will be monitored by:<br/>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP scores distance from standard increase</li> </ul> <p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• K/1 Interim Assessments (BOY, end of Tri and end of Year) % at or near standard</li> <li>• 2-6th Interim Assessments (BOY, end of Tri and end of Year) % at or near standard</li> </ul> <p>Data will be collected by each AIT and analyzed with administrative team, coach, and intervention teachers. After each intervention cycle (6-8 weeks), data will be shared with teachers, parents, students, and MTSS team.</p> |                                                                                                                                                                                                              |

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| effectiveness of the programs. |  |  |
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**Actions/Services 1.1.2 (SiteGoalID: 6354) (DTS: 04/24/23)**

**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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evaluation Cycles in 2023-2024                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
| <p>1. August 2023-May 2024: Provide Professional Learning, site-planning, K-2 Assessment release time for teachers, data analysis, and collaboration time for all teachers on how to use Illuminate Assessments for ELA and Math in order to address standards mastery, identification of specific needs for whole class or small groups, to identify specific needs for targeted small group support and monitor student progress over time. <b>(\$14,000 Certificated Timesheet/7101)</b></p> <p>2. June 2023-May 2024: Staff will have the opportunity to attend AVID Summer Institute and Pathways Workshop in Anaheim, San Diego, and Elk Grove. Staff will also have the opportunity to participate in monthly AVID professional learning workshops offered through SCOE.</p> | <ul style="list-style-type: none"> <li>• Sign in sheets and surveys from professional learning sessions</li> <li>• Administrative team will attend PLC meeting to insure practices are being implemented</li> <li>• Classroom walkthroughs to see implementation of AVID strategies</li> <li>• AVID Coaching and Certification Instrument will be completed both in Fall of 2023 and Spring 2024 to evaluate progress</li> <li>• Admin Team will conduct classroom walkthroughs using the FONT tool to collect evidence of ELD implementation and Integrated EL implementation. Data will be shared with teachers individually immediately following walkthrough and globally with the staff in November, February and March.</li> </ul> |                                                                                                                                                                 |

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| <p>3. August - May: We will continue our work with EL Coach to deepen our understanding of the California English Language Development Standards as well as how to design robust integrated and designated language development lessons.</p> |  |  |
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**Actions/Services 1.1.3 (SiteGoalID: 6354) (DTS: 04/24/23)**

**Targeted Student Group(s)**

- All

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                      | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>                                                                                                                                                                      | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
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| <ol style="list-style-type: none"> <li>1. Maintain expanded Library Technician hours from 22-23 school year which provides library tech the ability to host read alouds, teach library organization, support classroom projects, incorporate diverse titles and support curriculum check-in and out process for staff. <b>(7101 \$12,000)</b></li> <li>2. Improve Scholastic Reading Counts participation to support reading fluency and comprehension rates among all target student groups.</li> <li>3. Library Tech will develop a schedule that will include time after dismissal to that families are able to access the library to assist their students checking out books.</li> <li>4. Provide culturally relevant and diverse books for</li> </ol> | <ul style="list-style-type: none"> <li>• Maintain the 22-23 check out rate or increase the number of books checked out in the 23-24 school year.</li> <li>• Reading Counts Coordinator will work with administration team to monitor RC goals.</li> <li>• Administration will work closely with Library Tech to ensure that all core and supplemental instructional materials are effectively and efficiently distributed to staff and students in a timely manner.</li> </ul> |                                                                                                                                                                                                              |

classrooms, campus library and students. (\$2000 7101)

**Actions/Services 1.1.4 (SiteGoalID: 6354) (DTS: 04/24/23)**

**Targeted Student Group(s)**

- All

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>                                                                                                                        | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>                                                                          | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
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| <ol style="list-style-type: none"> <li>1. September - May: GATE and accelerated students will be offered enrichment activities by teachers taught in our <b>GATE extended day Academies. (7105 \$2000, \$2,000 7101)</b></li> <li>2. September - May: GATE Coordinator will assess students to identify additional GATE qualifying students. <b>(7105 \$1200)</b></li> <li>3. September - April: Materials and supplies will be purchased to support GATE extended day Academies. <b>(7105 \$197, 7101 \$703 )</b></li> </ol> | <ul style="list-style-type: none"> <li>• December &amp; March: GATE Coordinator will review student participation data</li> <li>• September - May: GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process to identify additional GATE qualifying students from our significant under-represented student populations</li> </ul> |                                                                                                                                                                                                              |

**Actions/Services 1.1.5 (SiteGoalID: 6354) (DTS: 04/24/23)**

**Targeted Student Group(s)**

- All

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP</li> </ul> | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> </ul> | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
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| <ul style="list-style-type: none"> <li>to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p>1. Purchase technology for classrooms including items such as projectors, bulbs, document cameras, printers, ink, cords, cord protectors, other tech resources and tech licenses (<b>\$4000/7101</b>)</p> <p>2. Purchase Supplemental District adopted/approved curricular resources (Scholastic Reading Counts, Mobi Max, Typing.com, Star Fall, Brain Bop, Scholastic News, etc) and library books to supplement instructional programs for students, teachers, and staff (<b>\$10,000 7101</b>)</p> <p>3. Purchase supplemental materials and resources to support small group intervention and targeted support. (<b>\$4028 7101</b>)</p> | <ul style="list-style-type: none"> <li>• Effectiveness will be measured through walk-through observations focused on students interacting with technology.</li> <li>• Students' ability to access technology will be measured through their ability to successfully navigate CAASPP and Illuminate online assessments</li> <li>• Effectiveness will be measured through walkthrough notes observing teachers using technology to instruct their classes.</li> <li>• AVID strategy implementation will be measured through the Fall and Spring CCI visits with AVID Program Specialist and Coaches</li> </ul> |  |

**Actions/Services 1.1.6 (SiteGoalID: 6354) (DTS: 04/24/23)**

**Targeted Student Group(s)**

- All

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
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| <p>1. August: Provide an AVID Coordinator to collaborate with administration and Co-lead Site AVID Leadership Team (<b>AVID stipend \$750, 7101 \$750</b>)</p> <p>2. Schedule observations at least twice a year (Fall &amp; Spring) with AVID Coaches. Provide release time for teachers to work with</p>                                                                                             | <ul style="list-style-type: none"> <li>• Walkthrough observations of classrooms collected AVID implementation data</li> <li>• Minutes/notes from AVID team monthly AVID team meetings</li> <li>• Use of supplies and materials will be observed in</li> </ul>                                             |                                                                                                                                                                                                              |

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| <p>AVID coaches to model observe, co-teach, and debrief. (<b>\$2000 7101</b>)</p> <p>3. August - April:<br/>Provide supplies, equipment, posters, and materials for implementation of AVID program. (<b>\$8,000 7101</b>)</p> <p>4. September - April: Provide release time for teachers to observe another AVID school program off site (Model school observation) (7 teachers X \$130 = <b>\$949 7101</b>)</p> <p>5. Provide professional development and on-going training to teachers and administration in AVID strategies and implementation. (<b>\$9000 7101</b>)</p> | <p>classrooms as strategies are implemented.</p> |  |
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| Funding Sources for District Goal 1    | Amount  | Description of Use               |
|----------------------------------------|---------|----------------------------------|
| GATE (7105/0000)                       | \$2000  | Certificated- Timesheets         |
| GATE (7105/0000)                       | \$1200  | Certificated-Stipends            |
| GATE (7105/0000)                       | \$197   | Materials/Supplies/Equipment     |
| Supplemental/Concentration (7101/0000) | \$54449 | Certificated- Timesheets         |
| Supplemental/Concentration (7101/0000) | \$750   | Certificated-Stipends            |
| Supplemental/Concentration (7101/0000) | \$12500 | Classified- Timesheets           |
| Supplemental/Concentration (7101/0000) | \$19000 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7101/0000) | \$14731 | Materials/Supplies/Equipment     |

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| <p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p> | <p><b>District Needs and Metrics 2:</b></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"> <li>• Assessment System</li> </ul> |
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- Data and Program Evaluation
- Other (Site-based/local assessment)

**Site Goal 2.1 (SiteGoalID: 6806) (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: 6806) (DTS: 03/31/23)**

**Targeted Student Group(s)**

| <b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> | <b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> | <b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
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**Site Goal 2.2 (SiteGoalID: 6360) (DTS: 02/10/23)**

Utilize research-based ELD instruction, strategies, and techniques. Use ELCAP, EGUSD ELA Illuminate assessments, and CAASPP data to analyze student needs for effective programmatic and student-based ELD instruction. Assess all EL students to identify current levels in order to provide targeted English Language instruction throughout the day and provide intervention opportunities.

- Increase the percentage of EL students making progress towards English Proficiency by 5% , from 56.1% to 61.1 % in 2023-2024.
- Increase the percentage of EL students reclassified by 5%, from 9.3% to 14.3% in 2023-2024

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

**Targeted Student Group(s)**

- EL

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
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| <ol style="list-style-type: none"> <li>1. VP will be EL/ELPAC Coordinator and train credentialed teacher conduct initial and annual ELPAC assessments for all English Learners to track progress of individual EL students.</li> <li>2. Assessor will conduct initial assessments 30 hours for TK/K (Fall) and new students identified within 30 days of enrollment</li> <li>3. Assessor will administer ELPAC summative assessment to TK-6 grade in Spring.</li> <li>4. August: VP will distribute ELAPC scores to teachers to identify EL students and their English Level of Proficiency.</li> <li>5. August-May: VP will coordinate EL program with assistance from EL Coach. 4 ELAC meetings will be held (October, December, February and April)</li> <li>6. August - April: VP will work with EL Coach to provide professional development with staff at least 1 time per trimester</li> <li>7. September - April: Purchase Supplemental EL Instruction, Intervention, and Enrichment materials.</li> <li>8. Provide Translation Services for Meetings and other communication with families.</li> </ol> | <ol style="list-style-type: none"> <li>1. Monitor/ Analyze Testing Process and ELPAC Summary Reports of individual students.</li> <li>2. Ensure all teachers have student data before school begins to allow for instructional planning</li> <li>3. Attend/Evaluate ELAC site meetings. VP will collect sign-in sheets and agenda minutes. Feedback will be collected from families at or after meetings.</li> <li>4. Staff evaluation of professional development - Classroom walkthrough observations to see learned ELD instructional strategies in action.</li> <li>5. Collect sign-in sheets, agendas, and feedback after any trainings. Evaluate the use of information use during classroom walkthroughs.</li> </ol> |                                                                                                                                                                                                              |

| <b>Funding Sources for District Goal 2</b> | <b>Amount</b> | <b>Description of Use</b>    |
|--------------------------------------------|---------------|------------------------------|
| EL Supplemental (7150/0000)                | \$4000        | Certificated- Timesheets     |
| EL Supplemental (7150/0000)                | \$1494        | Classified- Timesheets       |
| EL Supplemental (7150/0000)                | \$500         | Materials/Supplies/Equipment |

|                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p> | <p><b>District Needs and Metrics 3:</b></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"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Site Goal 3.1 (SiteGoalID: 6356) (DTS: 02/10/23)**

Our goal is to decrease the disproportionality amongst subgroups in regards to the number of student suspensions according to the California Accountability Dashboard. We will continue to address behavior concerns in a restorative manner with all students using PBIS structures and procedures (Comprehensive Tier 1 and Tier 2 Positive and Behavior Interventions and Supports), Character Strong Curriculum, and Culturally Responsive Practices.

- Increase fidelity of implementation by 2% as measured by the Tiered Fidelity Inventory (TFI) of PBIS implementation:
  - Tier 1: 90% to 92%
  - Tier 2: 85% to 87%
- Maintain Gold status as measured by the National PBIS Coalition
- Maintain 1% suspension rate for all subgroups:
  - English Learners 3.3%
  - SWD 2.6%
  - SED 2.2%
  - Hispanic students 1.9%

**Metric:** Suspension Rate: Percent of Students Suspended

**Actions/Services 3.1.1 (SiteGoalID: 6356) (DTS: 02/10/23)**

## Targeted Student Group(s)

- All

| <b>What Specific Actions/Services will you Provide to this Student Group?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>How will you Progress Monitor the Implementation of Actions/Services?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Evaluation Cycles in 2023-2024</b>                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul> <ol style="list-style-type: none"><li>1. August - May: Ongoing implementation of PBIS Universal Expectations and Supports with a focus on school climate and culture</li><li>2. Continue training and support of students, staff, and school community in the area of PBIS through direct instruction of expectations, affirmation strategies and consequences.</li><li>3. August, October, January, and March: Assemblies will be held to teacher schoolwide expectations, bully prevention, and positive social interactions.</li><li>4. Continued use of intervention strategies such as Check In/Check Out, Lunch Bunch, Focused SEL interventions.</li><li>5. August-May: Build upon Gold application for PBIS recognition by addressing areas of need as identified on the TFI.</li><li>6. Use PBIS funding for signage, supplies, materials</li><li>7. Sept.-May: Use the MTSS counselor to conduct small group focused intervention/lunch bunch and co-teach SEL lessons using Character Strong.</li><li>8. August-May: Use Character Strong/Purposeful People SEL lessons, incorporating each monthly theme into Schoolwide Expectations</li><li>9. August-May: Identify students who exemplify the monthly theme and publicly recognize students at school assemblies</li><li>10. Identify Foster Youth and provide staff with FYS services/outreach. Meet and</li></ol> | <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul> <ul style="list-style-type: none"><li>• PBIS Team Lead will run monthly data reports on major and minor referrals. Tier 1 team will identify areas of need and monitor progress. Data will be shared with staff and school site council.</li><li>• Monitor Tier 2 interventions within the monthly Tier 2 team meeting. Collect evidence of intervention success on Markofer Tier 2 TIPS document.</li></ul> | <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul> |

monitor monthly the needs and progress of students.

**Actions/Services 3.1.2 (SiteGoalID: 6356) (DTS: 04/24/23)**

**Targeted Student Group(s)**

• Asian • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

**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 - May Implements Tier 1 and Tier 2 PBIS program schoolwide, implement Tier 2 supports for identified students  
2. August - May: Administration and Tier 1 and Tier 2 Leadership teams will collect and analyze suspension data along with Major and Minor referral data to monitor progress in decreasing disproportionality of our suspension rate.  
3. August - May: Identify disproportionality of suspensions and behavioral referrals in regards to over-represented groups of students (Hispanic, EL, SED, and SWD)  
4. August-September: Utilize the PBIS Bully Prevention lessons within the first month of school. Teachers will teach lessons initially within first month of school, Admin & Teachers will review lessons in January and March.  
5. August - May: Continue to implement restorative practice strategies.  
6. August: PBIS Schoolwide Expectation lessons will be taught within first few days of school to all grade levels, reviewed in January and then in March following Spring Break.

- Analyze Monthly Discipline data including Major and Minor behavior referrals
- EGUSD Suspension Quarterly Reports for tracking, analyzing and informing practice specifically for focus populations
- MTSS referral and response data will be reviewed for over-representation of focus populations

7. August - May Use the MHT and MTSS counselor as well as the PBIS Behaviorist/Coach to support teachers and students in addressing Tier 2 needs

| Funding Sources for District Goal 3 | Amount | Description of Use           |
|-------------------------------------|--------|------------------------------|
| PBIS (7440/0000)                    | \$500  | Materials/Supplies/Equipment |

|                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p> | <p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/Local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Site Goal 4.1 (SiteGoalID: 6359) (DTS: 02/10/23)**

Strengthen our home school connection through the programs and supports that we provide for students and families. Our goal is to decrease our chronic absenteeism rates for all students, but with a focus on the following subgroups according to the California Accountability Dashboard:

- 36.9% of all student were Chronically Absent
- 51.9% of our Asian students were Chronically Absent
- 49.3 % of our SWD were Chronically Absent

**Metric:** Percent Chronically Absent

**Actions/Services 4.1.1 (SiteGoalID: 6359) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Asian • SWD



### 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 with families through Talking Points, Email, as well as Back To School night meeting the importance of attending school and our absence policy.

2. August-May: Daily phone calls home from office staff to clear attendance.

3. August-May: Personal phone calls from teachers for students absent after 3 days. Contacts logged into Synergy.

4. August-May: Administration make phone calls for students absent after 5 days. Contacts logged into Synergy.

5. August-May: Inform school community of weekly attendance percentages (Sandwich Board/Talking Pts Message).

6. August-May Follow school policy as laid out in District handbook for tracking and monitoring absences via the SARB process.

7. August-May: Provide PBIS incentives for individual and classroom attendance (**\$500 7440**).

8. August-May: Hold twice monthly Tier 2 PBIS meetings review chronically absent students for interventions. Use data from 22-23 that specifically identifies Chronically Absent students in specific subgroups (Asian, SWD) to proactively address possible attendance concerns. Document and develop individual supports for students and families with the Tier 2 team and the classroom teacher.

- Track weekly attendance percentages and share with school community.
- Track monthly attendance data, work with attendance clerk to provide monthly data to teachers. Focus particularly on the attendance rate, late arrivals, and early dismissals. Track and analyze data of specific targeted student groups monthly to identify progress and need for intervention.
- Contact families to support positive attendance.
- Track individuals maintaining 3-5 attendance days each trimester to earn a class incentive.
- VP share attendance data with staff at monthly staff meetings
- Meet monthly with regional attendance tech to determine individual chronically absent students. Contact families. Track data using Synergy Attendance data.

**Site Goal 4.2 (SiteGoalID: 6361) (DTS: 02/10/23)**

Provide educational opportunities for parents/guardians/caretakers and increase the average participation rate.

- 2022-2023 Back to School Night Percentage: 61%
- 2023-2024 Back to School Night Percentage: 65%
- 2022-2023 97% of Markofer Families were subscribed to Talking Points
- 2023-2024 Maintain 97% of Markofer Families subscribed to Talking Points
- 2023-2024 Increase the percentage of teachers using Talking Points by 10%

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

**Actions/Services 4.2.1 (SiteGoalID: 6361) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>                                                                                                                    | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>               | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Hold Back to School Night in August and Open House in the Spring.</p> <p>2. September - April: Mustang Parent University in partnership with the FACE Department ,MTSS Counselor and other outside agency partners (<b>\$4000 7101</b>):</p> <ul style="list-style-type: none"> <li>*Bullying/Cyberbullying</li> <li>*Internet Safety/Social Media 101</li> </ul> <p style="text-align: right;">*</p> <p>Latino Family Literacy Series</p> <ul style="list-style-type: none"> <li>*Encouraging Emotional</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance sign-in sheets at events will be collected and percentage participation collated.</li> <li>• Parent University Attendance and evaluation data will be analyzed.</li> <li>• Monitor Talking Points analytics and share with staff and school site council</li> </ul> |                                                                                                                                                                                                              |

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| <p>Growth &amp; Mindset<br/>*Setting Limits Series with Lisa MacKenzie (Sept. 7, 14, 21, 28)</p> <p>3. August - May: Markofer Mustang News - continue to engage students and families through video production, newscasts, and Public Service Announcements</p> <p>4. August - May: Engage families with various communication modes: auto-dialer phone calls, emails, school website, Talking Points messages, social media, and video</p> <p>5. August/September: Purchase signage to help create a welcoming school community. (<b>\$1000 7101</b>)</p> <p>6. August-April: Fund necessary "light snacks, supplemental materials, Technology, equipment and personnel (<b>\$500 7101</b>).</p> |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| Funding Sources for District Goal 4    | Amount | Description of Use               |
|----------------------------------------|--------|----------------------------------|
| PBIS (7440/0000)                       | \$500  | Materials/Supplies/Equipment     |
| Supplemental/Concentration (7101/0000) | \$4000 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7101/0000) | \$1500 | 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 |                 | \$4000          |                 |                 | \$4000 |
| EL Supplemental (7150/0000) | Classified- Timesheets   |                 | \$1494          |                 |                 | \$1494 |

|                                        |                                  |         |                |
|----------------------------------------|----------------------------------|---------|----------------|
| EL Supplemental (7150/0000)            | Materials/Supplies/Equipment     | \$500   | \$500          |
| GATE (7105/0000)                       | Certificated- Timesheets         | \$2000  | \$2000         |
| GATE (7105/0000)                       | Certificated-Stipends            | \$1200  | \$1200         |
| GATE (7105/0000)                       | Materials/Supplies/Equipment     | \$197   | \$197          |
| PBIS (7440/0000)                       | Materials/Supplies/Equipment     | \$500   | \$500 \$1000   |
| Supplemental/Concentration (7101/0000) | Certificated- Timesheets         | \$54449 | \$54449        |
| Supplemental/Concentration (7101/0000) | Certificated-Stipends            | \$750   | \$750          |
| Supplemental/Concentration (7101/0000) | Classified- Timesheets           | \$12500 | \$12500        |
| Supplemental/Concentration (7101/0000) | Contracts/Services/Subscriptions | \$19000 | \$4000 \$23000 |
| Supplemental/Concentration (7101/0000) | Materials/Supplies/Equipment     | \$14731 | \$1500 \$16231 |

### 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.

\*\*\* If applicable, please provide a description \*\*\*

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## V. Funding

### Florence Markofer Elementary (313) | 2023-2024

#### EGUSD Strategic Goals

| Fund Source<br>Mgmt. Code /<br>Description<br>Resc. Code /<br>Description         | FTE    | Carry<br>Over | Allocation | Subtotal  | 1<br>Curriculum<br>and<br>Instruction | 2<br>Assessment | 3<br>Wellness | 4<br>Family<br>Engagement | Balance |
|-----------------------------------------------------------------------------------|--------|---------------|------------|-----------|---------------------------------------|-----------------|---------------|---------------------------|---------|
| <b>1510</b> Regular Education (TK-6)<br><b>0000</b> Unrestricted                  | 0.0000 | \$0           | \$38,895   | \$38,895  | \$38,895                              | \$0             | \$0           | \$0                       | \$0     |
| <b>7101</b> LCFF Supplemental Concentration TK-6<br><b>0000</b> Unrestricted      | 0.0000 | \$0           | \$106,930  | \$106,930 | \$101,430                             | \$0             | \$0           | \$5,500                   | \$0     |
| <b>7105</b> Gifted and Talented Education (GATE) TK-6<br><b>0000</b> Unrestricted | 0.0000 | \$0           | \$3,397    | \$3,397   | \$3,397                               | \$0             | \$0           | \$0                       | \$0     |
| <b>7150</b> EL Supplemental Program Services TK-6<br><b>0000</b> Unrestricted     | 0.0000 | \$0           | \$5,994    | \$5,994   | \$0                                   | \$5,994         | \$0           | \$0                       | \$0     |
| <b>7440</b> Positive Behavior Incentive Supports<br><b>0000</b> Unrestricted      | 0.0000 | \$0           | \$1,000    | \$1,000   | \$0                                   | \$0             | \$500         | \$500                     | \$0     |
| <b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>          | 0.0000 | \$0           | \$156,216  | \$156,216 | \$143,722                             | \$5,994         | \$500         | \$6,000                   |         |

#### Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$156,216

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**

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