



## **Foulks Ranch Elementary**

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

**Principal: Joe Donovan**

**County-District-School (CDS) Code: 34673146107700**

**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

Foulks Ranch Elementary | Focused Work: 2023-2024

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### Goal Setting (Icapid: 529)

#### 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?

There are many opportunities for stakeholders to be a part of the planning process for the LCAP/Annual Review and Analysis. ---Annual District LCAP Survey Fall, 2022. Annual School LCAP survey January 2023, Leadership Meeting April 3, 2023 and May 8, 2023, Staff Meeting May 1, 2023. School Site Council (1st Spring 4/18/23 and 2nd Spring 5/15/2023) and ELAC Meeting (4/27/2023)---. Continual input sought and received through ongoing stakeholder communication via Zoom Meetings, parent nights, awards assemblies,

and school functions.

Our staff worked together to review and analyze last year's LCAP plan. Our site Leadership team and staff met throughout the year to discuss the actions and services that would appropriately support students and teaching. Biweekly PBIS team meetings to track MTSS students and site practices, completed the Tier I and Tier II PBIS Fidelity Inventory to assess our progress towards goals. Admin met throughout the year with English Language Learner Community to discuss how to best meet their needs and receive input for the planning process. Foulks Ranch School Site Council reviewed data related to our strategic goals and provided valuable input for creating this upcoming year's goals.

## 2. Impact of LCAP and Annual Update

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

These consultations assisted in ranking priorities for funding, receiving input on funding use, reviewed previous years data for effectiveness. Showed the need for increased funding for teacher release days to go over data and plans to eliminate gaps, provide academic intervention and assessment support for the cycle of improvement through grade level PLCs. This process also allowed us to gather feedback from stakeholder groups that had not previously participated much in the school plan development process.

## Resource Inequities

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

As of Spring 2023, Foulks Ranch had the following subgroups enter ATSI:

<b>Student Group:</b>	<b>Chronically Absent:</b>
African American	1
Asian	1
Hispanic	1
White	1
2 or More	1
EL	1
Filipino	1
Economically Disadvantaged	1
Students with Disabilities	1

Analysis of our Resource Inequities showed struggles in Chronic Absenteeism. Throughout our school LCAP, we have put goals and actions in place in order to address the inequities amongst student groups.

## 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: 6274) (DTS: 02/10/23)**

Increase proficiency in implementation and application of Common Core State Standards and provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP/SBAC, and Grade Level SMART Goal assessments to increase efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

\* **Overall** English Language Arts (ELA) scores will increase from 59% to at least 64% of our students meeting or exceeding standards on the CAASPP assessments.

\* **Overall** Mathematics scores will increase from 46% to at least 51% of our students meeting or exceeding standards on the CAASPP assessments.

**Subgroups in Low Category for ELA:**

\* African American students will increase from 43% met or exceeded standards to at least 48%

\* Asian students will increase from 45% met or exceeded standards to at least 50%

\* EL students will increase from 23% met or exceeded standards to at least 28%

\* SED students will increase from 43% met or exceeded standards to at least 48%

\* SWD students will increase from 32% met or exceeded standards to at least 37%

**Subgroups in Low Category for Mathematics:**

\* African American students will increase from 22% met or exceeded standards to at least 27%

\* Asian students will increase from 33% met or exceeded standards to at least 38%

\* Two or More students will increase from 41% met or exceeded standards to at least 46%

\* EL students will increase from 13% met or exceeded standards to at least 18%

\* SED students will increase from 30% met or exceeded standards to at least 35%

\* SWD students will increase from 19% met or exceeded standards to at least 24%

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

**Actions/Services 1.1.1 (SiteGoalID: 6274) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- School-wide

**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"> <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>1) Provide internal professional development through release time for teachers to observe colleagues, plan and collaborate on school-wide instructional targets, and discuss students of concern in trimesterly CO-OPs. (Roving substitutes \$197.75 per day, x 8 = \$1,582)</p> <p>2) Use of 2 Academic Intervention Teachers to assist during WIN times to create smaller groups and assist grade levels with targeted instruction to underperforming students. (AITs: \$45.20 per hour x 5 hours a day = \$226 per day x 4 days per week = 904 per week x 3 weeks a month = \$2,712 x 9 - 10 months = \$ 24,408 - \$27,120 x 2 AITs = \$48,816 - \$54240 Total). Use of district provided AIT to focus on reading intervention with K - 2 students. Use of Parent Liason with new families and classroom transitions.</p> <p>3) Provide supplementary resources and supplies to fully implement common core state standards and close the achievement gap.</p> <p>4) Increase the number of grade level appropriate reading books in each classroom and school library of a variety of levels and specifically targeted to engage significantly underperforming subgroups.</p>	<p><b>Aug, Dec, Apr checkpoints for:</b></p> <p>1) Effectiveness of release time will be measured by review of results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p> <p>2) Effectiveness of AIT uses will be measured in PLCs through teacher developed formative assessments that determine students acquisition of the chosen essential standards. PLC minutes and student data presented to administration during CO-OPs will measure implementation of this goal while the overall impact on student learning will be measured summatively by CAASPP and K/1/2 Benchmarks.</p> <p>3) The effectiveness of the actions 3 and 4 will be monitored by:</p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>* ELPAC scores</li> <li>* Pre/Post reading assessments (District mandated assessments level of proficiency)</li> </ul> <p><b>Aug, Dec, Apr checkpoints for:</b></p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>* K/1 Benchmarks assessments (entry and trimesterly)</li> </ul> <p>2nd-6th Interim assessments(entry, mid-year, and end of year)</p>	

**Site Goal 1.2 (SiteGoalID: 6278) (DTS: 02/10/23)**

Increase the percentage of English Language Learners Reclassification rate from this past year of 3% to 8% in 2023- 2024 school year with use of EL Coach and AIT to assist with identification/placement, reclassification, RFEP monitoring, parent communication and support for ELAC meetings.

**Metric:** Reclassified - Percent of English Learners  
Reclassified

**Actions/Services 1.2.1 (SiteGoalID: 6278) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<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>
<p>1) Continuously improve the proficiency of English Learners through additional supports and interventions throughout the instructional day provided by AIT.</p> <p>2) Site English Language Coordinator will monitor, assess and review state mandated ELD assessments. Coordinator will also support site English Learner Advisory Committee and monitor/guide ELD instruction on site with grade level PLC teams. ELPAC Coordinator will administer Initial and Summative Assessments.</p>	<p><b>July - June monitoring and sharing monthly with staff.</b></p> <p>1) The effectiveness of this will be measured by FONT walkthrough data that will ultimately be represented in site PIC data.</p> <p>2) The effectiveness will be measured by the collected data on progress toward team-determined essential standards. Summatively, the CAASPP, ELPAC and redesignation data will determine if goals were met.</p>	

**Site Goal 1.3 (SiteGoalID: 6281) (DTS: 02/10/23)**

Foulks Ranch achieved prior year goal to double the amount of GATE identified students in 3rd - 6th grade from 16 to 32 students by having 33 students identified. The site goal for the 2023-2024 school year is to have 40 GATE identified students.

**Metric:** A-G Completion - Percent of Graduates Completing A-G Requirements

**Actions/Services 1.3.1 (SiteGoalID: 6281) (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>Provide coordinator, extended day small group instruction and professional development for GATE identified students and students pre-identified to increase GATE enrollment and opportunites. 1000.00 coordinator stipend. 50 hours of enrichment opportunity. Materials purchased will be used for student STEM projects.</p>	<p><b>July - June</b> 5% overall increase in Gate identification, 10% for significant sub-groups. Portfolio submission from teacher and/or parent recommended students to be assessed by site GATE identification team. NNAT testing being administered to all 3rd grade students in Fall of 2023 for possible automatic identification.</p>	

<p><b>Funding Sources for District Goal 1</b></p>	<p><b>Amount</b></p>	<p><b>Description of Use</b></p>
<p>EL Supplemental (7150/0000)</p>	<p>\$9005</p>	<p>Certificated- Salaries</p>
<p>GATE (7105/0000)</p>	<p>\$2750</p>	<p>Certificated- Salaries</p>
<p>GATE (7105/0000)</p>	<p>\$1250</p>	<p>Certificated-Stipends</p>
<p>GATE (7105/0000)</p>	<p>\$397</p>	<p>Materials/Supplies/Equipment</p>
<p>Supplemental/Concentration (7101/0000)</p>	<p>\$53000</p>	<p>Certificated- Timesheets</p>

Supplemental/Concentration  
(7101/0000)

\$15137

Classified- Timesheets

Supplemental/Concentration  
(7101/0000)

\$12000

Materials/Supplies/Equipment

### District Strategic Goal 2:

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

### District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

### Site Goal 2.1 (SiteGoalID: 6797) (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: 6797) (DTS: 03/31/23)

#### 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. **Aug, Dec, Feb, and June:** Teachers will administer Illuminate Assessments to all students. Administrators will assist by informing teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete

\* Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.  
**(Aug, Dec, Feb, June)**  
\* Teachers will access their students' Illuminate and Fountas & Pinnell data, analyze it, and



assessments.

2. **Aug, Dec, April:** Teachers will assess all below grade level students with a Fountas & Pinnell Grade Level Benchmark Assessment.

3. **August - June:** Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, Fountas & Pinnell Benchmark Assessments and/or grade level data.

4. **Monthly:** Each Grade Level will complete a Data Analysis form to share with the school administration.

5. **August and May:** A Self-Efficacy Survey will be given to teachers in August 2023 and in May 2024 in order to help determine if teacher efficacy is increasing.

determine next steps in order to improve student learning.

**(Aug, Dec, Feb, June)**

\* The Principal will analyze the Self-Efficacy Survey results in August 2023 and May 2024 and will share the data with teachers and the SSC.

**(Aug, May)**

## Site Goal 2.2 (SiteGoalID: 6275) (DTS: 02/10/23)

All grade levels and intervention team will continue to operate as a high functioning Professional Learning Community (PLC) to share best practices, analyzation of assessment data, and modifications based on the data as witnessed by 100% completion and turn in rate of PLC notes. Continued full participation in weekly grade level PLC meetings where the cycle of inquiry is used to improve student achievement as shown through notes, feedback and assessment data (Illuminate).

### Metric:

## Actions/Services 2.2.1 (SiteGoalID: 6275) (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.

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

- What progress data will be collected and who will collect it?

### Evaluation Cycles in 2023-2024

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

- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

- How often and when will it be collected?
- Who will it be shared with and when?

1) PLC s meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member of every grade level. Support PLC Guiding Coalition team throughout the year as team reviews common assessment plan, intervention services, ELD instruction and enrichment services.  
(See 1.1.1 Funding Sources)

2) Variety of district approved online subscriptions including, but not limited to the following:

- \* IXL Yearly Site Subscription - \$13,283

- \* Starfall Yearley Site Subscription - \$270

Variety of hard copy subscriptions including, but not limited to:the following:

- \* Time for Kids - \$2,000

- \* Scholastic News - \$2,000

3) AVID Elementary Start Up Funds:

- \* 35 binders (\$5 each= \$175/class) = \$1,7500

- \* 35 pencil pouches (\$3 each = \$105) = \$1,050

- \* 100 pencils (\$36/class for 9 packs at startup) = \$360

- \* 35 colored pencils (\$1.99 each = \$69.65/class) = \$696.50

- \* 35 highlighters of each color - pink, yellow, green (\$6.99/dozen = \$78.75/class) = \$787.50

- \* 35 pens one of each color - red, blue (\$6.99 for 60, \$10.00/class) = \$100

- \* 5 packs of binder paper (\$2.49/pack, \$12.45/class) = \$124.90

- \* 35 binder divider packs of 5 (\$1.50 each, \$52.50/class) = \$525

- \* 35 agendas (\$6.99 each, \$229.25/class) = \$2,292

### **Aug, Dec, Apr**

1) Site administrative team review results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.

### **Apr, May**

2) Student progress on licensed technology, software and hard copy subscriptions will be reviewed annually. The collaborative team will determine the continuation and/or discontinuation of current subscriptions. New recommendations will be piloted by grade levels prior to recommending new purchases.

3) Fidelity to the AVID Elementary program. Followup with Summer Institute initial trainings by attending SCOE Professional Development opportunities for staff members taking on AVID. All of 6th grade AVID trained along with 1 Kinder and 1 4th. 5th grade and 2 grade attending upcoming Summer Institute  
**(June/Anaheim).**

AVID SCOE Professional Development training expense - \$900 and Substitute Coverage - \$1,500		
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Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$1500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$22453	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$7687	Materials/Supplies/Equipment

<b>District Strategic Goal 3:</b> All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	<b>District Needs and Metrics 3:</b> Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <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>
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**Site Goal 3.1 (SiteGoalID: 6276) (DTS: 02/10/23)**

Our goal is to continue to enhance the positive culture and climate at Foulks Ranch Elementary School.

PBIS - Implement School Wide Positive Behavior Interventions and Supports (PBIS), use of Social Emotional Learning (SEL) Toolbox lessons and materials, and Second Step grade level curriculum.

Goal met as Foulks Ranch received Gold PBIS Award recognition. Goal for 2023-2024 school year is to improve upon TFI Tier I score of 93% up to 96%, Tier II score of 96% to 100%, and to again receive Gold PBIS award recognition.

**Metric:** School Climate - Average Favorability Rating

**Actions/Services 3.1.1 (SiteGoalID: 6276) (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) Provide instructional materials, feedback, technology, signage and student acknowledgement to support school-wide PBIS implementation and school safety and reduce disproportionality in student discipline.</p>	<p><b>July - June</b> 1) Maintain or increase current scores on TFI. Maintain less than 2% suspension rates for all subgroups increase school climate favorability ratings for all groups by 5%.</p>	

**Site Goal 3.2 (SiteGoalID: 6280) (DTS: 02/10/23)**

Maintain less than 2% suspension rate for all subgroups and decrease disproportionality rate as well as total number of incidents from 134 to under 100.

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

**Actions/Services 3.2.1 (SiteGoalID: 6280) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<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>

- 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.

1) Deliberately and intentionally analyze current policies and procedures to understand the marginalizing of individuals or groups of students better. Provide professional development for teachers to help with understanding and building relationships with the students and their families. Identify specific individuals to ensure documentation that student progress is consistent with rewards and ensure that the staff understands purpose and value of the system.

**July:** Continue ASSIST Recess Mentor partnership for daily work with students during their recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. Set to begin 7/19/2023.

**July/August:** Reteach student expectations on campus through beginning of the year PBIS Kickoff assemblies, classroom visitations by admin, and morning announcements reminders highlighting the Falcon Five.

**July - June:** Support PBIS Program by providing positive signage

**August:** Initiate monthly PBIS committees for both Tier I and Tier II. School administration will continue to use Restorative Practices when working with students. Teachers will be encouraged to utilize Community Circles/Morning Meetings each week. PBIS Tier II team will monitor academic, behavioral, and socio-emotional progress through the

1) The effectiveness of this will be seen in positive staff feedback to Educational Equity courses, decrease in discipline referrals and MTSS referrals for behavioral concerns.

**August - June:** Vice Principal will share suspension data with staff, monthly. Goal to maintain our less than 2% suspension rate.

**March - April:** Teachers will administer the Student School Climate Survey to all students in grades 3-6 with a goal of 100% student participation rate.

**April:** Principal will administer the Staff School Climate Survey with a goal of 100% staff participation.

**May - June:** The Principal will administer the Parent School Climate Survey to parents with a goal of 90% participation rate.

**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.

**March - April:** Our PBIS Teams (Tier I and Tier II) will complete our annual TFI and will share the data with our staff, parents, and SSC.

**October - June:** SOAs and Vice Principal will monitor daily student attendance and give feedback to progress of students of concern.

use of data at bi-weekly PBIS Tier II meetings and will report updates at each subsequent Staff meeting.

**March - June:** School Climate Surveys to parents, staff, and students will be distributed by the Principal.

**March:** PBIS Tiered Fidelity of Implementation for Tier I and Tier II will be calculated by the administration of the TFI by the PBIS team.

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment

<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>
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**Site Goal 4.1 (SiteGoalID: 6277) (DTS: 02/10/23)**

Increase opportunities for parents and families to participate in school-wide events by focusing on new families and parent groups who traditionally do not attend school functions such as: SSC, ELAC, PTO general meetings, PTO events, Parent Workshops, SST, BTSN, Open House, Carnival, Auction, and Friday Falcon assemblies. Looking to increase current levels of parent participation as we are opening back up to Pre-COVID expectations where attendance at family events was high. Looking to raise grade level Parent Workshops from previous average of 20 participants to 30 or more, Attendance at SSC, ELAC and PTO meetings to be more than just council and executive board members (at least 10 more attendees per

meeting). SEL Coordinator outreach to families explaining SEL Club mentorship being provided from Intermediate student members to primary students.

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

**Actions/Services 4.1.1 (SiteGoalID: 6277) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

<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) Publicize all school wide events via email, Remind Talking Points, flyers, newsletters, marquee, morning announcements, Synergy, Facebook, Twitter and Foulks Ranch website. Follow up communications with personal calls to targeted populations. Family curriculum nights (ie.SEL, Cultural Responsiveness, Literacy, Math) for hands-on opportunities.and family exposure to experts in designated fields. Food and drink provided to entice more attendance.</p>	<p><b>July - June</b>            1) Effectiveness of parent outreach will be measured by increased scores from families on culture and climate survey surveys, increased attendance logs at events and comment card feedback data. Monitoring of sign-in sheets will be done at all events throughout the year by admin to assist in determining the subgroups with the lowest attendance and reaching out to increase awareness and participation. This will be done by personal communication (phone calls, email, and in-person communication)</p>	

**Actions/Services 4.1.2 (SiteGoalID: 6277) (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</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>

<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) Support <b>Parent Teacher Home Visit Project</b> - <b>district</b> funds will be used to provide training/hourly compensation for staff to conduct home visits. Participate in workshops that support family engagement.</p> <p>In 2022-23 Foulks Ranch staff conducted 85 home visits. A goal of at least 100 home visits for the 2023-24 school year has been set.</p> <p>There are currently 33 Foulks Ranch teachers who have been fully trained to conduct home visits and Foulks Ranch has a goal of at least 40 teachers to be trained by end of 2023-24 school year.</p>	<p><b>July - June</b></p> <p>1) Effectiveness will be measured by amount of participating teachers and feedback from parents post-visit. Site Coordinator monitor participation and assist with visits and promote the trainings for those teachers who still need to be cleared to conduct the visits.</p>	

**Actions/Services 4.1.3 (SiteGoalID: 6277) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</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>1) Support SEL Coordinator to expand the use of Second Step access and use for all grade levels. Provide staff development in class services/support, and supplemental materials to support mindful practices. Increase usage of Second Step curriculum from current status (22/23) of 50% of staff accessing</p>	<p><b>July - June</b></p> <p>1) Effectiveness of focus on Second Step curriculum at Foulks Ranch will be seen in student, staff and parent survey results. It will also be seen through analyzing Tier II data and MTSS referrals.</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>



online curriculum to 100% of staff in (23/24) accessing Second Step lessons throughout the school year.

**Site Goal 4.2 (SiteGoalID: 6279) (DTS: 02/10/23)**

Foulks Ranch looks to increase overall attendance percentage from 90.70% to 95% and to decrease chronic absentee percentage from 35.4% to 30% or below in the 2023-24 school year.

**Metric:** Attendance Rate

**Actions/Services 4.2.1 (SiteGoalID: 6279) (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) Use of Parent Nights, Teacher Home visits, parent visitations (lunch with a loved one) and playground activities to continue to build connection between home and school. Consistent daily attendance message to families stressed at these events and in home visits.</p> <p>2) Continue use of SEL Coordinator spearheading the Foulks Ranch SEL Club where Intermediate students are mentoring Primary students through difficult situations. SEL Coordinator communicating with families to share information on the mission of the club, lessons being provided and seeking feedback.</p>	<p><b>July - June</b></p> <p>1) Effectiveness of increased focus on student preferred playground activities will be seen in Daily Attendance Rate increase to 95% or higher. SOA will monitor monthly attendance rates and continue with personalized incentive programs with chronically absent students. Work in conjunction with AIO officer through monthly check-ins and planning time.</p> <p><b>Sept, Feb, May</b></p> <p>2) SEL Coordinator provided trimesterly checkpoints with admin detailing participation rates and feedback from families, staff and students.</p>	

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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$1500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$3478	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$2500	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- Salaries	\$9005				\$9005
GATE (7105/0000)	Certificated- Salaries	\$2750				\$2750
GATE (7105/0000)	Certificated-Stipends	\$1250				\$1250
GATE (7105/0000)	Materials/Supplies/Equipment	\$397				\$397
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$53000	\$1500		\$1500	\$56000
Supplemental/Concentration (7101/0000)	Classified- Timesheets	\$15137				\$15137
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions		\$22453		\$3478	\$25931
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$12000	\$7687	\$1500	\$2500	\$23687

### 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, teacher collaboration, professional development opportunities, and release time to benefit all students.

Funding supports PBIS program to benefit all students

Funding supports parent participation opportunities to benefit all students.

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## V. Funding

### Foulks Ranch Elementary (263) | 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
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$47,160	\$47,160	\$47,160	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$120,755	\$120,755	\$80,137	\$31,640	\$1,500	\$7,478	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$9,005	\$9,005	\$9,005	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$182,317	\$182,317	\$140,699	\$31,640	\$2,500	\$7,478	

#### Fund Subtotals

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

Subtotal of state or local funds included for this school \$182,317

	Signatures: (Must sign in blue ink)	Date
<b>Principal</b>	Joe Donovan	
<b>School Site Council Chairperson</b>	Courtney Smith	
<b>EL Advisory Chairperson</b>	Abdul Asim	



