

## **Miwok Village Elementary**

# **Local Control Accountability Plan (LCAP) 2022-2023**

**Principal: Jodi Boyle**

**County-District-School (CDS) Code: 34673140141143**

**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

| Focused Work: 2022-2023

### Goal Setting

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

##### Goal 1: High-Quality Classroom Instruction and Curriculum

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

##### Goal 2: Assessment, Data Analysis, & Action

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

##### Goal 3: Wellness

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

##### Goal 4: Family and Community Engagement

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

#### Stakeholder Engagement

##### Involvement Process for LCAP and Annual Update

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

Miwok Village Elementary School is a new campus and all consultation occurred with committees brought together to plan and design the school. Committees included teachers and support staff members slated to staff, parents of the children slated to attend the school, and community members. This planning period was November 2021-July 2022. The following were opportunities for collaborator consultation and input to the planning process:

- Monthly Community Q&A Meetings: January 5, 2023, February 17, 2023, March 22, 2023, April 21, 2023,

May 19, 2023, June 16, 2023

- Bi-Monthly School Planning Meetings: February 3, 2023, February 15, 2023, March 3, 2023, March 31, 2023, April 12, 2023, May 10, 2023, June 2, 2023
- Site Leadership Meetings: January 13, 2023, February 24, 2023, April 23, 2023, May 2, 2023, May 4, 2023, May 9, 2023
- Grade Level Team Meetings: June 2023
- Transitional Kindergarten - Sixth Grade Family/Community Meetings with Principal and Teachers - July 2023

## Impact of LCAP and Annual Update

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

Miwok Village Elementary teaching staff represent teachers from throughout the district and from those who came from outside of Elk Grove Unified to teach. The variety of experiences of teachers was used to gather information on the tools and skills teachers had experienced. Information from teachers about effective supplemental curriculum, professional knowledge around social emotional learning, restorative practices, and AVID was used to allocate funding. Teachers expressed direct interest in professional learning opportunities and release time to improve instructional practices and support student learning. Parents were deeply interested in having extracurricular resources and opportunities to support student learning, creativity, and experiences. That information was included in the LCAP.

## Resource Inequities

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

No resource inequities identified.

## 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

As there are no current assessment measures for Miwok Village Elementary, data is based on assessment data gathered from regional elementary schools and needs assessment feedback. The site goal is to provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP, and ELPAC assessments to increase the efficiency of initial teaching and capacity of PLCs to close the opportunity gap by providing professional development opportunities in research-based best practices.

Our goal is to close the learning gap with the lowest performing subgroups in **ELA** according to the 2021-2022 CAASPP assessment data for regional 3rd through 6th grade students. According to a comparison of 2019 CAASPP ELA data and 2021 CAASPP ELA data, the percent of students meeting standards decreased from 75% to 67%. The data is broken down as follows:

- Asian students **declined** from 81% meeting or exceeding standards to 69%
- Filipino students **declined** from 87% meeting or exceeding standards to 81%
- Hispanic students **declined** from 61% meeting or exceeding standards to 53%
- White students **declined** from 83% meeting or exceeding standards to 64%
- Students with two or more races **declined** from 80% meeting or exceeding standards to 72%
- English Learner students **declined** from 53% meeting or exceeding standards to 31%
- Socioeconomically Disadvantaged students **declined** from 55% meeting or exceeding standards to 52%
- African American students **increased** from 50% meeting or exceeding standards to 56%
- Pacific Islander students **increased** from 38% meeting or exceeding standards to 44%
- Students with Disabilities **increased** from 14% meeting or exceeding standards to 21%

**ELA OVERALL/SCHOOLWIDE GOAL = Students will move from 67% to 72% meeting or exceeding standards on the 2022 CAASPP.**

Our goal is to close the learning gap with the lowest performing subgroups in **Math** according to the 2021-2022 CAASPP assessment data for regional 3rd through 6th grade students. According to a comparison of 2019 CAASPP Math data and 2021 CAASPP Math data, the percent of students meeting standards decreased from 67% to 62%. The data is broken down as follows:

- African American students **declined** from 39% meeting or exceeding standards to 33%
- Asian students **declined** from 81% meeting or exceeding standards to 74%
- Filipino students **declined** from 81% meeting or exceeding standards to 71%
- Hispanic students **declined** from 57% meeting or exceeding standards to 38%
- White students **declined** from 65% meeting or exceeding standards to 55%
- English Learner students **declined** from 44% meeting or exceeding standards to 41%
- Students with two or more races **increased** from 61% meeting or exceeding standards to 64%
- Socioeconomically Disadvantaged students **increased** from 47% meeting or exceeding standards to 50%
- Pacific Islander students **increased** from 13% meeting or exceeding standards to 44%
- Students with Disabilities **increased** from 14% meeting or exceeding standards to 24%

**MATHEMATICS OVERALL/SCHOOLWIDE GOAL = Students will move from 62% to 67% meeting or exceeding standards on the 2022 CAASPP.**

<b>Metric: CAASPP</b>	
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### Actions/Services 1.1.1

#### Principally Targeted Student Group

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each
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Group?	Practice?	Action/Service?
<p><b>1. Tier II Interventions:</b> An Academic Intervention Teacher will utilize small group instruction and highly effective learning strategies for struggling students in Kindergarten through Sixth grade:</p> <p><b>2. AIT - K-6</b> 1 District Salaried Teacher - ESSER funding</p> <p><b>3. AIT K-1</b> Time-sheeted Teachers for Kindergarten &amp; Grade 1: one from District ESSER funds</p> <p><b>4. AIT – 2-3 Grade-</b> Half day/Timesheet teacher(s) will be utilized for 2nd and 3rd grade students in reading and language development with a focused emphasis on FY, EL, and low-income students. This teacher will also assist with small groups of EL and RFEP by providing students with additional opportunities to develop fluency in English, reading, and writing through supplemental small group instruction. Timesheet Certificated Teacher: \$175 x 4 half days x 24 weeks = \$16,800 (7101/1190 Supplemental Concentration)</p> <p><b>5. Supplementary Curriculum and Resources</b> - District approved supplemental curriculum and resources to support academic intervention instruction (\$3976 - 7101/4310 Supplemental Concentration)</p> <ul style="list-style-type: none"> <li>• SIPPS - \$3075</li> <li>• Heggerty Phonemic Awareness - \$901</li> </ul>	<p><b>1 &amp; 2 &amp; 3 &amp; 4 &amp; 5</b> Hattie, J. (2011). <b><u>Visible Learning for Teachers: Maximizing Impact on Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Clarity</b> - Effect size .75</li> <li>• <b>Professional Development</b> - Effect size .62</li> <li>• <b>Collective Teacher Efficacy</b> - Effect size 1.57</li> </ul>	<p><b>1 &amp; 2 &amp; 3 &amp; 4 &amp; 5</b></p> <p>Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> <li>• The number of students exiting the intervention will be assessed and determined each trimester using classroom and district assessments</li> <li>• Grade level benchmark assessments to determine students needing AIT support every trimester</li> <li>• ELPAC and Grade Level assessments to determine AIT support for Newcomer and English Learners</li> <li>• Pre/Post assessments by AITs every 6-8 weeks</li> </ul>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$16800	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$3976	Materials/Supplies/Equipment	

#### Actions/Services 1.1.2

#### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>1. Professional Development:</b>  <b>AVID</b> - Provide professional development in AVID strategies (SCOE \$900) to school administration, teachers, coaches, and staff members through the AVID Summer Institute (5 staff X \$3000 = \$15,000) and monthly professional learning opportunities to support site-wide implementation. (Contract/Services \$15,900 - 7101/5811 Supplemental Concentration)</p> <p>In addition, purchase supplies and materials to support site-wide implementation of the AVID program at MVES. (Supplies and Materials \$6957 - 7101/4310 Supplemental Concentration)</p> <p><b>2. Professional Development from Curriculum and Professional Learning and Ed Equity:</b> All staff will receive professional development from CPL and Ed Equity on high quality instruction, culturally and linguistically responsive practices, equity, implicit biases, social emotional learning, trauma-based practices, implicit bias, race, and LGBTQ+ inclusivity.</p> <p><b>3. Professional Development: Parent Communication</b> – professional learning on supporting parent/guardian communication using email, Talking Points, and other avenues of communication to increase parent-teacher communication.</p>	<p><b>1 &amp; 2 &amp; 3</b></p> <p>Thiers, N. (2016). <i><b>Educators deserve better: A conversation with Richard DuFour.</b></i> Educational Leadership. Retrieved from <a href="http://www.ascd.org/publications/educational-leadership/may16/vol73/num08/Educators-Deserve-Better@-A-Conversation-with-Richard-DuFour.aspx">http://www.ascd.org/publications/educational-leadership/may16/vol73/num08/Educators-Deserve-Better@-A-Conversation-with-Richard-DuFour.aspx</a></p> <ul style="list-style-type: none"> <li>• Teacher clarity and focus of collaboration is essential to improve student learning.</li> <li>• Schools need a systematic way of identifying interventions for students</li> </ul> <p>Hattie, J. (2016). <i><b>Visible Learning for Literacy</b></i>, student academic performance improves through:</p> <ul style="list-style-type: none"> <li>• Collective teacher efficacy (effect size: 1.57)</li> </ul> <p>Voelkel, R. (2011). <i><b>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</b></i></p> <p>Fisher, Frey, and Hattie (2016). <i><b>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</b></i></p> <p>Hollie, S. (2017). <i><b>Culturally and linguistically responsive teaching and learning: Classroom practices for student success.</b></i> Teacher Created Materials.</p> <ul style="list-style-type: none"> <li>• Culturally and linguistically responsive teaching validates, affirms, bridges, and builds relationships in order to create meaningful and relevant experiences for all students.</li> </ul> <p>Child Trends. (2020, April 27). <i><b>“Responding to Trauma through Policies that Create Supportive Learning Environments.”</b></i> Retrieved</p>	<p><b>1 &amp; 2 &amp; 3</b></p> <p>Effectiveness will be measured through:</p> <ul style="list-style-type: none"> <li>• Sign in sheets and surveys from professional learning sessions</li> <li>• Administration will attend weekly PLC meetings and conduct classroom walkthroughs to monitor implementation and responsiveness</li> <li>• Trimester teacher analysis of grade level benchmark assessments through Illuminate</li> <li>• Weekly PLC analysis of formative assessments at each grade level</li> </ul>

from <https://www.childtrends.org/>

- Schools need to provide time and resources to identify the most urgent needs of their site, develop an action plan that supports the school culture, and meets the individual needs of students.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$6957	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$15900	Contracts/Services /Subscriptions	

#### Actions/Services 1.1.3

##### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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**1. GATE** instruction provided to students by time-sheeted teachers to teach **GATE enrichment classes after school** (Timesheet certificated teacher 1.5 hours x 41 weeks \$2583 - 7105/1150 GATE funds)

**2.** Materials or supplies purchased to support the **GATE** after school program (Materials/Supplies /Equipment \$814 - 7105/4310GATE funds)

**1 & 2**

Rogers, K.B. (2007). *Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice*. Gifted Child Quarterly. 51(4).  
Lessons in Supporting Gifted and Talented Learners:

- Need daily challenge in areas of talent
- Opportunities to be unique and to work independently
- Provide varied accelerated opportunities
- Provide opportunities to socialize with peers
- Differentiated instruction around pacing, review and practice, and organization of content.

**1 & 2**

Effectiveness will be measured through:

- Review of site data and maintain and/or increase the percentage of students participating GATE
- Student participation on data will be reviewed each trimester
- The administration of the yearly NNAT assessment and district GATE referral process will be monitored to ensure all eligible students are offered opportunity

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$2583	Certificated- Salaries	
GATE (7105/0000)	\$814	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**

Miwok Village Elementary School will capacity-build grade level PLCs to utilize student assessment data in order to progress monitor students and determine next steps in instructional planning.

**Metric:** Assessment System

**Actions/Services 2.1.1**



## Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>1. Data Analysis</b> - Teachers will meet each week during their Early Out Wednesday collaboration time to discuss the academic progress of their students to set goals for instruction and student learning based on grade level and/or site-wide data.</p> <ul style="list-style-type: none"> <li>• Additional data analysis and support will be provided through release time of teachers with the support of district coaches for the use of EGUSD assessments for ELA and Math. Coaches will support analyzing assessments around mastery of standards, identifying student academic needs to guide whole and small group instruction. This analysis will be provided to each grade level team trimesterly, as half-day release time. Time sheeted substitute support will be provided to teachers during their release time. (Timesheet Substitute Teachers 39 full day x \$350 + 9 half day x \$175 = \$15,225 - 7101/1190 Supplemental Concentration)</li> </ul> <p><b>2. Release Time</b> once a month for teachers to attend IEP, SST, and 504 meetings. These meetings require teacher input to help determine effective interventions to support student academic, behavioral, and social emotional success. (Substitute Teachers 12 full days x \$350/day = \$4200 - 7101/1190 Supplemental Concentration)</p>	<p>Thiers, N. (2016). <b>Educators deserve better: A conversation with Richard DuFour</b>. Educational Leadership. Retrieved from <a href="http://www.ascd.org/publications/educational-leadership/may16/vol73/num08/Educators-Deserve-Better@-A-Conversation-with-Richard-DuFour.aspx">http://www.ascd.org/publications/educational-leadership/may16/vol73/num08/Educators-Deserve-Better@-A-Conversation-with-Richard-DuFour.aspx</a></p> <ul style="list-style-type: none"> <li>• Teacher clarity and focus of collaboration is essential to improve student learning.</li> <li>• Schools need a systematic way of identifying interventions for students</li> </ul> <p>Hattie, J. (2016). <b>Visible Learning for Literacy</b>, student academic performance improves through:</p> <ul style="list-style-type: none"> <li>• Collective teacher efficacy (effect size: 1.57)</li> </ul> <p>Voelkel, R. (2011). <b>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</b></p> <p>Fisher, Frey, and Hattie (2016). <b>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</b></p>	<p>1. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> <li>• Trimester teacher analysis of grade level benchmark assessments through Illuminate</li> <li>• Weekly PLC goal setting monitoring with pre and post formative assessment results</li> <li>• Survey to teachers following release day analysis of data at first and second trimester with coaches to determine effectiveness and efficacy.</li> </ul> <p>2. A decrease in percentage of MTSS referrals, intervention progress monitoring updated at meetings, interim assessments, and improved attendance.</p>

Funding Source	Amount	Description of Use	
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Supplemental/Concentration (7101/0000)	\$15225	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$4200	Certificated- Salaries	

## Site Goal 2.2

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and data analysis. Miwok Village Elementary aims to increase the frequency and quality of the use of research proven ELD practices through the instructional day. We will use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 minutes per day, 5 days per week.

According to data collected from regional elementary school, English Language Learners have been redesignated at the following rate: 24% for 2018-2019 and 26% for 2020-2021. **Our goal for the 2022-2023 school year will be 31%.**

The overall ELPAC scores will be maintained at a **HIGH** level. During the 2018-2019 school year, **63%** of EL students were making progress toward English language proficiency which equated to a HIGH rate of performance as determined by the California State Department of Education's Dashboard. During 2020-2021, EL students increased this to **66%**. We aim to increase this to **71%, maintaining the HIGH level of performance.**

**Metric:** Assessment System

### Actions/Services 2.2.1

#### Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>1. Site ELPAC and EL Co- Coordinators</b> are an administrator and teacher at our school. They will work together to ensure that initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The assessments will be conducted by certificated staff members. (Certificated Timesheets 161 hours x \$42/hour = \$6,762 7150/1150 EL Supplemental)</p> <p><b>2. EL Coordinator</b> will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and re-designating of students. (Supplies/Materials \$987 - 7150/4310 EL Supplemental)</p>	<p><b>ELD Research:</b> California English Language Development Standards: Proficiency Level Descriptors. Retrieved from: <a href="https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf">https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</a></p>	<p><b>1.</b> Our goal is to ensure all students are assessed according to required timelines and that an additional 13% of EL students become re-designated. In addition, the overall progress of students progressing toward English language proficiency will be measured according to the ELPAC Assessment results. Our goal is to have 71% or more of EL students making progress toward English proficiency.</p> <p><b>2.</b> The goal is for ELAC meetings to have 10% of EL families in attendance.</p>

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Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$987	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$6762	Certificated- Salaries	

### Site Goal 2.3

Provide supplemental curriculum, technology, resources and supplies to support proficient grade level readers. The number of Reading Counts quizzes taken over the course of the year will be monitored and shared with staff and community to determine use and continued interest.

<b>Metric:</b> Other (Site-based/local assessment)	
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#### Actions/Services 2.3.1

##### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<b>1. Reading Counts</b> - Purchase supplementary resources to provide additional reading support that is accessible at home and in the school. (Contracts/Services /Subscriptions \$1675 - 7101/5815 Supplemental Concentration)	Research supports building student reading fluency and comprehension using <u>high interest, interactive programs which provide feedback and adjust to student performance levels.</u>	Effectiveness will be measured through the following:  <b>1.</b> Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1675	Contracts/Services /Subscriptions	

#### Actions/Services 2.3.2

##### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

<p>1. Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. In addition, provide student agendas, technology, software, equipment, instructional books, and supplemental instructional materials. (Materials/Supplies-\$ _____ / _____ - Supplemental Concentration)</p>	<p>Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment.</p>	<p>1. Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> <li>• Work orders, supply inventory records, site equipment matrix.</li> </ul>
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Funding Source	Amount	Description of Use
<div> <div> <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. </div> <div> <b>District Needs and Metrics 3:</b>   <b>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</b> <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> </div> </div>		
<b>Site Goal 3.1</b>  <b>Metric:</b> To establish a foundation of equitable instruction, intervention, social and emotional learning, and restorative practices to create a culture and climate with a focus on Foster Youth, SPED, LE, and EL students as measured by: <ul style="list-style-type: none"> <li>• RTI progress monitoring data in both academic and behavior to gather baseline data for student support</li> <li>• Ongoing Leadership, PBIS Tier I and Tier II meeting data to monitor student referrals and areas of support</li> </ul>		
<b>Metric:</b> Social Emotional Learning		
<b>Actions/Services 3.1.1</b>		
<b>Principally Targeted Student Group</b>		

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>1.PBIS Signage</b> for the campus to support PBIS behavioral expectations and Restorative Practice conversation frames (Materials and Supplies \$2638 - 7101/5760 Supplemental Concentration)</p> <p><b>2.PBIS</b> provide awards, messages, and incentives to support student engagement and participation (Materials and Supplies \$1000 - 7404/4310 PBIS)</p>	<p><b>1 &amp; 2</b> PBIS is a highly regarded and well researched effective system to help support all students. Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes:</p> <p><b>Peer influences 0.53</b> <b>School effects 0.48</b> <b>Teacher expectations 0.43</b> <b>Decreasing disruptive behavior 0.34</b> <b>Systems accountability 0.31</b></p> <p>According to research by Hattie (2016) in <u>Visible Learning for Literacy</u>, student academic performance improves though:</p> <ul style="list-style-type: none"> <li>• Decreasing disruptive behavior (effect size: .3)</li> <li>• Reducing anxiety (effect size: .48)</li> </ul> <p><a href="https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf">https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf</a></p>	<p><b>1 &amp; 2</b> Effectiveness will be measured through the number of MTSS, office, and Synergy behavior referrals occurring at each trimester. A teacher survey at the beginning and end of the year to determine effectiveness of expectations and supports Ongoing Tier I and II monthly discipline data monitoring</p>

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$2638	Contracts/Services /Subscriptions	

### Actions/Services 3.1.2

#### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Decrease the disproportionality of suspension rates by having <b>ASSIST and R.E.C.E.S.S. Coaches</b> work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other.</p> <p>District ESSER funds are helping to provide our school with 2 ASSIST coaches, 4 hours a day, 3 days a week. The intended purpose is to allow ASSIST to foster positive relationships with students, primarily during unstructured times (recesses and lunches), by facilitating fun activities and engaging students, especially those that tend to be disconnected or not positively engaged during this non-instructional time. (Funding source: ESSER II funds)</p> <p>ASSIST enhances the positive climate on campus with their character education/PBIS based curriculum that focuses on implementing inclusive games and activities. Active supervision combined with engaging activities leads to positive, long-term influence.</p> <p>District ESSER funds providing one R.E.C.E.S.S. Coach during the school day, five days a week for additional behavioral support for identified Tier 2/targeted students. Coaches are placed during recess and lunch periods to support school culture and build relationships with all students. Coaches work with dysregulated students utilizing the PBIS framework with restorative practices including mindfulness, breathing exercises, active listening, and physical movement to deescalate student behavior and allow them to reengage successfully back into the classroom.</p>	<p><b>1 &amp; 2</b>  <b>Decreasing Disruptive Behavior</b> Effect Size 0.53  <b>Self-Concept</b> Effect Size 0.46  <b>Motivation</b> Effect Size 0.48  <b>Reducing Anxiety</b> Effect Size 0.48</p> <p>Lewis, T. J., Colvin, G., Sugai, G. (2000). <b>The effects of pre-correction and active supervision on the recess behavior of elementary school students.</b> Education and Treatment of Children.</p> <p>Murphy, H. A., Hutchinson, J. M., &amp; Bailey, J. S. (1983). <b>Behavioral school psychology goes outdoors: The effect of organized games on playground aggression.</b> Journal of Applied Behavior Analysis.</p> <p><b>Are We Losing Play Without Purpose?</b> Sarah Sparks, 2017</p>	<p><b>1 &amp; 2</b></p> <p>Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> <li>• Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the disproportionality in our suspension data.</li> <li>• Student, staff, and parent surveys</li> <li>• Measured by decrease in referrals and injuries during recess, as well as an increase in student engagement in physical activities on the yard</li> </ul>

2. Provide equipment and materials to better implement positive interactive activities and procedures on the playground. (materials and supplies \$2000 - 7101/4310 Supplemental Concentration)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment	

#### District Strategic Goal 4:

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

#### District Needs and Metrics 4:

**Students need parent, family and community stakeholders as direct partners in their education as measured by:**

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/Local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

#### Site Goal 4.1

To provide supplementary curriculum, resources, supplies, and technology to support and target student needs and to support the at home/school partnership and increase opportunities for families to participate in school-wide events by increasing attendance in SSC, ELAC, parent conferences, family nights, Family Leadership Academy, family and student study teams, and PTA with a focus on Foster Youth, SPED, LE and EL student events as measured by:

- Baseline family attendance at family engagement events
- Establish effective school home communication and participation as indicated by participation from staff, students, and families in the 22-23 SEL and LCAP needs surveys
- Provide personal calls to targeted populations to invite to events and activities

**Metric:** Family and Community Engagement

#### Actions/Services 4.1.1

**Principally Targeted Student Group**

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Family Leadership Academy events and trainings to engage families and build connections between families, school, and student learning (Supplemental Concentration Materials and Supplies \$500 - 7101/4310)</p> <p>2. Provide timesheet support for teacher Bridge/Home Visits. (Certificated Timesheets \$4200 - 7101/1150 Supplemental Concentration. Classified Timesheets \$529 - 7101/2xxx)</p>	<p><b>1 &amp; 2</b> There is a correlation of student success and parent involvement based on research. Children whose parents were more involved in school, had fewer behavior problems and better social skills.</p> <p>Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes:</p> <p><b>Parental involvement 0.49</b> <b>Motivation 0.48</b> <b>Home environment 0.52</b></p> <p><b>NEAtoday.org:</b> Ongoing research shows that family engagement in <b>schools</b> improves student achievement, reduces absenteeism, and restores <b>parents'</b> confidence in their children's education. Students with involved <b>parents</b> or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.</p> <p>Marzano Research: Parent Involvement (effect size: .46) The Enduring Importance of Parental Involvement: <a href="http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/.pdf">http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/.pdf</a></p>	<p><b>1 &amp; 2</b> Sign in sheets Increase family attendance at family engagement events by 10% between 2019-2020 and 2021-2022 attendance Decrease chronically absent students by 2% for the 2021-2022 school year</p> <p>Baseline data for home/school connectedness based on parent feedback on the LCAP Needs and SEL data</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$529	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	\$4200	Certificated- Timesheets	

Site Goal 4.2



Our goal is to create a home/school partnerships to increase student attendance/decrease chronic absenteeism and to increase student engagement. As monitored by student attendance rates with a focus on **chronically absent** students. Data collection will occur over the course of the 22/23 school year.

**Metric:** Chronic Absentee Rate

#### Actions/Services 4.2.1

#### Principally Targeted Student Group

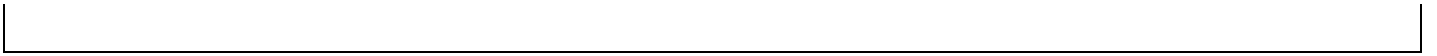
• Foster Youth • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Personal phone calls home or text messages from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.</p> <p>2. Hold monthly PBIS/Intervention team meetings.</p>	<p><b>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight</b>  <a href="https://www.edweek.org/media/chronicabsence-15chang.pdf">https://www.edweek.org/media/chronicabsence-15chang.pdf</a>  <a href="#">Can texting parents improve school attendance? Karen Arundel; K-12 Dive, January 4, 2022</a></p>	<p>1. Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> <li>Gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for the African American, white and foster youth students.</li> </ul> <p>2. Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> <li>Review and monitor students who meet the Chronically Absent (10% or more absence rate) biweekly with the PBIS Tier II Committee.</li> </ul>

Funding Source	Amount	Description of Use	

#### 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.



## V. Funding

() | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$19,394	\$19,394	\$19,394	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$74,600	\$74,600	\$43,633	\$21,100	\$4,638	\$5,229	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <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 <b>0000</b> Unrestricted	0.0000	\$0	\$7,749	\$7,749	\$0	\$7,749	\$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	\$106,140	\$106,140	\$66,424	\$28,849	\$5,638	\$5,229	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$106,140

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

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**
