Zehnder Ranch Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Cheryl Quilatan

County-District-School (CDS) Code: 34673140135400

Elk Grove Unified School District
Elk Grove, California

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

Zehnder Ranch Elementary | 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?

Review of student data by ZR teachers and parents in the areas of ELA, Math, and ELPAC were provided in many opportunities. ZR education partners were provided updates of previous data, evaluated data, and provided recommendations to the site LCAP for the upcoming school year. Input for site LCAP were aligned with the eight sate priorities and EGUSD's four strategic goals. ZR regularly assessed learning needs of students by analyzing curriculum assessments and data during staff and grade level PLC meetings. PLC grade level and track collaboration meetings took place monthly. Climate and Culture and Tier 2 met monthly to determine site needs around SEL and mental health support. PBIS team completed fidelity inventory to

assess progress towards goals and next steps. All ZR staff had an opportunity to provide feedback via a survey.

Family leadership council met monthly, and held general meetings monthly that were open to ZR teachers and community members. Feedback was regularly gathered at meetings from all education partners present. ELAC meetings were held guided by administration to seek input. Education partners had the following opportunities to review site data results and provide input to site LCAP.

1. ZR Team Meetings - Held monthly
2. PLC grade level meetings - Held monthly during Early Out Wednesday
3. PLC Facilitator's Team Meetings: Held every 2nd Tuesday of the month
4. Climate & Culture Team Meetings - Held every 3rd Tuesday of the month
5. School Site Council Meetings - September 20, 2021, October 6, 2021 (Training), November 17, 2021, March 30, 2022, May 2022
6. ELAC Meetings - October 7, 2021, March 2, 2022, April 27, 2022
7. Zoom Parent University Meetings - October 2021, April 2022
8. Parent, Student, Staff SEL Survey - January 2022
9. FACE Welcoming Schools PIC Survey - April 2022

Impact of LCAP and Annual Update

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

Consultations with stakeholders affected LCAP in the following ways:
1. Parent request for opportunities for before/afterschool tutoring, off track tutoring/intervention, enrichment opportunities, SEL instruction and support
2. Teacher request for PD in the following areas: Science, Illuminate, Step Up to Writing, SEL instruction, DBQ, ELD support, and home visits
3. Teacher request for basic classroom needs, supplies, district adopted subscriptions
4. Parent request for increase of parent involvement/engagement
5. Implement GATE program and enrichment programs for all student
6. FLC partnership to provide staff and students site needs, planning of community events, admin and teacher support

Resource Inequities

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

No resource inequities have been discovered - student needs were met to the greatest extent possible.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP

- **Content Standards Implementation**
- **CTE Sequence Completion**
- **EAP**
- **Other (Site-based/local assessment)**
- **Progress toward English Proficiency**
- **Redesignation**
- **Teacher Assignment**

Site Goal 1.1

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

Kindergarten - 2nd grade: Increase number of students by 5% scoring in green demonstrating mastery of concepts.

- Kindergarten: K district and site interim assessments in Illuminate for both ELA and Math
- 1st grade: Increase Reading Basic Phonics Skills Test
- 2nd grade: Increase in district and site interim assessments in Illuminate for both ELA and Math

3rd-6th grades: Increase number of students meeting or exceeding standards school wide ELA by 5% from 71% to 76% (green to blue)

INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS in **ELA**:

- African American from 56% to 61% performing at meets or exceeds
- Filipino from 81% to 86% performing at meets or exceeds
- Asian from 69% to 72%performing at meets or exceeds
- Hispanic from 53% to 58% performing at meets or exceeds
- White American from 64% to 69% performing at meets or exceeds
- Two or more races from 72% to 77% performing at meets or exceeds
- EL from 71% to 76% performing at meets or exceeds
- Students with disabilities from 21% to 26% meets or exceeds
- Socioeconomically Disadvantaged: from 52% to 57% performing at meets or exceeds

3rd-6th grades: Increase number of students meeting or exceeding standards school wide Math by 5% from 64% to 69% (green to blue)

INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS in **MATH**:

- African American from 33% to 38% performing at meets or exceeds (yellow to green)
- Filipino from 71% to 76% performing at meets or exceeds (green to blue)
- Asian from 74% to 79%performing at meets or exceeds (green to blue)
- Hispanic from 38% to 43% performing at meets or exceeds
- White American from 55% to 60% performing at meets or exceeds
- Two or more races from 64% to 69% performing at meets or exceeds
- EL from 62% to 67% performing at meets or exceeds
- Students with disabilities from 24% to 29% meets or exceeds
- Socioeconomically Disadvantaged: from 50% to 55% performing at meets or exceeds

Metric: CAASPP	

Principally Targeted Student Group

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

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?**
1. Provide release time for admin and grade level PLCs for data analysis - site data to identify strengths and weaknesses (Illuminate interim assessment, common assessments, CAASPP testing, site data from Xtramath, Think Central - Go Math, Wonders, and Lexia) to monitor student progress. (7101) • 2 Full release day X 34 teachers X $219 = $14,892 • 2 Full days X 12 off track teachers X $437 = $10,488 2. Evaluate year long planning of instruction to best support student needs and establish RESULTS goals around instructional practices NOT content standards	Hattie/VISIBLE LEARNING FOR TEACHERS and impact/effect size: -Collective teacher efficacy 1.57 -Formative and summative assessments .68 -Teacher clarity .075	**Action 1 & 2** * Targeted students will make up to 5% gains as measured by student data collected from benchmark data, site based, data, and common assessments administered * Outcomes and data assessed will be reviewed throughout the year every trimester through CAST meetings and PLC/track collab meetings *Effectiveness will be measured by informal observations and teacher feedback

Funding Source	**Amount**	**Description of Use**	
Supplemental/Concentration (7101/0000)	$25380	Certificated- Salaries	

Principally Targeted Student Group

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

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?**

1. Provide continuous professional development for teachers and administration in the accurate use of district adopted curriculum---Wonders, Go Math, newly adopted Science curriculum, AVID, and Equity Training. Provide teachers professional development in the areas where ZR students' data show the highest need for support: writing and math. Teachers use Wonders and Go Math along with Board Math and Problem of the Month. For Writing Production, teachers with continue to receive professional learning in Step Up to Writing and Math Intervention supports. PD provided by site instructional coach and district. 2. Provide professional development for Integrating ELD while using DBQ supplemental curriculum to ensure ZR students have access to language development using complex text. Provide EL students access to rigor by purchasing DBQs and training students to access the content using integrated ELD and/or SDAIE strategies. PD provided by EL instructional coach and district. 3. Provide teachers with materials/supplies/equipment necessary to meet the needs of student learning (technology updates, teaching materials, copy machine equipment and supplies) (7101) 4. Provide extended day learning opportunities for students needing academic support in ELA and Math provided by credentialed teachers -hourly certificated and classified timesheets. (ELO funding)	John Hattie/Visible Learning Effect size of collective teacher efficacy 1.57 Learning leaders improve student achievement **(*The Principal*,** Michael Fullan) Best Practices for Including Multiple Measures in Teacher Evaluation, Hanover Research	**Action 1, 3, 4** *Effectiveness will be measured using informal and formal teacher performance evaluations and feedback that focus on measuring how closely teachers are following district adopted curriculum guides, increase active student engagement, and site data to inform instruction. **Action 2 & 3** *The effectiveness of this will be measured by EL walk through data, EL student levels initial and summative assessments with an increase from 2020-2021 to 2021-2022. **Action 3 & 4** * Effectiveness of extended day learning opportunities will be measured by Pre/Post Assessment data collected before, during, and after intersession groups during off track months or before/after school sessions. Overall student learning will be measured by CAASPP and K/1/2 benchmarks.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$5208	Materials/Supplies/Equipment	

Site Goal 1.2

Increase the number of students attaining proficiency and are reclassified as Fluent English Proficient by 2% or more. Establish an EL program through accurate assessment, and provide supports and resources designated for English Language Development instruction.

3rd-6th grades: Increase number of students meeting or exceeding standards school wide ELA by 5% from 71% to 76% (green to blue)

INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS in **ELA**:

- African American from 56% to 61% performing at meets or exceeds
- Filipino from 81% to 86% performing at meets or exceeds
- Asian from 69% to 72%performing at meets or exceeds
- Hispanic from 53% to 58% performing at meets or exceeds
- White American from 64% to 69% performing at meets or exceeds
- Two or more races from 72% to 77% performing at meets or exceeds
- ***EL from 71% to 76% performing at meets or exceeds***
- Students with disabilities from 21% to 26% meets or exceeds
- Socioeconomically Disadvantaged: from 52% to 57% performing at meets or exceeds

3rd-6th grades: Increase number of students meeting or exceeding standards school wide Math by 5% from 64% to 69% (green to blue)

INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS in **MATH**:

- African American from 33% to 38% performing at meets or exceeds (yellow to green)
- Filipino from 71% to 76% performing at meets or exceeds (green to blue)
- Asian from 74% to 79%performing at meets or exceeds (green to blue)
- Hispanic from 38% to 43% performing at meets or exceeds
- White American from 55% to 60% performing at meets or exceeds
- Two or more races from 64% to 69% performing at meets or exceeds
- ***EL from 62% to 67% performing at meets or exceeds***
- Students with disabilities from 24% to 29% meets or exceeds
- Socioeconomically Disadvantaged: from 50% to 55% performing at meets or exceeds

Metric: Other (Site-based/local assessment)	

Actions/Services 1.2.1

Principally Targeted Student Group

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

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?
1. Timesheet EL Coordinator to perform duties that include: small group support, targeted tutorials that include assessment of student learning, identification/placement of EL students, re-designation, RFEP monitoring, completion of all ELPAC testing initial and mid year (7150/7101). 2. Use of ELPAC to improve the validity of ELL classification system to ensure appropriate and adequate instruction for ELL s 3. Create year long access to Lexia and use reports to create EL after school tutoring groups and off track intercession groups (ESSER funds 2: $24000) 4. Students will have access to enrichment opportunities offered before and after school (7101)	John Hattie/Visible Learning Effect size data related to small group learning--Response to Intervention learning effect size 1.07 UC Davis, *Classification System for English Language Learners: Issues and Recommendations* -Jamal Abedi, UC Davis, Linguistics Professor Colorin Colorado, Creating Effective Data Reporting Systems for ELLs, -Barbara Law/ Mary Eckes	**Action 1-3** * Targeted student group will make 3-5% gain as measured by grade level benchmark pre/post assessments, district common assessments, grade level program assessments during small group and intersession groups * Informal observations and teacher feedback will assist in determining the need for adjustments * Outcomes and effectiveness will be monitored throughout the year and reviewed at the beginning, middle, and end. **Action 4** * Effectiveness of additional enrichment opportunities will be measured through informal student/parent/teacher feedback and participation with an increase of services by 10%

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$2400	Contracts/Services /Subscriptions	
EL Supplemental (7150/0000)	$568	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$15800	Certificated- Salaries	
EL Supplemental (7150/0000)	$15800	Certificated- Salaries	

Site Goal 1.3

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

Metric: A-G Completion

Principally Targeted Student Group

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

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?
1) Provide GATE (Gifted and Talented Program) for students to access extracurricular activities that enhance their abilities. GATE stipend will provide committee chair, coordination of GATE program including testing, purchases of materials/supplies, fees related to activities to support GATE program. Time-sheeted teachers to teach GATE enrichment classes after school (Stipend $1250/7101/7105) 2) Additional enrichment opportunities taught by certificated teachers before or after school - sports, music, VAPA, coding, etc. - (ESSER funds/district provided/7101)	**Action 1 & 2** Principal effectiveness a chief determinant of student success (Research by DuFour & Marzano 2009) Learning leaders improve student achievement *(**The Principal**,* Michael Fullan)	**Action 1** * Action will be measured by admin and GATE coordinator by reviewing interest based on participation and student/parent survey. **Action 2** * Effectiveness of additional enrichment opportunities will be measured through informal student/parent/teacher feedback and participation with an increase of services by 10%

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$3000	Contracts/Services /Subscriptions	
GATE (7105/0000)	$2397	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$2500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$2500	Certificated- Timesheets	

Site Goal 1.4

Increase by 5% or more the overall school-wide percentage of students at each grade level meeting or exceeding grade level achievement standards and benchmarks in core content areas (ELA and Mathematics) by providing targeted high quality instructional support, supplemental curriculum and resources, extended day enrichment opportunities, and research based instructional practices.

Kindergarten - 2nd grade: Increase number of students by 5% scoring in green demonstrating mastery of concepts.

- Kindergarten: K district and site interim assessments in Illuminate for both ELA and Math
- 1st grade: Increase Reading Basic Phonics Skills Test
- 2nd grade: Increase in district and site interim assessments in Illuminate for both ELA and Math

3rd-6th grades: Increase number of students meeting or exceeding standards school wide ELA by 5% from 71% to 76% (green to blue)

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- Students with disabilities from 21% to 26% meets or exceeds
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3rd-6th grades: Increase number of students meeting or exceeding standards school wide Math by 5% from 64% to 69% (green to blue)

INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS in **MATH**:

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- EL from 62% to 67% performing at meets or exceeds
- Students with disabilities from 24% to 29% meets or exceeds
- Socioeconomically Disadvantaged: from 50% to 55% performing at meets or exceeds

Metric: Other (Site-based/local assessment)	

Actions/Services 1.4.1

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?
1) Provide extended day learning opportunities for students needing academic support in ELA and Math	Action 1 & 2 Hattie (2016) - Visible Learning for	Action 1 & 2 * Targeted student group will make 3-5% gain as measured by grade

| grade level standards provided by credentialed teachers and highly trained paraprofessionals.
- hourly certificated and classified salaries via timesheet (ELO funded)

2)Purchase additional district approved supplementary curriculum and/or instructional materials, digital curriculum, district approved books, supplies and materials for workshop, intervention, enrichment, and extended day. Items may include but are not limited to replacement bulbs, copy paper, printers, master/ink cartridges for intervention copies, doc cameras, and district print shop orders (7101) | Literacy, student academic performance improves through:

• small group learning (effect size .49)
• student centered teaching (effect size .54)
• response to intervention (effect size 1.07) | level benchmark pre/post assessments, district common assessments, grade level program assessments

* Informal observations and teacher feedback will assist in determining the need for adjustments

* Outcomes and effectiveness will be monitored throughout the year and reviewed at the beginning, middle, and end. |

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$10000	Materials/Supplies/Equipment	

Actions/Services 1.4.2

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?
1. Academic Intervention Teacher (AIT) to provide targeted instruction for students identified in TK-6th as at risk or below basic. Focus instruction on early literacy skills, writing, and concepts in math specified by areas of need in grade levels. Purchase supplies needed to support AIT for K-6th. (District funded) 2. Intersession Teacher (IT) to provide targeted instruction during off track months for students at risk in K-6th. Focus on early literacy and math concepts. Purchase supplies needed to support IT for K-6th. (ELO funding)	**Action 1** Hattie (2016) - Visible Learning for Literacy, student academic performance improves through: • small group learning (effect size .49) • student centered teaching (effect size .54) • response to intervention (effect size 1.07)	**Action 1 & 2:** Effectiveness of AIT and Intervention Teacher will be measured by pre and post data gathered by the following: • K-2nd grade: site based assessments, district interim assessments, summative assessments in illuminate • 3rd-6th grade: site based assessments, district interim assessments, summative assessments in illuminate, and CAASPP data AIT/IT to attend grade level PLCs to determine student progress measured by grade level assessments administered.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	

Actions/Services 1.4.3

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?
1. Providing staff AVID professional development and opportunities to develop their practice to close the achievement gap by preparing all students for college readiness and future success. Purchase of AVID startup supplies and expenses include but not limited to (7101): • Supplies = $538.70 x 17 intermediate classes = $9157.90 • Agendas = $230.00 x 17 intermediate classes = $2300.00 • Total: $13,068 • • 2 Articulation Days X 17 Intermediate teachers X $219 = Total $7446 • AVID Training - SCOE PD whole school = $900.00	**AVID Research on Effectiveness** • https://www.avid.org/AVID-effect **John Hattie Research:** • Teacher Clarity effect size .75 • Professional development effect size .62 • Small Group Learning Effect Size .49 • Quality of Teaching has an Effect Size .48 • Teacher Credibility has an Effect Size .90 • Writing Programs have an Effect Size .45 • Teaching Strategies have an Effect Size of .62	**Action 1:** AVID team will collect trimester data based on organizational tools, student binder checks, and ADMIN walk-through AVID forms. Program effectiveness will be determined from monitoring of student data (CAASPP, Illuminate data - site and district benchmarks) to assist in instructional decision making. Grade level meeting notes from articulation days.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$900	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$13068	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$7446	Certificated- Salaries	

District Strategic Goal 2:	District Needs and Metrics 2:
All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	**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

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

*Increase the number of students attaining proficiency in core subject areas based on Interim assessments, common assessments, CAASPP Math and ELA scores.

Kindergarten - 2nd grade: Increase number of students by 5% scoring in green demonstrating mastery of concepts.

- Kindergarten: K district and site interim assessments in Illuminate for both ELA and Math
- 1st grade: Increase Reading Basic Phonics Skills Test
- 2nd grade: Increase in district and site interim assessments in Illuminate for both ELA and Math

3rd-6th grades: Increase number of students meeting or exceeding standards school wide ELA by 5% from 71% to 76% (green to blue)

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- White American from 64% to 69% performing at meets or exceeds
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- EL from 71% to 76% performing at meets or exceeds
- Students with disabilities from 21% to 26% meets or exceeds
- Socioeconomically Disadvantaged: from 52% to 57% performing at meets or exceeds

3rd-6th grades: Increase number of students meeting or exceeding standards school wide Math by 5% from 64% to 69% (green to blue)

INCREASE NUMBER OF STUDENTS MEETING OR EXCEEDING STANDARDS BY 5% ACROSS ALL SUBGROUPS in **MATH**:

- African American from 33% to 38% performing at meets or exceeds
- Filipino from 71% to 76% performing at meets or exceeds
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Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group

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

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?

1. Provide release time for teachers to analyze data and collaborate around research based best practices in allotted PLC meetings and track collaboration to analyze data - leads to high quality instruction and eliminate achievement gap - by using summative assessments that clearly identify students scale score or academic level at the beginning and middle of the school year prior to CAASPP testing.
2. Increase students' opportunity to get rapid results on testing using the tech based assessment that come with Go Math, Social Studies, and Wonders. Provide students more opportunities to take assessments online using rapid district online assessment results
3. Provide release time for teachers to collaborate in CAST, SST, IEP meetings in support of identified target student group (7101)
 	
• SST/IEP meeting release days: 8 full days in the year
    ◦ 1 roving sub $437 (off track teacher) x 8 days = $3496
    ◦ 1 sub in learning center $219x 8 days = $1752
    ◦ Total: $5248
	John Hattie/Visible Learning Collective teacher efficacy is produced through shared professional development and monitoring of implementation of professional development by administrators/collective efficacy effect size is 1.57
	
	Principal experiential action research and analysis of EGUSD CAASP data from 2015-2017 demonstrated an increase in student performance when students have used technology throughout the year versus students using technology for assessment only for CAASP. The ELA and math programs adopted by the district provide technology based common assessment. Research of this data shows improved learning over time by all students as students receive immediate feedback on assessments.
		Action 1
		*Identified target student groups will make a 3-5% gain as measured by grade level benchmark pre and post assessments, district common assessments, and assessments administered through Illuminate. Overall performance of CAASPP and K/1/2 benchmarks.
		
		Action 2
		*Immediate assessment feedback provided online will measure student learning over time, track and monitor student growth/deficits.
		
		Action 3
		*Outcomes will be assessed and data reviewed throughout the year. Effectiveness will also be measured using informal observations and teacher feedback.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$5248	Certificated- Salaries	

Site Goal 2.2

All students identified as English language learners will be assessed at the start of the year or upon enrollment at ZR using English Language Proficiency Assessments for California (ELPAC) and annually. In 2021-2022 96% of EL students were assessed this year. Our goal is to achieve 100% of students.

Based on outcomes of ELPAC administration and analysis - English Learners require high quality instructional programs and services, formative and site based based summative assessments. Implementing research

based ELD practices throughout the instructional day, students will continue to grow in English proficiency. ELD instruction will be designed based on assessments administered in both designated and integrated ELD. All students identified as English language learners will be assessed at the start of the year or upon enrollment at ZR using English Language Proficiency Assessments for California (ELPAC) and annually. Assessments will be conducted by our designated ELD teacher. Interim assessments will determine growth and progress toward meeting standards.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

• EL

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?
1. Administer and interpret ELPAC results. Conduct EL Walk through, and analyze data to make informed decisions for EL instructional strategies and ensure ELD program is being taught with fidelity. Consistently look at EL student performance when analyzing data in PLCs. 2. Professional development provided by site EL instructional coach - for teachers integrated ELD to address vocabulary development, use of reading skills/strategies, use of complete sentences (sentence frames), and active student engagement (frequent opportunities for oral rehearsal and academic language) across grade levels 3. Scheduled grade level PLC time with site EL instructional coach to review CAST data and provide instructional strategies-grade level specific. 4. Before/After school intervention focused on pre-teaching content language in Math. Purchase printshop materials and supplies for before/afterschool intervention (7101/ELO funding)	<u>Teaching Academic Vocabulary</u> By Kate Kinsella, Ed.D.	**Action 1 & 2** * The effectiveness of this will be measured by EL walkthrough and CAST data as reviewed every trimester. In addition, summative CAASPP and ELPAC assessment results will determine if goal has been met. **Action 2 &3** *Analysis of writing pieces of EL students during trimester CAST meetings will determine vocabulary development over time *Anecdotal notes on students group talk - ELA and Math *Review of PLC minutes and teacher feedback **Action 4** *Pre & Post Assessment for intervention groups will measure the effectiveness. Overall performance in CAASPP for 3rd-6th and K/1/2 benchmark assessments.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	

Actions/Services 2.2.2

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?
1. Reading Counts: Purchase supplementary resources to provide additional reading support that is accessible at home and in the school. (Subscription $1900/7101) **2.** Lexia Core 5: Students in grades K-6 will receive, adaptive and blended structured literacy program, which can accelerate literacy gains for students at risk. (Subscription $26,750/ESSER Funds 2) **3.** XtraMath: To assist grade 2-6 students with math fact fluency. (Subscription $2400/7101) **4.** Purchase additional online resources that have been approved by EGUSD for use as supplemental curriculum in Math and/or English/Language Arts (Subscriptions $5000/7101)	Research supports building student reading fluency and comprehension using high interest, interactive programs which provide feedback and adjust to student performance levels.	**Actions 1, 2, 3, 4:** 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)	$1900	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$2400	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$5000	Contracts/Services /Subscriptions	

District Strategic Goal 3:

All students will have an equitable opportunity to

District Needs and Metrics 3:

learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**
- **School Climate**
- **Social Emotional Learning**
- **Suspension**

Site Goal 3.1

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

- RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 through 2022-2023.
- PLC facilitators (leadership team), Climate & Culture Team (PBIS Tier 1) and Tier 2 meeting data with decrease in referrals between previous and current school year when comparing trimesters.

Metric: Social Emotional Learning

Actions/Services 3.1.1

Principally Targeted Student Group

• All

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?
1. Implementation of PBIS Tier 2: • Sharing of school wide data and survey results • Increase teacher understanding of major vs. minor • Analyze discipline data with Climate and Culture team and provide recognition for ALL students for demonstrating personal leadership • Signage for classrooms for our site based positive behavior program based on leadership • Provide MHT support for positive behavior interventions	The Leader in Me (Franklin/Covey) whole school transformation SEL Research : Impact of social emotional learning on academic achievement---American Psychological Association (https://www.sciencedaily.com)	**Action 1** *Effectiveness will be measured through synergy discipline data to reach goal of decreasing referrals (major vs. minor) *Staff, student, and parent survey data reviewed for effectiveness of Tier II implementation (Site PBIS, CHKS, Climate & Culture, Social Emotional Survey) *Monthly Tier II data collection and monitoring

- and positive social skills interactions
- Use student leadership group (Future Pack Leaders) as a mentoring program for students with behavior challenges
- Gate Coordinator to actively recruit underrepresented students for GATE

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$500	Materials/Supplies/Equipment	

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?
1. Increase SEL supports for all students through MHT counseling services TK-6. Additional small group or 1:1 supports as identified by site data gathered and reviewed by Tier II PBIS team. 2. MHT support to build staff capacity through PD to support students social/emotional needs and improve access to curriculum. 3. Purchase supplemental curriculum and/or instructional materials to support the development of SEL strategies for all students (7440)	Boutwell, D.A., & Myrick, R.D. (1992) The go for it club . The Elementary School Guidance & Counseling, 27, 65-72. The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade Students - www.casel.org	**Action 1, 2, 3** *RTI progress monitoring data in both academics and behavior with a decrease of student referrals by 10% based on Synergy data for trimester comparisons from 2019-2020 school year to 2021-2022. *Collection and review of Tier II data - addressed at monthly Tier II meetings. * Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with a decrease in referrals between previous and current school year when trimesters are compared. *Survey conducted (staff, student, and parent) - PBIS survey, CA healthy kids, district climate and culture and social emotional survey to determine effectiveness

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

Site Goal 3.2

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

Metric: Cohort Graduation

Actions/Services 3.2.1

Principally Targeted Student Group

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

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?
1. Increase attendance for chronically absent students • Recognition awards for students meeting the goal of "every day, all day, on time" • Signage supporting attendance • Increase outreach to families of chronically absent students • (7440)	Truancy Reduction Program - Office of Criminal Justice Best Practice http://www.attendanceworks.org	**Action 1** *Weekly monitoring of attendance via synergy reports with increase from 95% to goal of 98%.

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

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and involve family and community partners.	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

Site Goal 4.1

Family Leadership Council represents all parents who have children enrolled at Zehnder Ranch. Our goal is to increase from 25% to 50% of parents who have children enrolled at Zehnder Ranch attend all general meetings throughout the year.

Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group

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

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?
1. Increase parent communication and connection through: • use of messenger, synergy, and talking points for family messaging • purchasing of site wide communication folders and agenda - printed through district printshop (7101) • use of site BTA for parent/teacher communication translation services • increase of home visits which is the strategy FACE funds • increase porch visit which are wellness checks as needed 2. Increase of parent participation and engagement in: • FLC meetings • ELAC meetings • ELAC Student Recognition Event--recognition of EL students who have made achievements in language development 3. Encourage participation and engagement of ELAC meetings through increase of communication (7150)	John Hattie/Visible learning Effect size in student learning when there is parental involvement California State PTA--Family Engagement http://www.capta.org/ John Hattie/Visible Learning effect size of parent involvement .49 www.pthvp.org - effective practice of home visits and home visit logs	**Action 1** *Dashboard of messenger and number of families reached *Parent and teacher feedback *Increase in partcipation of EL families *District data of porch/home visits conducted by ZR staff **Action 2** *Monitor and review of meeting minutes and parent attendance throughout the year *ELAC sign in sheets and feedback forms **Action 3** * Action will be measured by admin and EL coordinator by reviewing interest based on attendance, participation, and student/parent survey.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$500	Certificated- Salaries	

Actions/Services 4.1.2

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?
1. Purchase additional signage and award incentives to advertise/promote ZR PBIS and leadership trait expectations for Safe/Responsible/Respectful behaviors (7440) 2. Purchase site equipment to support site staff with the implementation of safe, responsible, and respectful through PBIS process (7440)	Visible Learning for Literacy - Hattie (2016) -Student academic performance improves through: 1) decreasing disruptive behavior (effect size .53) 2) reducing anxiety (effect size: .48) The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade students - www.casel.org	**Action 1 & 2** *Synergy discipline data reviewed showing a decrease in referrals and suspensions *Collection and review of Tier II data - addressed at monthly Tier II meetings. * Leadership, PBIS Tier I and Tier II meeting data (staff/student referral/contact logs) with a decrease in referrals between previous and current school year when trimesters are compared. *Survey conducted (staff, student, and parent) - PBIS survey, CA healthy kids, district climate and culture and social emotional survey to determine effectiveness

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1500	Materials/Supplies/Equipment	

Site Goal 4.2

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

Metric: Family and Community Engagement	

Actions/Services 4.2.1

Principally Targeted Student Group

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

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?
1. Timesheet a certificated teacher to oversee, plan, organize parent universities with focus on site needs around ELA, Math, Digital Citizenship, and SBAC preparation. (stipend/7101) 2. Provide awards and prizes for Reading Counts and Xtramath met goals. Order class banners from district printshop for reading counts weekly recognition. (7101)	John Hattie/Visible learning Effect size in student learning when there is parental involvement California State Standards in Reading/Language Arts CALIFORNIA DEPT EDUCATION http://www.cde.ca.gov/bc/st /ss/documents /finalelaccsstandards.pdf	**Action 1** *Increase in participation of Parent Universities measured through sign in sheets *Feedback from teachers and parents of PUs conducted **Action 2** *70-100% of class meeting RC and Xtramath grade level goals weekly, increase in individual and class award recognition by 10%

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$500	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment	

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

V. Funding

Zehnder Ranch Elementary (398) | 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	
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$35,397	$35,397	$35,397	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$106,250	$106,250	$86,202	$15,548	$0	$4,500	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$5,397	$5,397	$5,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$16,868	$16,868	$16,868	$0	$0	$0	$0
7415 Family and Community Engagement **0000** Unrestricted	0.0000	$0	$1,200	$1,200	$0	$0	$0	$0	$1,200
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$166,112	$166,112	$143,864	$15,548	$1,000	$4,500	

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	$166,112

		Signatures: (Must sign in blue ink)	Date
Principal	Cheryl Quilatan		
School Site Council Chairperson	Rachelle Wiggins		
EL Advisory Chairperson	Vanessa Rios		