



Arlene Hein Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

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

Approved by the Elk Grove Unified School District Board of Education on _

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

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.

A. 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?

Our stakeholders had the following opportunities to give input into the Arlene Hein Elementary LCAP for the 2017-2018 school year:

- Staff input through informal opportunities and staff surveys- June 2017 and on-going
- MTSS team - August 24, 2017 and ongoing bi-monthly meetings
- ELAC meeting- September 21, 2017
- Leadership team meeting - August 29, 2017 and ongoing monthly meetings
- School Site Council meetings - August 24, 31, & September 7, 2017
- PLC meetings input through agendas- Every Wednesday throughout the 2017-2018 school year
- Parent surveys- Spring, 2017
- PBIS team meeting July 12, 2017 and ongoing
- PTO Board meeting- July 6, 2017
- STEM parent meeting- May 18, 2017

Impact of LCAP and Annual Update

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

Based on input and feedback from various stakeholders utilizing data, the following recommendations were made for the 2017-2018 school year:

- Continue intervention programs through extended day and inter-session opportunities for students
- Provide staff with on-going professional development
- Provide parents with opportunities to learn through Parent University
- Update and replace outdated technology
- Provide students with opportunities to access computer programs at home and school
- Release time for teachers to individually administered assessments
- Release time for teachers for grade level planning
- Update the audio system for VAPA in the MP room
- Purchase risers for VAPA
- Purchase instructional materials as needed

B. 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: <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1
Provide students with high quality targeted whole class and small group instruction throughout the day to meet individual learning needs.

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group
• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide teachers with professional development (STEM- SCOE, Jennifer Serravallo, US Games, and Bureau of Education and Research, 2. Release time for teachers to individually assess students and plan for instruction with grade level. 3. Purchase technology (Mount projectors to ceilings) 4. Purchase instructional materials (Playground equipment, white boards, curriculum, student books, etc.) 5. TK- 3 grade teachers to attend On Grade Level Reading trainings hosted by EGUSD OGLR coaches. Substitutes provided to release teachers for three sessions. 6. Math coaches to provide teachers with PD, classroom demonstrations, and individual and grade level coaching. 7. Provide teachers with release time to attend staff development opportunities.	Direct instruction - Effect Size .60 Small group learning- Effect size .49 Teacher clarity- Effect size .90	SBAC results SMART goals analysis K/1 Benchmark assessments Grade level benchmark assessment data

What funding source will you use?
1. LCFF Supplemental/Concentration - registration fees \$4,550 2. LCFF Supplemental/Concentration (34 teachers/1 day each @\$200.00) \$ 6,800. 3. LCFF Supplemental/Concentration (3 classrooms @ \$2,000) \$6,000 4. LCFF Supplemental/Concentration \$500.00 5. No additional cost. 6. No additional cost 7. LCFF Supplemental/Concentration

(Substitute time sheets) \$2,000.

Actions/Services 1.1.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 1.2

Provide students with opportunities to receive intervention/enrichment in reading/language arts and mathematics and enrichment in areas including VAPA and STEM.

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide students with differentiated instruction during the school day and extended day opportunities through Hawk Academy and field trips. 2. Provide students the opportunity to go to the library weekly. 3. Provide students the opportunity to see guest speakers in the area of VAPA and STEM. 4. Purchase materials including technology for extended day (coding materials, robots, I-Pads)	Interventions for learning disable - Effect size .77 Response to Intervention - Effect size 1.07 Creativity programs - Effect size .65 Acceleration - Effect size .68	SBAC SMART goals Grade level benchmark assessment data Informal anecdotal data Observational data Parent surveys Extended day attendance records

What funding source will you use?

1. GATE funds- \$1,500.00 (teacher time sheet)
 2 & 3. LCFF Supplemental/Concentration- \$2,150.00 (Additional funding provided by elementary education and PTO)
 4. GATE funds - \$2,350.00 & Supplemental Concentration funds

Actions/Services 1.2.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 1.3

Our African American, EL, and Hispanic students will increase their performance on the mathematics section of the CAASPP during the spring of 2018 with the following goals:

African American- 36 % (meet or exceed standards)

Hispanic – 50% (meet or exceed standards)

EL – 37% (meet or exceed standards)

(These goals are an increase of 6% from their performance in 2017.)

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide students with differentiated instruction during the school day. 2. Provide release time for teachers to individually assess students and plan with grade level team during PLC time. 3. Math coaches to provide teachers with PD, classroom demonstrations, and individual and grade level coaching. 4. Provide EL newcomers with Rosetta Stone access	Direct instruction - Effect Size .60 Small group learning- Effect size .49 Teacher clarity- Effect size .90	CAASPP scores in reading/language arts and mathematics

What funding source will you use?

1. No additional cost
2. LCFF Supplemental/Concentration (34 teachers/1 days each @\$200.00) \$ 6,800. (Also, mentioned in site goal 1.1)
3. No additional cost
4. EL Supplemental (Yearly license) \$220

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
- Student Information System

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Provide teachers with time and resources to assess students, analyze data, set learning goals, create lessons, and respond to student needs based upon common grade level assessments.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide release time to teachers with time to individually assess students. 2. Provide teachers release time and Early Out Wednesday time to analyze assessment data and make instructional plans with PLC. 3. Provide teachers with release time to attend 504, SST, and IEP to share assessment information.	Providing formative evaluation - Effect size .68 Frequent and effects of testing- Effect size .52 Teacher clarity - Effect size .75 Teacher - student relationships - Effect size .52	SBAC results SMART goals Grade level benchmark assessment data Informal anecdotal data Observational data Parent surveys Attendance records

What funding source will you use?

- 1 & 2. LCFF Supplemental/Concentration (34 teachers/2 days each @\$200.00) \$5,280.
- 3. LCFF Supplemental/Concentration \$600.00

Site Goal 2.2

Assess all English Learners using CELDT/ELPAC and provide ELD instruction.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Administer CELDT 2. Provide release time to teachers to analyze assessment data and plan instruction 3. Utilize BTA to support assessments and communicate assessment results to parents.	Research indicates higher gains for English Learner students who are assessed, participate in small group intervention and individualized EL instruction. Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention. Sage Journals. Volume: 30 issue: 3, page(s): 153-168. Issue published: August 1, 2007	SBAC scores SMART goals CELDT scores Grade level benchmark assessment data Informal anecdotal data Observational data

What funding source will you use?

1. EL Supplemental \$10,805 (Teacher timesheet)
2. EL Supplemental \$6,000 (teacher timesheets)
3. EL Supplemental \$1,000 (BTA timesheets)

Site Goal 2.3

Administer the GATE assessment to all third graders. Additionally, work collaboratively with grade levels and teachers to identify potential GATE students utilizing the District criteria.

Metric: Assessment System

Actions/Services 2.3.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Administer the GATE assessment to all third grade students. 2. Provide GATE coordinator to monitor and increase the number of students in GATE and coordinate Hawk Academy. 3. Purchase GATE materials (Coding robots, curriculum, I-Pads) 	<p>Gifted programming positively influences students' futures. Several longitudinal studies have shown that gifted programs have a positive effect on students' post-secondary plans. Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. <i>Psychological Science, 24</i>, 648–659.</p>	<p>The number of students assessed and qualify for GATE will be monitored. SBAC.</p>

What funding source will you use?

1. & 2. GATE (Coordinator stipend) \$1,150
3. GATE- (materials) \$1,500

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Site Goal 3.1

Utilize District resources through PBIS including MTSS (multi tier student supports) system to provide physical and emotional support to all students and promote skills for social and academic success.

Metric: Attendance

Actions/Services 3.1.1

Principally Targeted Student Group		
• All • School-wide		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Provide professional development and purchase PD materials- <i>A Mindset for Learning</i> 2. Purchase signage/posters to highlight PBIS expectations and safety expectations in front of the school for arrival and dismissal. (sandwich boards) 3. Provide staff with lanyards to promote PBIS expectations. 	Decreasing disruptive behavior - Effect size: .53 Reducing anxiety - Effect size: .48 Response to intervention - Effect size 1.07	SMART goals Grade level benchmark assessment data Informal anecdotal data Observational data Parent surveys Attendance records
What funding source will you use?		
<ol style="list-style-type: none"> 1. PBIS - \$500 (Books) 2. PBIS - \$500 (Signage) 3. PBIS - \$167.00 (Lanyards) 		

Site Goal 3.2

Provide professional development to all staff members in the area of social/emotional learning, identifying individual social/emotional needs, and trauma informed care.

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group		
• All • Foster Youth • School-wide		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Provide professional development to staff by MTSS team. 2. MTSS team to meet biweekly to discuss students of concern 	Professional development - Effect size .45	Student survey results (Healthy kids and Social/Emotional) SBAC scores SMART goals Grade level benchmark assessment data Informal anecdotal data Observational data Parent surveys Attendance record RTI records
What funding source will you use?		
<ol style="list-style-type: none"> 1. No additional funding needed 2. No additional funding needed 		

District Strategic Goal 4: All students will benefit from programs and services designed to	District Needs and Metrics 4: Students need parent, family and community stakeholders as
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Inform and involve family and community partners.	direct partners in their education as measured by: <ul style="list-style-type: none"> • Family and Community Engagement
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Increase the productivity and frequency of home/school partnerships.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Parent Liaison to work with families to connect home and school. 2. Provide communications through school website, e-mails, and Facebook 	Parent involvement in student learning- Effect size: .51	Informal anecdotal data Observational data Parent surveys Attendance records for school events Number of parents that access Facebook

What funding source will you use?

1. FACE (Parent Liaison timesheet) \$2,000
2. No additional cost

Site Goal 4.2

Increase the opportunities for families to participate in Parent University, PTO, ELAC, Back to School Night, Open House, STEM days, and other community events.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Provide regular Parent Universities (STEM - Phil Tuga & Writing - EGUSD FACE department) 2. Provide families with materials such as paper, pencils, handouts, and snacks during Parent University. 3. Sponsor four STEM days during the school day and invite community participation 4. Coordinate and monitor Five Star Family Program. Provide community with a celebration to parent volunteers at the end of the year. 	Parent involvement in student learning effect size: .51	SBAC SMART goals Grade level benchmark assessment data Informal anecdotal data Observational data Parent surveys Attendance records

What funding source will you use?

1. FACE (Speaker fees) \$1,225
2. FACE (materials) \$275
3. PTO (\$50 per teacher)
4. PTO funds

Local Control Accountability Plan (LCAP)
Year 2017 - 2018**IV. Funding**

Arlene Hein Elementary - 280

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	\$0	\$27,205	\$27,205	\$27,205	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	40.3752	\$0	\$5,666,026	\$5,666,026	\$5,666,026	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$174,755	\$174,755	\$174,755	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$40,369	\$0	\$40,369	\$40,369	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$56,626	\$56,626	\$56,626	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$165,368	\$165,368	\$0	\$0	\$165,368	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$27,280	\$27,280	\$22,000	\$5,280	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$4,000	\$1,000	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$18,025	\$18,025	\$0	\$18,025	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.3125	\$0	\$71,254	\$71,254	\$0	\$0	\$71,254	\$0	\$0
3155 Supported Living Skills (SLS) 6500 Special Education	6.5	\$0	\$386,166	\$386,166	\$386,166	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$140,196	\$140,196	\$140,196	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.75	\$0	\$203,868	\$203,868	\$203,868	\$0	\$0	\$0	\$0

3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	3.0313	\$0	\$143,111	\$143,111	\$143,111	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.7813	\$0	\$152,682	\$152,682	\$152,682	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$1,151	\$0	\$1,151	\$1,151	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9326 VAPA Program - Arlene Hein Elementary School	0	\$154	\$0	\$154	\$154	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9415 Hawk Academy - Arlene Hein Elementary School	0	\$1,910	\$0	\$1,910	\$1,910	\$0	\$0	\$0	\$0
Totals	63.0504	\$43,584	\$7,242,062	\$7,285,646	\$7,020,219	\$24,305	\$237,622	\$3,500	

Signatures: (Must sign in blue ink)

Date

Principal **Lynne Mayer**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

