



Arnold Adreani 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
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The planning process for our LCAP, creation of its goals, and its review included consulting our stakeholders in the following groups and ways:</p> <ul style="list-style-type: none"> • Multiple staff meetings 4/17/17, 8/28/17 • Staff surveys • Leadership meetings- 1/9/2017, 3/6/2017, 4/3/2017, 4/28/2017, 8/14/2017, 9/11/2017 • PTA meetings 5/17/17, 8/25/17, 9/13/2017 • ELAC Meetings- 9/20/2016, 1/12/2017, 2/14/2017 • SSC Meetings- 2/16/2017, 5/4/2017, 8/31/2017, 9/7/2017 • Google Form sent to all parents • GATE Parent Night- 11/3/2017 • Preservice days with teachers 8/8/17
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The input from stakeholders was collected and presented to staff, ELAC and School Site Council. The information collected from stakeholders was used to have a discussion about our current reality versus our future outcomes. Each group had an opportunity to use stakeholder input to drive the decision making for 2017-18 school year goals.</p>

B. Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation
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- CTE Sequence Completion
- EAP
- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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

Site Goal 1.1

Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores by providing high quality, research based instructional practices. We seek to improve student achievement scores each year to continue to be the top performing school in EGUSD. We set the following goals for the 2018 CAASPP:

Number of students meeting or exceeding standards:
 ELA increase by 3% from 83% to 86%
 Math increase by 3% from 82% to 85%

Metric: CAASPP

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?
<p>1) Provide internal professional development through release time for teachers to plan and collaborate on school-wide instructional targets</p> <ul style="list-style-type: none"> • Whole grade level release time to determine learning targets through SMART Goals and develop CFAs to determine, "How we know students have learned it." • Vertical articulation for alignment of standards • Grade-level planning for process writing, alignment of standards to instruction, and differentiation for each grade level team. <p>2) Offer targeted instruction to underperforming students in after school intervention through small group instruction with credentialed teacher outside of the regular school day- after school tutoring- 60 mins x 2 days per week x 5 grade levels x 26 weeks</p> <p>3) GATE Coordinator to assess students for GATE, solicit and approve additional ways to qualify for GATE and administer the program</p> <p>4) Materials and supplies for GATE program implemented to provide unique and different experiences for students through multiple session of enriching and engaging after-school classes</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Collective teacher efficacy 1.57 • Teacher clarity 0.75 • Formative Evaluation 0.68 • 	<p>CAASPP K/1 Benchmark Formative assessments CELDT Classroom observations Administrative walk-throughs</p>

What funding source will you use?

1) LCFF Concentrated/Supplemental - Funding TK-6 - Substitutes for 3 1/2 day releases coordinated with another grade-level team to use 1 full day sub per two teams. 15 subs x \$200 = \$3,000
 \$3,000 x 3 days = \$9,000

2) LCFF Concentrated/Supplemental - Funding TK-6 - (78 hrs certificated timesheet = \$3,500)

- 2) EL Supplemental
(78 hrs certificated timesheet = \$3,500)
- 2) Summer School Carryover
(78 hrs certificated timesheet = \$3,500)
- 3) GATE - \$1,000 stipend
- 4) GATE - \$3,000

Site Goal 1.2

Close the achievement gap with the lowest performing subgroups

- Hispanic students will move from 77% meets or exceeds standards to 82%
- Students with 2 or more races will move from 76% meets or exceeds standards to 81%
- EL students will move from 23% meets or exceeds standards to 33%.
- Socio-Economically Disadvantaged students will move from 72% meets or exceeds standards to 77%

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

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

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) Continuously improve the proficiency of English Learners through dedicated and integrated ELD and additional supports and interventions throughout the instructional day 2) Timesheet a paraeducator to provide students with targeted tutorials and intervention opportunities through small group and workshop	John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. <ul style="list-style-type: none"> • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49 	CAASPP K/1 Benchmark Formative assessments CELDT Classroom Observations Administrative walk-throughs

What funding source will you use?

- 1) No additional funds needed
- 2) LCFF -EL Supplemental funding
1 paraeducator for 2 hours per day 5 days a week for 24 weeks = \$3,500

Site Goal 1.3

Increase the number of students reading on grade level or beyond by 5% as measured by grade level benchmark assessments.

Metric: A-G Completion

Actions/Services 1.3.1

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?
<p>1) K-3 teachers will participate in On Grade Level Reading trainings provided by Elementary Education</p> <p>2) Provide staff development on Differentiated Instruction using resources in Wonders and Go Math through appropriate interventions (RTI, Small group instruction, other support strategies.)</p> <p>Provide staff with professional development through coach and with research surrounding effective teaching strategies</p> <p>3) Purchase materials to support effective teaching practices, WIN time, differentiated instruction, Push In/Pull Out</p>	<p>John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49 	<p>K/1 Benchmark assessments Grade level common assessments CAASPP CELDT scores Classroom observations Administrative walk-throughs</p>

What funding source will you use?

- 1) PreK-6 Education OGLR funding
LCFF
- 2) No additional funds needed
- 3) LCFF Concentrated/Supplemental - Funding TK-6 - \$1,300

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

All grade level teams and our support/intervention team will operate as a high functioning Professional Learning Community (PLC) to share best practices, analyzing of assessment data, and make modifications of instruction based on the data. All will participate in the cycle of inquiry through the use of SMART Goals to improve student achievement and help close our achievement gap. PLCs will meet weekly.

Metric: Data and Program Evaluation

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?
<p>1) Provide staff development in PLC to hone our implementation of best PLC practices, and our focus on student outcomes</p>	<p>Voelkel, R. (2011). <u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u></p>	<p>Agendas and minutes from PLC meetings CAASPP K/1 Benchmark Assessments Grade level common formative and summative</p>

<ul style="list-style-type: none"> • PLCs meet weekly • Administrators participate in PLCs routinely • Staff Meetings <p>2) Support the concept of PLCs through grade-level CoOps twice per year as well as release time for SSTs and IEP that follow RTI.</p> <p>3) Provide timesheets and release time to allow for combo support and collegial observations/ co-teaching to support implementation of best teaching practices and collective teacher efficacy</p> <p>4) Utilize district instructional coaches to support our faculty with ELD (standards and instruction), on grade level reading by end of 3rd grade, and differentiated small group instruction (particularly in math and writing)</p>		assessments Classroom observations EL and other administrator walk-through opportunities Teacher evaluations CELDT EL Redesignation
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<p>What funding source will you use?</p> <p>1) No additional funds needed</p> <p>2) LCFF Concentrated/Supplemental - Funding TK-6 - 5 subs needed for first CoOps = \$2,000 ; Second CoOps roving sub = \$1,000, Roving sub for SST/IEP follow up to RTI = \$1,000 \$4,000 total</p> <p>3) Supplemental Concentration 1 substitute 5 day at \$200 = \$1,000 \$1,000 timesheets</p> <p>4) District LCAP - No additional funds needed</p> <p>District professional learning opportunities (including Math Generations)</p>

Site Goal 2.2

Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use CELDT data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • EL

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?
<p>1) Interpret CELDT results and EL Walk through data to make informed decisions for EL instructional strategies and ensure ELD program is being taught with fidelity.</p> <p>Consistently look at EL student performance when analyzing data in PLCs</p> <p>2) Materials and resources aligned to CCSS to support EL students through materials, and resources to support use of complete sentences (sentence frames), and active student engagement (frequent opportunities</p>	<p><u>Teaching Academic Vocabulary</u> By Kate Kinsella, Ed.D.</p>	<p>CAASPP K/1 Benchmark Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations</p>

for oral rehearsal and academic language)
 3) Timesheets for CELDT testing
 4) Utilize district instructional coaches for professional development on instructional strategies that support EL students

What funding source will you use?

- 1) No additional funds needed
- 2) EL Supplemental Funding - \$1,400
- 3) EL Supplemental Funding -\$1,450
- 4) District LCAP - no additional funds needed

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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

Site Goal 3.1

Support physical and emotional well-being of all on campus by continuing to develop as a PBIS team and move towards full implementation of PBIS. PBIS team will meet monthly and continue to move towards full implementation of PBIS as measured by the POI and TFI.

Metric: School Climate

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?
1) PBIS Tier 2 implementation <ul style="list-style-type: none"> • Increase interventions vs. consequences • Increase the use of WOW tickets to increase desirable behaviors • Sharing of school-wide data • Continued teacher education on Synergy and Major vs Minor • Increase branding and messaging through banners and needed supplemental materials, equipment and personnel. • Implement use of check in - check out process with "at risk" students • Identify Foster Youth & inform staff of FY • Schedule monthly meetings of PBIS team 	Robert Marzano, "What Works in Schools," 2002 (Safe and Orderly Environment) "Is School-wide Positive Behavior Support an Evidenced-based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis	Reduction in behavior referrals (minor and major) and suspensions.

2) Social Groups/MHT referrals

What funding source will you use?

- 1)PBIS (\$800)
- 2)District LCAP - no additional funds neededd

Site Goal 3.2

Decrease absentee, tardy, and early dismissal rate for all students, especially at risk subgroups.

- Increase overall attendance rate to 98.0%

Metric: Attendance

Actions/Services 3.2.1

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?
<p>Gather and analyze attendance data</p> <p>Personal phone calls home from teachers regarding attendance. When chronic Adminstrative phone calls home.</p> <p>Follow school policy as laid out in the Staff Handbook for tracking and monitoring tardies.</p> <p>Letters mailed home regarding attendance</p> <p>Hold monthly PBIS/Intervention team meetings</p> <p>Monthly reports submitted to administration by front office staff regarding tardies, early dismissals, and absence</p> <p>Implement & fund PBIS attendance incentives- Every Day, All Day, On Time campaign - continue to use the flags and weekly assemblies to recognize accomplishments</p> <p>Monitor SART process</p> <p>Admin/parent conferences</p>	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf</p>	<p>Synergy Attendance Data</p> <p>Teacher record sheets</p> <p>SART process info</p> <p>Discipline data</p>

What funding source will you use?

- PBIS \$200
- General Fund

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:

• Family and Community Engagement

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

Site Goal 4.1

Increase opportunities to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including SSC, ELAC, PTA, parent conferences, Watch DOGS, Parent University nights, Student Study Team, Accelerated Reader, Math Club and school-wide community events such as BTSN, Open House, Carnival, Auction, Mother/Son Game Night, Father/Daughter Dance, SOTW assemblies, and PTA meetings.

- Identify main languages spoken by families
- Increase the translation of flyers into home language
- Make personal calls to targeted populations to invite to events

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?
<p>1) School-wide Family and Community Engagement programs</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • Back to School Night • Open House • Fund light refreshments for family and community events • Ensure home/school communications/flyers are translated whenever possible • Make phone calls to personally invite families to events • Establish & communicate current events in print, website, social media • Determine how to enhance activities to meet the needs of students socially and academically • Provide necessary supplemental materials, equipment, and personnel. • Provide light snacks at all parent nights • Create parent survey to determine interest and topics for Parent University Nights <p>2) Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies. Supported by trimesterly school-wide check ins and incentives.</p> <p>3) Continue with Watch DOGS Program</p> <p>4) Awards and Incentives for participation in AR and Math Club</p>	<p>John Hattie's Visible Learning for Teachers identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> • Parental Involvement 0.51 <p>Back to school: How parent involvement affects student achievement http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html</p> <p>Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.htm</p>	<p>Parent surveys Sign-in Sheets Sign-ups for events</p>

What funding source will you use?

- 1) General Fund - No additional funds needed
- 2) LCFF Concentrated/Supplemental - Funding TK-6 - \$700
- 3) FACE Grant
- 4) LCFF Concentrated/Supplemental - Funding TK-6 - \$500

Site Goal 4.2

Increase community partnerships directly supporting students (Intel, Boy/Girl Scouts, Knights of Columbus, Lions Club, partnerships with KAMS/PGHS)

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?
<p>Use community groups to support Accelerated Reader, Math Club and NEHS. Support through volunteers, pancake breakfast incentives, pledge leaders, etc.</p> <p>Reach out to community groups via email and phone calls to message school events and opportunities to connect.</p> <p>Articulate with PG region</p>	<p>Parent, Family, Community Involvement in Education http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	<p>Increased number of community organizations involved in and linked to Arnold Adreani Elementary</p>

What funding source will you use?

No additional funds needed

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

Arnold Adreani Elementary - 205

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	\$25,660	\$25,660	\$25,660	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	35.8752	\$0	\$4,109,287	\$4,109,287	\$4,109,287	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$93,653	\$93,653	\$93,653	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$13,499	\$0	\$13,499	\$13,499	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$52,226	\$52,226	\$52,226	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$173,661	\$173,661	\$0	\$0	\$173,661	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$13,800	\$5,000	\$0	\$1,200	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$9,850	\$9,850	\$7,000	\$2,850	\$0	\$850	\$-850
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
3711 Special Education Preschool 3315 Special Education: IDEA Preschool, Part B, Sec 619	1	\$0	\$60,457	\$60,457	\$60,457	\$0	\$0	\$0	\$0
3711 Special Education Preschool 3320 Special Education: IDEA Preschool Local Entitlement, Part B, Sec 611	0.75	\$0	\$37,511	\$37,511	\$37,511	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.2501	\$0	\$57,736	\$57,736	\$0	\$0	\$57,736	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.94	\$0	\$91,857	\$91,857	\$91,857	\$0	\$0	\$0	\$0

3410 Special Education Mild/Moderate 6500 Special Education	1.375	\$0	\$83,220	\$83,220	\$83,220	\$0	\$0	\$0	\$0
3655 Pre-K SCC (Non-ASD) 6500 Special Education	3.25	\$0	\$178,142	\$178,142	\$178,142	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	6.5	\$0	\$366,035	\$366,035	\$366,035	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.75	\$0	\$206,780	\$206,780	\$206,780	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9302 Intel Volunteer Grant Program	0	\$15,316	\$0	\$15,316	\$15,316	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$46	\$0	\$46	\$46	\$0	\$0	\$0	\$0
Totals	58.6904	\$28,861	\$5,571,075	\$5,599,936	\$5,358,489	\$7,850	\$232,397	\$2,050	

Signatures: (Must sign in blue ink)

Date

Principal **Mark Vierra**

School Site Council Chairperson

EL Advisory Chairperson

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

