



# Elitha Donner 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><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>Gathering of input began on July 10, 2017 and is on-going. Family nights supporting the Common Core implementation began in August. Parents shared the need to support students through extended day activities and with technology. Parent and Community Stakeholder groups have been provided opportunities to discuss LCAP and LCFF at monthly PTA meetings and are ongoing. Ongoing discussion on SMART goals that target student needs via our Professional Learning Communities (PLC/HEAT). Input gathered during SSC meetings from teachers, other school personnel, parents, and pupils on July 27, 2017 and September 21, 2017, (ELAC), August 24, 2017, September 21, 2017, October 19, 2017, and on-going through the use of parent and school surveys.</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Through these consultations parents encourage the continued professional development of our teachers and staff around culturally responsive teaching strategies, extended day support, intervention time, and parent Go Math trainings. In addition they indicated the continued support of all students to remediate and excel through after school programs, GATE/enrichment practices, and English Language services. Parents and stakeholders want the continuance of School-wide PBIS with a focus on bullying education and prevention. Increased professional development and supports for students who have experienced trauma. More technology available to more students with additional teacher training on teaching with technology and student learning through technology.</p>

### B. Goals, Actions, and Progress Indicators

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

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**Site Goal 1.1**

Increase the number of students who obtain proficiency in all areas of the Common Core State Standards to be college and career ready. 62% of students will meet or exceed standards in ELA and 53% of students will meet or exceed standards in Math. At least 50% use of technology by teachers in instruction, and by students in learning, professional learning, and staff development during the school year.

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All

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"> <li>1. Purchase resources, technology, and equipment to enhance the teaching of CCSS.</li> <li>2. Hire outside consultants for professional learning.</li> <li>3. Time sheet classified/certificated staff to work with identified groups of students during WIN/ Intervention time.</li> <li>4. Continue teacher release and HEAT time for professional development, analyzing, and planning and provide additional appropriate technology and applications for instruction and utilization.</li> <li>5. Obtain additional programs, renew, or expand services of existing web based student/teacher subscriptions.</li> <li>6. NEHS renewal and supplies, college to career supplies, GATE/Accelerated Entrance Fees/ Subscriptions/ Supplies/ Services, Certificated /Classified Stipends.</li> <li>7. Update and renew library software as needed. Purchase mult-media materials, software, culturally responsive reading materials and necessary library supplies.</li> </ol>	<p>*See Darling-Hammond, L. (2005) <u>Professional Development Schools: Schools for Developing a Profession</u> on making teacher professional learning an endemic part of every successful school. Available at <a href="http://www.harvardeducationpress.edu">www.harvardeducationpress.edu</a></p> <p>*<u>A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</u> Voelkel, R. (2011)</p> <p>*McLaughlin, M. &amp; Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school.</p> <p><u>See Strategic Inquiry: Starting Small for Big Results in Education</u>, available at <a href="http://www.harvardeducationpress.edu">www.harvardeducationpress.edu</a>.</p> <p>*Use teaching assistants to deliver high-quality one-to one and small group Support using structured interventions. A copy of the study and guidance report are available at <a href="http://educationendowmentfoundation.org/news/teaching-assistants-should-notbe-substitute-teachers-but-can-make-a-real-difference.pdf">http://educationendowmentfoundation.org/news/teaching-assistants-should-notbe-substitute-teachers-but-can-make-a-real-difference.pdf</a></p> <p>*GIFTED &amp; Gifted programs (separate from advanced placement/high ability courses) ENRICHMENT provide specific curricula aimed at challenging students at the appropriate PROGRAMS level. See research on positive outcomes by Kulik, J. &amp; Kulik, C.L. (1992)</p>	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations</p>

**What funding source will you use?**

1. \$25,000 Supplemental/ Concentrated
2. \$20,000 Supplemental/ Concentrated
3. \$17,000 Supplemental/ Concentrated
4. \$4,000 Supplemental/ Concentrated funding
5. \$2669.00 EL Supplemental
6. \$3000.00 GATE
7. \$1,000 Supplemental/ Concentrated , General Funds

**Site Goal 1.2**

Close the Achievement Gap for the lowest performing subgroups

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

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

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"> <li>Continue core and enrichment extended day opportunities.</li> <li>Continue to fund the hiring of additional support staff, in addition to para-educators and adult/peer mentors to provide intensive student support within the classroom and after school.</li> <li>Provide intersession/extended day teacher /para support for EL students.</li> <li>Provide EL incentives and celebrations, encouragement materials and items.</li> </ol>	<p>*Program delivery, increases the likelihood of sustaining an effective ELD instructional program and promoting student outcomes. (Parrish, Linquanti, et, al. Effects of implementation of Proposition 227: A Five Year evaluation: AIR &amp; WestEd: 2006.)</p> <p>*Professional Development for EL Teachers</p> <p>Effective EL teachers need language skills and knowledge and the ability to teach listening, speaking, reading and writing.</p> <p>Some of the research based skills for effective EL instruction include teacher ability to:</p>	<p>*Site developed common, entry level, formative, and summative assessments</p> <p>*State assessments CAASPP</p> <p>*Classroom observations</p> <p>*EL walkthrough forms</p> <p>*Technology based assessments</p> <p>*CELDT</p> <p>*K/1 Benchmark</p> <p>*Teacher evaluations</p>

**What funding source will you use?**

- \$31,500 - Summer school/Intersession/Extended Day funding
- See 1.1.1 #3
- \$6,221 Additional EL Funding
- \$300 EL Supplemental

**Site Goal 1.3**

Increase the number of students reading on grade level by the completion of 3rd grade.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.3.1**

**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?
<ol style="list-style-type: none"> <li>Provide professional development and research based instructional strategies and materials to support reading development.</li> <li>Provide intensive small group and individualized support and accommodated/modified curriculum for at risk students.</li> </ol>	<p>*Change in teacher knowledge of early literacy skills was associated with educators' progress in the Language Essentials for Teaching Reading. <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017270.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017270.pdf</a></p> <p>*The Student Teacher Achievement Ratio study (STAR) documented that strategic reductions in the early grades (Pre-K through third grade) can make a measurable and lasting different in student achievement, especially for students from low income families. (Word, Johnson &amp; Bain, 1990.)</p> <p>*www.treeves.coe.uga.edu/editG900/metaanalysisNCREL.pdf LEARNING Positive effect of technology on student achievement-Tamin, R., Bernard, R., Borokhovski, E., Abrami, P., &amp; Schmid, R (2011)</p> <p>*McTighe, J. and Wiggins, G., in Understanding By Design, A Professional</p>	<p>*Site developed common, entry level, formative, and summative assessments</p> <p>*Classroom observations</p> <p>*Technology based assessments</p> <p>*K/1 Benchmark</p> <p>*Elementary ED OGLR Survey results</p>

3. Obtain technology resources to assist students and teachers with diagnostics and support reading development, such as "Accelerated Reader".  
 4. Increase teacher release and HEAT time for professional development, analyzing, and planning.

Development Workbook, (2004) present Standards, templates, exercises, design tools and examples for implementing Understanding by Design (UbD), a curriculum design model, as professional development in Schools.

**What funding source will you use?**

1. \$1,000 Supplemental/Concentrated funding
2. See 1.1.1 #3
3. See 2.2.1 #3
4. \$1,000 Supplemental/Concentrated funding

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Student Information System</li> </ul>
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**Site Goal 2.1**

Teachers will meet regularly as members of their grade level Highly Effective Academic Teams to analyze assessment data and plan instruction based on the Common Core State Standards and aligned, research based instructional strategies. Each grade level will create, teach, and analyze one common ELA and one common math formative assessment each trimester.

**Metric:** Assessment System

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

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. Obtain and/or renew additional programs or expand services of existing web based student/teacher program that supports individual student learning, assessment, and planning.</p> <p>2. Provide all students and teachers with access to AIMS Web, or comparable web based assessment, teaching, and learning solutions programs. Purchase advocacy materials to address student skill deficit.</p> <p>3. Provide common release time for Highly Effective Academic Teams (HEAT) grade level and cross grade level articulation to participate in the PLC process.</p> <p>4. Provide consultation from Solution Tree coach for Common Formative Assessment and Simplifying RTI.</p>	<p><u><a href="#">A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</a></u>                      Voelkel, R. (2011)</p> <p>*McLaughlin, M. &amp; Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school.</p> <p><u><a href="#">See Strategic Inquiry: Starting Small for Big Results in Education</a></u>, available at <a href="http://www.harvardeducationpress.edu">www.harvardeducationpress.edu</a>.</p> <p><u><a href="#">A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</a></u>                      Voelkel, R. (2011)</p> <p>*Positive effects of technology on cognition, affect and behavior and its use in learning.                      Waxman, H.C., Lin, M., &amp; Michko, G.M. (2003)</p>	<p>*SMART goals assessments</p> <p>*H.E.A.T. protocols</p> <p>*Site developed common, entry level, formative, and summative assessments</p> <p>*Technology based assessments</p> <p>*State assessments CAASPP</p> <p>*Classroom observations</p> <p>*K/1 Benchmark</p> <p>*Teacher evaluations</p>

**What funding source will you use?**

- 1. & 2. \$16,150 Supplemental/Concentrated funding
- 3. 7,000 Supplemental/Concentrated funding
- 4. 26,000 Supplemental/Concentrated funding

**Site Goal 2.2**

Continue to provide coverage for teacher release and HEAT time for professional development, analyzing, and planning.

**Metric:** Data and Program Evaluation

**Actions/Services 2.2.1**

**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?
<p>1. For the purposes of building RTI strategies and supports –</p> <ul style="list-style-type: none"> <li>• Provide Collaborative Team release time to:                             <ul style="list-style-type: none"> <li>o Restructure TIPS Procedures. implement daily advocacy</li> <li>o Formalize the process for collaborating regarding individual student interventions</li> <li>o Develop standard grade level interventions</li> <li>o Develop general Education intervention processes and procedures</li> <li>o Analysis of current at-risk students</li> <li>o Continue daily dedicated intervention time                                     <ul style="list-style-type: none"> <li>• Provide Professional Development/Training in:   <ul style="list-style-type: none"> <li>o Multi-Tiered Systems of Support (MTSS)</li> <li>o Intervention Strategies</li> <li>o Data tracking / Analysis</li> <li>o ACEs /Trauma Informed development</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p>2. Continue to provide coverage for teacher release and HEAT time for professional development, analyzing, and planning.</p> <p>3. Continue the use of technology for adaptive diagnostic, online instruction, teacher-led instruction, and progress monitoring.</p> <p>4. Obtain and/or renew additional programs or expand services of existing web based student/teacher program that supports individual student learning, assessment, and planning.</p>	<p>*Well taught, Systematic, differentiated instruction for all underperforming students improves student achievement. (Tomlinson, C. et. al., "Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of the literature". Journal for the Education of the Gifted. Volume 27, 119-145.</p> <p>*Response to Intervention (Rti) instruction, has been documented to provide effective diagnosis, treatment and improved Student learning outcomes. (See Bryk, et. al., 2010, Organizing Schools for Improvement)</p> <p>*(2009) on improving the quality of interventions and avoiding pitfalls of adopting drill and practice and repetitive English and math skills courses.</p> <p>*The implementation of Common Core State Standards (CCSS) makes building teacher capacity, through professional learning and professional networks an imperative. Leadership and instructional specialists can help teachers develop this new subject-matter pedagogical knowledge and practice without re-inventing the wheel, particularly when teacher professional communities are part of practice and not an "add-on" to teacher responsibilities.</p> <p>* <a href="#">A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</a> Voelkel, R. (2011)</p> <p>*Positive effects of technology on cognition, affect and behavior and its use in learning. Waxman, H.C., Lin, M., &amp; Michko, G.M. (2003)</p>	<p>*SMART goals assessments</p> <p>*H.E.A.T. protocols</p> <p>*Site developed common, entry level, formative, and summative assessments</p> <p>*Technology based assessments</p> <p>*State assessments CAASPP</p> <p>*Classroom observations</p> <p>*K/1 Benchmark</p> <p>*Teacher evaluations</p>

**What funding source will you use?**

- 1. \$2,000 Supplemental/Concentrated funding
- 2. \$7,850 Supplemental/Concentrated funding
- 3. \$2,669 EL Funding
- 4. See 2.1.1 #1

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

Fully implement School Wide Positive Behavior Interventions and Supports (SWPBIS). Increase understanding of Social-emotional learning , trauma informed care, and ACES.

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All

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. Fully implement SWPBIS school wide with the assistance of EGUSD PBIS coaches and regional and site team members. Provided opportunities to celebrate staff and student accomplishments. 2. Purchase materials, signage, incentives, prizes and provide teacher and team release time which coincide with SWPBIS implementation. 3. Increase opportunities for positive peer interactions and skill deficit building. Provide advocacy materials to address student skill deficits and enhance the learning environment. Provide social skills classes. Add additional support staff to assist with student supervision and training. Purchase materials to support social emotional learning and address skill deficits. 4. Provide culturally responsive, Social-emotional & Mindfulness Professional Development, parent workshops, and teacher training to improve culturally responsive, physically and emotionally safe practices school wide. Provide teacher release time. Hire consultants, provide workshop and training opportunities and purchase training and strategy materials.	*"The Impact of Enhancing Students' Social and Emotional Learning" In 2011, the Collaborative for Academic, Social, and Emotional Learning (CASEL) conducted a metaanalysis of 213 school-based, social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. <a href="http://www.casel.org/library">www.casel.org/library</a> *University of Virginia's Curry School of Education conducted a major research study which showed that the use of the Responsive Classroom approach is associated with higher academic achievement, improved teacherstudent interactions, and higher quality instruction. *From 2008 to 2011, researchers at the University of Virginia's Curry School of Education conducted a three-year randomized controlled study led by Dr. Sara Rimm-Kaufman. The Responsive Classroom Efficacy Study (RCES), funded by the U.S. Department of Education, Institute of Education Sciences (IES), involved 24 elementary schools in a large district in a mid-Atlantic state. The schools were assigned randomly to intervention and comparison groups. The study followed 350 teachers and over 2,900 students from the spring of the students' second grade year to the spring of their fifth grade year. *An application of behavior analysis, PBIS focuses on teaching children positive	*Attendance Percentages *SMART Goals *Synergy/PBIS Reporting *Tier II/III enrollment data *Student performance data *SET Evaluation Tool *Parent, Staff & Student Surveys *TFI Assessment (Tiered Fidelity Inventory) under measurements California Healthy Kids Survey (CHKS) *District Social Emotional/School Culture survey

behaviors and changing children's environment so that using the positive behaviors becomes more effective for them than using negative behaviors (Sailor, Dunlap, Sugai, & Horner, 2008; OSEP Technical Assistance Center on PBIS, n.d.; Association for Positive Behavior Support, n.d. [a]).  
 \*PBIS and the Responsive Classroom approach share the same fundamental principles about how best to minimize problem behavior (Association for Positive Behavior Support, n.d. [b]; OSEP Technical Assistance Center on PBIS, n.d.; Beach Center on Disability, 2009).

**What funding source will you use?**

1. \$200 PBIS funding
2. \$800 PBIS funding
3. \$5,000 Supplemental/Concentrated funding
4. \$5,000 Supplemental/Concentrated funding

**Site Goal 3.2**

Educate students and parents regarding the direct impact that tardies and absences have on students' academic progress while motivating students to want to come to school every day on time.

**Metric:** Attendance

**Actions/Services 3.2.1**

**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?
1. Provide parents with parenting support and education via parent nights, e-mail, video, flyers, etc. on the impact of absenteeism and tardies on their child's learning.	<ul style="list-style-type: none"> <li>• Starting in kindergarten, too many absences can cause children to fall behind in school.</li> <li>• Missing 10 percent (or about 18 days) can make it harder to learn to read.</li> <li>• Students can still fall behind if they miss just a day or two days every few weeks.</li> <li>• Being late to school may lead to poor attendance.</li> <li>• Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.</li> </ul>	<ul style="list-style-type: none"> <li>*Attendance data</li> <li>*SISWeb data</li> <li>*Parent Surveys</li> </ul>

**What funding source will you use?**

1. \$1,000 Supplemental/Concentrated funding

**Site Goal 3.3**

Increase student supports for learning at school by 5% in the following areas: students showing motivation to learn, grownups will ask about student ideas, provide a chance to solve school problems, participate in interesting activities, teachers asking students what they want to learn,



help students solve student to student conflicts, teach students to understand how other students think and feel, and teach students to care about each other and treat each other with respect.

**Metric:** School Climate

**Actions/Services 3.3.1**

**Principally Targeted Student Group**

- All

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. Staff development and book study opportunities through Responsive Classroom and/or other resources to gain knowledge of culturally responsive approaches and strategies. 2. Provide Staff development release time or stipends, purchase resources and materials to provide book study opportunities through Responsive Classroom and/or other sources. Pay for registration fees and or specialized training in the area of Responsive Classroom approach and culturally responsive strategies.	<ul style="list-style-type: none"> <li>• Starting in kindergarten, too many absences can cause children to fall behind in school.</li> <li>• Missing 10 percent (or about 18 days) can make it harder to learn to read.</li> <li>• Students can still fall behind if they miss just a day or two days every few weeks.</li> <li>• Being late to school may lead to poor attendance.</li> <li>• Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.</li> </ul>	<ul style="list-style-type: none"> <li>*Attendance Percentages</li> <li>*SMART Goals</li> <li>*Synergy/PBIS Reporting</li> <li>*Tier II/III enrollment data</li> <li>*Student performance data</li> <li>*SET Evaluation Tool</li> <li>*Parent, Staff &amp; Student Surveys</li> <li>*TFI Assessment (Tiered Fidelity Inventory) under measurements</li> <li>California Healthy Kids Survey (CHKS)</li> <li>*District Social Emotional/School Culture survey</li> </ul>

**What funding source will you use?**

1. \$10,000 Supplemental/Concentrated funding
2. \$7,470 Supplemental/Concentrated funding

**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

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**Site Goal 4.1**

Engage families to be active participants in the life of the school and feel welcomed, valued and connected to each other, to school staff and to what students are doing in the class. In comparison to the previous school year, there will be an increase of 5% of parents who will indicate knowledge of opportunities for parent involvement and/or input.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All

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 "Parent University" family nights for students and parents throughout each school year. 2. Provide release time/stipends to teachers to plan and facilitate family nights. 3. Purchase/renew training materials, communication materials (handbooks, agendas, communication folders, technology and subscriptions.	*School level parent engagement practices, Activities Such as including parents on governance Committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of Collective decisions, enhanced sense of	<ul style="list-style-type: none"> <li>*PTA National Standards for Family-School Partnership Assessment Guide</li> <li>*Parent Surveys</li> <li>*Agendas, Sing In sheets &amp; or minutes</li> <li>*PBIS data</li> </ul>

4. Hire a parent liaison. Provide supplies and materials needed. Provide training opportunities for liaison and other team members. Registration, membership, Subscription and renewal fees.

social justice, and increased civic skills, among others. (See Funk & Wright, 2003: Deepening Democracy: Institutional Innovations in Empowered Participator Governance. Verso Books. Volume 4. New York; Bryk, et. al., (2009) Charting Chicago School Reform: Democratic Localism as a lever for Change. Westview PreSS, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities", in Narrowing the Achievement Gap edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.)

**What funding source will you use?**

- 1. & 2. \$1,000 Supplemental/Concentrated funding
- 3. \$900 FACE
- 4. \$1,000 FACE

**Site Goal 4.2**

Provide learning opportunities for parents to support student success both at home and at school by strengthening their knowledge and skills to do so effectively.

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

- All

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 opportunities for parents to attend parenting seminars, workshops, classes on various subjects that will provide knowledge and learning to better support their children's overall success.</p> <p>2. Provide release time/stipends and purchase needed materials and incentives to teachers/parents to plan and facilitate learning opportunities for parents.</p> <p>3. Obtain outside speakers and/or provide release time/stipends and purchase needed materials and incentives to teachers to plan and facilitate learning opportunities for parents.</p>	<p>*Use of incentives as part of engaging deeply with parents. Think about what the district is currently doing to foster real family and community engagement in student learning. Consider exploring the Academic Parent and Teacher Team Initiative, sponsored by WestEd. It has been researched and developed by Maria Paredes</p> <p>*In the 2002 research review <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i>, Anne T. Henderson and Karen L. Mapp conclude that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education.</p>	<p>*PTA National Standards for Family-School Partnership Assessment Guide</p> <p>*Parent Surveys</p> <p>*Agendas, Sign In sheets &amp; or minutes</p> <p>*PBIS data</p>

**What funding source will you use?**

- 1. \$500 FACE
- 2. \$1,000 Supplemental/Concentrated funding
- 3. \$450 Supplemental/Concentrated funding

**Site Goal 4.3**

Work closely with community organizations, businesses, and institutions of higher education to strengthen the school, and to make resources available to students, school staff, and families.

**Metric:** Family and Community Engagement

**Actions/Services 4.3.1**

**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?
<ol style="list-style-type: none"> <li>1. Pay for extended day activities on site with supervised support.</li> <li>2. Provide scholarship money or subsidize student fees.</li> </ol>	<p>Research indicates a strong association between parent involvement with a child's education both at home and at school and student performance in school. Engaging parents is particularly important for English learners and students from low-income families. In fact, greater parent involvement is correlated with higher student test scores and better grades for the school as a whole. Darsch, Craig, Miao, Y. and Shippen, P. "A Model for Involving Parents of Children with Learning and Behavior Problems in the Schools." Preventing School Failure, Vol. 48</p>	<ul style="list-style-type: none"> <li>*PTA National Standards for Family-School Partnership Assessment Guide</li> <li>*Parent Surveys</li> <li>*Agendas, Sign In sheets &amp; or minutes</li> <li>*PBIS data</li> </ul>

**What funding source will you use?**

1. See 1.2.1 #1
2. \$550 Supplemental/Concentrated funding

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

## Elitha Donner Elementary - 242

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$21,258	\$21,258	\$21,258	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	33.3752	\$0	\$3,712,845	\$3,712,845	\$3,712,845	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.2	\$0	\$155,778	\$155,778	\$155,778	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$31,500	\$0	\$31,500	\$31,500	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$45,121	\$45,121	\$45,121	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$232,589	\$232,589	\$0	\$0	\$232,589	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$157,600	\$157,600	\$69,130	\$57,000	\$28,470	\$3,000	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$3,000	\$3,000	\$400	\$2,395	\$0	\$205	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$10,300	\$10,300	\$4,500	\$5,300	\$0	\$500	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	1.4063	\$0	\$77,409	\$77,409	\$0	\$0	\$77,409	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	5.4	\$0	\$424,630	\$424,630	\$424,630	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.75	\$0	\$218,001	\$218,001	\$218,001	\$0	\$0	\$0	\$0
<b>3655</b> Pre-K SCC (Non-ASD) <b>6500</b> Special Education	2.4375	\$0	\$137,324	\$137,324	\$137,324	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special	1.5	\$0	\$85,220	\$85,220	\$85,220	\$0	\$0	\$0	\$0

Education									
<b>3670</b> Autism Spectrum Disorder (ASD) PreK-12 <b>6500</b> Special Education	10.125	\$0	\$491,813	\$491,813	\$491,813	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	5.3125	\$0	\$297,135	\$297,135	\$297,135	\$0	\$0	\$0	\$0
<b>4030</b> Student Services <b>6500</b> Special Education	1.1	\$0	\$133,495	\$133,495	\$133,495	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$824	\$0	\$824	\$824	\$0	\$0	\$0	\$0
<b>Totals</b>	<b>67.6066</b>	<b>\$32,324</b>	<b>\$6,204,518</b>	<b>\$6,236,842</b>	<b>\$5,828,974</b>	<b>\$64,695</b>	<b>\$339,468</b>	<b>\$3,705</b>	

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

**Date**

Principal **Michelle Jenkins**

School Site Council Chairperson **Chris Ferris**

EL Advisory Chairperson **Griselda Youmans Morales**

_____	_____
_____	_____
_____	_____

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

