



Elk Grove 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/> <p>Back-to-School: parent meetings(s) Three separate meetings to discuss the school LCAP occurred on August 17th 2017</p> <p>School Site Council: School Site council met the following dates during the 2016-2017 and current school years: April 20th, August 25th and September 1st, September 9th, and September 29th 2017</p> <p>PTA Board Meetings: PTA Board meetings were held on the following dates during the 2016-2017 and current school years: April 4th and September 6th.</p> <p>PTA General Meetings: PTA General Meetings were held on the following dates during the 2016-2017 and current school years: March 7th, May 1st, and September 7th.</p> <p>ELAC Meeting: An ELAC meeting was held on September 7, 2017.</p> <p>School Leadership Meetings: Four School Leadership meetings were held on August 14th, August 23rd, September 7th and September 6th, September 11th, and September 28th of the 2017-2018 school year.</p> <p>Parent Principal Meeting Elk Grove Elementary School's first evening Parent Principal meeting was held on September 6th to discuss LCAP and other school related issues.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Both parents and staff were influential in the creation of the Elk Grove Elementary School's LCAP. Parents expressed a desire for more technology access for their children as well as the importance of all students reading at or above grade level. The Elk Grove Elementary School PTA expressed their interest to ensure all teachers have access to the supplies they needed, advocated for the expansion of the PBIS and adoption of AVID. PTA will continue their commitment to promote a positive school climate. Lastly, Student School Leadership collaborated about increasing their roles as student leaders, and seeking instruction and guidance to become better organized, and learn effective study skill habits for all students.</p>

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

Elk Grove Elementary will invest in new and updated technology to allow students to gain greater access to the curriculum in all subject areas as well as allow the school to present and maintain pertinent information.

Metric: Instructional Materials

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?
-The school will purchase 60 Chromebooks to be distributed based on need to various classes. -The school will also purchase 8 projectors with extra bulbs to replace current aging equipment and for teachers to continue fully implementing the components of district adopted curriculum. (i.e. Wonders) -The school will lastly purchase a laptop for use during IEPs, PBIS assemblies, PTA meetings, and for other school purposes.	As the world becomes more technology dependent, our students will need access to more sophisticated technology. Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes: Reciporcal teaching 0.74 Acceleration 0.68, Direct instruction 0.59 Quality of Teaching 0.48	Effectiveness will be measured through technology purchases and frequency of use.

What funding source will you use?

LCFF: \$24,600

Site Goal 1.2

Students will benefit from learning organizational skills in grades 3rd and 6th through the AVID program to prepare these students for either the intermediary grades and or middle school.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

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>-The school will purchase the AVID program each year beginning with grades 3rd and 6th for the 2017-2018 school year. These grades were selected first in an effort to build essential skills as students begin to exit out of primary (3rd grade) and take CAASP for the first time, as well as prepare students to better handle the rigors of middle school as 7th graders.</p>	<p>AVID is a evidence based curriculum that helps to develop student behaviors that lead to success. Skills that will be included: research and writing, with discussion, note taking, study skills, and time management. All areas that will help students to be successful.</p> <p>Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes:</p> <p>Goals 0.50 Motivation 0.48 Cooperative vs individual learning 0.59 Acceleration 0.68 Enrichment 0.39 Not labeling students 0.61 Enquiry-based teaching 0.31</p>	<p>-Effectiveness will be measured through the purchasing of the AVID program.</p> <p>-Teachers will be asked for feedback after implementation to inquire if improvements have been made as evidenced in students' grades and organizational skills.</p> <p>-CAASP</p>

<p>What funding source will you use?</p>
<p>LCFF: \$10,000</p>

Site Goal 1.3

Students on the verge of academic success by needing additional academic support or have been identified as GATE will most benefit and be supported through intervention/enrichment and supplemental learning.

Metric: Instructional Materials

Actions/Services 1.3.1

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?
<p>-The Souday Systems 1 and 2 as well as related materials (Let's Play and Learn and Leveled Readers) will be purchased for small group instruction for students identified as needing intervention.</p> <p>-The Rocket Math program will be purchased to assist with math facts automaticity and accurate computation.</p> <p>Students identified and recommended as GATE will have opportunities for enrichment. Monies will be used not only for materials, but for salaries and stipends for GATE classes as well.</p>	<p>Schools have reported improvement in their lower performing students when consistent intervention in small groups is provided.</p> <p>Hattie's effect size of instructional strategies is the main basis for this decision. Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes:</p> <p>Response to intervention 1.07 Providing formative evaluation 0.90 Comprehensive interventions for learning disabled students 0.77 Vocabulary programs 0.67 Phonics instruction 0.54 Mastery learning 0.58 Comprehension programs 0.60</p> <p>Fluency of math facts will help students access and be successful with Go Math and Common Core curriculum.</p> <p>Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes:</p>	<p>Effectiveness will be measured through student grades on both formal and informal assessments.</p> <p>-Rocket Math and the Souday Systems will also be purchased.</p>

Mastery learning 0.58
Mathematics program 0.40
Response to intervention 1.07

What funding source will you use?

LCFF: \$5,400

Gate: \$4,000
 Stipend: \$1,000
 Materials: \$1,000
 Timesheets for Instructors: \$2,000

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: <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Student Information System
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Site Goal 2.1

Each grade level will have a full, release day to discuss and plan their SMART goals.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- Foster Youth

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?
Substitute teachers will be hired so that teachers can spend meaningful time discussing with their grade level teams their SMART goals, assessments, ways to support ELs and other methods to ensure students have maximized access to the curriculum. A training will also be conducted for staff to understand the dynamics of students in in Foster Care.	When teachers are using the same assessments, they can fill holes in the curriculum and learn instructional strategies from each other. Based on John Hattie's book Visible Learning and his research of effect sizes: Meta-cognitive strategies 0.69 Teacher clarity 0.75 Professional development 0.51 Goals 0.50	-Effectiveness will be measured through the hiring of substitute teachers for each planning day. -Grade levels will provide a copy of outcomes and results to the administration. -District Benchmarks -CAASP

What funding source will you use?

LCFF: \$7,200

Site Goal 2.2

English Language Learners will be supported, assessed and their progress monitored.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

• 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?
Salaries, stipends and materials will support the EL and CELDT/ELAPC coordinators to assist teachers with best practices and programs for EL students (i.e. Rosetta Stone) adhere to district/state assessments and deadlines and complete testing.	Professional Development 0.51 Ability Grouping 0.12 Individualized Instruction 0.22	Effectiveness will be measured through -Rosetta Stone access -Attendance at EL and CELDT Coordinator meetings -Complying with re-designation requirements -CELDT compliance

What funding source will you use?

EL Supplemental Program Funding: \$10,525:
Stipends for CELDT and EL Coordinators = \$1,500 (\$750 each)
Supplies: \$525
Assessments: \$8,500

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

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Site Goal 3.1

Elk Grove Elementary will strengthen its school climate through the continued development of its PBIS program.

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?
-Substitute teachers and substitute yard duty staff will be hired so that the Elk Grove Elementary PBIS committee can devote a 1/2 day to plan a structured, consistent, school wide expectation system as well as other activities and procedures to support a	PBIS is a highly regarded and well researched effective system to help support all students. Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes: Peer influences 0.53	-Effectiveness will be measured through: --The number of Synergy and office referrals -A teacher survey at the end of the year -The purchasing of supports for PBIS

positive school climate.

-The yard duty staff and or para professionals will be able to attend professional development on PBIS and other wellness classes to promote positive behavior within and outside of the classroom.

-Various items will be purchased to support the PBIS initiative.

School effects 0.48
Teacher expectations 0.43
Decreasing disruptive behavior 0.34
Systems accountability 0.31

What funding source will you use?

LCFF
 \$5,700

PBIS:
 Salary and Materials: \$1,000

Site Goal 3.2

In addition to PBIS, Elk Grove Elementary's objective is to encourage students be able to self regulate their behaviors through the Mindful Schools program and the Step Up to Writing programs for emotional wellness and anti-bullying.

Metric: School Climate

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>-This school wide initiative will benefit all by help students be mindfully "present" in school, and will seek to decrease outbursts and undesirable behaviors.</p> <p>-Through small, social groups, students identified as needing support will be taught components of the Second Step program for emotional wellness. The school will also have access to the anti bullying program also offered by Second Step.</p>	<p>Evidence based practice of Mindfulness produces improved cognitive outcomes, social/emotional skills, and general well-being. Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes:</p> <p>Reducing anxiety 0.40 Motivation 0.48 Classroom management 0.52</p> <p>The Research on Mindfulness in Education notes that educators report: (Teacher Self-Efficacy Scale: TSES:Tschannen-Moran & Hoy, 2001)</p> <p>83% Improved Focus 89% Better Emotion Regulation 76% More Compassion 79% Improved Engagement</p> <p>Secondstep.org 2017: "A study examined the effects of the <i>Second Step</i> Program on 1,253 second- through fourth-grade children. When compared to children in a control group, those who participated in the <i>Second Step</i> Program showed greater improvement in teacher ratings of their social competence, were less aggressive, and were more likely to choose positive goals."</p>	<p>Effectiveness will be measured through: --The number of Synergy and office referrals -A teacher survey/feedback at the end of the year -The purchasing of the Mindful Schools Program and the programs through Second Step.</p>

What funding source will you use?

LCFF:
 Mindful Schools: \$4,000

Second Step \$3,400

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

Elk Grove Elementary will engagement the parent community through a variety of activities including the WatchD.O.G.S. program and parent nights.

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?
<p>Funds will be used to purchase materials and increase participation for the Watch.D.O.G.S. program (Dads of Great students) and parent nights.</p>	<p>There is a correlation of student success and parent involvement based on research. Children whose parents were more involved in school, had fewer behavior problems and better social skills.</p> <p>Based on John Hattie's book Visible Learning and his research of effect sizes:</p> <p>Parental involvement 0.49 Motivation 0.48 Home environment 0.52</p> <p>NEAtoday.org: Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.</p>	<p>Sign in sheets Participation Sign-Up Genius (monitors WatchD.O.G. participation).</p>

What funding source will you use?

LCFF
 \$1,500

C. 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.

This is not applicable to Elk Grove Elementary.

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

Elk Grove Elementary - 252

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	\$25,904	\$25,904	\$25,904	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	36.8752	\$0	\$4,239,645	\$4,239,645	\$4,239,645	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$114,213	\$114,213	\$114,213	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$8,186	\$0	\$8,186	\$8,186	\$0	\$0	\$0	\$0
2355 Energy Savings (TK-12) 0000 Unrestricted	0	\$1,402	\$0	\$1,402	\$1,402	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$57,811	\$57,811	\$57,811	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$202,963	\$202,963	\$0	\$0	\$202,963	\$0	\$0
7101 LCFE Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$61,800	\$61,800	\$40,000	\$7,200	\$13,100	\$1,500	\$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	\$10,525	\$10,525	\$0	\$10,525	\$0	\$0	\$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	\$62,597	\$62,597	\$0	\$0	\$62,597	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	5	\$0	\$418,612	\$418,612	\$418,612	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$111,376	\$111,376	\$111,376	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.75	\$0	\$201,707	\$201,707	\$201,707	\$0	\$0	\$0	\$0

3770 Full Inclusion 6500 Special Education	6.75	\$0	\$328,383	\$328,383	\$328,383	\$0	\$0	\$0	\$0
Totals	57.7878	\$9,588	\$5,840,536	\$5,850,124	\$5,551,239	\$17,725	\$279,660	\$1,500	

Signatures: (Must sign in blue ink)

Date

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

Principal **Dave Neves**
 School Site Council Chairperson **Mark Nunez**
 EL Advisory Chairperson **Hoa Hoang**

