Ellen Feickert 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?
The planning process for our LCAP, creation of its goals, and its review included consulting our stakeholders in the following groups and ways: • Multiple Staff meetings - April 3, 2017, August 9, 14, 2017, September 5, 2017 • Leadership meetings - April 24, 2017, August 29, 2017, September 25, 2017 • Monthly PTO meetings - March 2, 2017, August 15, 2017, October 3, 2017 • School Site Council Meetings - March 23, 2017, April 13, 2017, August 30, 2017, October 25, 2017 • Parent Surveys - May 2, 2017
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Our school-wide plan was developed with these stakeholder groups.   Stakeholder input, although pertinent, was elicited and supports our school's goal of progress measured by multiple metrics. The input are demonstrated in the four goal areas listed below.

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • **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**

Site Goal 1.1

Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores. Goals for 2018 CAASPP:

Number of students meeting or exceeding standards...

- ELA increase by 5% from 55% to 60%
- Math increase by 5% from 50% to 55%

NOTE: These percentages are inclusive of many students who are in a self-contained classroom of which language is the primary disability.

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?
Fund staff professional development in the area of Professional Learning Communities as well as other curricular specific areas inclusive of: English/Language Arts and mathematics Provide release time for teachers for collaboration- 1 day x 32 teachers Fund intervention para-professional for English/Language Arts Purchase supplies- copy materials, paper, ink, pencils. Fund necessary supplemental materials, equipment, and personnel Create SMART Goals Continue to fund technology to enhance classroom instruction (chromebooks) Analyze CAASPP, CELDT, and other assessments Fund after school intervention para-professional Fund teacher release time - 1/2 day release days to plan, analyze, and create lessons utilizing best practice as well as collaborative teaching model.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning - Teacher Clarity - Formative Assessments - Clear Learning Intentions and Success Criteria John Hattie, October 2015 Influences and Effect Size - Collective teacher efficacy 1.57 - Teacher clarity 0.75 - Formative Evaluation 0.68	CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations

What funding source will you use?
Concentrated/Supplemental Funding $39,000 General Fund EL Supplemental - $3000.00 for Paraeducator extra support $3000 CELDT/ELPAC Testing, $325 Supplemental EL Instructional Supplies GATE-$500 Stipend, $2,500 Robotics Technology Equipment Grade Level Planning Day - 32 teachers = $6,000 Intervention para-professional

5 days a week X 3 hours a day @ $15.00/hour = $225.00
20 weeks = $4,500

PE Training 1 day and 1 sub - $500.00

PLC Training - Professional Learning Communities at Work - $7,000
Phoenix AZ
4 teacher registrations @ $759.00 $3,000
4 substitute teachers @ 3 days $500
4 Travel (plane tickets) @$750 X 4 $3,000
4 Food $500.00

2 Sets of Chromebook Carts (28 X 2) and Charging Cart - $14,000

Site Goal 1.2

Close the achievement gap with the lowest performing subgroups

- Hispanic & African American - increase 5% to 50% and 45% respectively
- Close Achievement Gap of 19 and 14 percentage points respectively.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander

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?
Fund professional development Provide release time for teachers for collaboration- 1/2 day x 24 per teacher Fund intervention para-professional as a pull-out component of support for primary-aged students. Provide any necessary supplemental materials, equipment, and personnel Continue work as a PLC, by creating SMART Goals - school wide, grade level, and trimesterly. Purchase updated technology to enhance classroom instruction Analyze CELDT data Analyze CAASPP data Fund release days to analyze standardized and common formative assessments.	John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. - Response to Intervention 1.07 - Teaching strategies 0.62 - Small Group learning 0.49	CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom Observations

What funding source will you use?

LCFF
Concentrated/Supplemental funding
$2,400

EL Supplemental funding - see 1.1.1 above for funding.

On Grade Level Reading Funding

Provide release time for teachers for collaboration- 1/2 day x 30 per teacher = $2,400

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: 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?
K-3 teachers will participate in On Grade Level Reading trainings provided by CPL Utilize classroom and other interventions: small group instruction, intersession, after school tutoring, other support strategies. Provide staff with professional development and research surrounding effective teaching strategies as well as professional learning community on-going training Purchase materials to support effective teaching practices, WIN time, differentiated instruction, Push In/Pull Out Provide staff development on CAASPP, ELD and CCSS Standards Purchase and utilize research based curricula to support instruction Provide targeted instruction for after school intervention through small group instruction provided by para-professional Provide paraeducator support and professional development	John Hattie's Visible Learning for Teachers identifies the effect size of various influences on student learning. • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49	K/1 Benchmark assessments Grade level common assessments CAASPP CELDT scores Classroom observations

What funding source will you use?

LCFF
Concentrated/Supplemental funding
$7,000

General Fund
On Grade Level Reading Funding
Summer School funding

NewsELA Differrentiated Reading Program Training - 7 subs - $1,000

2 Laser Jet Printers and cartridges @ $2,500 each = $5,000

Supplemental English/Language Arts periodicals - $1,000

Site Goal 1.4

Metric:

Actions/Services 1.4.1

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?

What funding source will you use?

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**

Site Goal 2.1

All grade level teams will continue professional growth, staff development, and the cycle of inquiry based upon the Professional Learning Community (PLC) structures and format to collaborate as professionals, analyze assessment data, and make modifications of instruction based on the data. All teachers will participate in the cycle of inquiry to improve student achievement and help close our achievement gap and work toward the school's Mission Statement: All students at Ellen Feickert Elementary School will ensure high levels of learning.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

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?
On-going training regarding structures and processes of a PLC as a part of our school's mission and vision and our focus on student outcomes Early Out Wednesday Meetings to determine school-wide goal, grade level school-wide goals, and trimester goals in English Language Arts and Mathematics Continue to utilize district instructional coaches to support ELD (standards and instruction), on grade level reading and achievement of short and long term goals as described by the SMART goals	Voelkel, R. (2011). A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities	CAASPP standardized assessment data K/1 Benchmark Assessments Grade level common formative and summative assessments Classroom observations Teacher evaluations CELDT data EL Redesignation

What funding source will you use?

General Fund
District professional learning opportunities (including Math Generations)
Summer School funding

Site Goal 2.2

Utilize research-based ELD instruction, strategies, and techniques. Use CELDT and CAASPP data to analyze student needs for effective programmatic and student-based ELD instruction. Continue to provide designated ELD to English Language Learner students 30 min per day, 5 days per week (K- 15 mins).

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?
Continue to provide on-going training through the use of the Professional Learning Community structures Professional Learning Communities meet once each week to address student product (common formative assessments) in the area of E/LA, mathematics, and writing Utilize district instructional coaches to support teachers in the area of English Language Development	Teaching Academic Vocabulary By Kate Kinsella, Ed.D.	CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Teacher evaluations

What funding source will you use?

General Fund
Intersession / Summer School

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**

Site Goal 3.1

Continue to utilize structures and processes of the Positive Behavioral and Intervention and Support model. PBIS Tier 1 and 2 teams will meet monthly to support social and emotional needs of students. The POI and TFI will be utilized to determine effectiveness of implementation.

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?**
Positive Behavior and Intervention and Support - on-going implementation - Year 3 Continue training and support of staff in the area of PBIS, especially with Tier 2 and Tier 3 interventions PBIS discpline data/MHT referrals Provide/fund needed supplemental materials, equipment and personnel. Continue use of Check in - Check out process with Tier 2 students Identify Foster Youth and provide staff with FYS services/outreach Gather and analyze behavior data Share data analysis with staff & parents Schedule monthly meetings of PBIS teams - Tier 1 and Tier 2. Build upon "Silver" rating of current PBIS model	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	PBIS Parent Survey California Health Kids Survey Data. - discipline incidents - behavior referrals (and suspensions

What funding source will you use?
PBIS funding $500 General fund

Site Goal 3.2

Increase daily attendance

- Increase overall attendance rate to 96.5%

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?**
Track monthly attendance data	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight	Synergy Attendance Data SART process info Discipline data

Provide incentives for individual and classroom attendance SARB process - phone calls, letters, emails, parent meetings Fund PBIS attendance incentives - Individual, Classroom, Whole School	https://www.edweek.org/media/chronicabsence-15chang.pdf

What funding source will you use?

PBIS funding $500
General Fund
PTO 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**

Site Goal 4.1

Provide partnering events including School Site Council, English Language Advisory Committee, Parent Teacher Organization, Parent University, parent conferences and school-wide events: Back to School Night, Open House, Fall Festival, Ice Cream Social, Dragon Tech Night, Mother/Son and Father/Daughter Events, Student of the Month and spirit assemblies, and Multi Cultural Faire.

- Identify main languages within first two weeks of school
- Increase the translation of flyers into Spanish and any other significant language
- Hold a minimum of two Parent University Nights per year

Metric: Family and Community Engagement

Actions/Services 4.1.1

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?
Back to School Night Open House Parent Teacher Conferences Dragon Tech Night Science Family Night STEM Music Family Night Fund food for family nights Utilize various communication modes: print (monthly newsletter), emails, school website, and social media Fund necessary supplemental materials, equipment, and personnel.	John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. - Parental Involvement 0.51 Back to school: How parent involvement affects student achievement http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.htm	Attendance at events Parent surveys Sign-in Sheets

What funding source will you use?
FACE Grant General Fund

Site Goal 4.2

Engage with school and regional community: Student leadership from Elk Grove High School, local businesses, and with families

Metric: Family and Community Engagement	

Actions/Services 4.2.1

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?**
Back to School Night Open House Dragon Tech Night PTO Family Nights EGHS Leadership Anti-Bullying Assembly First Grade Parent Reading Workshop Science Family Night STEM Family Music Night Grandparents Day Dragon Dash School-wide Fitness and fundraiser Communicate events in the following modes: print, website, social media Provide necessary supplemental materials, equipment, and personnel. Regional collaboration	Parent, Family, Community Involvement in Education http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf	Attendance Parent surveys Sign-in Sheets

What funding source will you use?
General Fund FACE Grant

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.

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.

Local Control Accountability Plan (LCAP)
Year 2017 - 2018

IV. Funding

Ellen Feickert Elementary - 257

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	$17,140	$17,140	$17,140	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	25.3752	$0	$2,973,364	$2,973,364	$2,973,364	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	0.6	$0	$47,067	$47,067	$47,067	$0	$0	$0	$0
1580 Summer School/Extended Learning (TK-6) **0000** Unrestricted	0	$17,306	$0	$17,306	$17,306	$0	$0	$0	$0
2355 Energy Savings (TK-12) **0000** Unrestricted	0	$88	$0	$88	$88	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0.0001	$0	$35,894	$35,894	$35,894	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$175,376	$175,376	$0	$0	$175,376	$0	$0
7101 LCFF Supple/Conc TK - 6 **0000** Unrestricted	0	$0	$48,400	$48,400	$48,400	$0	$0	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$3,000	$3,000	$3,000	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$6,325	$6,325	$6,325	$0	$0	$0	$0
7415 Family and Community Engagement **0000** Unrestricted	0	$0	$3,500	$3,500	$0	$0	$0	$0	$3,500
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	1.1875	$0	$38,535	$38,535	$0	$0	$38,535	$0	$0
3100 Special Day Classes (SCC) **6500** Special Education	7.5	$0	$599,919	$599,919	$599,919	$0	$0	$0	$0
3200 Language Speech and Hearing (LSH) **6500** Special Education	1.8	$0	$146,311	$146,311	$146,311	$0	$0	$0	$0
3410 Special									

Education Mild/Moderate **6500** Special Education	2.225	$0	$186,950	$186,950	$186,950	$0	$0	$0	$0
3670 Autism Spectrum Disorder (ASD) PreK-12 **6500** Special Education	12.875	$0	$759,182	$759,182	$759,182	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	3	$0	$118,220	$118,220	$118,220	$0	$0	$0	$0
4010 Elementary Education PreK-6 **9305** Miscellaneous Site Donations (<$1000)	0	$3	$0	$3	$3	$0	$0	$0	$0
Totals	57.5628	$17,397	$5,160,183	$5,177,580	$4,959,169	$0	$214,911	$0	

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

Principal **Eric Murchison**

School Site Council Chairperson **Jennifer Dean**

EL Advisory Chairperson **Ali Ahmad**

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