



## Florence Markofer 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>The following communication and meetings were held:</p> <ul style="list-style-type: none"> <li>● All staff meeting Aug 8, 2017</li> <li>● Parents back to school night Aug 10, 2017</li> <li>● Parents PTO meeting Aug. 22, 2017</li> <li>● Teachers at meeting on Aug. 28, 2017</li> <li>● Classified staff Sept. 5, 2017</li> <li>●</li> </ul>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>The planning that was done reflected each groups passion as a stakeholder. For the parents they wanted to have more acceleration opportunities, however when presented with the data on our achievement gap they were supportive of student intervention work, staff professional development, and they did want to see an increase in technology; more access. These efforts are part of the goal to improve state assessment results by 5% school wide.</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> </ul>
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- 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**

Students and staff will benefit from staff professional development not only teachers but also classified staff will receive high quality professional development specific to their responsibilities. Students will benefit from an opportunity to attend small group instruction when determined there is a need. There will be a concentrated effort to provide English Learners more sheltered learning of English. Students and staff will benefit from some advancements in technology.

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

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- EL • Foster Youth • 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?
<ul style="list-style-type: none"> <li>• Professional development for teachers on GLAD strategies.</li> </ul>	<p>Numerous schools in and out of our area have experienced marked student improvement after these specific trainings. Schools have also reported improvement in their lower performing students when consistent intervention in small groups is provided. Hattie's effect size of instructional strategies is the main basis for our decisions.</p>	<p>Using the CAASPP reporting system the goal is to increase the areas of exceeds standard, meets standard by 5%. The other goal would be to decrease the nearly met standards and below standards bands by 5%. Increase EL AMAO percentages by 10%.</p>

**What funding source will you use?**

LCFF site augmentation \$25000

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- EL • Foster Youth • 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?
<p>Small group instruction for low performing students. With an emphasis on English Language Arts. Timesheet an intervention teacher 3 days per week. Including teacher and student technology. (ex. laptop, doc cam, projector, chromebooks)</p>	<p>. Numerous schools in and out of our area have experienced marked student improvement after these specific trainings. Schools have also reported improvement in their lower performing students when consistent intervention in small groups is provided. Hattie's effect size of instructional strategies is the main basis for our decisions. Much of the research is based on John Hattie's effect size of instructional practices.</p>	<p>Increased scores on CAASPP</p>

**What funding source will you use?**

LCFF site augmentation. \$39000

**Site Goal 1.2**

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**Metric:**

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Small group instruction for EL students. With an emphasis on English Language Arts.	There is local an statewide research that supports this work in bolstering these students in their reading, writing and speaking of English.	Increase the number of EL students that meet the AMAO requirements of increasing a level and re-designation. .

**What funding source will you use?**

LCFF site augmentation and EL supplemental. \$5575

**Actions/Services 1.2.2**

**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?
Release time to teacher planning and professional development.	Numerous schools in and out of our area have experienced marked student improvement after these specific trainings. Schools have also reported improvement in their lower performing students when consistent intervention in small groups is provided. Hattie's effect size of instructional strategies is the main basis for our decisions. Much of the research is based on John Hattie's effect size of instructional practices.	Using the CAASPP reporting system the goal is to increase the areas of exceeds standard, meets standard by 5%. The other goal would be to decrease the nearly met standards and below standards bands by 5%. Increase EL AMAO percentages by 10%.

**What funding source will you use?**

LCFF site augmentation. \$9400

**Site Goal 1.3**

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**Metric:**

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- 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?
Release time to para educators for specialized training on their job.	Numerous schools in and out of our area have experienced marked student improvement after these specific trainings. Schools have also reported improvement in their lower performing students when consistent intervention in small groups is provided. Hattie's effect size of instructional strategies is the main basis for our decisions. Much of the research is based on John Hattie's effect size of instructional practices.	Increased CAASSP and CAP scores.

<b>What funding source will you use?</b>
LCFF site augmentation. \$1400

**Site Goal 1.4**

**Metric:**

**Actions/Services 1.4.1**

**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?
Specialized training for each of the following groups yard supervisors, office staff, custodial staff, PBIS team	Numerous schools in and out of our area have experienced marked student improvement after these specific trainings. Schools have also reported improvement in their lower performing students when consistent intervention in small groups is provided. Hattie's effect size of instructional strategies is the main basis for our decisions. Much of the research is based on John Hattie's effect size of instructional practices.	10 % decrease in office referrals.

<b>What funding source will you use?</b>
LCFF site augmentation. \$3000

**Actions/Services 1.4.2**

**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide EL students with extended day opportunities.	Numerous schools in and out of our area have experienced marked student improvement after these specific trainings. Schools have also reported improvement in their lower performing students when consistent intervention in small groups is	Increased CELDT scores meeting federal AMAO requirements.

provided. Hattie's effect size of instructional strategies is the main basis for our decisions. Much of the research is based on John Hattie's effect size of instructional practices.

**What funding source will you use?**

LCFF site augmentation. \$6000

**Actions/Services 1.4.3**

**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?
Support and supplement technology needs of teachers, students, and school wide. Chromebooks, video equipment, replacement of old or failing equipment.	As the world becomes more technology dependent. Our students will need access to more sophisticated technology.	An increase in student scores on on-line assessments.

**What funding source will you use?**

LCFF site augmentation. \$10000  
GATE \$2000

<p><b>District Strategic Goal 2:</b> 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> 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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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 2.1**

Release time for teachers to calibrate their scoring common assessments. Specifically in writing.

**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?
Release time for teachers to meet, score and discuss common assessment achievement levels of their students.	When teachers are using the same assessment they can fill holes in the curriculum and learn instruction strategies from each other. What works what doesn't	Increased CAASPP scores in writing proficiency.

**What funding source will you use?**

LCFF site augmentation. \$6000

**Actions/Services 2.1.2**

**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?
GATE assessment administration and identification.	Ove the past few years EGUSD schools have increased their GATE identification through testing all 3rd grade students and by offering other identification criteria.	The number of GATE identified students will continue to increase.

**What funding source will you use?**

GATE \$2000

**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**

As a PBIS tier 2 site there will be need for some release time to support the newest work on how students are referred. The goal would be to use this time to educate all staff and streamline the process for identification and intervention.

**Metric:** Attendance

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- 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?
Release time for PBIS team to develop processes for referrals working in conjunction with SpEd, school psychologist, and Mental health therapist.	PBIS is a highly regarded and well research effective system to help support all students.	The goal would be to reduce office referrals by 10%

**What funding source will you use?**

PBIS, general fund. \$1000

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- 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?
Implement STORM RECESS mentor program.	Physical and emotional well being at recess will improve school performance for children.	Collect data on office referrals.

**What funding source will you use?**

LCFF site augmentation \$8000

**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**

Continue to find new ways to reach out to parents and the community in a positive light. The goal would be to increase parent and community participation at all of our events.

**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?
Hold family type events after school hours such as science, ELAC meetings, math, and reading nights. Support PTO in Art Docent program. Colored paper flyers.	The research in this arena is overwhelming when it comes to the correlation of student success to parent involvement.	We will track participation via sign in sheets.

**What funding source will you use?**

LCAP = \$1000 general = \$500 EL supplemental = \$500 GATE. = \$1000



### 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.

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

## Florence Markofer Elementary - 313

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	\$21,355	\$21,355	\$21,355	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	30.3752	\$0	\$3,543,199	\$3,543,199	\$3,543,199	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	0.8	\$0	\$85,361	\$85,361	\$85,361	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$12,078	\$0	\$12,078	\$12,078	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$44,341	\$44,341	\$44,341	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$192,690	\$192,690	\$0	\$0	\$192,690	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$114,400	\$114,400	\$99,400	\$6,000	\$8,000	\$1,000	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$4,000	\$4,000	\$2,000	\$0	\$0	\$2,000	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$5,575	\$5,575	\$2,000	\$2,575	\$0	\$1,000	\$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	1.375	\$0	\$58,320	\$58,320	\$0	\$0	\$58,320	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	1.1	\$0	\$102,681	\$102,681	\$0	\$0	\$102,681	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.2315	\$0	\$228,804	\$228,804	\$228,804	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	0.75	\$0	\$29,595	\$29,595	\$29,595	\$0	\$0	\$0	\$0
<b>3670</b> Autism Spectrum Disorder (ASD) PreK-12	11.5625	\$0	\$621,037	\$621,037	\$621,037	\$0	\$0	\$0	\$0

<b>6500</b> Special Education									
<b>3770</b> Full Inclusion <b>6500</b> Special Education	5.25	\$0	\$238,120	\$238,120	\$238,120	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>9327</b> Kaiser-Get Moving!	0	\$303	\$0	\$303	\$303	\$0	\$0	\$0	\$0
<b>Totals</b>	56.4443	\$12,381	\$5,290,478	\$5,302,859	\$4,927,593	\$8,575	\$362,691	\$4,000	

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

**Date**

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

Principal **Gordon Blackwood** \_\_\_\_\_

School Site Council Chairperson **James Moralez** \_\_\_\_\_

EL Advisory Chairperson **Thuy Lam** \_\_\_\_\_

