



Foulks Ranch Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>School Site Council * 10/17/16 * 5/1/17 * 9/6/17 * 9/13/17 * 9/19/17 * 10/26/17</p> <p>PTO Board Meeting * 8/8/17</p> <p>PTO General Meeting * 9/11/17</p> <p>ELAC Meeting * 8/18/17</p> <p>Grade Level Parent Workshops * 8/24/17 (1st gr) * 8/31/17 (2nd gr) * 9/7/17 (3rd gr) * 9/14/17 (4th gr) * 9/21/17 (5th gr) * 9/28/17 (6th gr) * 10/5/17 (Kinder)</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Parent input was given around increasing opportunities for struggling students to be given more individualized attention during the school day. Increased tutoring options were inquired about as well as access to more activities focused on Visual and Performing Arts.</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

- * Increase number of students who will obtain proficiency in the Common Core content areas and beyond:
 - * ELA: 55% met or exceeded, increase by 4%
 - * Math: 47.5% met or exceeded, increase by 3%

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?
<ul style="list-style-type: none"> * Provide additional Professional Development (CCSS, ELD, and others). * Professional Learning Communities (PLC) at each grade level * Intervention/WIN master schedule * Utilize Instructional Coaches during Early/Out time. * Hiring of 3 Academic Intervention Teachers (AIT) to work with identified groups of students during WIN grade level periods. * Continue with CAST/CO-OP and Intervention Team meetings to identify at risk students for interventions. * Provide release time for teacher planning and observation of best practices of colleagues or coaches. * Provide activities and services designed to advance student achievement and acceleration. 	See Darling-Hammond, L. (2005) Professional Development Schools: Schools for Developing a Profession on making teacher professional learning an endemic part of every successful school. Available at www.harvardeducationpress.edu	CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations

What funding source will you use?

LCFF
 Supplemental/Concentrated funding used for 3 Academic Instruction Teachers (AIT) with the following breakdown for each:
 \$40 per hr., 4 hours a day, 4 days a week, for 28 weeks = \$160 a day, 640 a week, \$17,920 per AIT.
 \$17,920 x 3 = \$64,400

EL Supplemental - \$7,300 spent on EL Coordinator duties in ELAC coordination, EL pullout intervention, reclassification, parent communication and CELDT administration

General Fund

GATE - \$5000
 - GATE Coordinator stipend = \$1,000
 - GATE Field Trip = \$1,000
 - VAPA Instruction = \$1,300

- Instructional Resources = \$850
- Substitutes for release time = \$850

Actions/Services 1.1.2

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?

Site Goal 1.2

Close the ELA Achievement Gap with the lowest performing subgroups by 5%

- * **EL** (50% Not Met, 32% Nearly Met = Total 82% not meeting Standard)
- * **African American** (45% Not Met, 23% Nearly Met = Total 68% not meeting Standard)
- * **Hispanic** (20% Not Met, 29% Nearly Met = Total 49% not meeting Standard)

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino

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"> * Provide additional Professional Development (CCSS, ELD, and others). * Professional Learning Communities (PLC) at each grade level. * Intervention/WIN master schedule. * Utilize Instructional Coaches during Early Out time. * Hiring of 3 Academic Intervention Teachers (AIT) to work with identified groups of students during WIN grade level periods. * Continue with CST/CO-OP and Intervention Team meetings to identify at risk students for interventions. * Provide release time for teacher planning and observation of best practices of colleagues or coaches. 	<p>See Darling-Hammond, L. (2005) Professional Development Schools: Schools for Developing a Profession on making teacher professional learning an endemic part of every successful school. Available at www.harvardeducationpress.edu.</p>	<p>CAASPP K/1 Benchmarks Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations.</p>

What funding source will you use?

- LCFF
- Supplemental/Concentrated funding for AITs (see 1.1.1)
- EL Supplemental (see 1.1.1)
- General Fund

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

All grade levels will operate as a high functioning Professional Learning Community(PLC) to share best practices and participate in a cycle of inquiry (discuss and analyze student work, create common assessments for agreed upon Essential Standards) to improve student achievement.

Metric: Data and Program Evaluation

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?
<ul style="list-style-type: none"> * PLC s meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member of every grade level. * Provide instruction during the school day and beyond to support ELD. * ELD Professional Development (No funds needed) * Materials and resources aligned to CCSS to support EL students (Academic Vocabulary Toolkit and EL Newcomer Toolkit). * Hiring of 3 Academic Instruction Teachers (AIT) to work with identified groups of students during WIN grade level periods. * Release time, materials, and resources to support student instruction. * Utilize district Instructional Coaches. 	<p><u>A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</u> Voelkel, R. (2011)</p> <p>McLaughlin, M. & 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 www.harvardeducationpress.edu.</p>	CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations

What funding source will you use?

LCFF
 Supplemental/Concentrated funding for AITs (see 1.1.1)
 EL Supplemental (see 1.1.1)
 General Fund

Site Goal 2.2

Increase the opportunities for ELD Professional Development from 2 opportunities to 4 opportunities , with consideration of teachers' off-track time. Continue with the frequency and quality of research proven ELD practices throughout the instructional day. Use CELDT data to drive ELD instruction.

Metric: Data and Program Evaluation

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?
<ul style="list-style-type: none"> * PLCs meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member from every grade level. * Provide instruction during the school day and beyond to support ELD. * ELD Professional Development. * Materials and resources aligned to CCSS to support EL students (Academic Vocabulary Toolkit and EL Newcomer Toolkit) * Release time, materials, and resources to support student instruction. * Use of Academic Intervention Teachers (AIT) to work with identified groups of students during WIN grade level periods. * Utilize district Instructional Coaches. 	<p>Teaching Academic Vocabulary by Kate Kinsella, Ed.D.</p> <p>McLaughlin, M. & Talbert, J. (2013) discuss how focused strategic inquiry of student learning can both improve student learning and serve as the basis for a professional learning school. See <u>Strategic Inquiry: Starting Small for Big Results in Education</u>, available at www.harvardeducationpress.edu.</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?
<p>LCFF Supplemental/Concentrated funding for AITs (see 1.1.1) EL Supplemental (see 1.1.1) General Fund</p>

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

Fully implement PBIS strategies across campus and increase opportunities for positive interactions between staff and at-risk students.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group
<ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> * Continue with Monthly School Culture Team meetings. * Use of Synergy PBIS reporting. * PBIS Data shared with staff. * Additional release time for PBIS if needed. * Activate SARB process early. * Calls home to at-risk students when absent. * Use of TFAB student as behavior mentors 	<p><u>Is School-wide Positive Behavior Support an Evidence-based Practice?</u> by Rob H. Horner, George Sugai and Timothy Lewis April 2015.</p> <p>PBIS (Positive Behavior Interventions and Supports), See www.PBIS.org.</p>	<p>Discipline data Survey results (student/parent/teacher) Attendance reports</p>

for students in need of positive role models.

What funding source will you use?

General Fund
PBIS (\$1,000 for increased signage and instructional supplies)

Site Goal 3.2

Decrease absentee, tardy and early dismissal rate for all students, especially at-risk sub groups.
* Increase overall attendance rate from 95% to 98%

Metric: Attendance

Actions/Services 3.2.1

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?
<ul style="list-style-type: none"> * Gather and analyze data attendance data. * Personal phone calls home from teacher regarding absences and admin calls on chronic absences. * Letters mailed regarding attendance * PBIS/School Culture Team meetings monthly. * Monthly reports on absences, tardies and early dismissals. * Attendance incentives through contests and recognitions. * Monitor SART process early and often. * Admin/Parent conferences 	<p><u>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight</u> https://www.edweek.org/media/chronicabsence-15change.pdf</p>	<p>Synergy Attendance Data Late slip and early dismissal documentation SART process information Discipline data</p>

What funding source will you use?

EL Supplemental (see 1.1.1)
General fund
PBIS (see 3.1.1)

<p>District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Family and Community Engagement
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Site Goal 4.1

Increase the number of parent activities to support student learning.

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?
<ul style="list-style-type: none"> * Morning grade level Parent Workshops run by teachers covering essential items and tips for helping their children in Math, ELA and Technology. * Family Writing Night (Scheduled for 2/1/18). Led by OGLR coach, Karen Condie and assisted by grade level teachers utilizing AREA 3 Writing Project (A3WP) to bring families and children together for a fun, interactive night of writing to create their own family book. * Parent Test Prep Night. (DATE TBD) A site based evening for families to come and work with grade level teachers on Chromebooks to preview CAASPP questions and work through test taking strategies that have been shared with students. * Hosting regional Mindfulness presentation led by district MHT Nona Henson (Scheduled for 11/30/17). Meeting the needs of parent requests for help in the realm of Social Emotional Learning and providing strategies for parents to assist students with strategies and skills aimed at lessening the effects of anxiety on students. * Publicize all school wide events via email, Remind, flyers, newsletters, marquis, morning announcements, Synergy, Facebook, Twitter and Foulks Ranch website. 	<p>Children whose parents were more involved across elementary school had fewer problem behaviors and better social skills, but that children's academics weren't affected. The study followed 1,300 children from 10 US cities from birth to fifth grade.</p> <p>https://www.sciencedaily.com/releases/2010/05/100514074915.htm</p>	<ul style="list-style-type: none"> * Parent sign in sheets. * Parent survey results.

What funding source will you use?
<p>General Fund</p> <p>FACE Grant - \$800 Writing Night facilitation, materials, teacher participation and refreshments.</p> <p>\$700 for Parent Test Prep Night teacher pay for hour of prep and for participation at presentation, materials and refreshments.</p> <p>\$700 for Mindfulness presentation (Date TBD) covering cost for district presenter, teacher participation, materials and refreshments.</p>

Site Goal 4.2

Increase parent/community participation to be reflective of school demographics.

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?
<ul style="list-style-type: none"> * Morning grade level Parent Workshops run by teachers covering essential items and tips for helping their children in Math, ELA and Technology. * Publicize all school wide events via email, Remind, flyers, newsletters, marquis, morning announcements, Synergy, Facebook, Twitter and Foulks Ranch website. * Annual Foulks Ranch Heritage Night where families share cultural dress, food, customs, dance and arts. 	<p>Children whose parents were more involved across elementary school had fewer problem behaviors and better social skills, but that children's academics weren't affected. The study followed 1,300 children from 10 US cities from birth to fifth grade.</p> <p>https://www.sciencedaily.com/releases/2010/05/100514074915.htm</p>	<p>Parent surveys Parent sign-in sheets Participation numbers in 2nd annual Heritage Night</p>

What funding source will you use?
<p>EL Supplemental (see 1.1.1) General fund</p>

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

Foulks Ranch Elementary - 263

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	\$27,549	\$27,549	\$27,549	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	40.3752	\$0	\$4,620,115	\$4,620,115	\$4,620,115	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$148,787	\$148,787	\$148,787	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$32,354	\$0	\$32,354	\$32,354	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$53,384	\$53,384	\$53,384	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$173,348	\$173,348	\$0	\$0	\$173,348	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$64,400	\$64,400	\$64,400	\$0	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$3,656	\$844	\$0	\$500	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$2,155	\$2,155	\$0	\$0	\$0	\$0	\$2,155
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	1.2813	\$0	\$79,298	\$79,298	\$0	\$0	\$79,298	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	5	\$0	\$319,728	\$319,728	\$319,728	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.4	\$0	\$113,799	\$113,799	\$113,799	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.6875	\$0	\$252,314	\$252,314	\$252,314	\$0	\$0	\$0	\$0

3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	5.125	\$0	\$317,837	\$317,837	\$317,837	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	6.7813	\$0	\$352,156	\$352,156	\$352,156	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9328 Mervyns Donations - Elementary	0	\$10	\$0	\$10	\$10	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9512 Free to Learn - Center Youth Citizenship	0	\$6	\$0	\$6	\$6	\$0	\$0	\$0	\$0
Totals	66.8504	\$32,370	\$6,538,170	\$6,570,540	\$6,313,395	\$844	\$253,646	\$500	

Signatures: (Must sign in blue ink)

Date

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

Principal **Joe Donovan**
 School Site Council Chairperson **Jana Tejada**
 EL Advisory Chairperson **Igor Carreon**

