



Marion Mix 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>Stakeholder input was gathered on August 5, 8, 10, 30, 31, and these meetings included our school-wide Back to School Night, Staff Preservice meeting, site ELAC meeting, Family - School Partnership meeting and School Site Council meetings. Ballots were distributed, collected and tabulated. Classroom teachers continued dialogue with families in smaller meetings during Back to School night.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Feedback included the desire to have our</p> <ul style="list-style-type: none"> • STEM instruction through our subject matter teacher increased to full time in order to allow all students access to STEM instruction • Provide extended and differentiated learning opportunities for students • Increased support for our school-wide PBIS focus and instructional best practices through procuring a 1.0 VP • Provide academic support for struggling students during the school day with academic intervention • Encourage and increase family involvement while supporting families and students for school success • Increase access, information, and identification of GATE students. • Provide targeted professional development and focused collaboration time for teachers to maximize efficacy.

B. Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</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>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Increase the number of students who will attain proficiency in Common Core State Standards and Next Generation Science Standards.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All • American Indian or Alaska Native • Black or African American • 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?
Provide allocation for a .5 Program Administrator to support academic interventions, EL support, and PBIS support and implementation.	Research confirms that tiered and responsive academic school-wide support systems increase student achievement (comprehensive RTI effect size 1.07)	CAASPP K/1 Benchmark assessments Interim and formative assessments CELDT scores and redesignation Calibrated administrative walk-throughs Certificated evaluations

What funding source will you use?
Supplemental Concentration Funds \$61,000

Actions/Services 1.1.2

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?
Increase STEM teacher from .2 to 1.0 to include students in grades 1-3.	Teacher clarity effect size .75 Mastery learning .58 Problem solving teaching .62	Student engagement, formative assessments reading and comprehension assessments

What funding source will you use?
Supplemental Concentration Funds \$22,000

Actions/Services 1.1.3

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
---	--	---

	Effective Practice?	Actions/Services?
Provide professional development training for principal and vice principal	Professional development effect size .62	Progress toward EGUSD leadership standards.

What funding source will you use?

Supplemental Concentration Funds
\$2500 for Administrative Stipend

- \$1500 stipend for Principal mentor
- \$1000 stipend for Vice Principal mentor

Site Goal 1.2

Close the Achievement Gap with lowest performing subgroups.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- American Indian or Alaska Native • 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?
Provide site-based training for ongoing professional development based on John Hattie's research with one half day of training on creating assessment focused learners on the January preservice day,	Teacher credibility .90 Teacher clarity, and other best practices yield results with an effect size of .71 to 1.07, substantiating the need for well-trained teachers.	Effectiveness will be measured by a 6% increase in standardized test scores in reading, writing, math, and science as compared with scores from the 16-17 school year.

What funding source will you use?

Supplemental Concentration Funds.
\$7,500.

- \$3,750. for 1/2 day training
- \$1,500. for Visible Learning for Mathematics books and additional materials.
- \$2,250. for substitutes for 2 days of leadership team release.

Site Goal 1.3

Provide access to instructional technology to increase engagement and access to relevant online resource materials from the adopted curriculum.

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?
Purchase , 30 Chromebooks and Chromebook cart, and 3 laptops. Equipment including LCD projector, document camera, and replacement bulbs. Supplies to support differentiated instruction	providing formative evaluation .90 RTI 1.07 Comprehension programs .60 Study Skills .62	School Climate and engagement CAASPP

What funding source will you use?
Supplemental concentration funds \$11,800 30 Chromebooks 1 Chromebook cart and 3 laptops. \$2,500 2 LCD projectors, 2 document cameras and replacement lamps \$8,000 supplies for ink, toner, masters and paper for differentiated instruction.

Actions/Services 1.3.2

Principally Targeted Student Group
<ul style="list-style-type: none"> • American Indian or Alaska Native • Black or African American • EL • Filipino • 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?
Provide subscriptions to educational materials including resources and supplies to target the needs of GATE students: <ul style="list-style-type: none"> • NewsELA, • Mystery Science, • Mobymax • VAPA Supplies/Assemblies • GATE Stipend 	Comprehension programs .60 Study Skills .62	Formative and Summative Assessments, and CAASPP scores.

What funding source will you use?
Supplemental Concentration Funds \$3,560 subscriptions Supplemental GATE Funds \$3000 supplies \$1000 Stipend

Site Goal 1.4

Increase literacy through reading comprehension

Metric: CAASPP

Actions/Services 1.4.1

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?
Purchase an additional Chromebook cart with Chromebooks for teachers to access online curricular resources within the classroom.to be used in small group and guided reading settings.	Reading comprehension effect size .58 Small group learning effect size .49	Ongoing formative assessments CAASPP

What funding source will you use?
Supplemental Concentration funds \$8,800

Site Goal 1.5

All grade levels will operate as highly functioning Professional Learning Communities that share instructional best practices, participate in cycles of inquiry, and provide common instructional rigor across grade levels to improve student achievement.

Metric: Content Standards Implementation

Actions/Services 1.5.1

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?
Provide 3 grade level release days and resources to reflect on practices and refine their knowledge and evaluate student data to continue to support effective PLCs and create common formative assessments in both reading and math. 38 teachers x 3 release days = 114 release days. 114 release days x \$150 per day = \$17,100. An additional 10 release days are provided for teachers new to teaching, new to the District and/or new to Marion Mix. Also, \$1,400 is provided for supplies and resources for intervention collaboration and additional PD opportunities.	Data strongly supports that strong teaching strategies acquired through collaboration have an effect size of .62, meta-cognitive teaching strategies .69. and response to intervention through the cycle of inquiry and data analysis, 1.07.	Effectiveness will be measured through completed grade-level common formative assessments and CAASPP.

What funding source will you use?
Supplemental Concentration Funds. Timesheets, books, other materials. \$20,000
<ul style="list-style-type: none"> \$17,100 for 3 release days times 38 teachers \$1,500 for additional release days for new teacher VL training. \$1,400 for supplies, resources for intervention and collaboration, and additional PD

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

- Data and Program Evaluation
- Student Information System

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Provide accurate and relevant assessment data and resources for teacher to analyze data, set goals, create lessons and respond to student needs based on the assessed need demonstrated in common grade level assessments

Metric: Data and Program Evaluation

Actions/Services 2.1.1

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?
Purchase 15 Rosetta Stone licenses and instructional supplies to support CELDT level 1 and 2 students to augment small group interventions during and after school. Supplemental bilingual reading materials.	Direct instruction has a .58 effect size, and classroom discussion .82. Research supports an even greater need for conversations for students learning English.	ELPAC scores and the number of students re-designated as fluent English proficient will provide data to measure effectiveness.

What funding source will you use?

EL Funds
 \$1,650 Rosetta Stone
 \$500 Supplies
 \$3,500 Bilingual books

Actions/Services 2.1.2

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 teachers with accurate initial CELDT scores at the beginning of the year to facilitate effective WIN time grouping and ongoing formative assessments.	Providing formative evaluations .90 Prior Achievements .67	Common formative assessments Unit assessments, classroom observations, CAASPP

What funding source will you use?

EL supplemental funds
 \$3,300

Site Goal 2.2

Provide additional time for teachers to deliver targeted instruction based on assessed need.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group		
• All • American Indian or Alaska Native • 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?
Provide 6 hours of after school support weekly for small groups of students identified as struggling in ELA and/or Math including instructional supplies and resources. 2 hours a week of small group EL support focused on CELDT levels 1 and 2.	Small Group Learning Effect size .49 Feedback while learning math effect size .45 Phonics instruction Effect size .60 Comprehension Programs Effect size .58 RTI - 1.07	Report Cards SMART goals Program Assessments
What funding source will you use?		
Supplemental Concentration Funds \$7000 Timesheet \$1500 Supplies Supplemental EL Funds \$3000		

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: <ul style="list-style-type: none"> • 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	
Provide student support for self-regulation skills, collaboration, and school connectedness	
Metric: School Climate	

Actions/Services 3.1.1		
Principally Targeted Student Group		
• All • 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?
Bring ASSIST to campus to help train campus supervisors, teach students teamwork and rules for recesses and free time, oversee structured games. 5 days a week x 2 hours a day and equipment and resources for implementation.	Decreasing disruptive behavior - effect size .53 Self Concept effect size .46 Reducing anxiety effect size .48 Student expectations effect size 1.44 Adult/Student relationships effect size .72	Student discipline data and referrals.
What funding source will you use?		

Supplemental Concentration Funds for contract
\$21,565.

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?
Timesheet 9 teachers for PBIS spring training day.	Piagetian programs effect size 1.28 Studies show that after 2 years of implementation, math scores on standardized test rose 73%, and suspension and office referral rates dropped significantly.	Discipline data Attendance data

What funding source will you use?

- \$1000 PBIS funds
\$575. Supplemental Concentration funds
- \$175 x 9 teachers = \$1575

<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
---	---

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Increase parent/family participation on campus

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?
Purchase materials for garden to promote parents involvement, and create community events focused on the garden. Timesheet a parent liaison 3 hours a week to facilitate communication for events, Active 4 Me, PTO events. Parent University supplies, materials and teacher time.	Parent involvement as an effect size of .51	Sign in binder and Sigh-in sheets at events and activities.

What funding source will you use?

\$3500 FACE Grant for Parent Liaison

\$1300 Supplemental Concentration Funds

- \$500 timesheets
- \$900 garden supplies

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Marion Mix Elementary - 317

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	\$30,493	\$30,493	\$30,493	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	36.8752	\$0	\$3,279,675	\$3,279,675	\$3,279,675	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.8	\$0	\$108,173	\$108,173	\$108,173	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$11,365	\$0	\$11,365	\$11,365	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$55,137	\$55,137	\$55,137	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$189,159	\$189,159	\$0	\$0	\$189,159	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$179,600	\$179,600	\$147,660	\$8,500	\$22,140	\$1,300	\$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	\$11,950	\$11,950	\$3,000	\$8,950	\$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	1.3125	\$0	\$54,996	\$54,996	\$0	\$0	\$54,996	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.6	\$0	\$48,771	\$48,771	\$48,771	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.5	\$0	\$296,072	\$296,072	\$296,072	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	2.125	\$0	\$104,311	\$104,311	\$104,311	\$0	\$0	\$0	\$0

Totals	47.2128	\$11,365	\$4,366,837	\$4,378,202	\$4,088,657	\$17,450	\$267,295	\$1,300	
---------------	---------	----------	-------------	-------------	-------------	----------	-----------	---------	--

Benefit Calculator			Principal Tracey Panuschka	Signatures: (Must sign in blue ink)	Date
Certificated	Staff Amount \$	School Site Council Chairperson		_____	_____
	Benefits Amount \$	EL Advisory Chairperson		_____	_____
Classified	Total \$			_____	_____

