



## Robert J. Fite 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>Feb. - March 2017 SSC/PTO/ELAC input was conducted and data gathered.                      July 17-18, 2017 draft based on survey results discussed and reviewed at Leadership Retreat.                      August 22, 2017 further input from SSC and ELAC on school plan and budget.                      August 30, 2017 further input from Leadership Team on school plan and budget.                      Sept. 5, 2017 ELAC and SSC discussion on final draft of school plan and budget.                      Sept. 7, 2017 further input from PTO on needs for school plan and budget.                      Sept. 19, 2017, SSC met to approve of LCAP.                      Oct. 24, 2017, revisions were made on LCAP and SSC met to review, discuss, and approve the plan.</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <ul style="list-style-type: none"> <li>• 60% FTE Academic Intervention Teacher to support lowest achieving students during the day.</li> <li>• 40% FTE Mental Health Therapist.</li> <li>• 1.0 FTE Paraeducator to push-in to support EL students during Designated ELD instructional time.</li> <li>• Implement an Afterschool Program that will target EL, Foster, and Students with Disabilities.</li> <li>• Renewal of Reading A-Z reading program for all student</li> <li>• Provide teacher release time for Writing Articulation Day, Co-op/CAST meeting, Math Release Days, Kindergarten teacher release time/planning.</li> <li>• Provide professional development for Trauma Basics Training, Bullying Prevention, Zones of Regulation, PBIS Tier II.</li> <li>• Bullying assembly.</li> <li>• Provide parents with opportunities to learn through Parent Educational Workshops</li> <li>• Hire 2 parent liaison to assist with increasing parent involvement, communication, and activities.</li> </ul>

### B. Goals, Actions, and Progress Indicators

<b>District Strategic Goal 1:</b> All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career,	<b>District Needs and Metrics 1:</b> Students need high quality classroom instruction and curriculum as measured by:
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and life readiness and eliminate the achievement gap.	<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> <li>Instructional Materials</li> <li>Progress toward English Proficiency</li> <li>Redesignation</li> <li>Teacher Assignment</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 1.1**

Our current reality: Last year, 75% of our students were At or Near and Above standards in Writing on the SBAC. Our goal this year, 85% of our students will be At or Near and Above Standards in meeting the minimum CCSS in Writing.

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- EL
- Foster Youth
- Low Income

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?
Professional Learning: <ul style="list-style-type: none"> <li>Consultant/Trainer from Voyager Sopris</li> <li>Substitute Costs for Step Up to Writing Training</li> <li>Substitute Cost to release grade levels teams to calibrate and score student writing</li> </ul> Materials & Supplies <ul style="list-style-type: none"> <li>Step Up to Writing Classroom Kits</li> </ul>	Profession Learning Effect Size 0.45 Direct Instruction Effect Size 0.60 Mastery Learning Effect Size 0.57 Quality of Teaching Effect Size 0.44  Teacher Clarity Effect Size 0.75 Cooperative Learning Effect Size 0.40  Writing Program Effect Size 0.49	End of the Trimester Writing Assessments  2018 CAASPP Writing Assessment SBAC Interim Assessments SMART Writing Goals

**What funding source will you use?**

Title I:  
 Voyager Sopris Trainer Fee: \$7,500 Trainer  
 Sub Costs: \$6,050  
 Teacher Release/Planning  
 3 days/grade level teams = \$18,150  
 Writing Articulation Day  
 Step Up to Writing Tax - \$783  
 Step Up to Writing Classroom Kits: \$10,880  
 Shipping & Handling: \$1,009.70

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- EL
- Foster Youth
- Low Income

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?
Afterschool Program	<p>After School Program Effect Size 0.40                      Small Group Learning Effect Size 0.49                      Feedback While Learning Effect Size 0.45</p> <p>Cohen and Dacanay (1992) document greater student achievement percentile gains with teacher using technology as a supplement to instruction (gain of 21%).</p> <p>Enhancing the Arts and Science of Teaching with Technology, by S. Magana and R. Marzano, found effective use of technology in instruction, communicating goals, interacting with new knowledge, generating and testing hypotheses, and tracking progress.</p>	Pre/Post Assessments Short-term writing assessments End of the trimester writing assessment

**What funding source will you use?**

Title I:  
 Teacher Hourly: \$5,060.33  
 Teacher Planning: \$2,131.66  
 Tablet HPX2 612 G2: \$10,200  
 Widi \$1,520  
 Supplemental Materials: \$3,902

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income

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?
Summer School 2018 <ul style="list-style-type: none"> <li>• Certificated Hourly</li> <li>• Smaller classes targeting at-risk students and ELLs</li> <li>• Teacher Release/Planning</li> <li>• Materials &amp; Supplies</li> <li>• Classified Hourly</li> </ul>	Small Group Learning Effect Size 0.40 Feedback While Learning Effect Size 0.45 Direct Instruction Effect Size 0.60 Cooperative Learning Effect Size 0.40	Program Assessments SBAC SMART Goals

**What funding source will you use?**

Summer School  
 \$1,696 Administrator  
 \$864 Secretary  
 \$6,400 Teachers  
 \$1,280 Paraeducator  
 \$208 Yard Supervisor

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income

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?
Teacher Release/Planning <ul style="list-style-type: none"> <li>3 full days (1/trimester) for teams to analyze, calibrate student writing, and develop goals</li> <li>Substitute Costs</li> </ul>	Teacher Clarity Effect Size 0.75 Cooperative Learning Effect Size 0.40 Mastery of Learning Effect Size 0.57 Quality of Teaching Effect Size 0.44	Grade Level Minutes/Action Plans Common Assessments COOP Meetings

<b>What funding source will you use?</b>
Title I = \$7,524

**Site Goal 1.2**

Our current reality: 79% of our students were At or Near and Above in Reading standards on the SBAC. This year's goal is that 90% of our students will be At or Near and Above in Reading standards on the SBAC.

**Metric:** CAASPP

**Actions/Services 1.2.1**

<b>Principally Targeted Student Group</b>
<ul style="list-style-type: none"> <li>All</li> <li>EL</li> <li>Low Income</li> </ul>

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?
Online Reading A-Z Program	Comprehension Programs Effect Size 0.53 Small Group Learning Effect Size 0.49 Feedback While Learning Effect Size 0.45 Reading Comprehension Effect Size 0.58	Program Assessments Grade Level Common Assessments CAASPP BPST

<b>What funding source will you use?</b>
Supplemental/Concentration - \$2324.80

**Actions/Services 1.2.2**

<b>Principally Targeted Student Group</b>
<ul style="list-style-type: none"> <li>EL</li> <li>Foster Youth</li> </ul>

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?
Professional Learning for Staff: <ul style="list-style-type: none"> <li>Student Discourse by coaches</li> <li>Wonders &amp; Think Central Tech Training by Coaches</li> <li>Sacramento Area Reading Association Conference (SARA)</li> <li>Jennifer Serravallo's Reading</li> </ul>	Professional Learning Effect Size 0.49 Mastery Learning Effect Size 0.57 Quality of Teaching Effect Size 0.44 Teaching Strategies Effect Size 0.60	Grade Level Common Assessments Interim SBAC Assessments CAASPP

Strategies Book

**What funding source will you use?**

Title I:  
SARA Conference Teacher rate: \$1,500  
Serravallo's Book: \$950

**Actions/Services 1.2.3**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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?
Afterschool Program	<p>Comprehension Programs Effect Size 0.53 Small Group Learning Effect Size 0.49 Feedback While Learning Effect Size 0.45 Reading Comprehension Effect Size 0.58 Micro-teaching Effect Size 0.88 Phonic Program Effect Size 0.52</p> <p>Cohen and Dacanay (1992) document greater student achievement percentile gains with teacher using technology as a supplement to instruction (gain of 21%).</p> <p>Enhancing the Arts and Science of Teaching with Technology, by S. Magana and R. Marzano, found effective use of technology in instruction, communicating goals, interacting with new knowledge, generating and testing hypotheses, and tracking progress.</p>	<p>BPST Grade Level Common Assessments CAASPP SBAC Interim Assessments</p>

**What funding source will you use?**

Teacher Hourly: \$5,060.33  
Teacher Planning: \$2,131.66  
Supplemental Materials: \$3,902

**Actions/Services 1.2.4**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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>Teacher Release/Planning</p> <ul style="list-style-type: none"> <li>Analysis of data and develop action plan</li> <li>Curriculum Development</li> </ul>	<p>Teacher Clarity Effect Size 0.75 Cooperative Learning Effect Size 0.40 Professional Learning Effect Size 0.45 Mastery of Learning Effect Size 0.57 Quality of Teaching Effect Size 0.44</p>	<p>End of Year Teacher Survey Grade Level Minutes SMART Goals</p>

**What funding source will you use?**

Title 1  
\$1,100

**Actions/Services 1.2.5**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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?
Summer School <ul style="list-style-type: none"> <li>• Small classes targeting at-risk students and ELLs</li> <li>• materials &amp; supplies</li> <li>• Teacher Hourly</li> <li>• Classified Hourly</li> <li>• Release Time/Planning</li> </ul>	Small Group Learning Effect Size 0.49 Reading Phonics Instruction Effect Size 0.60 Reading Comprehension Effect Size 0.58 Micro-teaching Effect Size 0.88 Phonics Program Effect Size 0.52 Mathematics Effect Size 0.49 Cooperative Learning Effect Size 0.82	CAASPP SMART Goals Program Assessments

**What funding source will you use?**

Summer School: \$31,500  
 \$1,696 Administrator  
 \$864 Secretary  
 \$6,400 Teachers  
 \$1,280 Paraeducators  
 \$208 Yard Supervisor  
 \$156 Supplies

**Actions/Services 1.2.6**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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 high leverage instructional practices such as Structured Student Interaction/Collaborative Conversations, Explicit Direct Instruction- Checking for Understanding and Engagement Norm Strategies.	Cooperative Learning Effect Size 0.75 Teaching Strategies Effect Size 0.62 Questioning Effect Size 0.48	Walk-through observations and collection of data.

**What funding source will you use?**

None

**Actions/Services 1.2.7**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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?
Academic Intervention Teacher	Small Group Learning Effect Size 0.49 Reading Comprehension Programs Effect Size 0.58 Reading Phonics Instruction Effect Size 0.60	SBAC SMART Goals Common Assessments

<b>What funding source will you use?</b>
Title I: \$9,500

**Site Goal 1.3**

Our current reality: Last year, 71% of our students were At or Near and Above standards in Communicating Reasoning on the SBAC. This year's goal is that 90% of students will be At or Near and Above standards.

**Metric:** CAASPP

**Actions/Services 1.3.1**

<b>Principally Targeted Student Group</b>
• EL • Foster Youth • Low Income

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?
Professional Learning <ul style="list-style-type: none"> <li>Math Discourse by coaches</li> <li>Conferences by district and local areas</li> </ul>	Mathematics Effect Size 0.49 Classroom Discussion Effect Size 0.82	Grade level common assessments CAASSP SBAC Interim Assessments Program Assessments

<b>What funding source will you use?</b>
None

**Actions/Services 1.3.2**

<b>Principally Targeted Student Group</b>
• EL • Foster Youth • Low Income

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?
Teacher Release/Planning <ul style="list-style-type: none"> <li>Curriculum and Assessment planning</li> <li>Data Analysis/develop plans</li> </ul>	Teaching Strategies Effect Size 0.60 Cooperative Learning Effect Size 0.40 Quality of Teaching Effect Size 0.44 Mastery of Learning Effect Size 0.57	Grade Level Agenda/Minutes Grade level common assessments Teacher Survey

<b>What funding source will you use?</b>
None



**Actions/Services 1.3.3**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income

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?
Afterschool Program	<p>Small Group Learning Effect Size 0.49                      Feedback While Learning Effect Size 0.45                      Micro-teaching Effect Size 0.88                      Mathematics Effect Size 0.49</p> <p>Cohen and Dacanay (1992) document greater student achievement percentile gains with teacher using technology as a supplement to instruction (gain of 21%).</p> <p>Enhancing the Arts and Science of Teaching with Technology, by S. Magana and R. Marzano, found effective use of technology in instruction, communicating goals, interacting with new knowledge, generating and testing hypotheses, and tracking progress.</p>	<p>SBAC                      Common Assessments                      Program Pre/Post Assessments</p>

**What funding source will you use?**

Teacher Hourly: \$5,060.33  
 Teacher Planning: \$2,131.66  
 Supplemental Materials: \$3,902

**Actions/Services 1.3.4**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income

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>Summer School</p> <ul style="list-style-type: none"> <li>• Small classes targeting at-risk students and ELLs</li> <li>• materials &amp; supplies</li> <li>• Teacher Hourly</li> <li>• Classified Hourly</li> <li>• Release Time/Planning</li> </ul>	<p>Small Group Learning Effect Size 0.49                      Micro-teaching Effect Size 0.88                      Mathematics Effect Size 0.49                      Cooperative Learning Effect Size 0.82</p>	<p>CAASPP                      SMART Goals                      Program Assessments</p>

**What funding source will you use?**

Summer School  
 \$1,696 Administrator  
 \$864 Secretary  
 \$6,400 Teachers  
 \$1,280 Paraeducators  
 \$208 Yard Supervisor

**Site Goal 1.4**

Implement Designated and Integrated English Language Development Program with fidelity.

**Metric:** Progress toward English Proficiency

**Actions/Services 1.4.1**

**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?
Teacher sub to administer CELDT	According to researchers such as Tomlinson, C.A., & Moon, T.R. (2013) "teachers gather, interpret, and use evidence about student performance to make decisions about next steps in instruction." Formative assessments build both teacher and student knowledge.	#Students making progress and #students Redesignated CELDT/ELPAC

**What funding source will you use?**

EL Supplemental - \$2,500

**Actions/Services 1.4.2**

**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?
Teacher and/or Para to support student and teacher during Designated ELD block times	Researchers Snow, M.A. and Katz, A.; Dutro, S. and Kinsella, K.; and Lindholm-Leary and Genesee, all agree that EL need consistent, explicit and purposeful language instruction with regular structured practice. The teacher will support EL students in small groups to assist the classroom teacher to extend learning through practice worksheets, games, and activities as students are acquiring English skills.	Classroom teacher feedback Evaluation of the push-in model of support in the form of a survey Administrator/s of hired teacher and EL

**What funding source will you use?**

EL Supplemental - \$10,125  
Title 1: \$4,236

**Actions/Services 1.4.3**

**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?
Rosetta Stone in English	Researchers (Snow, M.A. and Katz, Dutro, S. and Kinsella, K.,) agree that ELs need regular structured practice in acquiring the English Language.	Progress towards English Proficiency measured by ELPAC assessment

**What funding source will you use?**

EL Supplemental - \$750

**Site Goal 1.5**

GATE Program Afterschool

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

**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?
GATE Coordinator will manage all aspects of new requirements for identification process, provide professional development for staff, and coordinate programs developed to meet the needs of GATE students, such as Fite's afterschool science enrichment program and a culminating fieldtrip.	Science Effect Size 0.44 Acceleration Effect Size 0.68 Creativity Program Effect Size 0.65	Student Survey/feedback on the program

**What funding source will you use?**

GATE  
\$310 Materials & Supplies  
\$1,800 Fieldtrip  
\$240 2 Paras for Fieldtrip  
\$500 2 Teacher Subs  
\$150 admission to museum

**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

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

**Site Goal 2.1**

All grade levels will operate as high functioning Professional Learning Community (PLCs) to share research-based best practices and focus on results.

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income

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?
Professional Learning: <ul style="list-style-type: none"> <li>• COOPs - release days to data analysis, develop intervention and assessment plans</li> <li>• substitute costs</li> <li>• Laptop</li> </ul>	Professional Learning Effect Size 0.49 Mastery Learning Effect Size 0.57 Quality of Teaching Effect Size 0.44 Teaching Strategies Effect Size 0.60 Collective Teacher Efficacy Effect Size 1.57  Cohen and Dacanay (1992) document greater student achievement percentile gains with teacher using technology as a supplement to instruction (gain 21%).  Enhancing the Arts and Science of Teaching with Technology , by S Magana and R. Marzano, found effective use of technology in instruction, communicating goals, interacting with new knowledge, hypotheses, and tracking progress.	Teacher survey COOP meeting notes

<b>What funding source will you use?</b>  Title I: COOP release days: \$9,600 Supplemental/Concentration: \$8,360 Supplemental/Concentration laptop: \$1,061
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**Actions/Services 2.1.2**

<b>Principally Targeted Student Group</b> <ul style="list-style-type: none"> <li>• EL • Foster Youth • Low Income</li> </ul>
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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?
Grade Level PLC will meet one Monday a month and every Wednesday during early out to focus on learning and student results.	Professional Learning Effect Size 0.49 Mastery Learning Effect Size 0.57 Quality of Teaching Effect Size 0.44 Teaching Strategies Effect Size 0.60 Collective Teacher Efficacy Effect Size 1.57	Grade level team agendas and notes Teacher survey

<b>What funding source will you use?</b>  None
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**Site Goal 2.2**

All grade levels will meet at the end of each trimester for a full of day of data analysis, calibration of student writing, and develop goals.	
<b>Metric:</b> Data and Program Evaluation	

<b>Principally Targeted Student Group</b> <ul style="list-style-type: none"> <li>• EL • Foster Youth • Low Income</li> </ul>
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
Teacher Release/Planning <ul style="list-style-type: none"> <li>3 full days (1/trimester) for teams to analyze, calibrate student writing, and develop goals</li> <li>Substitute Costs</li> </ul>	Teacher Clarity Effect Size 0.75 Cooperative Learning Effect Size 0.40 Mastery of Learning Effect Size 0.57 Quality of Teaching Effect Size 0.44	Grade Level Minutes/Action Plans Common Assessments COOP Meetings

<b>What funding source will you use?</b> None
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**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**

The school-wide goal is 70% implementation of Tier 1 of Positive Behavior Interventions and Support (PBIS).

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

**Actions/Services 3.1.1**

**Principally Targeted Student Group**  
 • EL • Foster Youth • Low Income

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?
Professional Learning: <ul style="list-style-type: none"> <li>Refresh on PBIS program by PBIS Coach</li> <li>Response to Interventions/Multi-Tiered Support System by PBIS Coach</li> <li>Bully Curriculum by PBIS Coach</li> <li>Suicide Prevention Training by Mental Health Specialist and Behaviorist</li> </ul>	Response to Intervention Effect Size 1.07 Professional Learning Effect Size 0.45	End of the year PBIS staff, student, and parent survey. Teacher Evaluations

<b>What funding source will you use?</b> None
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**Actions/Services 3.1.2**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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 signage school-wide: PBIS expectations and SOAR posters, anti-bullying posters, safety/traffic signs, character education posters.	Response to Intervention Effect Size 1.07 Problem Solving Teaching Effect Size 0.63 Early Intervention Effect Size 0.44	PBIS end of the year survey Social/Emotional Student Survey

**What funding source will you use?**

PBIS: \$1,000

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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 positive incentive program to acknowledge students, staff, and parents. <ul style="list-style-type: none"> <li>• Hand out Caught You SOARing tickets to students and staff daily.</li> <li>• Acknowledge Monthly Student of the Week and Student of the Month with certificates and announce at spirit rallies and at morning announcements over P.A. system</li> <li>• Five Star Family Incentives</li> <li>• Golden Lunch Program</li> <li>• Student writing acknowledge with Certificates</li> <li>• Lunch with the Principal</li> <li>• Fun Fridays</li> </ul>	Student Motivation Effect Size 0.48 Early Intervention Effect Size 0.44	End of the year student, parent, and staff survey Number of Five Star Family participation rate

**What funding source will you use?**

None

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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?
Develop Passport to Good Citizenship to kick-off PBIS and the Behavior Expectations Matrix.	Classroom Behavior Effect Size 0.63 Behavioral Organizers Effect Size 0.41 Teacher Expectations Effect Size 0.43	End of the year PBIS survey

**What funding source will you use?**

None

**Site Goal 3.2**

Decrease the number of student referrals school-wide.

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

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income

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?
Professional Learning Opportunities: <ul style="list-style-type: none"> <li>• Trauma Basics Training by PBIS Coach/Behaviorist</li> <li>• Bully Prevention Training by PBIS Coach/Behaviorist</li> </ul>	Professional Learning Effect Size 0.45 Teacher Student Relationships Effect Size 0.52 Social Skills Program Effect Size 0.40 Communication Strategies Effect Size 0.43	Teacher evaluations of professional learning sessions Quarterly Synergy Discipline Data

**What funding source will you use?**

none

**Actions/Services 3.2.2**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income

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?
Form Intervention Team to include Behaviorist, MHT, Psychologist, Speech Therapist, RSP teacher, and administration to review discipline data, MTSS forms, and plan next steps.	Professional Learning Effect Size 0.45 Cooperative Learning Effect Size 0.40 Feedback while Learning Effect Size 0.49 Response to Intervention Effect Size 0.45 Interventions for Learning Disabled Effect Size 0.77	Discipline data from Synergy Number of MTSS forms completed

**What funding source will you use?**

None

**Actions/Services 3.2.3**

**Principally Targeted Student Group**

- EL • Low Income

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 Character Education Program: Principal's Principles and PBIS Bully Prevention Curriculum.	Response to Intervention Effect Size 1.07 Early Intervention Effect Size 0.47 Social Skills Program Effect Size 0.40 Communication Strategies Effect Size 0.43 Student Motivation Effect Size 0.48	End of year evaluation of programs by students and staff Discipline Data from Synergy

<b>What funding source will you use?</b>
None

<b>District Strategic Goal 4:</b> All students will benefit from programs and services designed to inform and involve family and community partners.	<b>District Needs and Metrics 4:</b> Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> <li>Family and Community Engagement</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

Increase opportunity for parents to participate in school-wide events by focusing on parents groups who do not traditionally support school functions including: SSC, PTO, ELAC, SST, Back to School Night, Open House, and parent education workshops.

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

**Actions/Services 4.1.1**

<b>Principally Targeted Student Group</b>
• EL • Foster Youth • Low Income

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 and publicize regularly scheduled meetings in advance to provide parents various opportunities to attend school led functions that promote engagement.	Parent Involvement Effect Size 0.51 Communication Strategies Effect Size 0.43	End of the year parent survey Parent sign-in sheets

<b>What funding source will you use?</b>
None

**Actions/Services 4.1.2**

<b>Principally Targeted Student Group</b>
• EL • Foster Youth • Low Income

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?
As best as possible, provide all forms of communications to parents/guardians in their primary language for easy access to information/resources.	Parent Involvement Effect Size 0.51 Communication Strategies Effect Size 0.43	End of the year parent survey Keep all translated documents in primary languages



**What funding source will you use?**

None

**Actions/Services 4.1.3**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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 the Five Star Incentive Program to increase parent involvement. Parents attend 5 school-wide events and will be recognized at the end of the year with fabulous incentive.	Parent Involvement Effect Size 0.51	Number of 5 Star Family forms completed

**What funding source will you use?**

None

**Actions/Services 4.1.4**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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 opportunities for parents to build on their knowledge and skills so that they can help their child be successful at home. <ul style="list-style-type: none"> <li>• Reading Nights</li> <li>• Math Nights</li> <li>• Bingo Night with a focus on a skills</li> </ul> Materials & Supplies Teacher Hourly Childcare Services	Parent Involvement Effect Size 0.51 Cooperative Learning Effect Size 0.41 Social Skills Program Effect Size 0.40	Sign-in Sheets

**What funding source will you use?**

Supplemental/Concentration: \$500 for Childcare Services  
 Title I: \$1,000 Teacher Hourly

**Actions/Services 4.1.5**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income

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?
Hire a parent liaison for home/school connection, to increase communication, and	Parent Involvement Effect Size 0.51 Communication Strategies Effect Size 0.43	End of the year parent and teacher survey, Evaluation of the effectiveness and

parent involvement.	Home Environment Effect Size 0.57	performance of liaison
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**What funding source will you use?**

Title I: \$5,337

**Site Goal 4.2**

Increase community partnerships directly supporting students.

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income

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?
Collaboration with Sheldon High Seniors on the projects that benefits students and school-wide events.	Cooperative Learning Effect Size 0.41 Creativity Programs Effect Size 0.65 After school programs Effect Size 0.40	Number of Sheldon High Student involvement and sign-ups Evaluation of Student performance

**What funding source will you use?**

None

**Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**
**IV. Funding**
**Robert J. Fite Elementary - 259**

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	\$21,832	\$21,832	\$21,832	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	29.8752	\$0	\$3,168,762	\$3,168,762	\$3,168,762	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	0.8	\$0	\$100,294	\$100,294	\$100,294	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$24,488	\$0	\$24,488	\$24,488	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$41,574	\$41,574	\$41,574	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$198,891	\$198,891	\$0	\$0	\$198,891	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$12,245	\$12,245	\$10,684	\$1,061	\$0	\$500	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$13,375	\$13,375	\$10,875	\$2,500	\$0	\$0	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$268	\$0	\$268	\$268	\$0	\$0	\$0	\$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>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$84,856	\$84,856	\$68,400	\$9,600	\$0	\$6,856	\$0
<b>3711</b> Special Education Preschool <b>3320</b> Special Education: IDEA Preschool Local Entitlement, Part B, Sec 611	0.6	\$0	\$75,942	\$75,942	\$75,942	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	1.25	\$0	\$57,181	\$57,181	\$0	\$0	\$57,181	\$0	\$0

<b>4900</b> Director of Learning Support Services <b>5858</b> Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	2.11	\$0	\$191,017	\$191,017	\$191,017	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	1.75	\$0	\$134,542	\$134,542	\$134,542	\$0	\$0	\$0	\$0
<b>3655</b> Pre-K SCC (Non-ASD) <b>6500</b> Special Education	2.5625	\$0	\$152,984	\$152,984	\$152,984	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	0.75	\$0	\$42,298	\$42,298	\$42,298	\$0	\$0	\$0	\$0
<b>3680</b> Emotionally Disturbed (ED) - Tier I <b>6500</b> Special Education	2.125	\$0	\$135,170	\$135,170	\$135,170	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	1.5	\$0	\$72,718	\$72,718	\$72,718	\$0	\$0	\$0	\$0
<b>3650</b> Emotionally Disturbed (ED) - Tier II <b>6512</b> Special Education: Mental Health Services Prop 98	2.95	\$0	\$204,318	\$204,318	\$204,318	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$31	\$0	\$31	\$31	\$0	\$0	\$0	\$0
<b>Totals</b>	49.2728	\$24,787	\$4,756,999	\$4,781,786	\$4,504,197	\$13,161	\$257,072	\$7,356	

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

**Date**

Principal **Melissa Chin**

School Site Council Chairperson **Kristen Gregory**

EL Advisory Chairperson **Dennis Nguyen**

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

