



## Robert J. McGarvey Elementary

# Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: \_

(Signature): \_

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

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

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

## Goal Setting

### State Priorities

#### Conditions of Learning:

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

#### Pupil Outcomes:

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

#### Engagement:

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

### Strategic Goals

#### Goal 1: High-Quality Classroom Instruction and Curriculum

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

#### Goal 2: Assessment, Data Analysis, & Action

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

#### Goal 3: Wellness

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

#### Goal 4: Family and Community Engagement

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

### A. Stakeholder Engagement

#### Involvement Process for LCAP and Annual Update

##### How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Robert J. McGarvey is a new school. We opened our doors on July 13, 2017. Input for the Robert J. McGarvey LCAP Review and Analysis involved many stakeholders during the planning period for the opening of the school. This planning period was December 2016 - July 2017. The following were opportunities for stakeholder consultation and input to the planning process:

- Meeting with Parents at Sunrise Coffee Clatch - December 12, 2016
- Prospective Staff Informational Meeting - January 30, 2017
- Parent and Community Information and Input Meetings - December 12, 2016; March 8, 2017, June 13, 2017
- Rancho Cordova Kiwanis Club - March 16, 2017; April 19
- Faculty Guiding Coalition Meetings - 10 meetings between February and June, 2017
- RJMES Parent Planning Committee - 10 meetings between January and May, 2017
- RJMES PFO Meetings - 8 meetings between March and June, 2017
- Sunrise PFO Membership and Executive Board Meetings - 8 meetings between December and April, 2017
- Various Ad Hoc Planning Meetings (involving parent, faculty and community) - 25 meetings in total between January and June, 2017
- RJMES School Site Council - August 22, 2017; August 29, 2017; September 5, 2017; September 12, 2017; September 19, 2017
- Safe Routes to School (EGUSD, City of Rancho Cordova, 50 Corridor, RJMES administration and parents) - 8 meetings between March and August, 2017
- Back to School Nights - July 11, 2017 (Tracks B, C, D) and August 8, 2017 (Track A)
- Grade Level Team/Intervention Team meetings - (on-going: scheduled for second Tuesday mornings after track change days)
- Coffee Talks with Mr. Gulden (September 12, 2017; November 28, 2017; February 6, 2018; and March 6, 2018)
- English Learner Parent Advisory Council - September 13, 2017

#### Impact of LCAP and Annual Update

##### How did these consultations affect the LCAP for the upcoming year?

These stakeholder consultations provided opportunities for input, clarification, and consensus regarding short and long term planning, measurable outcomes, and ideas for future consideration as related to services to students, support for faculty, and resources to meet the unique needs of our student population. Through surveys, sharing of relevant data, and a cycle of inquiry, our goals, actions, resource allocations, and progress indicators are the results of these frequent and on-going consultations.

### 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, and life readiness and eliminate the achievement gap.	<b>District Needs and Metrics 1:</b> Students need high quality classroom instruction and curriculum as measured by: <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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**Site Goal 1.1**

Increase the number of students reaching proficiency in core content areas based upon agreed grade level common assessments for progress monitoring. 2017-18 is a baseline year for Robert J. McGarvey Elementary.

**Metric:** Content Standards Implementation

**Actions/Services 1.1.1**

<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>• All</li> </ul>		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<ul style="list-style-type: none"> <li>• Provide IB category 2 professional learning opportunities for TOT cadre to support inquiry teaching and learning and implementation of exhibitions of student learning. Nearest training location is Seattle (November 10-13, 2017). Total cost is about \$9426 from Supplemental/Concentration funds (\$4464 - conference registration for 6 participants; \$2438 - hotel (4 rooms); \$1008 - meals; \$1050 - airfare; 2 substitute teacher days @\$242/day)</li> <li>• Utilize district instructional coaches during grade level team, faculty, and PLC (early out) meeting. Specific topics provided by C/PL and OGLR coaches to include ELD instruction, Math Talks, and NGSS). No additional cost to site</li> <li>• Provide opportunities for collegial observations and team teaching through release time to support CCSS and culturally responsive teaching. Release time provided by administrator coverage and through Regular Education funds as needed (\$480 = 10 hours@ \$48/hr).</li> <li>• Provide academic intervention support for students through push in, extended day, and/or intersession to address specific reading and writing needs with targeted students. Intersession/General Fund used at cost of \$21,296 (4 days x 22 weeks x \$242)</li> <li>• Review /analyze Reading Counts Data trimesterly. Time provided as early-out/PCL time</li> <li>• Provide assessment tools (F&amp;P) and PLC opportunities for review of student work, alignment of expectations about progress, and development of common formative assessments within the grade level. Time provided as</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie. 2015. The Applicability of Visible Learning to Higher Education.</li> </ul>	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• K/1 Benchmark Assessments</li> <li>• Grade level common formative and summative assessments</li> <li>• Classroom observations</li> <li>• EL and other administrator walk-through opportunities</li> <li>• Teacher evaluations</li> </ul>

PLC/early out time

- Provide students access to leveled readers and non-fiction library books. Library start-up funds allocation.
- Implement co-op and MTSS to identify at risk students and provide necessary supports and services
- Provide release time for diagnostic assessments and teacher planning. Substitute costs for 2 half-day release days for 27 classroom teachers is \$6534 (\$121 x 27 teachers x 2 half days). Regular Education funds.

**What funding source will you use?**

- Regular Education funds (\$480 + \$6534)
- Concentrated/Supplemental Funding ((\$10,000 - IB Workshop - Seattle)
- General Fund (including Intersession) - \$21,296.
- District professional learning opportunities (including Math Generations) - no cost to site

**Site Goal 1.2**

Increase the number of students reading at grade level proficiency by the end of third grade based upon grade level agreed upon common assessments and CAASPP. Our baseline data is Sunrise Spring 2017 CAASPP results. While our goal is to increase the percentage of students at proficiency in ELA to 100%, our annual goal for 2017-18 is to realize an increase from 70% to 75% of 3rd grade students as measured by 2018 CAASPP.

**Metric:** CAASPP

**Actions/Services 1.2.1**

**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"> <li>• TK-3rd grade teachers will participate in professional learning to support best first instruction and intervention practices. OGLR - no cost to site</li> <li>• Appropriate intervention (including initial instruction, intersession, and other support strategies and services). Specific small group targeted instruction in reading and writing during intersession/WIN block of regular instructional day. General Fund/Intersession to fund at cost of \$21,296 (4 days x 22 weeks x \$242)</li> <li>• Specific targeted (reading and writing) intersession intervention for six half-days each month for identified students. General fund/intersession to fund at cost of \$5,082 (6 half-days x 7 months x \$121)</li> <li>• Grade level teams and administration meet as PLC (trimesterly) to analyze student diagnostic baseline data and common progress assessment results then plan for appropriate student intervention where and when needed. Time allocated as early out/PLC time - no additional cost to site</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie. 2015. The Applicability of Visible Learning to Higher Education.</li> </ul>	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• K/1 Benchmark assessments</li> <li>• Grade level common assessments</li> </ul>

**What funding source will you use?**

- Pre-K - 6th Grade Division Funds - OGLR (no cost to site)
- General Fund (\$21,296 (same funds as described in 1.1.1) + \$5,082)

**Site Goal 1.3**

Eliminate the achievement gap by raising all subgroups to the level of our highest performing student subgroup. While 2018 is a CAASPP baseline year for Robert J. McGarvey Elementary, we will use subgroup data from Sunrise Elementary CAASPP 2017 for all content area subgroup data to establish targets for 2018.

**Metric:** CAASPP

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • White

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>• Provide professional learning opportunity for faculty in Culturally Responsive Classroom strategies (e.g. Morning Meetings). Fifteen teachers were trained in May, 2017. Remaining 20 certificated staff to be trained. Total cost approx. \$21,000. To be funded through Supplemental/Concentration funds (\$8000), Regular Education (\$2000), and possible grant funds to cover remaining cost. Option to partner with another school to fill 30 participant capacity and share cost.</li> <li>• Utilize district instructional coaches during grade level team, faculty, and PLC (early out) meeting opportunities. No cost to site.</li> <li>• Provide opportunities for collegial observations and team teaching through release time to support ELD and culturally responsive teaching at about one hour/certificated teacher totaling \$1260 (30 hours x \$48) from EL Supplemental.</li> <li>• Provide academic intervention support for students through push in, extended day, and/or intersession (\$21,296 + \$5,082. These are the same funds as allocated in 1.2.1)</li> <li>• Review /analyze Reading Counts Data trimesterly. PLC/early out time - no additional cost to site</li> <li>• Provide assessment tools (F&amp;P) and PLC opportunities for review of student work, alignment of expectations about progress, and development of common formative assessments within the grade level. Time allocated through early out/PLC time - no additional cost to site</li> <li>• Provide students access to leveled readers and non-fiction library books (see 1.1.1 allocation).</li> <li>• Implement co-op and MTSS to identify at risk students and provide necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie. 2015. The Applicability of Visible Learning to Higher Education.</li> </ul>	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• K/1 Benchmark Assessments</li> <li>• Grade level common formative and summative assessments</li> <li>• Classroom observations</li> <li>• EL and other administrator walk-through opportunities</li> <li>• Teacher evaluations</li> </ul>

supports and services. Cost for substitutes to allow for team co-ops is \$4356 from General Fund/intersession (3 substitutes x 6 co-op days x \$242)

- Provide release time for teacher planning (\$6534; same allocation as in action 1.1.1)

**What funding source will you use?**

- Regular education funds (\$2000 + \$6524 (same funds as described in 1.1.1))
- Concentrated/Supplemental Funding (\$0)
- EL Supplemental (\$1260)
- General Fund (including Intersession) (\$21,296 + \$5,082 (same funds described in 1.2.1) + \$4356)
- District professional learning opportunities (including Math Generations trainings, C/PL and OGLR coaches) - no cost to site.

**Site Goal 1.4**

Increase the number of students reaching proficiency in mathematics as measured by CAASPP data. Our baseline data is Sunrise Spring 2017 CAASPP results. While our goal is to increase the percentage of students at proficiency in math to 100%, our annual goal for 2017-18 is to realize an increase from 69% to 75% of 3-6 grade students as measured by 2018 CAASPP.

**Metric:** A-G Completion

**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?
<ul style="list-style-type: none"> <li>• Appropriate intervention (including initial instruction, intersession, and other support strategies and services). See 1.2.1 intervention allocations of \$21,296 + \$5,082) - this the same allocation as bullets 2 and 3)</li> <li>• Grade level teams and administration meet as PLC (trimesterly) to analyze student diagnostic baseline data and common progress assessment results then plan for appropriate student intervention where and when needed. Time allocation from early out/PLC time - no additional cost to site</li> <li>• Grade level and intervention PLCs meet weekly - no additional cost to site</li> <li>• PBIS PLC meets monthly. Adjunct duty - no additional cost to site.</li> <li>• Math Generation lead teachers attend appropriate trainings and facilitate grade level PLC around math assessment data. Math Generation funds - no additional cost to site.</li> </ul>	<p>Hattie. 2015. The Applicability of Visible Learning to Higher Education.</p>	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• K/1 Benchmark Assessments</li> <li>• Grade level common formative and summative assessments</li> <li>• Classroom observations</li> <li>• EL and other administrator walk-through opportunities</li> </ul>

**What funding source will you use?**

- Summer School/ Intersession funds (\$21,296 + \$5,082; same funds as allocated in 1.1.1 and 1.2.1)

**Site Goal 1.5**

Provide teachers with resources that increase student access to CCSS aligned instruction and assessment tools that align directly with CCSS standards and reflect the rigor of CAASPP assessments. CAASPP 2018 results will establish our baseline.

**Metric:** CAASPP

**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?
<ul style="list-style-type: none"> <li>• Provide technology and opportunities to integrate the use of technology within the school day and in extended day learning opportunities, including intersession. CRT to be trained in Google Level II training to ensure effective training of our trainer (\$2000 - Supplemental/Concentrated Funds). Professional learning to be provided by CRT and through start up funds</li> <li>• Provide professional learning for teachers to use new technology hardware and software, including interactive boards. CRT to be trained as Google Level II trainer (\$300 from Regular Education site funds). Professional learning to be provided by CRT and start up funds</li> <li>• Acquire instructional materials and resources to support GATE instruction through our GALA program as needed to provide experiences that integrate technology with core content, especially STEM and VAPA. Materials to support science instruction using Insights science kits aligned with NGSS cost approximately \$3000 from GATE and \$1000 from adjunct duty funds for theater/musical production advisors.</li> <li>• Opportunities for identification of GATE students as well as opportunities for giftedness to be nurtured and developed. General areas of activities include GALA, extended day VAPA and STEM, Leadership, K-Kids, FOSS science). Adjunct duty funds to cover costs of advisory positions (\$500 x 4 positions = \$2000)</li> <li>• Provide professional learning for faculty in GATE identification and the unique instructional needs of gifted students in all areas of giftedness (including cognitive, leadership, creativity). Training provided by GATE coordinator and administration.</li> <li>• Provide technology to specifically target the needs of English Learners (e.g. Rosetta Stone or similar research based instructional technology). EL Supplemental funds (\$1200)</li> </ul>	<ul style="list-style-type: none"> <li>• Waxman, Lin, and Michko. 2003. Positive Effects of Technology on Cognition, Affect, and Behavior.</li> <li>• Nelson, 2016. The O Factor: Identifying and Developing 5- to 25-Year Olds Who Are Gifted in Organizational Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs, including observations of student engagement with integrated technology</li> <li>• Student participation in activities to develop and demonstrate giftedness</li> <li>• EGUSD parent surveys (end of year)</li> <li>• Faculty surveys</li> <li>• Stakeholder input forms</li> </ul>

**What funding source will you use?**

- GATE (\$3000)
- Adjunct duty stipends (\$2000)
- Regular Education funds (\$300)
- ELL Supplemental (\$1200)
- Supplemental/Concentration Funds (\$0)
- Adjunct duty funds (\$1000)

**Site Goal 1.6**

Increase the frequency and quality of instructional use of research-based ELD strategies throughout the instructional day, in designated ELD instructional blocks (WIN), extended day instruction, and intersession for targeted students. The goal is to increase the percentage of ELL students meeting AMAO 1. Our baseline data is based on Sunrise Elementary 2016-17. Specifically, our expectation is to increase from 84% to 90%.

**Metric:** CAASPP

**Actions/Services 1.6.1**

**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?
Provide professional development training to develop further the repertoire of strategies available to our faculty, specifically designed to meet the needs of ELL students with particular attention to those students assessed at the intermediate level on CELDT and all LTELs. (EL Supplemental funds - \$500; Professional learning supported by EL Instructional Coaches at no cost to site)	<ul style="list-style-type: none"> <li>• Dutro and Kinsella. 2010. "English Language Development: Issues and Implementation in Grades Six Through Twelve." California Department of Education.</li> <li>• Genesee, Lindholm-Leary, and Christian. 2006. Educating English Language Learners: A Synthesis of Research Evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs, including observations of EL student engagement</li> <li>• CELDT scores</li> <li>• AMAO 1 progress data</li> </ul>

**What funding source will you use?**

- ELL Supplemental funds (\$500)

<p><b>District Strategic Goal 2:</b></p> <p>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></p> <p>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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**Site Goal 2.1**

All grade level teams, our support/intervention team, and our administrative team will operate as high functioning Professional Learning Communities (PLC) to share best practices, analyze relevant data, and participate in a cycle of inquiry to improve student and close our achievement gap. The anticipated outcome of all McGarvey PLC activity is to realize improvements listed in Site Goals 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6.



**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?
<ul style="list-style-type: none"> <li>• Provide training in PLC to strengthen our awareness of purpose, our PLC practices, and our focus on student outcomes. Training to be provided by admin and team who received PLC "Learning By Doing" training at their previous sites at no additional cost to site</li> <li>• PLCs meet weekly. Time allocated through early out/PLC time</li> <li>• Administrators participate in PLCs routinely</li> <li>• Provide release time to allow for collegial observations and co-teaching to support structured student interactions, responsive classroom teaching, and gradual release of responsibility. Cost to site of \$6534 from Regular Education funds. These are the same funds for release time allocated in actions 1.1.1</li> <li>• Utilize district instructional coaches to support our faculty with ELD (standards and instruction), on grade level reading by end of 3rd grade, and structured student interactions (particularly in math and writing). No cost to site</li> <li>• Provide CCSS aligned materials (Wonders ELD support materials) to support English Learners (EL and RFEP). District textbook funds and EL Supplemental funds - \$500)</li> </ul>	<p>Voelkel. 2011. A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</p> <p>Hattie. 2015. Visible Learning - Effect Sizes</p>	<ul style="list-style-type: none"> <li>• Agendas and minutes from PLC meetings</li> <li>• CAASPP</li> <li>• K/1 Benchmark Assessments</li> <li>• Grade level common formative and summative assessments</li> <li>• Classroom observations</li> <li>• EL and other administrator walk-through opportunities</li> <li>• Teacher evaluations</li> <li>• CELDT</li> <li>• EL Redesignation</li> </ul>

<p><b>What funding source will you use?</b></p>
<ul style="list-style-type: none"> <li>• Regular Education (\$6534; these are the same funds allocated for release time in action 1.1.1)</li> <li>• EL Supplemental (\$500)</li> <li>• District professional learning opportunities and instructional coaches(including Math Generations trainings, C/PL and OGLR coaches) - no cost to site</li> </ul>

**Site Goal 2.2**

Increase the frequency, quality, and regular use of research-based ELD instructional practices throughout the instructional day as well as during designated ELD time and extended day opportunities.

**Metric:** Assessment System

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

- All • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
<ul style="list-style-type: none"> <li>PLCs meet weekly. Time allocation through early out/PLC time</li> <li>Provide release time to allow for collegial observations and co-teaching to support structured student interactions, responsive classroom teaching, and gradual release of responsibility. Cost is \$6534 to Regular Education funds. These are the same funds allocated in actions 1.1.1 and 2.1.1.</li> <li>Utilize district instructional coaches to support our faculty with ELD (standards and instruction), on grade level reading by end of 3rd grade, and structured student interactions (particularly in math and writing)</li> <li>Provide Wonders ELD support materials to support English Learners (EL and RFEP). Same \$500 allocation as described in action 2.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Kinsella. 2005. Academic Vocabulary</li> <li>Echevarria, J, et al. 2004. Making Content Comprehensible for English Learners.</li> </ul>	<ul style="list-style-type: none"> <li>CAASPP</li> <li>CELDT</li> <li>K/1 Benchmark Assessments</li> <li>Grade level common formative and summative assessments</li> <li>Classroom observations</li> <li>EL and other administrator walk-through opportunities</li> <li>Teacher evaluations</li> </ul>

**What funding source will you use?**

- Pre-K - 6th Grade Division Funds (OGLR) - no cost to site
- Regular Education funds (\$6534; same funds allocated in action 1.1.1 and 2.1.1)
- EL Supplemental (\$500)

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></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"> <li>Attendance</li> <li>Chronic Absenteeism</li> <li>Cohort Graduation</li> <li>Expulsion</li> <li>Facilities</li> <li>HS Dropout</li> <li>MS Dropout</li> <li>School Climate</li> <li>Suspension</li> </ul>
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**Site Goal 3.1**

Site Leadership will work with faculty to align our practices and policies with Positive Behaviors Intervention and Support outcomes, including reductions in suspensions and overall school discipline (both major and minor). This year will be our baseline year but we will expect a reduction from Sunrise Elementary School's data in these areas from the 16-17 school year.

**Metric:** Suspension

**Actions/Services 3.1.1**

**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"> <li>Design and implement Tier 2 and 3 supports, including counseling and social groups with school psychologist</li> </ul>	<ul style="list-style-type: none"> <li>Elias. 2014. "Social Emotional Skills Can Boost Common Core Achievement." Phi Delta Kappan.</li> </ul>	<ul style="list-style-type: none"> <li>PBIS survey of faculty (trimesterly)</li> <li>PBIS survey of families (end of year)</li> <li>School discipline data (trimesterly)</li> </ul>

<p>and MHT. PBIS - \$1000</p> <ul style="list-style-type: none"> <li>• Provide all faculty, including yard supervisors, with professional development around safety, social emotional well-being for students and bully prevention. Funding embedded in Responsive Classroom training in action 1.3.1 through Supplemental/Concentration funds (\$8000), Regular Education (\$2000), and possible grant funds to cover remaining cost. Option to partner with another school to fill 30 participant capacity and share cost.</li> <li>• Provide faculty with professional development that supports active student engagement with the IB Learner Profile throughout the day. Professional learning to be conducted by staff who are trained as part of IB workshop described in activity 1.1.1 (Total cost is about \$9426 from Supplemental/Concentration funds (\$4464 - conference registration for 6 participants; \$2438 - hotel (4 rooms); \$1008 - meals; \$1050 - airfare; 2 substitute teacher days @\$242/day)</li> </ul>	<p>Bullock. 2011. International Baccalaureate Learner Profile: Literature Review .</p>	<p>review of data by PBIS PLC)</p> <ul style="list-style-type: none"> <li>• Student suspension overall will drop from 17 (Sunrise 16-17 school year is our baseline) to fewer than 11 for the 17-18 school year as measured by our Year End Suspension Report.</li> <li>• Student discipline - both major and minor - will decline from the 16-17 school year (Sunrise data will serve as baseline) as measured by PBIS discipline referrals.</li> </ul>
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**What funding source will you use?**

- PBIS (\$1000)
- Supplemental/Concentrated Funds (same funds allocated in action 1.1.1 (\$9426) and 1.3.1 (\$8000))
- Regular Education (same funds allocated in action 1.1.1 (\$2000))

**Site Goal 3.2**

Increase the attendance rate overall to 97.6% from 96.6% (Sunrise 16-17 overall attendance is our baseline) and for each grade level by 1% or more from 16-17 baseline data.

**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"> <li>• Monitor attendance and make personal contact with families of at risk students. Share monthly attendance data with faculty for grade level PLC collaborative analysis and continuous improvement steps. Time allotted through early out/PLC time. No additional cost to site</li> <li>• Monitor PBIS data and share monthly with faculty for PBIS PLC collaborative discussion and continuous improvement steps. No anticipated cost to site. Will use PBIS funds if additional resources are required.</li> <li>• Develop student and family attendance contracts for students with more than 5 days of school missed in a trimester or more than 10 days overall. General</li> </ul>	<p>Bruner, Discher, and Chang. 2011. Chronic Elementary Absenteeism: A Problem Hidden in Plain Site (A Research Brief from Attendance Works and Child &amp; Family Policy Center)</p>	<ul style="list-style-type: none"> <li>• Student attendance rates (monthly review of schoolwide, grade level, and individual student attendance)</li> <li>• End of year attendance report</li> </ul>

fund through administration and office clerical staff. No additional cost to site.

**What funding source will you use?**

- PBIS (if needed)

**Site Goal 3.3**

The RJMES PBIS team will develop and align our procedures, programs, activities, and protocols with best practices that provided multiple tiered levels of support and intervention and ensure these are known, understood, and practiced elements of our school culture for our faculty, students, and families.

**Metric:** Attendance

**Actions/Services 3.3.1**

**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?
<ul style="list-style-type: none"> <li>• PBIS tier 2 level supports including but not limited to check in/out protocols, small group and individual counseling, will be provided as needed. PBIS funds to support implementation) through PBIS team, school psychologist, and MHT. No cost to site.</li> <li>• Implement Responsive Classroom strategies beginning with Morning Meetings in all classrooms. Training for half of certificated staff took place in May 2017. Training of remainder of faculty scheduled for Spring 2018. Funding plan is described in action 1.2.1 (Fifteen teachers were trained in May, 2017. Remaining 20 certificated staff to be trained. Total cost approx. \$21,000. To be funded through Supplemental/Concentration funds (\$8000), Regular Education (\$2000), and possible grant funds to cover remaining cost. Option to partner with another school to fill 30 participant capacity and share cost.</li> </ul>	<ul style="list-style-type: none"> <li>• Elias. 2014. "Social Emotional Skills Can Boost Common Core Implementation." Phi Delta Kappan.</li> <li>• Denton. 2015. The Power of Our Words: Teacher Language that Helps Children Learn.\</li> <li>• Center for Responsive Schools. 2017. Responsive Classroom Course for Elementary Educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom walkthroughs to observe student engagement in morning meetings</li> <li>• Faculty, student, and parent surveys (end of year)</li> </ul>

**What funding source will you use?**

- PBIS (\$1000; same funds as in site goal 3.1.1)
- Supplemental/ Concentration Funds (\$8000) and Regular Education funds(\$2,000): these are the same funds as outlined in site goal 1.3.1)

**Site Goal 3.4**

Increase student engagement with visual and performing arts throughout the instructional day and during the before- and after school hours. 2017-18 year will be our baseline year for this site goal.

**Metric:** School Climate

**Actions/Services 3.4.1**

**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?
<ul style="list-style-type: none"> <li>• Provide teachers with training in VAPA pedagogy and in the use of available VAPA resources (theater facility, piano lab, art docent materials, etc).</li> <li>• Engage families in our VAPA program through volunteer opportunities such as art docent coordinator and instructors, theater production volunteers, classroom music and art instructors, lunch time arts activity clubs, etc.). Funding through possible FACE grant.</li> <li>• Provide opportunities for performing arts outside the school day (drama productions, music, band, choir, etc.). Funding through adjunct duty stipends and GATE for VAPA resources (production site license, music books)</li> </ul>	<p>A. Cabanac, Perlovsky, Bonniot-Cabanac, and M. Cabanac. 2013. Music and Academic Performance.</p>	<ul style="list-style-type: none"> <li>• EGUSD parent survey (end of year)</li> <li>• Faculty survey (end of year)</li> <li>• Program enrollment/registration</li> <li>• Classroom walkthroughs/observations of VAPA activities</li> </ul>

**What funding source will you use?**

- GATE (1,000)
- General fund 0 adjunct duty stipends (\$2500 = 5 stipends x \$500)
- FACE grant (\$2500)
- PFO funds to support VAPA

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <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**

Robert J. McGarvey Elementary provides parents with timely and relevant information about their children's academic, social, and emotional growth. To this end, our goal is to equip parents with necessary information to access their student information and create a home-school communication structure that informs families not only of student progress but also about classroom and schoolwide activities.

**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?
<p>Parents will be provided information and the opportunity to learn how to use ParentVue (Synergy) to review student grades and progress, to connect with faculty, and to update student information. Opportunities will include Coffee Talk Tuesdays (trimesterly) and/or additional meeting times as necessary. General fund through administration and clerical staff as well as possible FACE grant (\$2400)</p>	<p>Educating parents on how to be more involved in their child's education has positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, etc. (Funk and Wright. 2003. Deepening Democracy: Institutional Innovations in Empowered Participator Governance)</p>	<ul style="list-style-type: none"> <li>EGUSD Parent Surveys (end of year)</li> <li>School Site Surveys (mid-year)</li> <li>Meeting attendance</li> </ul>

**What funding source will you use?**

- FACE grant (\$2400)

**Actions/Services 4.1.2**

**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?
<p>Parents of English Learners will be provided information and the opportunity to learn how to use ParentVue (Synergy) to review student grades and progress. Specific engagement with parents around EL assessment data, progress of English Learners on CAASPP, and programs to support English Learners reach English proficiency will take place in. trimesterly ELAC meetings and Coffee Talk Tuesdays (trimesterly) and/or additional meeting times as necessary. General fund through administration, and clerical staff, possible FACE grant (see 4.1.1), and EL Supplemental (\$500)</p> <p>Parents of English Learners will be asked for specific stakeholder input regarding the needs of their children to inform the development of our 18-19 LCAP. Input gathered at all meetings and gatherings involving parents, including ELPAC. Stakeholder input forms are also available every day in the administrative office. Regular education funds used to purchase supplies such (paper, copies).</p>	<p>Genessee, 2016. Educating English Learners: A Synthesis of Research Evidence.</p>	<ul style="list-style-type: none"> <li>EGUSD Parent Surveys (end of year)</li> <li>Site Parent Surveys (mid-year)</li> <li>Meeting attendance</li> </ul>

**What funding source will you use?**

- ELL Supplemental (\$500)
- Regular Education funds for supplies
- FACE grant (\$2400 - same grant described in action 4.1.1)

**Actions/Services 4.1.3**

**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?
<p>During the planning process for opening the new school, 17 parents provided more than 10 hours to the planning process. Building on that, we want to encourage active volunteer parent engagement directly with children, including:</p> <ul style="list-style-type: none"> <li>• classroom support</li> <li>• field trips</li> <li>• athletic coaching support</li> <li>• art docent</li> <li>• lunchtime interest clubs</li> <li>• PFO activities</li> </ul> <p>Our goal is to have at least 30 parents to volunteer at least 10 hours annually to student, staff, and family programs. Supplemental/Concentrated funds (\$2000) and possible FACE grant (\$2400, as described in 4.1.2)) to support family involvement activities (see 4.1.1 and 4.1.2)</p>	<p>Educating parents on how to be more involved in their child's education has positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, etc. (Funk and Wright. 2003. Deepening Democracy: Institutional Innovations in Empowered Participator Governance)</p>	<ul style="list-style-type: none"> <li>• EGUSD parent surveys (end of year)</li> <li>• Volunteer sign-ins</li> </ul>

What funding source will you use?
<ul style="list-style-type: none"> <li>• PFO</li> <li>• General fund</li> <li>• FACE grant (\$2400 - as described in 4.1.2)</li> <li>• Supplemental/Concentrated Funds (\$2000)</li> </ul>

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

**IV. Funding**

**Robert J. McGarvey Elementary - 314**

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	\$26,774	\$26,774	\$23,274	\$500	\$1,500	\$1,500	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	36.3752	\$0	\$425,072	\$425,072	\$425,072	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.2	\$0	\$133,919	\$133,919	\$133,919	\$0	\$0	\$0	\$0
<b>1590</b> Start-Up (TK-6) <b>0000</b> Unrestricted	0	\$71,567	\$0	\$71,567	\$71,567	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$57,724	\$57,724	\$57,724	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$178,748	\$178,748	\$0	\$0	\$178,748	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$10,000	\$0	\$8,000	\$2,000	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$4,000	\$4,000	\$3,000	\$500	\$0	\$500	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$5,988	\$5,988	\$3,988	\$1,500	\$0	\$500	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$0	\$2,400	\$2,400	\$0	\$0	\$0	\$0	\$2,400
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.75	\$0	\$245,157	\$245,157	\$245,157	\$0	\$0	\$0	\$0
<b>Totals</b>	43.3253	\$71,567	\$1,100,782	\$1,172,349	\$973,701	\$2,500	\$189,248	\$4,500	

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

**Date**

Principal **Michael Gulden**

School Site Council Chairperson **Michelle Elkins-Buettner**

EL Advisory Chairperson **Elizabeth Lopez**

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



