



Zehnder Ranch Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

A. Stakeholder Engagement

| Involvement Process for LCAP and Annual Update |
|---|
| <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>ZRES is a new campus and all consultation occurred with committees brought together to design the school. Committees included parents and teachers slated to staff and the parents of children slated to enroll at the school. This planning period was December 2016 - July 2017. The following were opportunities for stakeholder consultation and input to the planning process:</p> <ul style="list-style-type: none"> • Community Meeting December 20, 2016 • Superintendent's Cabinet January 18, 2017 • Prospective Staff Informational Meeting January 31, 2017 • Parent Community Meeting April 21, 2017 • Planning Committee for ZR (teachers and administrators) February 3, 2017, March 3, 2017, April 7, 2017 • Staff Meetings with teachers assigned to ZR that were held every Wednesday from 4:30-5:30 (April-June 2017) • School Site Council Planning Team meeting May 9, 2017 • Family Leadership Council Planning Team meetings held on Tuesday evenings during the month of March • Kindergarten Parent Orientation Meetings July 12 and August 9 • Meeting with the Principal July 12 and August 9 • Grade Level Orientation Meetings for grades 1-6 July 18 and August 15 • Site Council Meetings following schoolwide elections September 18, 20, 21, 2017 • Parent Newsletters |
| Impact of LCAP and Annual Update |
| <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Zehnder Ranch teaching staff represents teachers from all over the district and some teachers who came from other districts to teach for EGUSD. The variety of experiences of teachers was used to gather information on the tools and skills teachers had experienced. Information from teachers about effective supplemental curriculum was used to allocate funding. Parents were deeply interested in having book clubs on campus for students to join to increase overall student readership. That information was included in the LCAP. Teachers expressed direct interest in professional development and release time to improve instructional practices.</p> |

B. Goals, Actions, and Progress Indicators

| District Strategic Goal 1: | District Needs and Metrics 1: |
|----------------------------|-------------------------------|
|----------------------------|-------------------------------|

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

Students need high quality classroom instruction and curriculum as measured by:

- 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 overall quality of instruction in every classroom. Provide teachers with professional development that focuses on researched based practices that increase their skill in brain based teaching and learning. Ensure that every student has a teacher equipped with the skills to deliver systematic, objective driven instruction using the district's adopted curriculum.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • 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? |
|---|---|--|
| <p>Release days (3 days) are needed for Professional development as it will be offered during the instructional day and substitutes will be needed to cover classes and off track teachers will need to be paid stipends.</p> <ul style="list-style-type: none"> • Use CELDT Data to design site based professional development on integrated and designated ELD | <p>John Hattie/Visible Learning Effect size of collective teacher efficacy 1.57</p> <p>Learning leaders improve student achievement (<i>The Principal</i>, Michael Fullan)</p> | <p>Data collected by administrators during CAST meetings that detail pre and post assessments. In addition, unscheduled performance evaluations that focus on cumulative practices across every subject area</p> |

What funding source will you use?

- LCFF Supple/Conc TK-6 funding (\$7,500)
- No cost for CELDT pd designed; salary credit and led by site teacher/coaches

Actions/Services 1.1.2

Principally Targeted Student Group

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • 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"> • Provide continuous professional development for teachers in the use of district adopted Wonders and Go Math curriculum. Provide teachers professional development in areas data show are particularly low: writing and problem solving. These are two for | <p>John Hattie/Visible Learning Effect size of collective teacher efficacy 1.57</p> <p>Learning leaders improve student achievement (<i>The Principal</i>, Michael Fullan)</p> | <p>Performance evaluations that focus on measuring how closely teachers are following district adopted curriculum guides.</p> |

| | | |
|--|--|--|
| <p>which we have no distinct curriculum and must use supplemental curriculum. In addition, PLC continuous study of common core standards</p> <ul style="list-style-type: none"> • Provide professional development for intergrating ELD while using DBQ supplemental curriculum to • Provide EL students access to rigor by purchasing DBQs and training students to access the content using integrated ELD and/or SDAIE strategies | | |
|--|--|--|

What funding source will you use?

- No cost Curriculum Implementation Training provided outside of contract hours by site teachers
- No cost; professional development provided by district coaches
- EL Supplemental funding (\$1600)

Site Goal 1.2

Provide intervention during the school day to students who are at risk of not meeting standards. This intervention will be provided by a high quality teacher with the skills to modify and adjust instruction based on data and student needs as observed during instruction.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • 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"> • Timesheet a teacher to provide students with targeted tutorials in small group that include assessment of student learning. This support will be provided from July 2017 through May 2018 • Create year long access to lexiled based book clubs offered in small groups | <p>John Hattie/Visible Learning Effect size data related to small group learning--Response to Intervention learning effect size 1.07</p> | <p>Assessments aligned to standards and skills addressed in small group</p> |

What funding source will you use?

- LCFF Supple/Conc TK-6 funding (\$10,000) and EL supplemental funding (\$6,000)

Site Goal 1.3

Provide professional development for site administrators and teachers focused on curriculum and instruction as well as social/emotional development

Metric: Content Standards Implementation

Actions/Services 1.3.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • 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"> • Participation by the principal and vice principal in conferences designed for school leaders and access to publications related directly to leadership and brain based learning | Principal effectiveness a chief determinant of student success (Research by DuFour & Marzano 2009) Learning leaders improve student achievement (<i>The Principal</i> , Michael Fullan) | Changes to instructional culture as evidence by performance evaluations of teachers overtime and the results of CAASP |

What funding source will you use?

- LCFF Supple/Conc funding for TK-6 (\$1,500)

| | |
|---|---|
| <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

All students will have access to common technology based assessment that provide teachers and students with immediate feedback on student learning.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • 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? |
|--|--|---|
| Professional development provided to teachers focused on the use of common assessments that are technology based and included in district adopted curriculum | John Hattie/Visible Learning Collective teacher efficacy is produced through shared professional development and monitoring of implementation of professional development by administrators/collective efficacy effect size is 1.57 Research and analysis of EGUSD CAASP data from 2015-2017 demonstrated an increase in student performance when students have used technology throughout the year versus students using technology for assessment only for CAASP. The ELA and math programs adopted by the district provide technology based common assessment. Research of this | Results for all subgroups for CAASP |

data shows improved learning over time by all students as students receive immediate feedback on assessments.

What funding source will you use?

No cost. Computer Resource Teacher can provide site based PD for teachers and classroom teachers can also provide site based PD

Actions/Services 2.1.2

Principally Targeted Student Group

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD • 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? |
|--|---|--|
| Provide students regular access to 11 chromebook carts provided by the district on a regular basis | John Hattie/Visible Learning---teaching students to assess their learning using success indicators as part of instruction. Technology provide immediate feedback to students on their learning using electronic assessment tools/effect size 1.44 | <ul style="list-style-type: none"> • CAASP Results • EGMAP Results • Data collected from assessments from our district adopted curriculum |

What funding source will you use?

No cost--chromebooks provided by the district at the opening of the new school

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

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

Site Goal 3.1

Full implementation of teacher created social emotional learning plan focused on leadership and advocacy. Ensure equity in access to extracurricular programs for underrepresented students.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • 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"> • Provide professional development to | The Leader in Me (Franklin/Covey) whole | Student writing--the plan includes journaling |

| | | |
|--|------------------------------|---|
| <p>teachers on implementing teacher created leadership and advocacy plan</p> <ul style="list-style-type: none"> • Gate Coordinator to actively recruit underrepresented students for GATE • Provide scholarships to low income students identified as GATE to participate in after school Robotics with Legos, Culinary, band, choir, and guitar | <p>school transformation</p> | <p>and writing for all students</p> <p>Discipline data from Synergy</p> |
|--|------------------------------|---|

What funding source will you use?

- No cost. Site Principal to provide professional development to teachers during staff meetings throughout the year
- GATE Funding \$1200
- GATE Funding \$2800

Site Goal 3.2

Meet school wide goal of no less than 98% attendance

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • 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"> • Campaign by teachers and administrators for increased student attendance • Addressing the issue of chronic absenteeism by administration through formal parent meetings • Recognition awards for students meeting the goal of "every day, all day, on time" • Signage supporting attendance | <p>Truancy Reduction Program--Office of Criminal Justice Best Practice http://www.attendanceworks.org</p> | <ul style="list-style-type: none"> • District reports provided to sites on attendance • Monthly Synergy reports |

What funding source will you use?

- No cost
- No cost
- PBIS \$200
- PBIS \$800

| | |
|--|--|
| <p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p> | <p>District Needs and Metrics 4:</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"> • Family and Community Engagement |
|--|--|

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

Site Goal 4.1

Family Leadership Council represents all parents who have children enrolled at Zehnder Ranch. Our goal is to have 50% of our students enrolled at Zehnder Ranch attend all 7 whole group meetings throughout the year.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- Black or African American • EL • Filipino • Hispanic or Latino • Low Income • R-FEP • SWD

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|---|---|
| <ul style="list-style-type: none"> • Use of Synergy to message parents about FLC meetings • Campaigning for "10 Spur Family" which is a specific program designed to encourage parents to attend FLC meetings (PTA) • ELAC Student Recognition Event-- recognition of EL students who have made achievements in language development | <p>John Hattie/Visible learning Effect size in student learning when there is parental involvement</p> <p>California State PTA--Family Engagement http://www.capta.org/</p> <p>John Hattie/Visible Learning effect size of parent involvement .49</p> | <p>Sign in sheets from FLC meetings</p> |

What funding source will you use?

- No cost for Synergy to the site
- No cost to the site
- EL Supplemental \$200

Site Goal 4.2

100% of our students involved in Reading Counts. Reading Counts is focused on independent reading that should occur with families at home. In addition, 100% of our students using Xtramath.com and Think Central at home.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • 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"> • Campaign for parent participation for both programs • Parent University • Awards and prizes for participation in Reading Counts and Xtramath.com | <p>John Hattie/Visible learning Effect size in student learning when there is parental involvement</p> <p>California State Standards in Reading/Language Arts CALIFORNIA DEPT EDUCATION http://www.cde.ca.gov/bc/st/ss/documents/finailelaccsstandards.pdf</p> | <p>Data reports provided by both programs on student participation</p> |

What funding source will you use?

- No cost to the site
- LCFF Suppl/Conc \$1000

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

IV. Funding

Zehnder Ranch Elementary - 398

| 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 | \$23,073 | \$23,073 | \$23,073 | \$0 | \$0 | \$0 | \$0 |
| 1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted | 41.3752 | \$0 | \$415,858 | \$415,858 | \$415,858 | \$0 | \$0 | \$0 | \$0 |
| 1512 Subject Matter Teachers 0000 Unrestricted | 1.2 | \$0 | \$153,635 | \$153,635 | \$153,635 | \$0 | \$0 | \$0 | \$0 |
| 1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted | 0 | \$36,500 | \$0 | \$36,500 | \$36,500 | \$0 | \$0 | \$0 | \$0 |
| 1590 Start-Up (TK-6) 0000 Unrestricted | 0 | \$60,049 | \$0 | \$60,049 | \$60,049 | \$0 | \$0 | \$0 | \$0 |
| 5495 Allocated FTE Leave 0000 Unrestricted | 0.0001 | \$0 | \$48,315 | \$48,315 | \$48,315 | \$0 | \$0 | \$0 | \$0 |
| 5634 Custodial Services 0000 Unrestricted | 3 | \$0 | \$178,748 | \$178,748 | \$0 | \$0 | \$178,748 | \$0 | \$0 |
| 7101 LCFF Supple/Conc TK - 6 0000 Unrestricted | 0 | \$0 | \$20,000 | \$20,000 | \$19,000 | \$0 | \$0 | \$1,000 | \$0 |
| 7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted | 0 | \$0 | \$4,000 | \$4,000 | \$1,200 | \$0 | \$2,800 | \$0 | \$0 |
| 7150 EL Supplemental Program Services TK-6 0000 Unrestricted | 0 | \$0 | \$7,600 | \$7,600 | \$7,400 | \$0 | \$0 | \$200 | \$0 |
| 7440 Positive Behavior Incentive Supports 0000 Unrestricted | 0 | \$0 | \$1,000 | \$1,000 | \$0 | \$0 | \$1,000 | \$0 | \$0 |
| 3711 Special Education Preschool 3320 Special Education: IDEA Preschool Local Entitlement, Part B, Sec 611 | 1.5 | \$0 | \$151,768 | \$151,768 | \$151,768 | \$0 | \$0 | \$0 | \$0 |
| 3410 Special Education Mild/Moderate 6500 Special Education | 2.75 | \$0 | \$161,452 | \$161,452 | \$161,452 | \$0 | \$0 | \$0 | \$0 |
| Totals | 49.8253 | \$96,549 | \$1,165,449 | \$1,261,998 | \$1,078,250 | \$0 | \$182,548 | \$1,200 | |

Signatures: (Must sign in blue ink)

Date

| Benefits Calculator | |
|---------------------|-----------------|
| Certificated | Staff Amount \$ |

Principal **Mechale Murphy** _____
 School Site Council Chairperson **Alexis Greene** _____
 EL Advisory Chairperson **Katarina Prigmore** _____

| | |
|------------|--------------------|
| | Benefits Amount \$ |
| Classified | Total \$ |

