



## **Foulks Ranch Elementary**

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

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673146107700

**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.

## 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>School Site Council * 10/17/16 * 5/1/17 * 9/6/17 * 9/13/17 * 9/19/17 * 10/26/17</p> <p>PTO Board Meeting * 8/8/17</p> <p>PTO General Meeting * 9/11/17</p> <p>ELAC Meeting * 8/18/17</p> <p>Grade Level Parent Workshops * 8/24/17 (1st gr) * 8/31/17 (2nd gr) * 9/7/17 (3rd gr) * 9/14/17 (4th gr) * 9/21/17 (5th gr) * 9/28/17 (6th gr) * 10/5/17 (Kinder)</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Parent input was given around increasing opportunities for struggling students to be given more individualized attention during the school day. Increased tutoring options were inquired about as well as access to more activities focused on Visual and Performing Arts.</p>

# 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>
---	--

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

## Site Goal 1.1

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

**Metric:** CAASPP

## Actions/Services 1.1.1

### Principally Targeted Student Group

• All

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

### What funding source will you use?

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

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

General Fund

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

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

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

**What funding source will you use?**

**Site Goal 1.2**

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

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

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>* Provide additional Professional Development (CCSS, ELD, and others).</li> <li>* Professional Learning Communities (PLC) at each grade level.</li> <li>* Intervention/WIN master schedule.</li> <li>* Utilize Instructional Coaches during Early Out time.</li> <li>* Hiring of 3 Academic Intervention Teachers (AIT) to work with identified groups of students during WIN grade level periods.</li> <li>* Continue with CST/CO-OP and Intervention Team meetings to identify at risk students for interventions.</li> <li>* Provide release time for teacher planning and observation of best practices of colleagues or coaches.</li> </ul>	<p>See Darling-Hammond, L. (2005) <a href="#">Professional Development Schools: Schools for Developing a Profession</a> on making teacher professional learning an endemic part of every successful school.</p>	<p>CAASPP K/1 Benchmarks Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations.</p>

**What funding source will you use?**

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

**District Strategic Goal 2:**  
 All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

**District Needs and Metrics 2:**  
 Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

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

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>* PLC s meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member of every grade level.</li> <li>* Provide instruction during the school day and beyond to support ELD.</li> <li>* ELD Professional Development (No funds needed)</li> <li>* Materials and resources aligned to CCSS to support EL students (Academic Vocabulary Toolkit and EL Newcomer Toolkit).</li> <li>* Hiring of 3 Academic Instruction Teachers (AIT) to work with identified groups of students during WIN grade level periods.</li> <li>* Release time, materials, and resources to support student instruction.</li> <li>* Utilize district Instructional Coaches.</li> </ul>	<p><u><a href="#">A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</a></u>            Voelkel, R. (2011)</p> <p>McLaughlin, M. &amp; Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school.</p> <p><u><a href="#">See Strategic Inquiry: Starting Small for Big Results in Education</a></u>, available at <a href="http://www.harvardeducationpress.edu">www.harvardeducationpress.edu</a>.</p>	CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations

**What funding source will you use?**

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

**Site Goal 2.2**

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

**Metric:** Data and Program Evaluation

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>* PLCs meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member from every grade level.</li> <li>* Provide instruction during the school day and beyond to support ELD.</li> <li>* ELD Professional Development.</li> <li>* Materials and resources aligned to CCSS to support EL students (Academic Vocabulary Toolkit and EL Newcomer Toolkit)</li> <li>* Release time, materials, and resources to support student instruction.</li> <li>* Use of Academic Intervention Teachers (AIT) to work with identified groups of students during WIN grade level periods.</li> <li>* Utilize district Instructional Coaches.</li> </ul>	<p>Teaching Academic Vocabulary by Kate Kinsella, Ed.D.</p> <p>McLaughlin, M. &amp; Talbert, J. (2013) discuss how focused strategic inquiry of student learning can both improve student learning and serve as the basis for a professional learning school. See <u>Strategic Inquiry: Starting Small for Big Results in Education</u>, available at <a href="http://www.harvardeducationpress.edu">www.harvardeducationpress.edu</a>.</p>	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations</p>

What funding source will you use?
<p>LCFF Supplemental/Concentrated funding for AITs (see 1.1.1) EL Supplemental (see 1.1.1) General Fund</p>

<p><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>
--	--

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

**Site Goal 3.1**

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

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

• 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>* Continue with Monthly School Culture Team meetings.</li> <li>* Use of Synergy PBIS reporting.</li> <li>* PBIS Data shared with staff.</li> <li>* Additional release time for PBIS if needed.</li> <li>* Activate SARB process early.</li> <li>* Calls home to at-risk students when absent.</li> <li>* Use of TFAB student as behavior mentors</li> </ul>	<p><u>Is School-wide Positive Behavior Support an Evidence-based Practice?</u> by Rob H. Horner, George Sugai and Timothy Lewis April 2015.</p> <p>PBIS (Positive Behavior Interventions and Supports), See <a href="http://www.PBIS.org">www.PBIS.org</a>.</p>	<p>Discipline data Survey results (student/parent/teacher) Attendance reports</p>

for students in need of positive role models.

**What funding source will you use?**

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

**Site Goal 3.2**

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

**Metric:** Attendance

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>* Gather and analyze data attendance data.</li> <li>* Personal phone calls home from teacher regarding absences and admin calls on chronic absences.</li> <li>* Letters mailed regarding attendance</li> <li>* PBIS/School Culture Team meetings monthly.</li> <li>* Monthly reports on absences, tardies and early dismissals.</li> <li>* Attendance incentives through contests and recognitions.</li> <li>* Monitor SART process early and often.</li> <li>* Admin/Parent conferences</li> </ul>	<p><u><a href="https://www.edweek.org/media/chronicabsence-15change.pdf">Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight</a></u>  <a href="https://www.edweek.org/media/chronicabsence-15change.pdf">https://www.edweek.org/media/chronicabsence-15change.pdf</a></p>	<p>Synergy Attendance Data Late slip and early dismissal documentation SART process information Discipline data</p>

**What funding source will you use?**

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

**District Strategic Goal 4:**

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

**District Needs and Metrics 4:**

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Family and Community Engagement

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

**Site Goal 4.1**

Increase the number of parent activities to support student learning.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

• All

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

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

**Site Goal 4.2**

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

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**



**Principally Targeted Student Group**

- All

<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>* Morning grade level Parent Workshops run by teachers covering essential items and tips for helping their children in Math, ELA and Technology.</li><li>* Publicize all school wide events via email, Remind, flyers, newsletters, marquis, morning announcements, Synergy, Facebook, Twitter and Foulks Ranch website.</li><li>* Annual Foulks Ranch Heritage Night where families share cultural dress, food, customs, dance and arts.</li></ul>	<p>Children whose parents were more involved across elementary school had fewer problem behaviors and better social skills, but that children's academics weren't affected. The study followed 1,300 children from 10 US cities from birth to fifth grade.</p> <p><a href="https://www.sciencedaily.com/releases/2010/05/100514074915.htm">https://www.sciencedaily.com/releases/2010/05/100514074915.htm</a></p>	<p>Parent surveys Parent sign-in sheets Participation numbers in 2nd annual Heritage Night</p>

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

**IV. Funding**

Foulks Ranch Elementary - 263

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$27,549	\$27,549	\$27,549	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	40.3752	\$0	\$4,620,115	\$4,620,115	\$4,620,115	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.2	\$0	\$148,787	\$148,787	\$148,787	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$32,354	\$0	\$32,354	\$32,354	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$53,384	\$53,384	\$53,384	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$173,348	\$173,348	\$0	\$0	\$173,348	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$64,400	\$64,400	\$64,400	\$0	\$0	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$3,656	\$844	\$0	\$500	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$0	\$2,155	\$2,155	\$0	\$0	\$0	\$0	\$2,155
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	1.2813	\$0	\$79,298	\$79,298	\$0	\$0	\$79,298	\$0	\$0
<b>3150</b> Independent Living Skills (ILS) <b>6500</b> Special Education	5	\$0	\$319,728	\$319,728	\$319,728	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	1.4	\$0	\$113,799	\$113,799	\$113,799	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.6875	\$0	\$252,314	\$252,314	\$252,314	\$0	\$0	\$0	\$0

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

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

**Date**

Principal **Joe Donovan**

School Site Council Chairperson **Jana Tejada**

EL Advisory Chairperson **Igor Carreon**

_____	_____
_____	_____
_____	_____

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

