



James McKee Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146033088

**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>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>School Site Council Meetings - August 25th 2017 Leadership Meeting August 21st 2017 One on One Staff meeting w/Principal - August 2017 Parent Surveys - May 2017</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Based on the surveys, school data, and feedback from all stakeholders we will offer after school enrichment classes in the spring, build our technology pathway for students ensuring that we purchase additional chromebooks, and other devices to enhance the learning experience for all students and provide school-wide professional development for all staff members in 2017- 18.</p>

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
<p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none">• Access to Courses (Honors, AP/IB, CTE)• A-G Completion• AP/IB Exams• CAASPP• Content Standards Implementation• CTE Sequence Completion• EAP• Instructional Materials• Progress toward English Proficiency• Redesignation• Teacher Assignment

Site Goal 1.1

Increase the number of students attaining proficiency in core subject areas based on CAASPP ELA and Math scores. Specifically, James McKee's site goal 1.1 is to increase the proficiency level of our 3rd-6th grade students student in ELA from 58% to 63% in 2018.

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

- All • EL • 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?
<p>Grade level teams and administration will meet quarterly during Early Out Wednesdays and site release days to analyze common assessments data to monitor student progress towards site goals.</p> <ol style="list-style-type: none"> 1. Provide and pay for professional development - GLAD Training (\$1850 x 10 teachers + \$242 substitute x 8 days) 2. Provide release time for all teachers for collaboration and to determine common assessments: 1/2 day x 3 per teacher x 22 teachers 3. Establish professional learning goals 4. Purchase supplies: paper, ink, pencils 5. Provide any necessary supplemental materials equipment and personnel 6. Complete decision-making model 7. Purchase updated technology to enhance classroom instruction (1 chromebook cart w/30 chromebooks) 8. Pay for subscriptions such as Sum Dog, Lexia, Reading Counts, Reading Plus and other computer software programs that enhance student achievement as discussed with stakeholders 	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>Effect Size, October 2015, John Hattie:</p> <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Teacher Clarity .75 • Formative Assessment .68 	<ul style="list-style-type: none"> • CAASPP • K-1 Benchmark • Formative and Interim assessments • Classroom Observations • Administrative Walk-Throughs • CELDT/ELPAC data

What funding source will you use?

- Concentrated Supplemental Funds
 General Funds:
1. GLAD Training = \$37,520
 2. Release Time = \$8000
 - 3: Materials = \$400
 7. Chromebook cart w/30 chromebooks = \$8,000

Actions/Services 1.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Hire .5 Program Administrator to assist with CCSS development, assist with overall</p>	<p>John Hattie, Visible Learning Maximizing Impact of Learning in the classroom</p>	<ol style="list-style-type: none"> 1. CAASPP data 2. Supervision and Evaluation Data

Program Implementation of SMART goals and working as a PLC

- Formative Assessment
- Clear Learning Intentions

- 3. Formative and Interim Assessments
- 4. Classroom Observation

What funding source will you use?

Supplemental Concentrated Funding
\$45,000

Site Goal 1.2

Site goal 1.2: James McKee will increase student achievement in Math as measured by the CAASPP score from 57% to 62% in 2018

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Grade level teams and administration will meet quarterly during Early Out Wednesdays and site release days to analyze common assessments data to monitor student progress towards site goals.</p> <ol style="list-style-type: none"> 1. Provide and pay for professional development 2. Provide release time for all teachers for collaboration: 1/2 day x 3 per teacher 3. Establish professional learning goals 4. Purchase supplies: paper, ink, pencils 5. Provide any necessary supplemental materials equipment and personnel 6. Complete decision-making model 7. Purchase updated technology to enhance classroom instruction 8. Offer additional learning opportunities outside of the regular school day - after school tutoring, 60 min x 2 days per week x 7 grade levels x 25 weeks 9. Early out release time and site funded 1/2 day release days quarterly to analyze common assessments. 10. Hire a .5 Program Administrator 	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>Effect Size, October 2015, John Hattie:</p> <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Teacher Clarity .75 • Formative Assessment .68 • 	<p>Student progress will be monitored by individual teachers regularly, with specific quarterly meetings centered on K-1 benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments, CELDT/ELPAC outcomes data, classroom observations and administrative walk-throughs as well as CAASPP data.</p>

What funding source will you use?

Supplemental/Concentrated Funds: see the detailed analysis listed in goal 1.1 (already accounted for)

Site Goal 1.3

Increase the number of 3rd grade students reading on grade level from 60% to 65% as measured by the 2018 CAASPP data.

Metric: Content Standards Implementation

Actions/Services 1.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
K- 3rd grade level teams will all participate in on-going On Grade Level Reading trainings hosted by the Prek-6 Education department. Specific costs are incurred by the PreK-6 Division	Effect size: .60 (teaching strategies)	K-1 benchmarks assessment data, 2nd and 3rd grade common assessments, and CAASPP data

What funding source will you use?
PreK-6 Education Funding

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

Provide time and resources for teachers to analyze data, set goals, create lessons, and respond to students based on the assessed need demonstrated in common grade level assessments.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide substitutes, stipends and professional development opportunities and resources based on grade-level assessments. \$242 x3 (approximate number of teachers)	John Hattie's Visible Learning For Teachers Teacher Clarity: effect size .75 Professional Development: effect size .62	CAASPP Data

What funding source will you use?
EL Funds = \$726

Site Goal 2.2

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

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group

• EL • 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?
Provide after school tutoring 3 days per week in reading and/or math for 1 hour each of the 3 days CELDT initial testing	John Hattie's Visible Learning For Teachers: Small Group Learning; effect size, .49 Feedback: .45	Report Cards Pre/Post Assessment

What funding source will you use?

EL Funds = \$3,375 (Tutoring)
EL Funds = \$2174 (CELDT initial testing)

Site Goal 2.3

Provide enrichment opportunities for students in all areas.

Metric: Assessment System

Actions/Services 2.3.1

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?
Provide stipend for GATE Coordinator Provide Afterschool Enrichment classes for GATE students = Rize and Dance and other services Provide materials, equipment to run the GATE coordination activities Provide professional development opportunities for teachers		

What funding source will you use?

GATE Funds and Concentrated Supplemental Funds

- Stipend = \$1,000
- Enrichment Classes = \$3,000 (Concentrated Supplemental Funds)
- Parent Outreach = \$500
- Prof dev = \$540

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

Establish a Resource/Wellness Team who will support the emotional and physical well-being of all on campus

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. sharing of school-wide data 2. social groups/MTSS referrals 3. Provide and fund any supplemental materials, equipment and personnel 4. Fund WATCH D.O.G.S. Program (PTO) 5. Gather and utilize behavioral data 6. Share data analyzes with staff and families 7. Schedule weekly meetings to support student well-being and learning	Robert Manzano, "What Works In Schools", 2002 (Safe and Orderly Environment)	Reduction in behavior referrals (minor and major) and suspensions.

What funding source will you use?

PTO

Site Goal 3.2

Decrease absenteeism, tardies, and early dismissals for all students.

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group

• All • School-wide

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

1. Gather and analyze attendance data
2. Make personal phone calls to families regarding attendance.
3. Send home letters, emails, to inform families of their child's attendance.
4. Hold parent conferences for families who have chronic attendance issues
5. Fund incentives for attendance
6. Monitor SART process

Chronic Elementary Absenteeism: A Problem Hidden In Plain Sight

SART process
Discipline data
Attendance data from Synergy

What funding source will you use?

Concentrated Supplemental Funds = \$500

Site Goal 3.3

PBIS team will continue to develop and align our procedures, programs and protocols with best practices focusing on tiered levels of support and intervention

Metric: School Climate

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?
PBIS Tier II level supports including but not limited to check-in/out, small group counseling will be implemented. Team will train staff in CICO protocols. Implement the S.T.O.R.M R.E.C.E.S.S. Program for 20 students in Tier II Provide and/or replace banners, posters, related to PBIS Provide professional development training in Tier II: 2 teachers x 1 x \$242 Provide/replace any playground supplies/materials/recess	"Is School-wide Positive Behavior Support an Evidenced-based Practice?" Rob H. Horner, George Sugai and Timothy Lewis	Reduction in referrals and suspensions

What funding source will you use?

Supplemental/Concentrated Funds= \$21,100 (S.T.O.R.M Program)
 PBIS \$200 (additional signage)
 PBIS \$800 (equipment/supplies for playground)

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 opportunities for community stakeholders to participate in school-wide events who may not traditionally do so. These opportunities include but are not limited to: School Site Council, PTO meetings; English Language Learner Advisory Committee meetings; Student Study Team

meetings, Back-To-School Night, Carnivals, School Dances, Visual and Performing Arts Performances, Parent University nights, Award assemblies, WATCH D.O.G.S. and parent conferences.

- Translate flyers and other communications into Spanish and other significant language at our site
- Hold 3 Parent Educational series based on feedback from parent surveys each year.

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"> • Implement a WATCH D.O.G.S. Program • Parent/Teacher Conferences • Back To School Night • Open House • Fund light refreshments for community and family event • translate flyers and other communication in different languages as appropriate • personal phone calls to invite families on campus • communicate campus events using social media, print, school messenger • investigate and use data to enhance the quality of programs families attend on campus • provide supplemental materials to support family engagement and student learning • Parent Education Series - PTO to fund childcare • Articulate with EG Region 	<p>John Hattie's <u>Visible Learning For Teachers</u> identifies the effect size of various influences on student learning as: .051 (Parental Involvement)</p> <p>Back To School: How Parent Involvement Affect ts Student Achievement</p>	<p>Parent surveys Sign-in Sheets Sign up Genuis</p>

What funding source will you use?

PTO Funds (WATCH DOGS)
EL Funds = \$500

Actions/Services 4.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Implement WATCH D.O.G.S. Program 2. Back To School Night 3. Open House 4. Make calls to community organizations 5. Make calls to personally invite families to attend events 6. Fund light refreshments for events 7. Establish and communicate events in print, website and social media 8. Determine impact of events on student achievement 9. provide supplemental materials, equipment and personnel. 	<p>Parent, Family, Community Involvement in Education</p>	<p>Numbers of partnerships linked to James McKee</p>

- | | | |
|--|--|--|
| <ol style="list-style-type: none">10. Create Parent Educational Series based on feedback by parents11. Articulate with EG Region12. Establish a monthly Guest Reader Program | | |
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What funding source will you use?
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PTO (WATCH DOGS) already noted previously in goal 4.11
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IV. Funding

James McKee Elementary - 315

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	\$22,544	\$22,544	\$22,544	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	24.3752	\$0	\$2,670,756	\$2,670,756	\$2,670,756	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.6	\$0	\$34,972	\$34,972	\$34,972	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$8,976	\$0	\$8,976	\$8,976	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$36,103	\$36,103	\$36,103	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$204,706	\$204,706	\$0	\$0	\$204,706	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$121,200	\$121,200	\$99,600	\$0	\$21,600	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,000	\$3,000	\$2,000	\$1,000	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$6,775	\$6,775	\$4,101	\$2,174	\$0	\$500	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$1,800	\$1,800	\$0	\$0	\$0	\$0	\$1,800
7415 Family and Community Engagement 0000 Unrestricted	0	\$832	\$0	\$832	\$832	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.375	\$0	\$50,263	\$50,263	\$0	\$0	\$50,263	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.0625	\$0	\$2,377	\$2,377	\$0	\$0	\$2,377	\$0	\$0
4900 Director of Learning Support Services 6010 After School	0	\$0	\$97,435	\$97,435	\$97,435	\$0	\$0	\$0	\$0

Education and Safety (ASES)									
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.54	\$0	\$172,059	\$172,059	\$172,059	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	1.875	\$0	\$178,069	\$178,069	\$178,069	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	1.5	\$0	\$90,325	\$90,325	\$90,325	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	16.5625	\$0	\$966,966	\$966,966	\$966,966	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.4375	\$0	\$152,790	\$152,790	\$152,790	\$0	\$0	\$0	\$0
Totals	54.3278	\$9,808	\$4,813,140	\$4,822,948	\$4,537,528	\$3,174	\$279,946	\$500	

Signatures: (Must sign in blue ink)

Date

Principal **Dreena Freeman**

School Site Council Chairperson **Bonnie Reed**

EL Advisory Chairperson **Baleriana Lopez**

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_____	_____
_____	_____

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

