



Florence Markofer Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146098743

**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>1. September 20, 2019, school site council meeting to review current data and begin plans for the rest of this year. 2. January 6, 2020 all staff meeting to discuss next years wants and needs. 3. January 21, 2020, parent survey regarding LCAP. 4. January 29, 2020 school site council met to review some the results of the previously mentioned meetings. 5. April 21, 2020, school site council met to review the 2020-2021 LACP.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The plan is a direct result front he meetings held through out the year and the input from multiple stakeholders. The general consensus in all of the stakeholder meetings was a concern that the school district is not funding the Program Administrator position. It is a large burden on the site LCAP. However, each group believed this position is extremely valuable to assist with school improvement.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
N/A

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <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>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP
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- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- 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

Students and staff will benefit from staff professional development. Not only teachers but also classified staff will receive high-quality professional development specific to their responsibilities. Students will benefit from an opportunity to attend small-group instruction in ELA and math when determined there is a need. There will be a concentrated effort to provide English Learners more sheltered learning of English. Students and staff will benefit from some advancements in technology and technology specific professional development. Our ultimate goal is to increase our CAASPP scores in ELA. While the school had a 5 point gain in ELA on the state standard met, we are still 11 points from meeting the standard. The school has committed to make another 5 point gain in ELA.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

- All • EL • 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?
<ul style="list-style-type: none"> • GLAD Professional development for teachers • Integrated and designated ELD training • Google classroom 	<ul style="list-style-type: none"> • John Hattie's effect size of instructional strategies has effect size of 0.75 for teacher clarity and sound instructional strategies. • In the same research demonstrates an effect size for PD is 0.62 • Visible Learning for Literacy: Fisher, Frey, Hattie 2016 	<ul style="list-style-type: none"> • Improve student achievement according to the monitoring of interim school site assessments. • Surveys from PD sessions • Best practices/success indicators will be developed in collaboration with teachers, coaches, and administration

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Provide high quality Tier II early literacy intervention for (K-3) students that are struggling. Increase their reading rates and comprehension.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

- EL • R-FEP

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?
Fund (K-6) Academic Intervention Teacher for English/Language Arts & Mathematics - continuation from 2019-2020 Create SMART Goals Analyze CAASPP, ELPAC, Fluency, Spelling, and other teacher created assessments	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria John Hattie, October 2015 Influences and Effect Size	<ul style="list-style-type: none"> • Evaluate program based upon student assessments not exclusive of: CAASPP, ELPAC, teacher created assessments and EGUSD assessments

- Collective teacher efficacy 1.57
- Teacher clarity 0.75
- Formative Evaluation 0.68

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$13750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

Fund the purchase of supplemental technologies, supplies and programs to support teachers and staff in providing solid first instruction and intervention.

Metric: A-G Completion

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?
<p>Provide district approved supplementary training, curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level and to focus on student learning needs. (ex. Scholastic news, MyON, iReady, AVID, Academic Vocabulary Toolkit, Starfall Education, etc...).</p> <p>Provide resources, materials, and technologies to meet students' diverse learning needs:</p> <ul style="list-style-type: none"> - Agendas for grades 3-6; - Supplies and Materials to maintain compliant in AVID program for grades 3-6; - Communication folders for grades K-2; - Curriculum and technology site licenses (from district approved list); - Additional technology resources (printers/ink) to provide teachers and parents with diagnostic and progress monitoring reports; - Riso to run supplemental Title 1 materials to support students' proficiency in ELA and mathematics; - Student supplies needed to support programs used to increase academic achievement. - Sufficient paper to accommodate all Wonders, intervention, tutoring, ELD, and enrichment programs. - Supplemental supplies and service agreements to support the instructional program; - Supplemental leveled text and decodables to support small group instruction in grades TK-6 	<p>John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> • Response to Intervention 1.07 • Teaching strategies .62 • Small Group Learning .49 	<p>Effectiveness of use of outputs will be measured by:</p> <ul style="list-style-type: none"> • Grade level assessments data analysis • Increase overall average scale score improvement of 10 points as measured by CAASP (Currently 8 points below standard) • SMART goal results • SRC reading program to support early literacy and life long enjoyment of reading

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$30000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Technology advances and the amount of on-line testing make it necessary to increase the access students have to Chromebooks.

Metric: CAASPP

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"> • Support and supplement technology needs of teachers, students, and school wide. Chromebooks, video equipment, replacement of old or failing equipment. • Purchase supplies- including technology • Administer, Maintain, Analyze EGUSD Fluency and Spelling Assessments • Administer Trimester Writing Prompts (K-6) • Administer Interim CAASPP assessment 3 times prior to state testing window. • Support instruction by providing necessary materials 	<ul style="list-style-type: none"> • As the world becomes more technology dependent our students will need access to more sophisticated technology. 	<ul style="list-style-type: none"> • An increase in student scores on on-line assessments. Support students that need to produce slide presentations and write essays or reports.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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
- Other (Site-based/local assessment)

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

Site Goal 2.1

Release time for teachers to calibrate their scoring of common assessments specifically in writing, reading and math. Increases in state mandated ELPAC testing. Increase in GATE identified students, especially under-represented demographics.

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"> • Release time for teachers to meet, score and discuss the common assessment achievement levels of their students. 	<p>When teachers are using the same assessment, they can fill holes in the curriculum and learn instruction strategies form each other.</p>	<ul style="list-style-type: none"> • Administration will attend release meetings as much as possible to observe the work. • Teacher self efficacy surveys will be given to teachers at the beginning to

	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Collective teacher efficacy 1.57 • Teacher clarity 0.75 • Formative Evaluation 0.68 	<p>the year and at the end of the year to determine if teacher efficacy increased.</p>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

<p>Principally Targeted Student Group</p>				
<ul style="list-style-type: none"> • 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"> • GATE assessment administration and identification. Provide GATE programs for students after school and during summer. • Stipend GATE coordinator • Timesheet certificated teacher for after school robotics class. 	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning.</p> <ul style="list-style-type: none"> • Instructional Quality: Effect size 1.0 • Small group learning: Effect size 0.49 • Creativity Programs: Effect size 0.65 	<ul style="list-style-type: none"> • Increase the number of GATE identified students. Currently there are 28 GATE student. The goal is to increase that number to 35 by the end of 2020-2021 school year. • Increase the number of students that participate in the robotics class after school. 		
Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.3

<p>Principally Targeted Student Group</p>				
<ul style="list-style-type: none"> • 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"> • ELPAC Coordinator will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The ELPAC Coordinator is a certificated staff member. We will use funds to purchase supplies and light refreshments for ELAC meetings. The EL Coordinator will continue to be an administrator who will work with the ELPAC Coordinator to oversee the implementation of testing. • EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and re-designating of students. 	<p>English Language Proficiency Assessments for California, CDE website</p>	<ul style="list-style-type: none"> • Our goal is to ensure all students are assessed according to required timelines and that an additional 10% of our EL students become re-designated. • The goal is for ELAC meetings to have 10% more attendees than the previous year. 		
Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$4669	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

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

Site Goal 3.1

As a PBIS tier 2 site there will be need for some release time to support the newest work on how students are referred. The goal would be to use this time to educate all staff and streamline the process for identification and intervention. Increase our TFI scores. Support an increase in our Scholastic Reading Counts program.

Metric: Suspension

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?
<ul style="list-style-type: none"> • Purchase of signage and incentives to support the PBIS initiative. 	PBIS is a highly-regarded and well-researched effective system to help support all students. <ul style="list-style-type: none"> • Altering School Climate Through School wide Positive Behavioral Intervention and Support, Bradshaw C., 2009 	<ul style="list-style-type: none"> • The goal would be to reduce office referrals and suspensions by 5%. • Our <u>Tier I</u> Fidelity Score was 91% for 2019-2020. We aim to increase this to be above 95% for 2020-2021. • Our <u>Tier II</u> Fidelity Score for 2019-2020 was 70%. We aim to increase this to 80% for 2020-2021.

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

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?
Scholastic Reading Counts <ul style="list-style-type: none"> • Purchase supplementary resources to provide additional reading support that is accessible at home and in the school. 	<ul style="list-style-type: none"> • Research supports building student reading fluency and comprehension using high interest, interactive programs which provide feedback and adjust to student performance levels. 	<ul style="list-style-type: none"> • The SRC data will show an increased usage of the SRC program and an average pass rate of the quizzes of at least 75%.

Funding Source	Amount	Description of Use		

Actions/Services 3.1.3

Principally Targeted Student Group

- Foster Youth

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"> • Collaboration with Foster Youth Services to provide wrap around services and tutoring for all foster youth at the school. Support will be provided for expediting registration, transfer of records and educational services. Provide staff training on the foster youth system and how we all can help them with school success. 	<ul style="list-style-type: none"> • Foster Youth Tool Kit: http://kids-alliance.org/edtoolkit • We will use material from this website to support our staff in their training. 	<ul style="list-style-type: none"> • Tracking that all foster youth have access to supplemental academics either at the school or by foster youth programs. • Use school wide assessments and track foster youth students with the foster youth coordinator to assure that they are making adequate progress. • Tier II supports will be provided for those that show academic deficiencies.

Funding Source	Amount	Description of Use

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:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

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

Site Goal 4.1

Continue to find new ways to reach out to parents and the community in a positive light. The goal would be to increase parent and community participation at all of our events.

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>Support PTO in Art Docent program. Increase school-wide Family and Community Engagement programs such as</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • Back to School Night • Open House • Ensure home/school communications/flyers are translated • Make phone calls to personally invite families to events • Establish & communicate current events in print, website, social media • Utilize FACE personnel to host a Family Writing Night. 	<p>John Hattie <u>Visible Learning</u>:</p> <ul style="list-style-type: none"> • Parental involvement has a .49 effect size, a .48 effect size for student motivation and a .72 Teacher/Student relationships effect. 	<ul style="list-style-type: none"> • We will track participation via sign-in sheets. We are hoping to see an increase in parent and community engagement in these activities as compared to the 2019-2020 sign-in sheets.

<ul style="list-style-type: none"> Utilize Sierra Nevada Journeys for a Family Science Night. 		
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> Asian Hispanic or Latino Low Income
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Develop a 5 step program to address chronic absenteeism. Markofer tends to have a chronic absents concern with the Asian and Hispanic populations in particular.</p> <p>The 5 steps will consist of:</p> <ol style="list-style-type: none"> 1. Early monitoring/tracking 2. Engage parents and students 3. Personal outreach 4. Response to removing barriers 5. Frequent recognition of improvement 	<ul style="list-style-type: none"> There is much research in on the website of www.attendanceworks.com. Much of it points to mind sets of families. 	<ul style="list-style-type: none"> We will track attendance data weekly and begin early in the year making personal contacts with families that are showing an absence patterns. We hope to increase our attendance rate by .05% over the 2019/2020 school year.

Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Florence Markofer Elementary - 313

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	\$20,686	\$20,686	\$20,686	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$26,785	\$26,785	\$26,785	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$62,750	\$62,750	\$51,750	\$10,000	\$0	\$1,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$4,669	\$4,669	\$0	\$4,669	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$115,890	\$115,890	\$99,221	\$14,669	\$1,000	\$1,000	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$115,890

Signatures: (Must sign in blue ink)

Date

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Gordon Blackwood**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____