



Robert J. McGarvey Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673140135392

**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>Input for the review/analysis of the RJMES 2020-2021 LCAP involved many stakeholders. The previous year's verifiable assessment data, including data on students who are low achieving or at risk of failure and English Language Learner students, became available and was analyzed between July 2019 and April 2020 when updated SBAC ELA data was received through Research and Evaluation from the CDE.. Stakeholder input forms are available and solicited from all visitors to the school office as well as other events and activities throughout the year. Specifically, the following opportunities were provided for stakeholder input during the 2019-2020 school year:</p> <ul style="list-style-type: none"> • Monthly PFO executive board and general meetings (August through February) • School Site Council Meetings (9/19/19, 11/7/19, 4/21/20, 5/5/2020) • English Learner Parent Advisory Meetings (three during the year) • Safe Routes to School meetings (two during the year) • Back to School Nights (two during the year) • Faculty Meetings (monthly) • Certificated Leadership Meetings (monthly) • Support Our Students Meetings (PBIS-MTSS) (weekly) • Special Events (PFO: Community Carnival, Trunk or Treat, Lunch with Santa, and Family Dance; VAPA performances; athletic events) (throughout the year)
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These stakeholder consultations provided input, clarification, and consensus around our school's short and long term planning goals, measurable outcomes, and suggestions for future activities/goals. Ideas for future consideration related to services for students, faculty support/professional learning, and resources to meet the unique needs of our student population were collected and used in the development of this 2020-2021 accountability plan. Through surveys, sharing and collecting relevant data/metrics, and a cycle of inquiry, we were able to determine our progress and map out future needs. Our 2020-2021 plan goals, actions, resource allocations, and progress indicators are the result of these frequent and on-going consultations.</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 • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1

Increase the percentage of students reaching proficiency in core content areas (Math and ELA) as measured by:

- Overall Math increase 2% from 69% (2019) to 73 (2021)% on CAASPP
- Overall ELA increase 2% from 72% (2019) to 76% (2021) on CAASPP

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

- 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?
<p>Provide release time for:</p> <ul style="list-style-type: none"> • grade level articulation (grades 3-6) for math and ELA (including Learning Center staff) to create plan/map of grade level specific ELA and math standards with clearly identified learning targets and success indicators (exemplars provided by admin) • vertical articulation to create 3-6 alignment of expectations around learning targets and success indicators from one grade level to the next (exemplar provided by admin) 	<ul style="list-style-type: none"> • Hattie, 2015. Visible Learning. Effect size of collective teacher efficacy = 1.57 • Voelkel, 2011. A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities • Hattie, 2015. Teacher Clarity. Effect size of teacher clarity .75 	<p>Site administrative team review each grade level's plan/map and collect/analyse results from success indicators as they are administered (grade levels to complete Google Form provide by admin).</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Reduce the achievement gaps (AA, EL, and Foster Youth learners specifically) by exposing all levels, TK-6, to culturally responsive curriculum and instruction.

- 74% White students meeting or exceeding standards in Math in 2019 CAASPP
 - AA - increased from 46%(2018) to 70% (2019). Increase to 74% (2021)
 - EL - increased from 33% (2018) to 53% (2019). Increase to 57% (2021)
 - Foster Youth - increase from 50% (2019) to 100% (2021)
- 72% White students meeting or exceeding standards in ELA in 2019 CAASPP

- o AA - increased from 54% (2018) to 65% (2019). Increase to 69% (2021)
- o EL - increased from 9% (2018) to 12%(2019). Increase to 16% (2021)
- o Foster Youth - increase from 50% (2019) to 100% (2021)

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

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

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 Culturally Responsive Classroom training (Level 1 or 2 as appropriate). <ul style="list-style-type: none"> • Level 1 trainees will implement Morning Meetings daily by the end of the year. • Level 2 trainees will implement Level 2 strategies (such as closing circles, content related morning meetings, etc) daily by the end of the year. • Both Level 1 and 2 trainings are 4 full days. 	<ul style="list-style-type: none"> • Center for Responsive Schools, 2017. Responsive Classrooms for Elementary Educators • Wood & Freeman-Loftis, 2011. Responsive School Discipline: Essentials for Elementary School Leaders • Berry-Wilson, 2013. Teasing, Tattling, Defiance and More: Positive Approaches 	Administrators will observe Responsive Classroom techniques, specifically Morning Meetings, in every classroom, as evidenced by random walk-throughs between 8:45-9:15. Administrators will observe closing circles in Level 2 teachers' classrooms, as evidenced by random walk-throughs between 3:00-3:15 each day. <ul style="list-style-type: none"> • measure frequency of Morning Meetings for Level 1 trained teachers • measure frequency of content-related Morning Meetings (specifically Social Science, Science, Math, and Language Arts) for Level 1 and 2 trained teachers • assess the depth of Morning Meetings implemented by Level 2 trained teachers by measuring the frequencies of the four sequential components of Morning Meetings Greeting, Sharing, Group Activity, and Morning Message • measure frequency of Closing Circles for Level 2 trained teachers.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$4353	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • R-FEP • School-wide • 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 all students 1-6 grade with access to Reading Counts to leverage our independent reading program into a measurable and highly motivating literacy resource. Reading Counts is a Lexile-based independent reading program that allows us to track students' comprehension and reading Lexile growth on the books they read, in and out of school.	Paige, Rupley, & Magpuri-Lavell. The Lexile Leap: Consequences for Foundational Skills and Accountability Achievement. Universal Journal of Educational Research. 2019.	Teachers and administration will monitor student progress in the following areas of reading: <ul style="list-style-type: none"> • Lexile (for text complexity) • appropriateness of text (for student age/maturity) • comprehension • areas of text interest (to inform allocation of library resources)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1535	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

Principally Targeted Student Group

- 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 students with IEP goals in the area of mathematics with <i>i-Ready Mathematics</i> , an online program that provides students of all ages with differentiated instruction and supports them and provides teachers, students, and parents with consistent insight into student understanding and performance.	Dvorak, et al. 2019. An Impact Evaluation of Mathematics and Reading <i>i-Ready Instruction</i> for Elementary Grades K-5. HUMRRO.	Teachers will monitor students' progress using the built in iReady assessment and progress monitoring resources.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$812	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

The percentage of ELLs reclassified increased from 7% (2018) to 11% (2019).

- Increase the percentage of ELL students being redesignated fluent from 11% (2019) to 15% (2020-21)

Metric: A-G Completion

Actions/Services 1.3.1

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?
Funding for EL Coordinator (up to \$1000 based on time sheet submission). Coordinator will: <ul style="list-style-type: none"> • attend district EL meetings/trainings • plan staff development specifically designed to meet the needs of ELL students, with particular attention given to all LTELs and those students assessed at the intermediate level on ELPAC • provide professional development at staff meetings • assist in the planning of ELAC meetings (funding may include cost of light refreshments and materials/resources needed) • garner support from instructional coach to support EL Coordination work. 	<ul style="list-style-type: none"> • Dutro and Kinsella. 2010. "English Language Development: Issues and Implementation in Grades Six Through Twelve." California Department of Education. • Genesee, Lindholm-Leary, and Christian. 2006. Educating English Language Learners: A Synthesis of Research Evidence. 	<ul style="list-style-type: none"> • EL staff development will be incorporated into staff meeting agenda on a quarterly basis. • Summative ELPAC scores will show 5% of EL students redesignated FEP.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$700	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.2

Principally Targeted Student Group				
• EL				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide Project GLAD (Guided Language Acquisition Design) training (Foundations) to cadre of dedicated teachers who will support their colleagues through a Training of Trainers model. Founded in cultural proficiency principles, the model supports lesson design for both integrated and designated English Language Development, utilizing language development standards to guide instruction to increase language proficiency, reclassification, access to grade level content and comprehension while building social skills.	Hoff, Rachel. Improving Outcomes for English Language Learners by Integrating Social Studies and Literacy with OCDE Project GLAD Strategies. New Educator. 2017. http://projectgladstudy.educationnorthwest.org/	We will collect and monitor longitudinal data on the impact of Project GLAD on students' <ul style="list-style-type: none"> • reading comprehension • vocabulary, • science achievement • writing. We will also measure teachers' implementation through the EL Walkthrough process, comparing data from one year to the next.		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$9000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.3

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?		
Funding for ELPAC coordinator (up to \$1000 based on time sheet submission) whose duties may include: <ul style="list-style-type: none"> • assessment of students using initial and summative ELPAC 	<ul style="list-style-type: none"> • Dutro and Kinsella. 2010. "English Language Development: Issues and Implementation in Grades Six Through Twelve." California Department of Education. • Genesee, Lindholm-Leary, and Christian. 2006. Educating English Language Learners: A Synthesis of Research Evidence. 	<ul style="list-style-type: none"> • Summative ELPAC scores will show 5% of EL students redesignated FEP. 		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$994	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Increase the percentage of K-2 students reaching proficiency in core content areas (Math and ELA) as measured by: Kinder Benchmark Assessment (increase from 90% to 92% proficient) 1st grade Benchmark Assessment (increase from 88% to 90% proficient) 2nd grade Fluency assessment (increase from 71% fluent with accuracy rate of 95% or above to 80% fluent with accuracy of 95% or above)	
Metric: Other (Site-based/local assessment)	

Actions/Services 1.4.1

Principally Targeted Student Group
• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • 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 release time for: <ul style="list-style-type: none"> grade level articulation (grades TK-2) for math and ELA (including Learning Center staff) to create plan/map of grade level specific ELA and math standards with clearly identified learning targets and success indicators (exemplars provided by admin) vertical articulation to create TK-2 alignment of expectations around learning targets and success indicators from one grade level to the next (exemplar provided by admin) release for teachers to attend meetings to improve student outcomes (IEP, SST, 504, etc). 	<ul style="list-style-type: none"> Hattie, 2015. Visible Learning. Effect size of collective teacher efficacy = 1.57 Voelkel. 2011. A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities Hattie, 2015. Teacher Clarity. Effect size of teacher clarity .75 	Site administrative team review each grade level's plan/map and collect/analyse results from success indicators as they are administered (grade levels to complete Google Form provide by admin).

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2800	Certificated Salaries	<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: <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Other (Site-based/local assessment)
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Site Goal 2.1 All 3-6 grade students are provided the opportunity for GATE identification and accelerated learning. <ul style="list-style-type: none"> 2 GATE portfolio submissions in 2018-19 will increase to 5 GATE portfolio submissions in 2020-21 	Metric: Assessment System
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Actions/Services 2.1.1

Principally Targeted Student Group <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?
If GATE funding comes available, provide stipend for GATE Coordinator (up to \$1250, based on time log submission). Coordinator will: <ul style="list-style-type: none"> Assess all 3rd grade students using NNAT (fall) Assess 4-6 grade students who are new to the school using NNAT (spring) Attend district GATE Coordinator meetings Provide staff professional learning around 1) the unique instructional needs of gifted students and 2) the portfolio process of identification in the areas of leadership, creativity, and visual/performing arts (using exemplars) with the expectation that 	<ul style="list-style-type: none"> Nelson, 2016. The O Factor: Identifying and Developing 5- to 25-Year Olds Who Are Gifted in Organizational Leadership. Hattie, 2015. Teacher Clarity. Effect size of teacher clarity .75 Voelkel. 2011. A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities 	Administrators will review: <ul style="list-style-type: none"> the 5 completed GATE portfolio submissions the newly identified GATE student lists attend both Parent Nights

each grade 3-6 prepares at least one portfolio <ul style="list-style-type: none"> • Provide 2 Parent Nights to share GATE identification process with families. 		
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Funding Source	Amount	Description of Use		
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Site Goal 2.2

Assess all EL students to identify current levels in order to provide targeted EL instruction throughout the instructional day and intervention opportunities. 80% of EL students will increase by one performance level.

Metric: Assessment System

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?
Provide a staff member to conduct initial and summative ELPAC assessments for all English Learners in order to track progress of individual EL students. <ul style="list-style-type: none"> • 20+ hours for Tk-K initial assessment (fall) • 40-45 hours for summative ELPAC assessment (spring) 	<ul style="list-style-type: none"> • CDE. 2017. Considerations in the Transition of the English Language Proficiency Assessments for California (ELPAC) Paper-Pencil Tests to Computer-Based Assessments • PPIC. 2014. Reclassification of English Learner Students in California 	Administrator team will: <ul style="list-style-type: none"> • identify an ELPAC coordinator • assist in the scheduling of ELPAC testing • continually monitor the testing process • review ELPAC scores and track individual student progress.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.2.2

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide assessment and instructional materials in order to provide instructionally meaningful formative assessment and targeted EL instruction throughout the instructional day.	CDE. 2012. California English Language Development Standards.	Administrator team will: <ul style="list-style-type: none"> • continually monitor the assessment and instructional process • regularly monitor individual student progress based on formative assessments.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$425	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<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"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1

Increase the percentage of students participating in Tier 2 interventions from 4% to over 5% of our population, with particular attention to Foster Youth, Low Income, African American, and Latinx students.

Metric: Cohort Graduation

Actions/Services 3.1.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • 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"> • Provide materials to support the implementation of all Tier 1 and 2 programs/interventions. • Meet weekly as a Tier 2 team to determine student needs and additional Tier 2 supports. • Design and implement at least three more Tier 2 supports so that we have a total of five or more. • Track and monitor student progress receiving these supports to determine effectiveness. 	<ul style="list-style-type: none"> • Elias. 2014. "Social Emotional Skills Can Boost Common Core Achievement." Phi Delta Kappan. • Horner, Sugai, & Lewis, 2015. Is School-Wide Positive Behavior Support an Evidence-Based Practice? • McIntosh, K, Cody Gion, and Eoin Bastable. 2018. Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline? 	<p>Admin team will:</p> <ul style="list-style-type: none"> • attend weekly PBIS Tier 2 meetings • oversee implementation of additional Tier 2 supports. • identify and monitor the students receiving supports • Use the TFI to determine their overall success by earning a score of 80% or higher.

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 3.2

Continue to improve the social/emotional well being of our students as measured by indicators of school culture/climate:

- achieve PBIS Tier 3 in overall PBIS program, earning a score of 80% or higher by end of 2020-21 school year as measured by the TFI
- School Culture and Climate Survey overall and subgroup data in School Connectedness/Sense of Belonging construct:
 - Students reporting positively in this construct will increase from 85% (Fall 2018) to 88% (Fall 2020)
 - Parents reporting positively in this construct will increase from 90% to 93% (Fall 2020)
 - Staff reporting positively in this construct will increase from 84% to 87% (Fall 2020)
- School Culture and Climate Survey overall and subgroup data in Knowledge and Fairness of Discipline/Rules/Norms construct:
 - Students reporting positively in this construct will increase from 89% (Fall 2018) to 92% (Fall 2020)
 - Parents reporting positively in this construct will increase from 88% to 91% (Fall 2020)
 - Staff reporting positively in this construct will increase from 97% to 98% (Fall 2020)

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

<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"> "Supporting Our Students" (SOS) Team meets weekly as a Tier 2 team to determine student needs and additional Tier 2 supports. Design and implement at least three more Tier 2 supports so that we have a total of five or more. Track and monitor student progress receiving these supports to determine effectiveness. Funding provided under Action 3.1.1. 	<ul style="list-style-type: none"> Elias. 2014. "Social Emotional Skills Can Boost Common Core Achievement." Phi Delta Kappan. Horner, Sugai, & Lewis, 2015. Is School-Wide Positive Behavior Support an Evidence-Based Practice? McIntosh, K, Cody Gion, and Eoin Bastable. 2018. Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline? 	<p>Admin team will:</p> <ul style="list-style-type: none"> attend weekly PBIS Tier 2 meetings oversee implementation of additional Tier 2 supports. identify and monitor the students receiving supports Use the TFI to determine their overall success by earning a score of 80% or higher. Monitor school culture/climate with interim measures such as parent surveys and feedback from Coffee Talks as well as summative measures like the School Culture and Climate surveys.
Funding Source	Amount	Description of Use

<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"> 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
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<p>Site Goal 4.1</p> <p>Provide evening educational opportunities for parents/caretakers and increase the average participation rate from 6 to 10 and demonstrate equity of opportunity as measured by the School Culture and Climate Survey data about "opportunities for parent involvement/parent education:</p> <ul style="list-style-type: none"> Increase overall perception of effective provision of opportunities from 91% to 93% of parent respondents Increase the perception of parents of African American students from 88% to 90% Increase the perception of parents of Latinx students from 78% to 80% 	<p>Metric: Family and Community Engagement</p>
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Actions/Services 4.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> All Black or African American 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>If GATE funds become available, provide a stipend (up to \$600 based on time log submission) to a teacher who will organize and oversee the implementation of trimesterly parent classes.</p> <p>Responsibilities will include:</p> <ul style="list-style-type: none"> Identifying areas of parent interest/need (at least one class each trimester to target GATE families) 	<ul style="list-style-type: none"> Funk & Wright, 2003. <u>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</u> Educating parents on how to be more involved in their child's education has positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, etc. 	<p>Admin team will</p> <ul style="list-style-type: none"> review/approve the proposed topics facilitate the calendaring process communicate the dates to parents review the parent feedback from each session in order to provide improvements

<ul style="list-style-type: none"> recruiting staff members to teach the courses advertising/recruiting parents to participate, especially focusing on our Latinx and African American parent communities collecting tangible parent feedback at the end of each session 	<ul style="list-style-type: none"> Nermeen, El Nokali, Bachman, & Votruba-Drzal, 2010. Parent Involvement and Children's Academic and Social Development in Elementary School. 	
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Funding Source	Amount	Description of Use		
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Site Goal 4.2

Increase parent involvement/leadership while providing accelerated learning opportunities for students and access to NGSS.

Metric: Family and Community Engagement	
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Actions/Services 4.2.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> 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?
If GATE funds come available, provide admission fees and necessary supplies for teams of students plus parent coaches to participate in one or more of the following NGSS and other-accelerated activities. <ul style="list-style-type: none"> Capitol Region Engineering Science Technology (CREST) - CREST Advisor to be provided out of General Fund. K-Kids 	<ul style="list-style-type: none"> Nelson, 2016. The O Factor: Identifying and Developing 5- to 25-Year Olds Who Are Gifted in Organizational Leadership. Kanter, D.E., and Konstantopoulos, S. 2010. The impact of a project-based science curriculum on minority student achievement, attitudes, and careers: The effects of teacher content and pedagogical content knowledge and inquiry-based practices. Joseph Krajcik, Susan Codere, Chanyah Dahsah, Renee Bayer and Kongju Mun. 2014. Planning Instruction to Meet the Intent of the Next Generation Science Standards 	Admin will: <ul style="list-style-type: none"> support student participation and monitor team progress attend the cumulative event

Funding Source	Amount	Description of Use		
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Site Goal 4.3

Decrease overall rate of chronic absenteeism from 4.7% (2019) to 4.2% (2021)

- White student absenteeism decrease from 5.6% to 5.3%
- African American student absenteeism decrease from 7.1% to 6.8%
- Latinx student absenteeism decrease from 5% to 4.7%
- English Learner absenteeism decrease from 5.5% to 5.2%
- Foster student absenteeism decrease from 12.5% to 6.2%
- SED student absenteeism decrease from 9.2% to 8.9%

Metric: Attendance Rate	
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Actions/Services 4.3.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • 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"> Regular parent contacts for students exhibiting irregular attendance patterns (extended absences, frequent intermittent absences including reported illnesses, unexcused absences totaling more than 3 days). Contacts might include e-mail, phone, conference, or home visits. Recognize students and parent/guardians for improved attendance through communication, certificates of improvement, etc. If FACE funds come available, allocate up to \$250 of these to fund this area. 	<ul style="list-style-type: none"> Center for Research in Education and Social Policy (University of Delaware). 2018. Chronic Absenteeism and its Impact on Achievement. Jordan and Miller. 2017. Who's in: Chronic Absenteeism under the Every Student Succeeds Act. Ginsburg, Jordan and Hedy. Attendance Works, August 2014. 	<ul style="list-style-type: none"> Monitor individual student attendance data for trends (+/-) Monitor number, frequency, and type of family communication and adjust these in accordance with attendance trend improvements or declines.

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.

Not applicable to Robert J. McGarvey Elementary School.

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

IV. Funding

Robert J. McGarvey Elementary - 314

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$25,720	\$25,720	\$25,720	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$37,044	\$37,044	\$37,044	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$6,119	\$6,119	\$1,694	\$4,425	\$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	\$89,883	\$89,883	\$84,458	\$4,425	\$1,000	\$0	

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	\$89,883

<table border="1"> <thead> <tr> <th colspan="2">Benefits Calculator for Timesheets</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="radio"/> Certified</td> <td>Staff Amount \$ <input type="text"/></td> </tr> <tr> <td><input type="radio"/> Classified</td> <td>Benefits Amount \$ <input type="text"/></td> </tr> <tr> <td></td> <td>Total \$ <input type="text"/></td> </tr> </tbody> </table>		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"/>	<p style="text-align: right;">Signatures: (Must sign in blue ink) Date</p> <p>Principal Michael Gulden _____</p> <p>School Site Council Chairperson Patte Grinnell _____</p> <p>EL Advisory Chairperson Elizabeth Lopez _____</p>	
Benefits Calculator for Timesheets											
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>										
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