



Edna Batey Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: JASON CAMPBELL

County-District-School (CDS) Code: 34673140101790

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

*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 style="border: 0.5px solid black; margin-top: 10px;"/> <p>8/24/20 * Staff Meeting 9/24/20 * Staff Meeting 9/21/20 * Staff Meeting 10/5/21 * Staff Meeting 10/19/20 * Staff Meeting 11/2/20 * Staff Meeting 11/12/20 Leadership Meeting 11/16/20 * Staff Meeting 11/30/20 * Staff Meeting 12/2/20 * Staff Meeting 12/10/20 *Leadership Meeting 12/12/20 * Staff Meeting 1/4/21 * Staff Meeting 1/12/21 * Leadership Meeting 1/19/21 * Staff Meeting 2/4/21 * Staff Meeting 2/11/21 * Leadership Meeting 2/16/21* Staff Meeting 3/1/21 * Staff Meeting 3/4/21 * Leadership 3/15/21 * Staff Meeting 3/29/21 * Staff Meeting 4/8/21 * Staff Meeting 4/12/21 * Leadership Meeting 4/26/21 * Staff Meeting 5/6/21 * Leadership Meeting 5/10/21 * Staff Meeting 5/24/21 * Staff Meeting 6/3/21 * Leadership Meeting 6/7/21 * Staff Meeting 6/21/21* Staff Meeting 10/27/20 School Site Council Meeting 1/25/21 School Site Council Meeting 3/30/21 School Site Council Meeting 5/4/21 School Site Council Meeting 1/12/21 Staff Survey 11/4/20 Parent Survey 9/12/20 ELAC Meeting 2/10/21 ELAC Meeting</p>

Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

Parents and staff members agree on the importance to fund teacher release days to analyze data and research distance learning ideas. They also understand the need to meet with teachers individually several times a year to discuss student progress, thus we will use funds to support data analysis and team collaboration. We will also incorporate opportunities for us to think out of the box ways to save money for collaboration through the use of physical resources to compensate substitutes. We will also provide opportunities for teachers in grades k-6 to do cross grade articulation. Also, parents, staff, and students have requested we fund parent and social emotional learning programs.

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

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

- 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

Site Goal 1.1

- Increase number of students who will obtain proficiency in the Common Core content areas and beyond:
 - ELA 64% met or exceeded, increase by 4% (Goal: 68%)
 - Math 63% met or exceeded, increase by 2% (Goal 65%)

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- EL • Foster Youth • 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?
<p>Action 1 Provide 1/2 day release for each teacher 3 times per year for data analysis and/or assessment administration.</p> <p>\$121 x 32 teachers x 3 meetings per year = \$11,616</p> <p>(These actions will support Foster Youth, EL, & LI students & families)</p>	<p>Action 1 Hattie, John. Oct. 2015 Collective teacher efficacy 1.57 effect size</p> <p>See Darling-Hammond, L. (2005) <i>Professional Development Schools: Schools for Developing a Profession</i>, on making teacher professional learning an endemic part of every successful school. Available at www.harvardeducationpress.edu</p>	<p>Action 1 Effectiveness will be measured trimesterly during grade level data analysis meetings using:</p> <ul style="list-style-type: none"> • K/1 Benchmark • Interim assessments • Formative assessments • ELPAC • Classroom observations • Administrative walk-throughs <p>* Teachers analyzing data will support the missing gaps, acceleration, differentiation of instruction in future lessons that will lead to</p>

student growth and improved scores.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$35616	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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>Action 1 GATE students will be identified and given additional opportunities for enrichment throughout the school year \$1400 Timesheet \$1000 GATE Coordinator Stipend \$2950 Materials (Materials from Mystery Science & DBQ-Document Based Question Activities)</p>	<p>Action 1 Why Are Gifted Programs Needed? https://www.nagc.org/resources-publications/gifted-education-practices/why-are-gifted-programs-needed</p>	<p>Action 1 Attendance at GATE events Parent/Student surveys</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1400	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1997	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Bridge transition for students form 6th grade to Middle School via articulation day between 6th grade teachers and KAMS teachers.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

- EL • Foster Youth • 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?
<p>Action 1 6th grade teachers will be released for one day to meet with middle school ELA and Math teachers. 5 teachers x \$246 = 1230 (These</p>	<p>Action 1 <i>This We Believe</i> (NMSA, 2010) states that effective transition programs help students move to a new school, become a part of the new school, and maintain their social and academic status. However, many transition programs fail because they ignore social concerns (Cauley & Jovanovich, 2006; Akos, 2002). Source: https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx</p>	<p>Action 1 Students will be accurately placed in ELA and Math classes, as well as honors, ELD and Special Education classes, as appropriate based on assessment data.</p>

actions will support Foster Youth, EL, & LI students & families)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$25444	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

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>Action 1 Provide opportunities for grade levels to articulate and provide strategies and ideas across each grade level.</p> <p>These opportunities will occur during PLC time(Early Out Thursdays, staff & grade level meetings.</p>	<p>Action 1 Hattie, John. Oct. 2015 Collective teacher efficacy 1.57 effect size</p> <p>See Darling-Hammond, L. (2005) <i>Professional Development Schools: Schools for Developing a Profession</i>, on making teacher professional learning an endemic part of every successful school. Available at www.harvardeducationpress.edu</p>	<p>Action 1 Effectiveness will be measured trimesterly during grade level data analysis meetings using:</p> <ul style="list-style-type: none"> • K/1 Benchmark • Interim assessments • Formative assessments • ELPAC • Classroom observations • Administrative walk-throughs

Funding Source	Amount	Description of Use		

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)

Site Goal 2.1

All grade levels will operate as high functioning Professional Learning Communities (PLC) to share best practices and participate in a cycle of inquiry to improve student achievement.

Increase number of students who will obtain proficiency in the Common Core content areas and beyond:

- ELA 64% met or exceeded, increase by 4% (Goal: 68%)
- Math 63% met or exceeded, increase by 2% (Goal 65%)

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All • EL • Foster Youth • 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?
<p>Action 1. PLCs will meet weekly to build collective efficacy in professional communities.</p> <p>We will provide release time, materials, and resources to support student instruction. Actions will support a focus on Foster Youth, EL, & LI students & families)</p>	<p>Action 1. A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities Voelkel, R. (2011)</p> <p>Action 1 McLaughlin, M. & 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. <u>See Strategic Inquiry: Starting Small for Big Results in Education</u>, available at www.harvardeducationpress.edu</p>	<p>Action 1 Effectiveness will be measured trimesterly during grade level data analysis meetings using:</p> <ul style="list-style-type: none"> • K/1 Benchmark • Interim assessments • Formative assessments • ELPAC • Classroom observations • Administrative walk-throughs • Teacher evaluations

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2315	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2	
<p>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 ELPAC data to drive ELD instruction inside and outside the classroom. Test EL students.</p>	
Metric: Data and Program Evaluation	

Actions/Services 2.2.1

Principally Targeted Student Group
<ul style="list-style-type: none"> • EL • Foster Youth • 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?
<p>Actions 1 & 2 1. Provide instruction during the school day and beyond to support ELD to improve student inquiry. Provide release time for grade levels to collaborate and improve student learning.</p> <p>Materials and resources aligned to CCSS to support EL students</p> <p>Funding for ELAC Meetings (light refreshments)</p> <p>2. Fund the administration of Initial and Summative ELPACEL coordination to be administered by administrator. Duties will consist of identification of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. (These actions will support Foster Youth, EL, & LI students & families)</p>	<p>Actions 1 & 2 Teaching Academic Vocabulary By Kate Kinsella, Ed.D.</p> <p>McLaughlin, M. & 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. <u>See Strategic Inquiry: Starting Small for Big Results in Education</u>, available at www.harvardeducationpress.edu</p>	<p>Actions 1 & 2 Effectiveness will be measured trimesterly during grade level data analysis meetings using:</p> <ul style="list-style-type: none"> • CAASPP • K/1 Benchmark • Interim assessments • Formative assessments • ELPAC • Classroom observations • Administrative walk-throughs • Teacher evaluations

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$11965	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:	District Needs and Metrics 3:
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All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

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

Site Goal 3.1

Fully implement Tier 2 of PBIS. Provide opportunities to promote a positive & productive school climate.

Metric: Cohort Graduation

Actions/Services 3.1.1

Principally Targeted Student Group

- Foster Youth
- 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?
<p>Action 1 Continue to strengthen site PBIS plan. Actions includes</p> <ul style="list-style-type: none"> * Anti-bullying assemblies, * Additional materials to support PBIS (signage, banners, etc.), provide a well maintained safe & inviting school * Counselor to provide advice and personal support * Bully Prevention * Providing students and staff with Social Emotional Learning curriculum, and strategies to support daily instruction. * School Mural with the Batey Bobcat Pact around the campus * Promote Equity/Diversity Book Clubs for students, parents, & staff * Learning opportunities for the school community to be exposed and understand strategies to support African American, Foster Youth, Special Education, & Homeless Students. 	<p>Action1 Is School-wide Positive Behavior Support An Evidence-based Practice? by Rob H. Horner, George Sugai and Timothy Lewis April 2015 Download Word Document (120 KB)</p> <p>PBIS (Positive Behavior Interventions and Supports). See www.PBIS.org</p>	<p>Action 1 Effectiveness will be measured and shared with staff at monthly staff meetings using:</p> <ul style="list-style-type: none"> • Discipline data <ul style="list-style-type: none"> ◦ Monthly • Survey results (student/parent/teacher) <ul style="list-style-type: none"> ◦ Annually

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

Site Goal 4.1

Increase family engagement by fully implementing the WatchDOGS program.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • EL • Foster Youth • 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?
<p>Action 1 Implement WatchDOGS program Provide food, materials and resources to support meetings and events. Pizza night for WatchDOGS \$250 Donuts and Dads \$100 Materials and supplies \$200 (These programs will support Foster Youth, EL, & LI income students & families)</p>	<p>Action 1 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. https://www.sciencedaily.com/releases/2010/05/100514074915.htm</p>	<p>Action 1 Effectiveness will be measured annually using:</p> <ul style="list-style-type: none"> • Parent/Student surveys

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$550	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Decrease the rate of absentees, tardies, and early dismissals for all students by 5%

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- Foster Youth • 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?
<p>Action 1 1. Collaborate with the AIO (Attendance Improvement Office) to focus on Foster Youth, EL, & LI students *Call home of at-risk students when absent * Fund part time parent liaison 2.5 hours / week x 22 weeks x \$15 per hour = \$825</p>	<p>Action 1 Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight http://www.edweek.org/media/chronicabsence-15chang.pdf</p>	<p>Action 1 Effectiveness will be measured monthly during admin/office staff meetings using:</p> <ul style="list-style-type: none"> • Attendance reports

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$825	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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.

Funding supports teacher collaboration, professional development opportunities, and release time to benefit all students.
Funding supports PBIS program to benefit all students
Funding supports parent participation opportunities to benefit all students.

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

Edna Batey Elementary - 210

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	\$31,468	\$31,468	\$31,468	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	38.375	\$0	\$4,858,701	\$4,858,701	\$4,858,701	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$164,427	\$164,427	\$164,427	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$54,168	\$54,168	\$54,168	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$219,080	\$219,080	\$0	\$0	\$219,080	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$64,750	\$64,750	\$61,060	\$2,315	\$0	\$1,375	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$11,965	\$11,965	\$0	\$11,965	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,454	\$6,454	\$6,454	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$49,530	\$49,530	\$49,530	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.25	\$0	\$85,305	\$85,305	\$0	\$0	\$85,305	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.75	\$0	\$232,217	\$232,217	\$232,217	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	3.5	\$0	\$137,700	\$137,700	\$137,700	\$0	\$0	\$0	\$0

3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	20.375	\$0	\$1,258,969	\$1,258,969	\$1,258,969	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	6.375	\$0	\$263,601	\$263,601	\$263,601	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$2,275	\$0	\$2,275	\$2,275	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	76.825	\$2,275	\$7,443,732	\$7,446,007	\$7,124,967	\$14,280	\$305,385	\$1,375	

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	\$141,289
Subtotal of state or local funds included for this school	\$7,304,718

Principal **Jason Campbell**
 School Site Council Chairperson **Amanda Tolosano**
 EL Advisory Chairperson **Hafiz Khalid**

