



Elitha Donner Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: MICHELLE JENKINS

County-District-School (CDS) Code: 34673146112106

**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/> <p>Input for the review/analysis of the Elitha Donner 2021-22 LCAP involved many stakeholders. Previous school year's assessment data was analyzed during the year and stakeholder input was acquired through a variety of virtual opportunities (due to the pandemic) throughout the 2020-21 school year:</p> <ul style="list-style-type: none"> - Monthly PTA executive and general meetings - School Site Council meetings (5/5/2021, 5/28/2021, 10/27/2021, 11/16/2021) - ELAC meetings (2/24/2021, 5/27/2021, 10/26/2021) - Faculty meetings (monthly) - Collaborative meetings (monthly) - Early Out Wednesday Grade Level PLC meetings - Electronic Surveys for Parents and Staff
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Through these consultations, parents encourage the continued professional development of our teachers and staff around culturally responsive teaching strategies, extended day support, intervention time, and parent trainings. In addition, they indicated the continued support of all students to remediate and excel through after school programs, GATE/enrichment practices, and English Language services. Parents and stakeholders want the continuance of School-wide PBIS with a focus on bullying education and prevention. Increased professional development and supports for students who have experienced trauma. Additional funds were allocated based on stakeholder priorities.</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

District Strategic Goal 1:	District Needs and Metrics 1:
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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.

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

Close the achievement gap with the lowest performing subgroups in ELA according to the most recent SBAC test

- Hispanic students will move from 36% meets or exceeds standards to 38%
- African American students will move from 24% meets or exceeds standards to 30%
- EL students will move from 27% meets or exceeds standards to 30%
- Students with Disabilities will move from 14% meets or exceeds standards to 18%
- Socio-Economically Disadvantaged students will move from 38% meets exceeds standards to 40%

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- Black or African American • 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?
<p>Update, renew library software as needed. Purchase multi-media materials, software, web based academic or diagnostic programs, culturally responsive materials and library supplies and books.</p> <p>Provide supplementary resources, opportunities and supplies to fully implement common core state standards.</p>	<p>Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21stcentury skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning. https://www.ed.gov/oii-news/use-technology-teaching-and-learning</p> <p>Research supports that working equipment provides students higher levels of access to supplemental supports and technology than non-functional equipment.</p>	<p>Collaborative team will review and analyze grade level SMART goals each trimester following PLC procedures.</p> <p>Track A - October 20, 2021/March 2, 2022/June 22, 2022. Track B & C - November 3, 2021/March 9, 2022/June 22, 2022. Track D - September 29, 2021, January 26, 2022/May 25, 2022.</p> <p>Site equipment matrix, work orders, supply inventory records</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$12415	Materials/Supplies/Equipment	<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?
Time sheet classified and certificated staff to work with identified groups of students during WIN/ Intervention time. The \$ amount per classification is dependent on who is available to provide support and the amount of time they are able to provide support.	Use teachers and/or teaching assistants to deliver high-quality one-to one and small group Support using structured interventions. A copy of the study and guidance report are available at http://educationendowmentfoundation.org/news/teaching-assistants-should-notbe-substitute-teachers-but-can-make-a-real-difference.pd	Grade level common formative assessments will be reviewed each track on week to determine student growth and intervention grouping. August 18, 2021/September 15, 2021/October 6, 2021/October 27, 2021/December 1, 2021/January 5, 2022/February 3, 2022/March 9, 2022/March 30, 2022/May 4, 2022/June 2, 2022.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$5000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

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?
NEHS renewal and supplies, college to career supplies, GATE/Accelerated Entrance Fees/ Subscriptions/ Supplies/ Services, Certificated Stipends. Gate coordinator. Gate Coordinator Expenditure: \$1000. <ul style="list-style-type: none"> • Professional development and curriculum for relevant instruction to meet the needs of underperforming high-potential students. \$200 • GATE Identification Stipend \$300. • Parent Outreach Expenditure: \$150. • Teacher Stipends/After School Academies: \$1,500. • Materials/Celebration Expenditure: \$205. • Program Initial and Renewal Fees: \$95. • Field Trip/Enrichment Activities: \$ 1,100. 	GIFTED & Gifted programs (separate from advanced placement/high ability courses) ENRICHMENT provide specific curricula aimed at challenging students at the appropriate PROGRAMS level. See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992)	District GATE identification assessment results will be reviewed each year to show an increase in the number of GATE identified students and referrals. GATE parent meeting attendance to equal the number of students on Enrichment Contracts will be reviewed yearly to increase student participation in enrichment activities. Parent meeting dates for 2021/22 TBD. Assessment dates to follow district assessment windows.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1195	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$402	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Provide interventions and supports for English Learner to increase English proficiency. Increase ELPI Progress of 49.4% making progress toward English proficiency to 55%.

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

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?
<p>Certificated/Classified staff to support EL students. Duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. The \$ amount per classification is dependent on who is available to provide support and the amount of time they are able to provide support.</p> <p>Provide technology to enhance English Language acquisition. Provide EL incentives and celebrations, encouragement materials and other items to increase student engagement and parent participation. Administration of both the Initial and the Summative ELPAC from district approved lists.</p> <p>Provide articulation in the area of ELD instruction to certificated / classified staff. The amount of staffing needed TBD.</p>	<p>Program delivery, increases the likelihood of sustaining an effective ELD instructional program and promoting student outcomes. (Parrish, Linqunti, et, al. Effects of implementation of Proposition 227: A Five Year evaluation: AIR & WestEd: 2006.)</p> <p>Professional Development for EL Teachers Effective EL teachers need language skills and knowledge and the ability to teach listening, speaking, reading and writing.</p>	<p>ELPAC assessment data will be reviewed yearly to determine student need in addition to WIN time common formative assessments each month. EL walk-thru observations. EL walk-thru dates to followed based on district EL department timelines.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$12500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1001	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/Local assessment)
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<p>Site Goal 2.1</p> <p>All grade levels will operate as a high functioning Professional Learning Community to share best practices and participate in the cycle of inquiry. Grade Level will increase one level on the continuum reflection in each area: norms, Identification of Essential Outcomes, Collaboration, Intervention/Extension, Common Formative Assessments.</p> <p>Metric: Assessment System</p>

Actions/Services 2.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All
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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>Provide common release time for Highly Effective Academic Teams (HEAT) grade level and cross grade level articulation to participate in the PLC process.</p> <p>Provide Collaborative Team release time to:</p> <ul style="list-style-type: none"> • Formalize the process for collaborating regarding individual student interventions • Develop standard grade level interventions • Analysis of current at-risk students 	<p><u>*A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</u></p> <p>Voelkel, R. (2011)</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.</p> <p>See <u>Strategic Inquiry: Starting Small for Big Results in Education</u>, available at <u>www.harvardeducationpress.edu</u>.</p>	<p>The collaborative team will review grade level Critical Issues for Team Consideration each trimester.</p> <p>Track A - October 20, 2021/March 2, 2022/June 22, 2022. Track B & C - November 3, 2021/March 9, 2022/June 22, 2022. Track D - September 29, 2021, January 26, 2022/May 25, 2022.</p> <p>Classroom observations, Walk-throughs, FONT</p>

<ul style="list-style-type: none"> Continue daily dedicated intervention time 	<p><u>*A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</u> Voelkel, R. (2011) *Positive effects of technology on cognition, affect and behavior and its use in learning. Waxman, H.C., Lin, M., & Michko, G.M. (2003) *Response to Intervention (RtI) instruction, has been documented to provide effective diagnosis, treatment and improved Student learning outcomes. (See Bryk, et. al., 2010, Organizing Schools for Improvement) *(2009) on improving the quality of interventions and avoiding pitfalls of adopting drill and practice and repetitive English and math skills courses.</p>	
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$17500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

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>Provide consultation from outside consultants to include but not limited to Solution Tree coach, Responsive Classroom Trainers for Common Formative Assessment Intervention as a part of RTI, or other outside consultant relating to Social Emotional Learning, Restorative practices and trauma informed care. This includes all training materials and supplies aligned to the afore mentioned professional development and trainings.</p> <p>Teacher professional development and purchases related to the trainings.</p> <p>Provide teacher release time to attend professional development, classroom observations, and time to collaborate with grade level teams.</p>	<p><u>*A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</u> Voelkel, R. (2011) *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. See <u>Strategic Inquiry: Starting Small for Big Results in Education</u>, available at www.harvardeducationpress.edu. *Positive effects of technology on cognition, affect and behavior and its use in learning. Waxman, H.C., Lin, M., & Michko, G.M. (2003)</p>	<p>After training surveys will be reviewed to determine training effectiveness and use of learned strategies. Based on the survey outcomes a determination will be made on whether or not to continue training and what if any additional supports or follow up is needed. 2021/2022 training dates TBD.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$33370	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$5500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

Provide access to instructional technology to increase student proficiency with online assessment.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase supplies, technology, software, and resources, to support student learning and proficiency with CCSS from district approved lists.	Meeting the demands of today's world requires a shift in assessment strategies to measure the skills now prized in a complex global environment. The Partnership for 21st Century Skills believes that such a shift is vital to the widespread adoption of 21st century skills in our schools. We must move from primarily measuring discrete knowledge to measuring students' ability to think critically, examine problems, gather information, and make informed, reasoned decisions while using technology. In addition to posing real world challenges, such assessments should accept a range of solutions to a task. http://www.p21.org/storage/documents/21st_Century_Skills_Assessment_e-paper.pdf	Student progress on licensed technology and software will be reviewed annually. The collaborative team will determine the continuation and/or discontinuation of current software. New software recommendations will be piloted by the grade levels prior to recommending new purchases. Track A - October 20, 2021/March 2, 2022/June 22, 2022. Track B & C - November 3, 2021/March 9, 2022/June 22, 2022. Track D - September 29, 2021, January 26, 2022/May 25, 2022.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$20000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<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

Site Goal 3.1

Implement School Wide (SW) Positive Behavior Interventions and Supports (PBIS), understanding Social Emotional Learning, and Culturally Responsive Practices. Tiered Fidelity Implementation scores in Tier II will be at 100% from 92% and Tier III will increase by 3% from 41%.

Metric: Other (Site-based/local assessment)

Actions/Services 3.1.1

Principally Targeted Student Group

- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Foster Youth
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- School-wide
- SWD
- 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?
Fully implement SWPBIS school wide with the assistance of EGUSD PBIS coaches and regional and site team members. Provided opportunities to celebrate student accomplishments. Purchase materials, signage, and provide teacher and team release time which coincide with SWPBIS	*An application of behavior analysis, PBIS focuses on teaching children positive behaviors and changing children's environment so that using the positive behaviors becomes more effective for them than using negative behaviors (Sailor, Dunlap, Sugai, & Horner, 2008; OSEP	Annual TFI, action plan, Parent, Student, Staff Survey data will be reviewed during five PBIS workdays. <ul style="list-style-type: none"> • 1 day to be scheduled when Track A returns - 8/5/21 • 1 day in September - 9/2/2021

<p>implementation. Including Stop, Walk, Talk, Bullying prevention, Restorative Practices, Suite 360.</p> <p>Provide structured recess support through outside district provider.</p>	<p>Technical Assistance Center on PBIS, n.d.; Association for Positive Behavior Support, n.d.[a]].</p> <p>*PBIS and the Responsive Classroom approach share the same fundamental principles about how best to minimize problem behavior (Association for Positive Behavior Support, n.d.[b]; OSEP Technical Assistance Center on PBIS, n.d.; Beach Center on Disability, 2009).</p>	<ul style="list-style-type: none"> • 1 day in November - 11/4/2021 • 1 day in January - 1/13/2022 • 1 in March (Stuart) - 3/17/2022
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Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7101/0000)	\$49268	Contracts/Services	Edit	Delete
Supplemental/Concentration (7101/0000)	\$2232	Certificated Salaries	Edit	Delete

Site Goal 3.2

Maintain less than 2% suspension rate for all subgroups and reduce disproportionality in suspension rates.

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

- 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>Deliberately and intentionally analyze current policies and procedures to understand the marginalizing of individuals or groups of students better.</p> <p>Provide professional development for teachers to help with understanding and building relationships with the students and their families.</p> <p>Identify specific individuals (within the behavioral schoolwide frameworks) to ensure documentation that student progress is consistent with rewards.</p> <p>Ensure that the staff understands the purpose and value of the system. Majority buy-in and communication with families and students.</p>	<p>Efforts to address disproportionality must also be comprehensive in nature as no one intervention has been found to be successful in isolation (Skiba et al., 2008). Multitier systems of support (MTSS) provide a valuable framework for planning and coordinating efforts related to monitoring, pre-referral procedures, and special education decision making for individual students.</p>	<p>Utilize the Request for Assistance (RFA) through Synergy to identify, set goals, and monitor student progress. Employ alternatives to exclusionary discipline.</p> <p>Bi-monthly Tier II/III meetings.</p> <p>Monthly Tier I</p> <p>Removing Labels Plan</p>

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

Site Goal 4.1

Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families. Parent Survey scores in the areas of opportunities to assist at school and information about participating in school activities will increase by 1%.

Metric: Attendance Rate

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?
Provide "Parent University" family nights for students and parents throughout each school year. Provide release time/stipends to teachers to plan and facilitate family nights. Materials to support parent events.	*School level parent engagement practices, Activities Such as including parents on governance Committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of Collective decisions, enhanced sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: Deepening Democracy: Institutional Innovations in Empowered Participator Governance. Verso Books. Volume 4. New York; Bryk, et. al., (2009) Charting Chicago School Reform: Democratic Localism as a lever for Change. Westview PreSS, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities",in Narrowing the Achievement Gap edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.)	Sign in sheets and parent attendance will be reviewed following each parent attended event to determine whether or not to hold the event again. Parent surveys will be reviewed yearly to determine new events to be held, what educational resources are desired and what additional supports can be provided to increase positive home/school relationships. On-line meeting data and video recordings. End of event surveys and response cards. 2021-22 parent trainings, meetings, and events TBD.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
Purchase/renew training materials, communication materials (handbooks, agendas, communication folders, technology and subscriptions from district approved lists.	*School level parent engagement practices, Activities Such as including parents on governance Committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of Collective decisions, enhanced sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: Deepening Democracy: Institutional Innovations in Empowered Participator Governance. Verso Books. Volume 4. New York; Bryk, et. al., (2009) Charting Chicago School Reform: Democratic Localism as a	Sign in sheets and parent attendance will be reviewed following each parent attended event to determine whether or not to hold the event again. Parent surveys will be reviewed yearly to determine new events to be held, what educational resources are desired and what additional supports can be provided to increase positive home/school relationships. 2020-2021 parent trainings, meetings, and events TBD.

lever for Change. Westview PreSS, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities", in Narrowing the Achievement Gap edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1525	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

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 consultation from outside consultants, assemblies, professional development, book studies, and training to increase staff cultural competence.	<ul style="list-style-type: none"> Effective implementation of culturally relevant education, which requires significant levels of cultural competence and understanding, is positively associated with increases in academic and affective outcomes across content areas (Aronson and Laughter, 2016). The majority of teachers entering the profession don't necessarily come from or deeply understand the diverse cultures and communities in which they will teach. This is particularly true in minority-majority schools. Schools must take steps to ensure their educators are equipped with the knowledge, skills, strategies, and attitudes necessary to work effectively with children from diverse backgrounds and their families (Stachowski & Mahan, 2001). Deliberately preparing entering and novice teachers to spend time in the local community (DeAcosta, 1996) can help teachers understand and appreciate how various community organizations and agencies serve the families of the children in their elementary and secondary classrooms. 	Increased survey results on district surveys in regard to family engagement. PIC FACE data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Decrease chronic absenteeism, tardy, and early dismissal rates by 1%.

Metric: Attendance Rate

Actions/Services 4.2.1

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?
<p>Provide parents with parenting support, education, and resources via parent nights, e-mail, video, flyers, outside sources, etc. to assist with the impact of absenteeism and tardies on their child's learning.</p>	<ul style="list-style-type: none"> • Starting in kindergarten, too many absences can cause children to fall behind in school. • Missing 10 percent (or about 18 days) can make it harder to learn to read. • Students can still fall behind if they miss just a day or two days every few weeks. • Being late to school may lead to poor attendance. • Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up. 	<p>Sign in sheets and parent attendance will be reviewed following each parent attended event to determine whether or not to hold the event again. Parent surveys will be reviewed yearly to determine new events to be held, what educational resources are desired and what additional supports can be provided to increase positive home/school relationships.</p> <p>2021-22 parent trainings, meetings, and events TBD.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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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 intervention teachers and para-educators, teacher collaboration, professional development opportunities (PLC), and release time to benefit all students.

Funding supports SWPBIS to benefit all students

Funding supports parent involvement opportunities to benefit all students.

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

V. Funding

Elitha Donner Elementary - 242

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	\$21,361	\$21,361	\$21,361	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	33.375	\$0	\$3,899,258	\$3,899,258	\$3,899,258	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$159,197	\$159,197	\$159,197	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$44,863	\$44,863	\$44,863	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$261,674	\$261,674	\$0	\$0	\$261,674	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$162,810	\$162,810	\$25,415	\$77,370	\$51,500	\$8,525	\$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	\$13,501	\$13,501	\$13,501	\$0	\$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	\$5,867	\$5,867	\$5,867	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$44,506	\$44,506	\$44,506	\$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)	1.375	\$0	\$81,921	\$81,921	\$0	\$0	\$81,921	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	3.75	\$0	\$307,215	\$307,215	\$307,215	\$0	\$0	\$0	\$0
3670 Program for the Acquisition of Language and Social Skills (PALSS)	19.125	\$0	\$1,296,384	\$1,296,384	\$1,296,384	\$0	\$0	\$0	\$0

6500 Special Education									
3770 Full Inclusion 6500 Special Education	4.5	\$0	\$215,998	\$215,998	\$215,998	\$0	\$0	\$0	\$0
3655 Pre-K SCC (Non-ASD) 6512 Special Education: Mental Health Services	2.4375	\$0	\$206,570	\$206,570	\$206,570	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$18	\$0	\$18	\$18	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	68.7625	\$18	\$6,726,522	\$6,726,540	\$6,244,550	\$77,370	\$396,095	\$8,525	

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	\$132,294
Subtotal of state or local funds included for this school	\$6,594,246

Principal **Michelle Jenkins**

School Site Council Chairperson **Shandon Hoffmeier**

EL Advisory Chairperson **Judith Alfaro**
