



## James McKee Elementary

# Local Control Accountability Plan (LCAP) 2021-2022

**Principal:** DREENA FREEMAN

**County-District-School (CDS) Code:** 34673146033088

**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

<b>Involvement Process for LCAP and Annual Update</b>
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>Communicated the LCAP plan with the following stakeholders:</p> <p>Site Leadership Team Monthly: 8/2/20; 9/14/20; 10/5/20; 11/2/20; 2/1/21; 3/1/21;4/5/21                  Staff Meeting: Monthly held via Zoom: 8/11/21; 9/14/21;10/12/21;112/21;12/7/21;1/4/21;2/10/21;3/8/21;4/5/21(LCAP input gathered);5/10/21(LCAP 221-22 plan reviewed)                  SSC Fall/Spring Meeting: 9/16/20; 2/17/21 5/5/21 (LCAP plan reviewed, goals reviewed voted to continue same as previous year due to COVID school closure)                  ELAC Fall/Spring Meeting: 9/16/20 and 4/7/21                  PTO Fall Meeting: Sept. 2020; October 15, 2020; Nov 19, 2020                  EGUSD parent surveys in Fall and Spring;</p>
<b>Impact of LCAP and Annual Update</b>
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>The stakeholders voted on each item to determine if we should continue with the same goal, revise it or delete it because it no longer fit the needs of the students and community or it was completed fully. The impact of these discussions support the diverse needs of the students at the site. Specifically, we have agreed to provide sub for teachers so that teachers can assess, provide subs so that teachers can have dedicated time to collaborate about the assessments, provide AIT for K-2 for early literacy, provide PD on culturally responsive teacher w/Dr. Hollie to support SEL for students; provide support for home visits; implement parent nights to focus on anxiety and SEL support for families.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
<p>James McKee was identified as an Alternative Targeted Support and Improvement (ATSI) school because our SWD subgroup need additional targeted support to meet growth goals. As a result, the needs of our assessment, additional resources have been allocated to support the increase in achievement for the identified subgroup. Goal 3.2 Provides for PD on Restorative Practices for staff emphasizing Morning meetings/circles; Incorporating social/emotional strategies for identified students through the MTSS Tier 2 process; utilizing our MHT and school psychologist to teach recommended students to strategies to regulate emotions and respond to difficult situations appropriately.</p>

### Goals, Actions, and Progress Indicators

<b>District Strategic Goal 1:</b>	<b>District Needs and Metrics 1:</b>
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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**

Increase the percentage of students attaining proficiency in reading by 7% in grades 3rd - 6th. Increase the number of students attaining proficiency in Math by 7% on the state-wide assessments.  
 Increase the percentage of students meeting on-grade level expectations in ELA in K-2 to from 75% to 85%

According to the CA Dashboard:

- 2019 the percentage of African American students who met/exceeded in ELA declined from 43% to 28%; Math declined from 29% to 17%
- 2019 the percentage of Hispanic students who met/exceed in ELA declined from 50% to 42% ; Math declined from 44% to 41%
- 2019 the percentage of SED students who met or exceeded in ELA declined from 55% to 43%; Math declined from 51% to 41%
- 2019 the percentage of SWD who met or exceeded in ELA declined from 25% to 8%; Math declined from 18% to 8%

This goal is being continued based on site stakeholder feedback.

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- EL • Hispanic or Latino • Low Income • SWD • Two or More • 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?
Grade level teams and administration will meet quarterly during Early Out Mondays and site release days to analyze common assessments data to monitor student progress towards site goals. <ol style="list-style-type: none"> <li>1. Provide release time for all teachers for collaboration and to determine common assessments: 1 day per teacher \$246 x 21</li> <li>2. Establish professional learning goals</li> <li>3. Pay for continued software programs such as Lexia, Reading Plus -</li> </ol>	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <ul style="list-style-type: none"> <li>• Teacher Clarity</li> <li>• Formative Assessments</li> <li>• Clear Learning Intentions and Success Criteria</li> </ul> Effect Size, October 2015, John Hattie: <ul style="list-style-type: none"> <li>• Collective Teacher Efficacy 1.57</li> <li>• Teacher Clarity .75</li> <li>• Formative Assessment .68</li> </ul>	<ul style="list-style-type: none"> <li>• K-1 Benchmark</li> <li>• Formative and Interim assessments</li> <li>• Classroom Observations</li> <li>• Administrative Walk-Throughs</li> <li>• ELPAC data</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$22000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

Site goal 1.2: Provide targeted assistance intervention for students performing below grade level standards in reading and math as measured by teacher benchmarks (common assessments), CAASPP scores, K-1 benchmarks, SMART goals and other agreed upon assessments.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.2.1**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> <li>Black or African American</li> <li>EL</li> <li>Foster Youth</li> <li>Hispanic or Latino</li> <li>Low Income</li> </ul>				
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 0.4 academic intervention teacher to service student performing below grade level in grades K-2 based on common assessments. Provide curriculum and materials to support targeted instruction	John Hattie, Visible Learning For Teachers: Maximizing Impact on Learning <ul style="list-style-type: none"> <li>Teacher Clarity</li> <li>Formative Assessments</li> <li>Clear Learning Intentions and Success Criteria</li> <li>Small group learning ELA/Math Effect Size - 0.49</li> </ul>	<ul style="list-style-type: none"> <li>K-1 Benchmarks</li> <li>common assessments - Illuminate</li> </ul>		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$55000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.2**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>Foster Youth</li> </ul>				
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?		
Collaborate with district's Foster Youth Department to ensure achievement of FY students - tutoring services, support with IEPs, transfer of school records, family engagement	<a href="https://kids-alliance.org/invisible-education-achievement-gap-between-foster-youth-peers/">https://kids-alliance.org/invisible-education-achievement-gap-between-foster-youth-peers/</a>	CAASPP data teacher assessments benchmark assessments		
Funding Source	Amount	Description of Use		

**Actions/Services 1.2.3**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> </ul>				
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 Extended learning opportunities for EL Tutoring to support students in small group target assistance. provide certificated and classified staff to support English Language Learners assessment for Initial and Summative ELPAC and RFEP monitoring <ol style="list-style-type: none"> <li>EL materials and curriculum</li> <li>Tutoring support</li> <li>Supplemental EL materials to support ELD instruction</li> <li>Provide light refreshments for ELAC meetings</li> <li>Provide PD for support of ELD strategies for teachers</li> <li>Provide translation and interpretation services</li> <li>Create materials/signage to strengthen parent partnerships in diverse languages on campus.</li> </ol>	English Language Learners: A Policy Brief. National Council of Teachers of English.	RFEP data ELPAC results/data		

- 7. Provide EL Coordination through Admin
- 8. Start a Regional Newcomer Program

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$5228	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.3**

Provide Extended day enrichment classes to support GATE students.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.3.1**

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide enrichment classes for the development and support of GATE students Establish NEHS Program	Effect size: .68 - Accelerated Programs	Site-based assessments, NNAT, CAASP scores		
Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$647	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.2**

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?		
Provide a GATE Coordinator to identify students who may qualify for GATE as identified by district protocols; organize activities on campus; organize, plan testing; attend district GATE meetings and train teachers	Effect size: .68 Accelerated Programs	site-based assessments, NNAT, CAASPP scores		
Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.3**

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?		
Provide opportunities for PD for accelerated	Professional Development Programs effect	CAASP scores		

(GATE) students.	size: .37	NNAT test
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Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.4**

Implement an AVID Program in all Intermediate grades.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>• Provide professional development and on-going training to teachers and admin in AVID program.</li> <li>• Provide supplies and equipment for implementation of AVID program.</li> <li>• Provide release time to discussion and evaluation of AVID program with on site staff and collaboration with others sites who are AVID school to ensure success for our students.</li> </ul>	Teacher Clarity effect size: .75 Clear goal intentions: effect size .48 Collective teacher efficacy: 1.39 School Support Programs: .212	SBAC Scores Teacher Reported success of students organization and engagement

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

**Site Goal 1.5**

Provide targeted instruction for students assessed to be below grade level according to SBAC data and grade-level common assessments, plus increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices. Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the SBAC 2020 and the California's Accountability Dashboard:

- African American students will move from 28% meets or exceeds standards to 43% (Orange to Yellow)
- Socioeconomically Disadvantaged students will move from 43% meets or exceeds standards to 55% (Orange to Yellow)
- Students with Disabilities will move from 8% meets or exceeds standards to 25% (Red to Orange)

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the SBAC 2020 and the California's Accountability Dashboard:

- African American students will move from 17% meets or exceeds standards to 29% (Orange to Yellow)
- Socioeconomically Disadvantaged students will move from 41% meets or exceeds standards to 51% (Yellow to Green)
- Students with Disabilities will move from 8% meets or exceeds standards to 18% (Orange to Yellow)

We must also differentiate instruction for those students who demonstrate the highest levels of achievement and who are designated according to district standards as qualifying for GATE programming.

**Metric:** CAASPP

**Actions/Services 1.5.1**

**Principally Targeted Student Group**

- Black or African American • Low Income • SWD • Two or More

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide PD on Culturally Responsive Practices w/Dr. Hollie - establishing a culturally and linguistically responsive classroom as part of equity work conducted in alignment with EG district initiative and standards and with the EG Region 2. Provide PD on Interim Assessment Blocks with coaches for grades 3rd - 6th 3. Provide Release time for collaboration with grade levels to review and align and calibrate thinking 4. Provide PD on FHQI 5. Provide tutoring for grades 3-6	<a href="#">Research Spotlight on Response to Intervention</a> <a href="#">John Hattie's Research on Visible Learning For Teachers</a> <u>RTI effective size: 1.07</u>	<ul style="list-style-type: none"> <li>local/site assessments</li> <li>CAASPP scores</li> <li>Interim assessment scores</li> <li>MTSS/CAST meetings</li> <li>Admin walk-thru observation</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$15500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<b>District Strategic Goal 2:</b> All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	<b>District Needs and Metrics 2:</b> Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> <li>Assessment System</li> <li>Data and Program Evaluation</li> <li>Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1**

All grade level will operate as a Highly Functioning Team using the FHQI tenets as a guide to effective student learning. Provide time and resources for teachers to analyze data, set goals, create lessons, and respond to students based on the assessed need demonstrated in common grade level assessments. Based on a current staff survey:

100% of the staff indicated that they need time and collaborate with grade level teaching partners  
 67 % indicated that PD is need support effective instruction to support student learning

- African American students will move from 28% meets or exceeds standards to 43% (Orange to Yellow)
- Socioeconomically Disadvantaged students will move from 43% meets or exceeds standards to 55% (Orange to Yellow)
- Students with Disabilities will move from 8% meets or exceeds standards to 25% (Red to Orange)

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the SBAC 2020 and the California's Accountability Dashboard:

- African American students will move from 17% meets or exceeds standards to 29% (Orange to Yellow)
- Socioeconomically Disadvantaged students will move from 41% meets or exceeds standards to 51% (Yellow to Green)
- Students with Disabilities will move from 8% meets or exceeds standards to 18% (Orange to Yellow)

We must also differentiate instruction for those students who demonstrate the highest levels of achievement and who are designated according to district standards as qualifying for GATE programming.

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide Substitutes so that teachers can adequately perform assessments to prepare for grade level discussions and collaboration to promote student achievement. Provide release days for all teachers to	John Hattie's <a href="#">Visible Learning For Teachers</a> Teacher Clarity: effect size .75 Professional Development: effect size .62	CAASPP Data, k-1 benchmark data, ELPAC scores, teacher created benchmarks, BPST, fluency and spelling inventory Admin observations/feedback PLC meeting notes

analyze data and plan for student learning to increase achievement

- Grade level release days 2x/yr
- 21 teachers x 160 x2

Provide materials, curriculum to support FHQI strategies

Teacher Collaboration In Perspective: A Guide to Research, Professional Learning Communities and aligned curriculum saw substantial improvements in student ready scores, and 40% saw substantial improvements in math scores.

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

**Site Goal 2.2**

Provide explicit training in Interim Assessment Block for teachers in grades 3-6th to improve our CAASPP scores in reading and math.

**Metric:** Assessment System

**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?
Meet with assigned elementary coach to receive on-going training around IAB to increase student scores in grades 3-6. Provide release time for teachers to collaborate and plan and analyze IABs Provide time for K-2 teachers to meet with coaches to support work in Illuminate on common assessments and to plan as a grade level using the assessment data.	Professional Development effect size: .37	CAASP scores IAB results

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

**District Strategic Goal 3:**

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

**District Needs and Metrics 3:**

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

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

**Site Goal 3.1**

Strengthen the MTSS Tier 2 systematic approach to support students and teachers in creating a positive environment on campus.

**Metric:** School Climate



**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All • Black or African American • Hispanic or Latino • 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?
<ul style="list-style-type: none"> <li>• Provide, share and analyze PBIS data</li> <li>• Provide social groups thru/MTSS referrals</li> <li>• .Provide and fund any supplemental materials, equipment and personnel</li> <li>• Share data analyzes with staff and families</li> <li>• Schedule weekly meetings to support student well-being and learning</li> <li>• . Parent University Night</li> <li>• STEM activities</li> <li>• Create signage that have our PAWS expectations around the school.</li> <li>• PAWS weekly assembly - incentive assembly for those students who have demonstrated our PAWS rules</li> <li>• purchase paper for certificates to hand out at assemblies</li> <li>• Purchase books during the book fair to handle out as incentive for demonstrating positive behavior</li> <li>• Create a welcoming environment for students, families, staff mural</li> </ul>	<p>Robert Manzano, "What Works In Schools", 2002 (Safe and Orderly Environment) John Hattie's Research:</p> <ul style="list-style-type: none"> <li>• Decreasing disruptive behavior = .53 effect size.</li> <li>• Explicit student expectations - 1.44</li> <li>• Reducing anxiety = .48</li> </ul>	<p>Reduction in behavior referrals (minor and major) and suspensions. CHKS survey Discipline data from Synergy PBIS Tier 2 Fidelity results PBIS Tier 1 Fidelity results</p>

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.2**

Address disproportionality among our targeted subgroups by implementing culturally responsive practices at all grade levels by on our CA Dashboard metrics.  
According to the CA Dashboard, African American students suspensions increased from 2.6% to 7.1% and SWD student suspension increased from 2.1% to 9.7%. Overall suspensions increased from .9% to 2.4%.

**Metric:** Suspension

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- Black or African American • Hispanic or Latino • Low Income • SWD • Two or More

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 PD on Restorative Practices for all teachers Implement morning meetings/circles in all classes Social/Emotional groups using MHT and school Pysch to teach students how to regulate emotions and respond appropriately in diverse situations</p>	<p><a href="http://restorativejustice.org/#sthash.EGCELR3C.dpbs">http://restorativejustice.org/#sthash.EGCELR3C.dpbs</a></p>	<p>CA Dashboard metrics Suspension Report in Synergy</p>

Funding Source	Amount	Description of Use		

PBIS (7440/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$750	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></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"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1**

Increase opportunities for community stakeholders to participate in school-wide events who may not traditionally do so. These opportunities include but are not limited to: School Site Council, PTO meetings; English Language Learner Advisory Committee meetings; Student Study Team meetings, Back-To-School Night, , School Dances, Visual and Performing Arts Performances, Parent University nights, Award assemblies, WATCH D.O.G.S. and parent conferences. Create a welcoming environment for all of the McKee staff, students and families.

- Translate flyers and other communications into Spanish and other significant language at our site
- Hold 3 Parent Educational series based on feedback from parent surveys each year.
- Provide a parent liaison to increase home/connection communication
- communicate via Video Media Group

**Metric:** Relationships Between Staff and Families

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>• Implement a WATCH D.O.G.S. Program</li> <li>• Provide School Planners and Folders for all student to communicate with parents</li> <li>• Parent/Teacher Conferences</li> <li>• Back To School Night</li> <li>• Open House</li> <li>• Coffee Klatch</li> <li>• Provide signage for various activities on campus or welcoming families</li> <li>• Provide equipment to provide signage</li> <li>• Home Visits</li> <li>• Fund light refreshments for community and family event</li> <li>• translate flyers and other communication in different languages as appropriate</li> <li>• personal phone calls to invite families on campus</li> <li>• communicate campus events using social media, print, school messenger</li> <li>• investigate and use data to enhance the quality of programs families attend on campus</li> <li>• provide supplemental materials to support family engagement and student learning</li> <li>• Parent Education Series - PTO to fund childcare</li> <li>• Articulate with EG Region</li> </ul>	<p>John Hattie's <a href="#">Visible Learning For Teachers</a> identifies the effect size of various influences on student learning as: .051 (Parental Involvement)</p> <p>Back To School: How Parent Involvement Affect ts Student Achievement: <a href="http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-involvement/Parent-Involvement.html">www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-involvement/Parent-Involvement.html</a></p> <p><a href="http://www.phthvg.org">www.phthvg.org</a></p>	<p>Parent surveys</p> <p>Sign-in Sheets</p> <p>Sign up Genius</p> <p>Home Visit Teacher Logs</p>

<ul style="list-style-type: none"> <li>Family Writing Night</li> <li>Parent University Nights</li> <li>Provide a parent Liaison to support parent communication and increase parent engagement</li> </ul>		
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$3000	Certificated Salaries	<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?
<ol style="list-style-type: none"> <li>Implement WATCH D.O.G.S. Program</li> <li>Back To School Night</li> <li>Open House</li> <li>Make calls to community organizations</li> <li>Make calls to personally invite families to attend events</li> <li>Fund light refreshments for events</li> <li>Establish and communicate events in print, website and social media</li> <li>Determine impact of events on student achievement</li> <li>provide supplemental materials, equipment and personnel.</li> <li>Create Parent Educational Series based on feedback by parents</li> <li>Articulate with EG Region</li> <li>Establish a monthly Guest Reader Program</li> </ol>	Parent, Family, Community Involvement in Education: <a href="http://www.nea.org/assest/docs/PB11:ParentInvolvemento8.pdf">www.nea.org/assest/docs/PB11:ParentInvolvemento8.pdf</a>	Numbers of partnerships linked to James McKee

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

**Actions/Services 4.1.3**

**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?
Communicate with families using various software and programs through our McKee Media Group - opportunities for students to use different software, equipment and attend various workshops for program improvements. Allows students to film, video, learn broadcasting techniques. Purchase necessary equipment, software, materials, contracts needed to support students and families involved in producing video, broadcasting, and newspaper articles which highlight students, staff and families at McKee.	<a href="https://dcmp.org/learn/static-assets/nadh173.pdf">https://dcmp.org/learn/static-assets/nadh173.pdf</a>	Number of students participating in programs Number of families connected using Youtube and other media outlets to learn more about what's going on in schools.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$3515	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.2**

Decrease Chronic Absenteeism

**Metric:** Attendance Rate

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

- All • Two or More

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?
Positive Phone call home by Admin Work with our District's Attendance Office on early intervention Announce weekly attendance as part of our PBIS program PAWS assembly every Friday Implement and continue to offer incentives each week - extra recess to class with best attendance by grade level Support teachers in making phones to support increased attendance Purchase agendas for 4-6 grades Share attendance numbers in all stakeholder meetings purchase WEVideo equipment for our Media Group	Parent Involvement . 45  <a href="https://www.edutopia.org/article/two-step-process-reducing-chronic-absenteeism">https://www.edutopia.org/article/two-step-process-reducing-chronic-absenteeism</a>	attendance reports through Synergy weekly attendance reports  Monthly Admin review of agenda checks to ensure/support students are highlighting information, writing down assignments, completing assignments, parents are signing as appropriate. This an AVID goal for grades 4-6 under Organization and in Parent Involvement. As a part of AVID, these goals are reviewd in our site AVID plan.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$500	Contracts/Services	<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.



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

**V. Funding**

**James McKee Elementary - 315**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$21,722	\$21,722	\$21,722	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	25.875	\$0	\$3,075,582	\$3,075,582	\$3,075,582	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	0.63	\$0	\$44,800	\$44,800	\$44,800	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0	\$0	\$33,941	\$33,941	\$33,941	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$203,730	\$203,730	\$0	\$0	\$203,730	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.4	\$0	\$126,765	\$126,765	\$105,500	\$10,000	\$2,750	\$8,515	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
<b>7111</b> Administrative Support - Title I <b>0000</b> Unrestricted	0.5	\$0	\$66,238	\$66,238	\$66,238	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$7,228	\$7,228	\$7,228	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>3210</b> Elementary & Secondary School Relief (ESSER)	0	\$0	\$4,907	\$4,907	\$4,907	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>3212</b> Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$36,303	\$36,303	\$36,303	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.4063	\$0	\$79,726	\$79,726	\$0	\$0	\$79,726	\$0	\$0
<b>4720</b> Office of Expanded Learning <b>6010</b> After School Education and Safety (ASES)	0	\$0	\$138,411	\$138,411	\$138,411	\$0	\$0	\$0	\$0
<b>3410</b> Special	1.875	\$0	\$202,949	\$202,949	\$202,949	\$0	\$0	\$0	\$0

Education Mild/Moderate <b>6500</b> Special Education									
<b>3660</b> Inclusive Education in Lieu of NPA <b>6500</b> Special Education	0.75	\$0	\$52,297	\$52,297	\$52,297	\$0	\$0	\$0	\$0
<b>3670</b> Program for the Acquisition of Language and Social Skills (PALSS) <b>6500</b> Special Education	36.5	\$0	\$2,095,298	\$2,095,298	\$2,095,298	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	3	\$0	\$167,351	\$167,351	\$167,351	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$237	\$0	\$237	\$237	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	73.9363	\$237	\$6,361,645	\$6,361,882	\$6,056,161	\$10,000	\$287,206	\$8,515	

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	\$120,936
Subtotal of state or local funds included for this school	\$6,240,946

Principal **Dreena Freeman** \_\_\_\_\_

School Site Council Chairperson **Bonnie Reed** \_\_\_\_\_

EL Advisory Chairperson **Sirarpine Garabedian** \_\_\_\_\_