



Robert J. McGarvey Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: MICHAEL GULDEN

County-District-School (CDS) Code: 34673140135392

**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 and analysis of the Robert J. McGarvey Elementary School 2021-22 LCAP involves many stakeholders. Gathering of input is an on-going process. The last year with verifiable end of year summative assessment data was gathered at the end of the 2018-2019 school year. The pandemic altered plans for assessment of students, including students who are low achieving, at risk of failing, and English Learner students. In place of state assessments (grades 3-6) and district summative assessments (K-2) at the end of the 2019-20 school year, we've relied on benchmark data collected during distance learning. Opportunities to share data include the following conducted virtually during the 2020-2021 school year:</p> <ul style="list-style-type: none"> • PFO executive board and general meetings (monthly - August through May) • Faculty meetings (monthly); Performance and other data was shared with staff on the following dates: July 30, 2020; August 20, 2020; August 24, 2020; September 14, 2020; October 5, 2020; January 4, 2021; March 8, 2021; and May 3, 2021 • School Site Council Meetings (September 29, 2020; February 23, 2021; April 27, 2021) • PBIS Tier 1 Team meetings (monthly) • PBIS Tier 2 team meetings (weekly) • Multilingual Advisory Committee meetings (quarterly)
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These stakeholder input opportunities provided important input, clarification, and consensus around our school's short and long term planning goals, measurable outcomes, and suggestions for future activities/goals. Ideas for future consideration about student supports, staff professional development, and resources to meet the unique needs of our overall and targeted student populations, were collected and applied to the development of this 2021-2022 accountability plan. Through surveys, sharing and collecting relevant metrics, and a cycle of inquiry, we determined our progress and mapped out future needs to the extent possible. As more information about the 2021-2022 school year comes available from state and district sources, our site will continue the process of refining our plan, including goals, actions, resource allocations, and progress indicators.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1	
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<p>Increase the percentage of students reaching proficiency in core content areas (Math and ELA) as measured by:</p> <ul style="list-style-type: none"> • Overall Math increase 2% from 69% (2019) to 73% (2021)% on CAASPP • Overall ELA increase 2% from 72% (2019) to 76% (2021) on CAASPP

Metric: A-G Completion	
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Actions/Services 1.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • School-wide
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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 professional development and/or release time for:</p> <ol style="list-style-type: none"> 1. Training teachers in the use of Learning Targets and Success Criteria, including the use of interim assessments to drive improved student outcomes 2. Developing additional Tier 2 interventions and training staff in using high leverage Tier 1 differentiation and Tier 2 interventions 3. Grade level articulation (grades 3-6) for math and ELA (including Learning Center staff) to create plan/map of grade level specific ELA and math standards with clearly identified learning targets and success indicators (exemplars provided by admin) 4. Vertical articulation to create 3-6 alignment of expectations around learning targets and success indicators from one grade level to the next (exemplar provided by admin) 5. Site based professional learning for new teachers (long term substitutes and those on temporary or probationary contracts). 	<p>Actions 1-6:</p> <ul style="list-style-type: none"> • Hattie, 2015. Visible Learning. Effect size of collective teacher efficacy = 1.57 • Voelkel. 2011. A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities • Hattie, 2015. Teacher Clarity. Effect size of teacher clarity .75 	<p>Actions 1-6:</p> <p>Site administrative team review each grade level's plan/map and collect/analyze results from success indicators as they are administered (grade levels to complete Google Form provide by admin).</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1055	Certificated Salaries	Edit	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?
Provide 4.5 additional hours/week of Library Technician time to the current 15 hour/week district allocation. This time will be spend creating additional time for classes to access the library's resources and for literacy support (teacher read alouds, book clubs) as well as time for managing the considerable text and curriculum resources.	Gretes, F. (2013, August 12). <i>School library impact studies: A review of findings and guide to sources</i> . Prepared for the Harry & Jeanette Weinberg Foundation.	<ul style="list-style-type: none"> • Library circulation records • Records of text circulation as well as lost and recovered texts and other curriculum resources • Site formative and summative ELA assessment results

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2945	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

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

- 74% White students meeting or exceeding standards in Math in 2019 CAASPP
 - AA - increased from 46%(2018) to 70% (2019). Increase to 74% (2021)
 - EL - increased from 33% (2018) to 53% (2019). Increase to 57% (2021)
 - Foster Youth - increase from 50% (2019) to 100% (2021)
- 72% White students meeting or exceeding standards in ELA in 2019 CAASPP
 - AA - increased from 54% (2018) to 65% (2019). Increase to 69% (2021)
 - EL - increased from 9% (2018) to 12%(2019). Increase to 16% (2021)
 - Foster Youth - increase from 50% (2019) to 100% (2021)

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide Culturally Responsive Classroom and Professional Learning Community(PLC) support through formal training as well as site based professional learning, such as through a book reading or professional learning opportunities during faculty meetings: <ol style="list-style-type: none"> 1. purchase support resources such as the Morning Meeting book for teachers who do not already have that resource. 2. purchase PLC support resources to support our ongoing PLC professional practices 3. provide stipend for leaders of professional reading "book clubs" on topics related to Culturally Responsive Instruction, PLCs, and support for Distance and Concurrent Instructional models. 4. Provide monthly professional development, including pre-service 	Actions 1, 3: <ul style="list-style-type: none"> • Center for Responsive Schools, 2017. Responsive Classrooms for Elementary Educators • Wood & Freeman-Loftis, 2011. Responsive School Discipline: Essentials for Elementary School Leaders • Berry-Wilson, 2013. Teasing, Tattling, Defiance and More: Positive Approaches Actions 2, 3, 4: <ul style="list-style-type: none"> • Hattie, 2015. Visible Learning. Effect size of collective teacher efficacy = 1.57 • Voelkel. 2011. A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities 	Actions 1, 3, 4: Administrators will observe Responsive Classroom techniques, specifically Morning Meetings, in every classroom, as evidenced by random walk-throughs between 8:45-9:15. Administrators will observe closing circles in Level 2 teachers' classrooms, as evidenced by random walk-throughs between 3:00-3:15 each day. <ul style="list-style-type: none"> • measure frequency of Morning Meetings for Level 1 trained teachers • measure frequency of content-related Morning Meetings (specifically Social Science, Science, Math, and Language Arts) for Level 1 and 2 trained teachers • assess the depth of Morning Meetings implemented by Level 2 trained teachers by measuring the frequencies of the four sequential components of Morning Meetings Greeting, Sharing, Group Activity, and Morning Message

training, in PLC foundations using Learning By Doing (DuFour, DuFour, and Eaker)		<ul style="list-style-type: none"> measure frequency of Closing Circles for Level 2 trained teachers. <p>Actions 2, 4: Administrators will attend PLC meetings regularly and collect/review/respond to meeting minutes from each PLC grade level team weekly.</p>		
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 1.2.2

Principally Targeted Student Group				
<ul style="list-style-type: none"> Black or African American EL Hispanic or Latino R-FEP School-wide SWD 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>Provide all students 1-6 grade with access to online supplemental resources to support literacy, reading practice, and intervention.</p> <p>DBQ, Reading Counts, iReady Reading or similar supplemental reading resource, will be acquired to leverage our independent reading program into a measurable and highly motivating literacy resource. Reading Counts is a Lexile-based independent reading program that allows us to track students' comprehension and reading Lexile growth on the books they read, in and out of school. Note: Scholastic, publisher of Reading Counts, has announced that it is eliminating this service in the coming year.</p>	<p>Paige, Rupley, & Magpuri-Lavell. The Lexile Leap: Consequences for Foundational Skills and Accountability Achievement. Universal Journal of Educational Research. 2019.</p>	<p>Teachers and administration will monitor student progress in the following areas of reading:</p> <ul style="list-style-type: none"> Lexile (for text complexity) appropriateness of text (for student age/maturity) comprehension areas of text interest (to inform allocation of library resources) 		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

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

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

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> EL 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>Funding for intervention teacher to provide intercession for English Learners and Newcomer students as well as for EL Coordinator (up to \$1000 based on time sheet submission). Coordinator will:</p> <ol style="list-style-type: none"> attend district EL meetings/trainings 	<ul style="list-style-type: none"> Dutro and Kinsella. 2010. "English Language Development: Issues and Implementation in Grades Six Through Twelve." California Department of Education. Genesee, Lindholm-Leary, and Christian. 2006. Educating English 	<ul style="list-style-type: none"> EL staff development will be incorporated into staff meeting agenda on a quarterly basis. Summative ELPAC scores will show 5% of EL students redesignated FEP. 		

<ol style="list-style-type: none"> 2. plan staff development specifically designed to meet the needs of ELL students, with particular attention given to all LTELs and those students assessed at the intermediate level on ELPAC 3. provide professional development at staff meetings 4. assist in the planning of MLAC (ELAC) meetings (funding may include cost of light refreshments and materials/resources needed) 5. Arrange interpretation and translation at school meetings (as needed) 6. garner support from instructional coach to support EL Coordination work. 	<p>Language Learners: A Synthesis of Research Evidence.</p>	
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide release time and funds to provide professional learning to support on-going literacy work around reading and language acquisition. Specifically, we will contract with</p> <ol style="list-style-type: none"> 1. Solution Tree (PLC) 2. Project Glad. 3. Center for Culturally Responsive Classrooms. <p>Each will provide online professional development opportunities for cadres of teachers who will support the rest of the staff through a Training of Trainers model.</p> <p>Solution Tree will provide a four day online PLC Summit for a team of teachers and administrators to build and sustain a strong, collaborative PLC culture in our grade level teams and across the entire school.</p> <p>Project GLAD (Guided Language Acquisition Design) Foundations training is not currently available due to the pandemic. In its place, we will provide online GLAD training to cadre of dedicated teachers who will support their colleagues through a Training of Trainers model. Founded in cultural proficiency principles, the model supports lesson design for both integrated and designated English Language Development, utilizing language development standards to guide instruction to increase language proficiency, reclassification, access to grade level content and comprehension while building social skills.</p> <p>Culturally Responsive Classrooms: Level 1 and 2 trainees will implement morning meetings and closing circles . This will require full day trainings that will be held at the beginning of the 21/22 school year.</p>	<p>Action 1: Hatte, John. Collective Teacher Efficacy According to Jhn Hatte. 2018 https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/</p> <p>Action 2: Hoff, Rachel. Improving Outcomes for English Language Learners by Integrating Social Studies and Literacy with OCDE Project GLAD Strategies. New Educator. 2017. http://projectgladstudy.educationnorthwest.org/</p> <p>Action 3: Center for Responsive Classrooms, 2017. Responsive Classrooms for Elementary Educators.</p> <p>Wood & Freeman-Loftis, 2011. Responsive School Discipline: Essentials for Elementary School Leaders.</p> <p>Barry-Wilson, 2013. Teasing, Tattling, Defiance and More: Positive Approaches.</p>	<p>Action 1: We will collect, review, and provide teams feedback and input based on weekly PLC meeting minutes.</p> <p>Action 2: We will collect and monitor longitudinal data on the impact of Project GLAD on students'</p> <ul style="list-style-type: none"> • reading comprehension • vocabulary, • science achievement • writing. <p>We will measure teachers' implementation of GLAD techniques through the EL Walkthrough process, comparing data from one year to the next.</p> <p>Action 3: Administrators will observe Responsive Classroom techniques, specifically Morning Meetings, in every classroom, as evidenced by random walk-throughs between 8:45-9:00. Administrators will observe closing circles in Level 2 teachers' classrooms, as evidenced by random walk-throughs between 3:00-3:15 each day.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$9000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.3

Principally Targeted Student Group				
<ul style="list-style-type: none"> EL 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Funding for ELPAC coordinator (up to \$1000 based on time sheet submission) whose duties may include: <ol style="list-style-type: none"> Assessment of students using initial and summative ELPAC Organizing and conducting an English Learner Shadow Study to provide an internal site gauge on the formal and informal language immersion experience of English Learners at RJMES. Shadow will require professional learning and time for observations. This could be paid hourly for off track teachers or through substitutes. 	Action 1: Dutro and Kinsella. 2010. "English Language Development: Issues and Implementation in Grades Six Through Twelve." California Department of Education. Genesee, Lindholm-Leary, and Christian. 2006. Educating English Language Learners: A Synthesis of Research Evidence. Action 2: Soto-Hinman. 2011. English Language Learner Shadowing Increasing Academic Oral Language Development in Classroom. . Multicultural Education.	Actions 1-2: Summative ELPAC scores will show 5% of EL students redesignated FEP. Action 2: EL Shadow observations/findings will be shared with staff as one indicator of the actual language immersion experience for ELs at McGarvey. An improvement plan will be developed in collaboration with our site team in response to EL Shadow Study findings.		
Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1121	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Increase the percentage of K-2 students reaching proficiency in core content areas (Math and ELA) as measured by:

- Kinder Benchmark Assessment (increase from 90% to 92% proficient)
- 1st grade Benchmark Assessment (increase from 88% to 90% proficient)
- 2nd grade Fluency assessment (increase from 71% fluent with accuracy rate of 95% or above to 80% fluent with accuracy of 95% or above)

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> Black or African American EL Foster Youth Hispanic or Latino Low Income Native Hawaiian or Pacific Islander SWD 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide release time for: <ol style="list-style-type: none"> grade level articulation (grades TK-2) for math and ELA (including Learning Center staff) to create plan/map of grade level specific ELA and math standards with clearly identified learning targets and success indicators (exemplars provided by admin) vertical articulation to create TK-2 alignment of expectations around learning targets and success indicators 	Action 1: Hattie, 2015. Visible Learning. Effect size of collective teacher efficacy = 1.57 Action 2: Voelkel. 2011. A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities Action 3: Hattie, 2015. Teacher Clarity. Effect size of teacher clarity .75	Action 1: Site administrative team review each grade level's plan/map and collect/analyze results from success indicators as they are administered (grade levels to complete Google Form provide by admin). Action 2: Site administrative team review each vertical team's plan/map and collect/analyze results from success indicators as they are administered (grade levels to complete Google		

from one grade level to the next (exemplar provided by admin) 3. release for teachers to attend meetings to improve student outcomes (IEP, SST, 504, Guiding Coalition, etc).		Form provide by admin). Action 3: Student progress data (common assessments, IEP progress monitoring, PBIS behavior data) will be collected and reviewed by teams and administration as appropriate.
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2500	Certificated Salaries	Edit	Delete

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

All 3-6 grade students are provided the opportunity for GATE identification and accelerated learning.

- 2 GATE portfolio submissions in 2018-19 will increase to 5 GATE portfolio submissions in 2020-21

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
If GATE funding comes available, provide stipend for GATE Coordinator (up to \$1250, based on time log submission). Coordinator will: <ol style="list-style-type: none"> 1. Assess all 3rd grade students using NNAT (fall) 2. Assess 4-6 grade students who are new to the school using NNAT (spring) 3. Attend district GATE Coordinator meetings 4. Provide staff professional learning around 1) the unique instructional needs of gifted students and 2) the portfolio process of identification in the areas of leadership, creativity, and visual/performing arts (using exemplars) with the expectation that each grade 3-6 prepares at least one portfolio 5. Provide 2 Parent Nights to share GATE identification process with families. 	Actions 1-2: Lee, Karakis, Akce, and Azzam. 2021. A Meta-Analytic Evaluation of Naglieri Nonverbal Ability Test: Exploring Its Validity Evidence and Effectiveness in Equitably Identifying Gifted Students. Actions 3-4: Nelson, 2016. The O Factor: Identifying and Developing 5- to 25-Year Olds Who Are Gifted in Organizational Leadership. Action 3: Hattie, 2015. Teacher Clarity. Effect size of teacher clarity .75 Voelkel. 2011. A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities	Actions 1-3: Administrators will monitor NNAT performance data to ensure students of color do not remain underrepresented in gifted programs and services as a result of testing bias. Observations will be shared at district GATE coordinator meetings. Action 4: Administrators will review: <ul style="list-style-type: none"> • the 5 completed GATE portfolio submissions • the newly identified GATE student lists • attend both Parent Nights

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1047	Certificated Salaries	Edit	Delete

Site Goal 2.2

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

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- EL

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

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$3998	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.2.2

Principally Targeted Student Group

- EL

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

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

Site Goal 2.3

Provide professional development and PLC meeting time for teachers to become proficient in utilizing interim assessments so that all teachers are utilizing them by the first administration and all PLCs are analyzing the results to drive improved student outcomes for all students. Specific performance data that will serve as a metric in this goal include interim assessments for our principally target student populations - English Learners, African American students, Foster Youth, and Homeless/Displaced students.

Metric: Assessment System

Actions/Services 2.3.1

Principally Targeted Student Group				
<p>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>				
<p>Provide professional development and PLC meeting time for teachers to become proficient in utilizing interim assessments and analyzing the results to drive improved student outcomes for all students, particularly those in target student populations - English Learners, African American students, Foster Youth, and Homeless/Displaced students.</p>		<p>Goertz. 2010. From Testing to Teaching: The Use of Interim Assessments in Classroom Instruction.</p>		<ul style="list-style-type: none"> • PLC meeting minutes showing use of interim assessment data to design differentiation strategies and identify effective Tier 2 interventions • Interim assessment data for principally targeted student populations - ELs, African American students, Foster Youth, Homeless/Displaced students
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 3: All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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<p>Site Goal 3.1</p> <p>Increase the percentage of students participating in Tier 2 interventions from 4% to over 5% of our population, with particular attention to Foster Youth, Low Income, Latinx students. African American/Black, SPED, and Homeless students</p> <p>Metric: Cohort Graduation</p>
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Actions/Services 3.1.1

Principally Targeted Student Group		
<p>• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide</p>		
<p>Specific Actions to Meet Expected Outcome</p> <ol style="list-style-type: none"> 1. Provide materials to support the implementation of all Tier 1 and 2 programs/interventions. 2. Meet weekly as a Tier 2 team to determine student needs and additional Tier 2 supports. 3. Design and implement at least three more Tier 2 supports so that we have a total of five or more. Monitor annual implementation using TFI. 4. Track and monitor student progress receiving these supports to determine effectiveness. 5. Use time during site Pre Service and staff meetings to study and discuss elements of <i>Removing Labels</i>. 	<p>What is the Research Confirming this is an Effective Practice?</p> <p>Actions 1-4: Elias. 2014. "Social Emotional Skills Can Boost Common Core Achievement." Phi Delta Kappan.</p> <p>Horner, Sugai, & Lewis, 2015. Is School-Wide Positive Behavior Support an Evidence-Based Practice?</p> <p>McIntosh, K, Cody Gion, and Eoin Bastable. 2018. Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?</p> <p>Action 5: Smith, D, Fisher, D and Frey, N. 2021. <i>Removing Labels</i>.</p>	<p>How will you Measure the Effectiveness of the Actions/Services?</p> <p>Admin team will:</p> <p>Action 1: Attend monthly PBIS Tier 1 Team and weekly PBIS Tier 2 Team meetings</p> <p>Actions 2, 4: Oversee implementation of additional Tier 2 supports. identify and monitor the students receiving supports</p> <p>Action 3: Use the TFI to determine their overall success by earning a score of 80% or higher for Tiers 1-3 beginning in 2022.</p> <p>Action 5: Review PLC notes for discussions about</p>

strategies and techniques used from *Removing Labels*.

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

Site Goal 3.2

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

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

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- 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"> 1. "Supporting Our Students" (SOS) Team meets monthly as Tier 1 team and weekly as a Tier 2 team to determine student needs and additional Tier 2 supports. 2. Design and implement at least three more Tier 2 supports so that we have a total of five or more. 3. Track and monitor student progress receiving these supports to determine effectiveness. 4. Conduct school culture and climate surveys formally (e.g. CHKS, EGUSD Social Emotional Staff, Student, and Parent Surveys) and informally (site and teacher developed surveys). <p>Note: Funding provided under Action 3.1.1.</p>	<ul style="list-style-type: none"> • Actions 1-3: Elias. 2014. "Social Emotional Skills Can Boost Common Core Achievement." Phi Delta Kappan. Horner, Sugai, & Lewis, 2015. Is School-Wide Positive Behavior Support an Evidence-Based Practice? McIntosh, K, Cody Gion, and Eoin Bastable. 2018. Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline? 	<p>Admin team will:</p> <p>Action 1: Attend monthly PBIS Tier 1 Team and weekly PBIS Tier 2 Team meetings</p> <p>Action 2: Oversee implementation of additional Tier 2 supports. identify and monitor the students receiving supports</p> <p>Action 3: Use the Tier 2 "SOS" to gather student progress data and monitor progress as well as the TFI to determine their overall success by earning a score of 80% or higher for Tiers 1-3 beginning in 2022.</p> <p>Action 4: Monitor school culture/climate with interim measures such as parent surveys and feedback from Coffee Talks as well as summative measures like the School Culture and Climate surveys.</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

Provide evening educational opportunities for parents/caretakers and increase the average participation rate from 6 to 10 and demonstrate equity of opportunity as measured by the School Culture and Climate Survey data about "opportunities for parent Involvement/parent education:

- Increase overall perception of effective provision of opportunities from 91% to 93% of parent respondents
- Increase the perception of parents of African American students from 88% to 90%
- Increase the perception of parents of Latinx students from 78% to 80%

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>If GATE funds become available, provide a stipend (up to \$600 based on time log submission) to a teacher who will organize and oversee the implementation of trimesterly parent classes.</p> <p>Responsibilities will include:</p> <ul style="list-style-type: none"> • Identifying areas of parent interest/need (at least one class each trimester to target GATE families) • recruiting staff members to teach the courses • advertising/recruiting parents to participate, especially focusing on our Latinx and African American parent communities • collecting tangible parent feedback at the end of each session 	<ul style="list-style-type: none"> • Funk & Wright, 2003. <u>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</u> Educating parents on how to be more involved in their child's education has positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, etc. • Nermeen, El Nokali, Bachman, & Votruba-Drzal, 2010. Parent Involvement and Children's Academic and Social Development in Elementary School. 	<p>Admin team will</p> <ul style="list-style-type: none"> • review/approve the proposed topics • facilitate the calendaring process • communicate the dates to parents • review the parent feedback from each session in order to provide improvements

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

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

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>If GATE funds come available, provide admission fees and necessary supplies for</p>	<ul style="list-style-type: none"> • Nelson, 2016. The O Factor: Identifying and Developing 5- to 25- 	<p>Admin will:</p>

<p>teams of students plus parent coaches to participate in one or more of the following NGSS and other-accelerated activities.</p> <ol style="list-style-type: none"> 1. Capitol Region Engineering Science Technology (CREST) - CREST Advisor to be provided out of General Fund. 2. K-Kids 	<p>Year Olds Who Are Gifted in Organizational Leadership.</p> <ul style="list-style-type: none"> • Kanter, D.E., and Konstantopoulos, S. 2010. The impact of a project-based science curriculum on minority student achievement, attitudes, and careers: The effects of teacher content and pedagogical content knowledge and inquiry-based practices. • Joseph Krajcik, Susan Codere, Chanyah Dahsah, Renee Bayer and Kongju Mun. 2014. Planning Instruction to Meet the Intent of the Next Generation Science Standards 	<ul style="list-style-type: none"> • support student participation and monitor team progress • attend the cumulative event
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Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.3

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

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

Metric: Attendance Rate

Actions/Services 4.3.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Regular parent contacts for students exhibiting irregular attendance patterns (extended absences, frequent intermittent absences including reported illnesses, unexcused absences totaling more than 3 days). Contacts might include e-mail, phone, conference, or home visits. 2. Recognize students and parent/guardians for improved attendance through communication, certificates of improvement, etc. <p>Note: If FACE funds come available, allocate up to \$250 of these to fund this area.</p>	<p>Action 1: Center for Research in Education and Social Policy (University of Delaware). 2018. Chronic Absenteeism and its Impact on Achievement.</p> <p>Action 2: Jordan and Miller. 2017. Who's in: Chronic Absenteeism under the Every Student Succeeds Act.</p> <p>Ginsburg, Jordan and Hedy. Attendance Works, August 2014.</p>	<p>Action 1: Monitor individual student attendance data for trends (+/-)</p> <p>Monitor number, frequency, and type of family communication and adjust these in accordance with attendance trend improvements or declines.</p> <p>Action 2: Monitor efforts to recognize students and families for improved attendance including but not limited to Fantastic Friday Phone Calls and formal attendance awards.</p>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$0	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.4

As we reconnect with families in the post-pandemic school year, provide more opportunities for family engagement and input, both in person and virtual.

Metric: Family and Community Engagement

Actions/Services 4.4.1

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?
1. Conduct quarterly Coffee Chat both in person and virtually to expand the opportunity for engagement of McGarvey families 2. Build a cadre of WatchDOG dads with the goal of having at least two dads engaged on campus weekly by the end of the school year.	Action 1: Voorhis, Maier, Epstein, Lloyd, and Leung. 2013. The Impact of Family Involvement on the Education of Children Ages 3 to 8 A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills Action 2: Sparks. 2018. Dads Shape Their Kids' Education in More Ways Than You Know, Research Says.	Action 1: Administration to monitor the number of parents attending Coffee Chats, including representation of each of our student subgroups. Action 2: Administration to monitor the number of WatchDOG dads involved in the program and those participating at least five times/year and the number of WatchDOG dads volunteering each week. We will also monitor the representation of each of our student subgroups.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment	<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.

Not applicable to Robert J. McGarvey Elementary School.

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

V. Funding

Robert J. McGarvey Elementary - 314

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$26,852	\$26,852	\$26,852	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	39.375	\$0	\$4,660,382	\$4,660,382	\$4,660,382	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.17	\$0	\$157,767	\$157,767	\$157,767	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$54,050	\$54,050	\$54,050	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$194,410	\$194,410	\$0	\$0	\$194,410	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$19,500	\$500	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$0	\$1,047	\$0	\$3,350	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$6,119	\$6,119	\$2,121	\$3,998	\$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	\$6,307	\$6,307	\$6,307	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$48,265	\$48,265	\$48,265	\$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)	0.9375	\$0	\$62,681	\$62,681	\$0	\$0	\$62,681	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	3.75	\$0	\$284,353	\$284,353	\$284,353	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.75	\$0	\$155,869	\$155,869	\$155,869	\$0	\$0	\$0	\$0
4455 Textbook	0	\$31	\$0	\$31	\$31	\$0	\$0	\$0	\$0

Reimbursement 9020 Lost/Damaged Textbooks Reimbursement									
4010 Elementary Education PreK-6 9467 City of Rancho Cordova - Experiential Learning	0	\$0	\$3,750	\$3,750	\$3,750	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9468 City of Rancho Cordova - Multicultural Books	0	\$0	\$3,750	\$3,750	\$3,750	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9583 The NEA Foundation	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	51.9825	\$31	\$5,694,952	\$5,694,983	\$5,427,997	\$5,545	\$258,091	\$3,350	

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	\$117,253
Subtotal of state or local funds included for this school	\$5,577,730

Principal **Michael Gulden** _____

School Site Council Chairperson **Matthew Bresler** _____

EL Advisory Chairperson **Mitravinda Byreddy** _____