



Florence Markofer Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Dorothy Stoppelmann

County-District-School (CDS) Code: 34673146098743

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

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

IV. Goals, Actions and Services

Florence Markofer Elementary | Focused Work: 2022-2023

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

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholder meetings were held with the site Leadership team on April 18, 2022 to discuss the LCAP planning process. We met with grade levels on April 20, 2022 and teams provided feedback and information. A School Site Council Meeting was held on April 20, 2022 and their input was sought during the meeting. Parents were also able to provide feedback through the annual LCAP survey process.

SSC Meeting: April 7, 2022; April 20, 2022

Leadership Team Meeting: March 21, 2022; April 18, 2022

ELAC Meeting: May 9, 2022

Impact of LCAP and Annual Update

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

Stakeholder groups shared specific goals and actions that they would like to see included in the upcoming LCAP to address the needs of students. Intermediate grade teachers shared that they were interested in support for their initial implementation of AVID as well as support for supplemental instructional resources. Primary grade teachers shared that they would like to see support for assessments during each trimester so that they may collect data in a timely manner to identify and address student needs. School Site Council shared that they would like to see the Library Tech position increased so that all students are able to check out books each week and that the library would also be open after school for families.

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

Students and staff will benefit from staff professional development. Not only teachers but also classified staff will receive high-quality professional development specific to their responsibilities. Students will benefit from an opportunity to attend small-group instruction in ELA and math when determined there is a need. There will be a concentrated effort to provide English Learners more sheltered learning of English. Students and staff will benefit from some advancements in technology and technology specific professional development. Our ultimate goal is to increase our CAASPP scores in ELA. While the school had a 5 point gain in ELA on the state standard met, we are still 11 points from meeting the standard. The school has committed to make another 5 point gain in ELA.

Provide high quality Tier II early literacy intervention for (K-3) students that are struggling. Increase their reading rates and comprehension.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Low Income • R-FEP • Two or More

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Fund (K-6) 0.17 FTE Academic Intervention Teacher for intermediate grade students in Mathematics - \$16,672 to fund part time position including benefits.</p> <p>2. ESSR funded 1.0 FTE Academic Intervention Teacher for primary grade students in ELA with a focus on foundational literacy skills.</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Collective teacher efficacy 1.57 • Teacher clarity 0.75 • Formative Evaluation 0.68 	<ul style="list-style-type: none"> • Evaluate program based upon student assessments not exclusive of: CAASPP, ELPAC, teacher created assessments and EGUSD assessments

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$16672	Certificated- Salaries	

Site Goal 1.2

Close the achievement gap with the lowest performing subgroups - continuation of goal from 2019-2020 school year due to COVID19 school closure (CAASPP state testing cancelled - current year - tested). Based on data from the CAASPP testing and the California State Dashboard.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> Continue work as a PLC, by creating Goals - school wide, grade level, and each trimester based on EGUSD and site assessments. Purchase updated technology accessories and supplemental supplies to enhance classroom instruction. Fund substitutes to release K-2 teachers to administer trimester assessments to their students. Substitutes funded at \$160/day pay rate. 	<p>John Hattie's Visible Learning for Teachers identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> Response to Intervention 1.07 Teaching strategies 0.62 Small 	<ul style="list-style-type: none"> Utilize Wednesday Early Out Wednesdays to analyze data to inform practice: Assessments to be analyzed: EGUSD assessments, Wonders/Go Math, Teacher created - PLC, Illuminate assessment data, CAASPP Implement Illuminate assessment management software as an analysis tool Utilize time as provided by substitute teachers to administer assessments.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$8000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$16000	Certificated- Timesheets	

Site Goal 1.3

Implement an AVID Program in all Intermediate grades to improve student organizational skills and classroom success as measured by MTSS referral data.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> Provide professional development and on-going training to teachers and admin in AVID program. (\$900 to SCOE) Provide supplies and equipment for implementation of AVID program to improve student organizational skills. Provide 1 hr/month of paid time to meet after school to discussion and evaluation of 	<p>Teacher Clarity effect size: .75 Clear goal intentions: effect size .48 Collective teacher efficacy: 1.39 School Support Programs: .212</p>	<ol style="list-style-type: none"> Effectiveness of PD measured through teacher surveys and observational data of teachers' lessons using AVID strategies. Effectiveness of supplies and equipment will be measured through observational data of student organizational skills collected during classroom walkthroughs.

AVID program with on site AVID team to ensure success for our students. (\$41.60/ hour compensation on timesheet)

- CAASPP Scores
- Site based assessments
- Teacher reported success of students ' organization and engagment

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$5400	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$900	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$3000	Certificated- Timesheets	

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

- All 3-6 grade students are provided the opportunity for GATE identification and accelerated learning.
- Increase students as GATE identified by 5% from previous years (2021-2022) to upcoming year (2022-2023)
- Provide an after-school GATE enrichment program
- Provide a menu of after-school enrichment programs

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

<ul style="list-style-type: none"> • provide stipend for GATE Teacher/Coordinator • Coordinator will manage NNAT assessment process for all 3-6 grade students. • Coordinator will attend District GATE Coordinator meetings • Coordinator will provide staff professional learning regarding the program, GATE student needs, and qualifying process <p>Hold parent meetings to provide program and identification process</p> <p>Teach after school GATE enrichment program - year-long programs, recruit other teachers to teach after school GATE/Accelerated enrichment programs</p> <ul style="list-style-type: none"> • Purchase materials/supplies for GATE/Accelerated program 	<ul style="list-style-type: none"> • Nelson, 2016. The O Factor: Identifying and Developing 5-25 Year Olds Who Are Gifted in Organizational Leadership. • Hattie, 2015. Teacher Clarity. Effect size of Teacher Clarity. .75 	<ol style="list-style-type: none"> 1. Evaluate GATE program annually 2. Review newly identified GATE students lists <ul style="list-style-type: none"> • Observe and provide feedback to the GATE after school program regarding identification process, testing, and program. • Evaluate after school enrichment program and provide teacher feedback. 3. Review/Approve supply/material expenditures
--	--	--

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$300	Materials/Supplies/Equipment	
GATE (7105/0000)	\$1847	Certificated- Timesheets	
GATE (7105/0000)	\$1250	Certificated-Stipends	

Site Goal 2.2

Utilize research-based ELD instruction, strategies, and techniques. Use ELCAP, EGUSD ELA Illuminate assessments, and CAASPP data to analyze student needs for effective programmatic and student-based ELD instruction. Assess all EL students to identify current levels in order to provide targeted English Language instruction throughout the day and provide intervention opportunities.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>VP will be EL Coordinator and train credentialed teacher conduct initial and annual ELPAC assessments for all English Learners to track progress of individual EL students.</p> <ul style="list-style-type: none"> • 30 hours for TK/K initial assessments (Fall) • 40-50 hours for summative ELPAC assessment (Spring) • Hold ELAC site meetings and provide light refreshments at meetings. <p>3. Maintain professional development that supports integrated and designated ELD.</p> <ul style="list-style-type: none"> • Utilize funding for supplemental materials for EL instruction, intervention, and enrichment 	<p>Teaching Academic Vocabulary By Kate Kinsella, Ed.D. CDE. 2017. Considerations in the Transition of the English Language Proficiency Assessments for California (ELPAC) Paper-Pencil Tests to Computer-Bases Assessments</p>	<ol style="list-style-type: none"> 1. Monitor/ Analyze Testing Process and ELPAC Summary Reports of individual students. Evaluate teacher test administration. Review ELPAC scores and track student progress each trimester 2. Attend/Evaluate ELAC site meetings 3. Staff evaluation of professional development - Classroom walkthrough observations to see learned ELD instructional strategies in action. 4. Evaluate para - professional and corresponding EL curriculum and program

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$679	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$5000	Certificated- Timesheets	

Site Goal 2.3

Our Library Technician will work with our students, teachers and families to promote reading as the foundational learning strategy, increasing the number of books checked out from the library from 7,676 books in the 21-22 school year to at least 13,000 books in the 22-23 school year.

Metric: Other (Site-based/local assessment)

Actions/Services 2.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Increase Library Technician hours from the 2021-2022 level by an	John Hattie, Visible Learning for Teachers: Maximizing Impact on	Librarian will develop schedule to all all students opportunities to become

additional 0.625 FTE. Increase and promote Scholastic Reading Counts. Increase library time for students so that they have access to the library on a weekly basis instead of just twice a month. The Library Technician will be working with students, families, and teachers in order to promote reading at school and at home.

Learning

- Exposure to Reading, Effect Size 0.42

A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement, (D. Kachel, 2013).

familiar with the library and check out books on a regular basis. The Library Tech will also read stories to classes and coordinate the Book Fair. The schedule will include time that the library will be open after dismissal so that families are able to check out books with their students.

The number of books students checked out of the library will increase a prior year. We had 7,676 books checked out in 2021-2022. We want to increase that to 13,000 books by increasing the amount of hours that the library is open.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$36354	Classified- Salaries

--

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
--	--

--

Site Goal 3.1

Comprehensive Tier 1 and Tier 2 PBIS Implementation: Continue to use structures and procedures of the Positive Behavior and Intervention and Support Model. PBIS Tier 1 and Tier 2 Leadership teams will meet monthly to support social and emotional needs of the students to support needs of students. Teams will monitor data regarding discipline, attendance and academic progress. The TFI will be used to determine effectiveness of implementation.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> • Ongoing implementation of PBIS Universal Expectations and Supports with a focus on school climate and culture supporting students returning to in person instruction. • Continue training and support of students, staff, and school community in the area of PBIS. • Increase recognition level from Silver to Gold from CA PBIS recognition. • Maintain monthly meetings of PBIS teams - Tier 1 and Tier 2. • Use PBIS funding for signage, supplies, materials • Implement CICO for students needing additional Tier 2 support. 	<p>PBIS is a highly-regarded and well-researched effective system to help support all students.</p> <ul style="list-style-type: none"> • Altering School Climate Through School wide Positive Behavioral Intervention and Support, Bradshaw C., 2009 	<ul style="list-style-type: none"> • The goal would be to reduce office managed referrals and suspensions by 5%. • Our Tier I Fidelity Score was 87% for 2021-2022. We aim to increase by 3 percentage points in the 2022-2023 school year. Our Tier II Fidelity Score for 2021-2022 was 69% We aim to increase this by 5 percentage points in the 2022-2023 school year. • Gather, share, and analyze behavior data monthly - school site council, staff meetings Analyze and share results with parents, staff, and school site council. • Monitor CICO data, recess & classroom referral data for students on CICO.

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	

Actions/Services 3.1.2

Principally Targeted Student Group

• Black or African American • Foster Youth • Hispanic or Latino • SWD • Two or More

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Collaborate with Foster Youth Services to provide services and tutoring for all foster youth at the school. Support will be provided for expediting registration, transfer of records and educational services. Provide staff training on the foster youth system and how we all can help them with school success.</p>	<ul style="list-style-type: none"> • Foster Youth Tool Kit: http://kids-alliance.org/edtoolkit • We will use material from this website to support our staff in their training. 	<ul style="list-style-type: none"> • Tracking that all foster youth have access to supplemental academic support either at the school or by foster youth programs. • Use school wide assessments and track foster youth students with the foster youth coordinator to assure that they are making adequate progress.

- Tier II supports will be provided for those that show academic or social emotional needs.

Funding Source	Amount	Description of Use

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
--	--

Site Goal 4.1

Increase parent and community engagement through a student centered news broadcast.

Metric: Other (Site-based/local assessment)

Actions/Services 4.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> • Continue to implement an extended day media production program to provide systematic media production instruction to students. • Provide funding for additional technology, supplies, and equipment to support media production and enhance community engagement. • Media Club students will create school news segments that will keep families 	<p>Cary, A. (2006) How Strong Communication Contributes to Student and School Success: Parent and Family Involvement</p> <p>https://www.nspr.org/files/docs/Strong_Communication_Students_School_Success.pdf</p>	<ul style="list-style-type: none"> • Produce at a minimum of twice monthly a video newsletter that will provide parents information about the school and resources within the EGUSD community. • Survey parents on the effectiveness of the video newsletter

informed about events happening on campus as well as resources within EGUSD.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$724	Materials/Supplies/Equipment

Site Goal 4.2

Strengthen our home school connection through the programs and supports that we provide for students and families. Decrease our chronic absenteeism.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Develop a 5 step program to address chronic absenteeism. Markofer tends to have a chronic absents concern with the Asian and Hispanic populations in particular.</p> <p>The 5 steps will consist of:</p> <ol style="list-style-type: none"> 1. Early monitoring/tracking 2. Engage parents and students 3. Personal outreach 4. Response to removing barriers 5. Frequent recognition of improvement 	<p>There is much research in on the website of www.attendanceworks.com. Much of it points to mind sets of families.</p>	<p>We will track attendance data weekly and begin early in the year making personal contacts with families that are showing an absence patterns. We aim to increase our attendance rate from 96.2% to 97.2%.</p>

Funding Source	Amount	Description of Use

Site Goal 4.3

Continue to find new ways to reach out to parents and the community to strengthen home-school connection.

Metric: Family and Community Engagement

Actions/Services 4.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Increase School-wide Family and Community Engagement:</p> <ul style="list-style-type: none"> • Build partnership with Parent Teacher Organization working together to support programs to enhance the school experience. • Maintain current events on Marquee • Parent - Teacher Conferences • Back to School Night • Open House • Establish & Communicate current events in print, website, social media, marquee, and video newsletter as well as District sponsored communication applications. • Build partnership with the FACE Department to collaborate and foster programs to support the Markofer school community. • Provide translation services for parent meetings. 	<p>John Hattie <u>Visible Learning</u>:</p> <ul style="list-style-type: none"> • Parental involvement has a .49 effect size, a .48 effect size for student motivation and a .72 Teacher/Student relationship effect size. <p>Back to school: How parent involvement affects student achievement</p> <p>http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html</p>	<p>We will track parent participation through electronic and paper sign in. Our goal for Back to School Night and Open House participation is 60% participation from our families measured through sign in sheets. We will increase our participation with the Talking Points App by 25%.</p>

Funding Source	Amount	Description of Use	

--

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.



V. Funding

Florence Markofer Elementary (313) | 2022 - 2023

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	0.0000	\$0	\$19,368	\$19,368	\$19,368	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$87,050	\$87,050	\$49,972	\$36,354	\$0	\$724	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$0	\$3,397	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$5,679	\$5,679	\$0	\$5,679	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$116,494	\$116,494	\$69,340	\$45,430	\$1,000	\$724	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$116,494

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
