



James McKee Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146033088

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

Approved by the Elk Grove Unified School District Board of Education on _

*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

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| 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>ELAC - April 24; Teleconference; prior meetings: 9/26/19, 11/14/19, 2/13/20 SSC - April 23; Zoom meeting; prior meetings: 9/18/19; 1/22/20 PTO - April 22; Via Telephone conference; prior meetings: 10/16, 11/20/19, 1/15/20 STAFF - April 24; Zoom Meeting; prior meetings: 8/12/19; 9/4/19,10/2/19,11/6/19, 1/6/29, 2/5/20 Site Leadership Team - April 24: Zoom meeting; prior meetings 8/1/19, 9/11/19, 10/9/19, 1/22/20, 2/12/20</p> <p>All stakeholders are informed and feedback is taken in all school activities through site surveys, PTO meetings, parent on-site meeting such as conferences and parent universities, ELAC, SSC, NEHS, Accelerated (GATE) meetings, Leadership meetings, and school-wide staff meetings.</p> |
| Impact of LCAP and Annual Update |
| <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Provide for feedback and understanding given unique circumstances facing our site this year. We have decided in general not to make changes and to prioritize our goals for the upcoming year.</p> |

Resource Inequities

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| Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. |
| <p>2020 James McKee was identified as an Alternative Targeted Support and Improvement (ATSI) school because 2 of our subgroups (African American,Hispanics, Low Income, SWD, 2 or more) 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 subgroups. 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

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|--|--|
| <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> |
|--|--|

- 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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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%

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? |
|--|--|--|
| <p>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.</p> <ol style="list-style-type: none"> 1. Provide PD to inform best practices in early literacy 2. Provide release time for all teachers for collaboration and to determine common assessments: 1 day per teacher \$246 x 21 3. Establish professional learning goals 4. Purchase supplies: paper, ink, pencils 5. Provide printers, ink, chromebooks to 1:1 6. Pay for continued software programs such as Lexia, ESGI and Wee VideoPrograms 7. Purchase/replace projectors/doc camera | <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>Effect Size, October 2015, John Hattie:</p> <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Teacher Clarity .75 • Formative Assessment .68 | <ul style="list-style-type: none"> • CAASPP • K-1 Benchmark • Formative and Interim assessments • Classroom Observations • Administrative Walk-Throughs • CELDT/ELPAC data |

| 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) | \$6100 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$1900 | Materials/Supplies/Equipment | <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

- 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 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"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria • Small group learning ELA/Math Effect Size - 0.49 | <ul style="list-style-type: none"> • K-1 Benchmarks • CAASPP scores • common assessments • teacher recommendations |

| Funding Source | Amount | Description of Use | | |
|--|--------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7101/0000) | \$5700 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$5000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Actions/Services 1.2.2

Principally Targeted Student Group

- Foster Youth

| 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 | https://kids-alliance.org/invisible-education-achievement-gap-between-foster-youth-peers/ | CAASP data teacher assessments benchmark assessments |

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

Actions/Services 1.2.3

Principally Targeted Student Group

- EL • R-FEP

| 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 1. EL materials and curriculum | English Language Learners: A Policy Brief. National Council of Teachers of English. | RFEP data ELPAC results/data |

- 2. Tutoring support
- 3. Supplemental EL materials to support ELD instruction
- 4. Provide light refreshments for ELAC meetings
- 5. Provide PD for support of ELD strategies for teachers
- 6. Provide translation and interpretation services
- 6. Create materials/signage to strengthen parent partnerships in diverse languages on campus.
- 7. Provide EL Coordination through Admin
- 8. Start a Regional Newcomer Program

| Funding Source | Amount | Description of Use | | |
|--|--------|------------------------------|-------------------------------------|---------------------------------------|
| EL Supplemental (7150/0000) | \$3000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| EL Supplemental (7150/0000) | \$3000 | Materials/Supplies/Equipment | <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"/> |

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 | | |
|--|--------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7101/0000) | \$100 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$500 | Materials/Supplies/Equipment | <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, CAASP scores |

| Funding Source | Amount | Description of Use | | |
|----------------|--------|--------------------|--|--|
|----------------|--------|--------------------|--|--|

| | | | | |
|------------------|-------|-----------------------|-------------------------------------|---------------------------------------|
| GATE (7105/0000) | \$500 | 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 (GATE) students. | Professional Development Programs effect size: .37 | CAASP scores NNAT test |

| Funding Source | Amount | Description of Use | | |
|------------------|--------|-----------------------|-------------------------------------|---------------------------------------|
| GATE (7105/0000) | \$2500 | Certificated Salaries | <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"> • Provide professional development and on-going training to teachers in AVID program. • Provide supplies and equipment for implementation of AVID program. • 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. | 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) | \$5000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$3000 | Materials/Supplies/Equipment | <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: A-G Completion

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 - morning meeting to help establish classroom climate 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 | Research Spotlight on Response to Intervention John Hattie's Research on Visible Learning For Teachers <u>RTI effective size: 1.07</u> | local/site assessments CAASPP scores Interim assessment scores observation notes MTSS/CAST meetings |

| 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) | \$5000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="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:

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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 | | | | |
|--|---|---|-------------------------------------|---------------------------------------|
| <ul style="list-style-type: none"> 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 analyze data and plan for student learning to increase achievement <ul style="list-style-type: none"> Grade level release days 2x/yr 21 teachers x 160 x2 Provide materials, curriculum to support FHQI strategies | John Hattie's <u>Visible Learning For Teachers</u> Teacher Clarity: effect size .75 Professional Development: effect size .62 <u>Teacher Collaboration In Perspective: A Guide to Research</u> , Professional Learning Communities and aligned curriculum saw substantial improvements in student ready scores, and 40% saw substantial improvements in math scores. | CAASPP Data, k-1 benchmark data, ELPAC scores, teacher created benchmarks, BPST, fluency and spelling inventory Admin observations/feedback PLC meeting notes | | |
| Funding Source | Amount | Description of Use | | |
| Supplemental/Concentration (7101/0000) | \$15000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$7765 | Materials/Supplies/Equipment | <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 | | | | |
|--|--|---|-------------------------------------|---------------------------------------|
| <ul style="list-style-type: none"> 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 | 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"/> |
| Supplemental/Concentration (7101/0000) | \$1500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

- Cohort Graduation
- Expulsion
- HS Dropout

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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"> • Provide, share and analyze PBIS data • Provide social groups thru/MTSS referrals • .Provide and fund any supplemental materials, equipment and personnel • Share data analyzes with staff and families • Schedule weekly meetings to support student well-being and learning • . Parent University Night • STEM activities • Create signage that have our PAWS expectations around the school. • PAWS weekly assembly - incentive assembly for those students who have demonstrated our PAWS rules • purchase paper for certificates to hand out at assemblies • Purchase books during the book fair to handle out as incentive for demonstrating positive behavior • | <p>Robert Manzano, "What Works In Schools", 2002 (Safe and Orderly Environment) John Hattie's Research:</p> <ul style="list-style-type: none"> • Decreasing disruptive behavior = .53 effect size. • Explicit student expectations - 1.44 • Reducing anxiety = .48 | <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 | | |
|---|---------|------------------------------|-------------------------------------|---------------------------------------|
| Family & Community Engagement (7415/0000) | \$500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| PBIS (7440/7510) | \$500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$10000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Site Goal 3.2

Decrease suspension 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? |
|--|--|---|
| 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 | <ul style="list-style-type: none"> Restorativejustice.org | CA Dashboard metrics Suspension Report in Synergy |

| Funding Source | Amount | Description of Use | | |
|--|---------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7101/0000) | \$2500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$3000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$15000 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

| District Strategic Goal 4: | District Needs and Metrics 4: |
|--|--|
| All students will benefit from programs and services designed to inform and involve family and community partners. | Students need parent, family and community stakeholders as direct partners in their education as measured by: <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 |

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

| 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. <ul style="list-style-type: none"> 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 |
|---|
| <ul style="list-style-type: none"> 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"> Implement a WATCH D.O.G.S. Program Provide School Planners and Folders for all student to communicate with parents Parent/Teacher Conferences Back To School Night Open House Coffee Klatch Provide signage for various activities on campus or welcoming families Provide equipment to provide signage Home Visits Fund light refreshments for community and family event | John Hattie's Visible Learning For Teachers identifies the effect size of various influences on student learning as: .051 (Parental Involvement) Back To School: How Parent Involvement Affect ts Student Achievement: www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-involvement/Parent-Involvement.html | Parent surveys Sign-in Sheets Sign up Genius |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • translate flyers and other communication in different languages as appropriate • personal phone calls to invite families on campus • communicate campus events using social media, print, school messenger • investigate and use data to enhance the quality of programs families attend on campus • provide supplemental materials to support family engagement and student learning • Parent Education Series - PTO to fund childcare • Articulate with EG Region • Family Writing Night • Parent University Nights • Provide a parent Liaison to support parent communication and increase parent engagement | | |
|--|--|--|

| Funding Source | Amount | Description of Use | | |
|-----------------------------|--------|------------------------------|-------------------------------------|---------------------------------------|
| PBIS (7440/7510) | \$500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| EL Supplemental (7150/0000) | \$728 | Classified Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| EL Supplemental (7150/0000) | \$500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Actions/Services 4.1.2

| |
|---|
| Principally Targeted Student Group |
| • All |

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|--|---|
| <ol style="list-style-type: none"> 1. Implement WATCH D.O.G.S. Program 2. Back To School Night 3. Open House 4. Make calls to community organizations 5. Make calls to personally invite families to attend events 6. Fund light refreshments for events 7. Establish and communicate events in print, website and social media 8. Determine impact of events on student achievement 9. provide supplemental materials, equipment and personnel. 10. Create Parent Educational Series based on feedback by parents 11. Articulate with EG Region 12. Establish a monthly Guest Reader Program | Parent, Family, Community Involvement in Education: www.nea.org/assess/docs/PB11:ParentInvolvement08.pdf | Numbers of partnerships linked to James McKee |

| Funding Source | Amount | Description of Use | | |
|---|--------|------------------------------|-------------------------------------|---------------------------------------|
| Family & Community Engagement (7415/0000) | \$750 | 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. | https://dcmp.org/learn/static-assets/nadh173.pdf | 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) | \$10000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$0 | Certificated Salaries | <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"/> |

Site Goal 4.2

Create a welcoming environment for families and students

Metric: Family and Community Engagement

Actions/Services 4.2.1

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? |
|---|---|--|
| Create an environment that is as diverse as the families that McKee serves. Create signage using a Cricut machine and materials to create an inviting environment. Purchase banners to reinforce positive expectations for students | Culture and climate effect size .36 -John Hattie, Visible Learning | The number of families attending activities on campus- sign-in sheets parent surveys |

| Funding Source | Amount | Description of Use | | |
|--|--------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7101/0000) | \$1200 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Site Goal 4.3

Decrease Chronic Absenteeism

Metric: Attendance Rate

Actions/Services 4.3.1

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 |
|---|--|---|
|---|--|---|

| | Effective Practice? | 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 https://www.edutopia.org/article/two-step-process-reducing-chronic-absenteeism | attendance reports through Synergy weekly attendance reports |

| Funding Source | Amount | Description of Use | | |
|---|--------|------------------------------|-------------------------------------|---------------------------------------|
| Family & Community Engagement (7415/0000) | \$200 | Classified Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$3000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

| |
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| |
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Justification of School-Wide Use of Funds

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

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. 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 | |
| 1510 Regular Education (TK-6) 0000 Unrestricted | 0 | \$0 | \$22,158 | \$22,158 | \$22,158 | \$0 | \$0 | \$0 | \$0 |
| 1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted | 0 | \$0 | \$24,350 | \$24,350 | \$24,350 | \$0 | \$0 | \$0 | \$0 |
| 7101 LCFF Supple/Conc TK - 6 0000 Unrestricted | 0 | \$0 | \$126,765 | \$126,765 | \$47,800 | \$29,265 | \$30,500 | \$19,200 | \$0 |
| 7150 EL Supplemental Program Services TK-6 0000 Unrestricted | 0 | \$0 | \$7,228 | \$7,228 | \$6,000 | \$0 | \$0 | \$1,228 | \$0 |
| 7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block | 0 | \$0 | \$1,000 | \$1,000 | \$0 | \$0 | \$500 | \$500 | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 0 | \$0 | \$181,501 | \$181,501 | \$100,308 | \$29,265 | \$31,000 | \$20,928 | |

| | |
|---|-----------|
| 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 | \$181,501 |

Signatures: (Must sign in blue ink)

Date

| Benefits Calculator for Timesheets | |
|--|--|
| <input checked="" type="radio"/> Certified | Staff Amount \$ <input type="text"/> |
| <input type="radio"/> Classified | Benefits Amount \$ <input type="text"/> |
| | Total \$ <input type="text"/> |

Principal **Dreena Freeman**

School Site Council Chairperson **Bonnie Reed**

EL Advisory Chairperson **Rosa Gonzalez**

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |