



## Jessie Baker School

# Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: \_

(Signature): \_

**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.

### A. Stakeholder Engagement

| Involvement Process for LCAP and Annual Update  |
|---|
| <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>Multiple staff meetings 2nd and 4th Tuesday of each month<br/>                     Staff survey<br/>                     SSC meetings - February 24, 2017, April 27, 2017, August 23, 2017, September 6, 2017, September 14, 2017.<br/>                     PBIS/Leadership meetings - 2/6/17, 3/13/17, 4/10/17, 5/15/17, 8/15/17, 9/12/17<br/>                     ELAC - 10/05/17<br/>                     Quarterly PTA meetings<br/>                     Back to school parent collaboration meeting - 8/17/17</p>   |
| Impact of LCAP and Annual Update  |
| <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>The consultation of the groups and meetings allowed our school to develop a collaborative plan for moving forward for our school. These stakeholder relationships provide opportunities for input, clarification, collaboration and consensus regarding short and long term goal setting with measurable outcomes and ideas for our school site and student population. Collaborating with multiple resources and stakeholders allows up to clearly provide direction moving forward. Ideas from stakeholders are woven into the four goal areas. The input from our groups impacted the plan by discussing the need for continued work with our new ULS system, keeping up with technology, utilizing more training for the ULS through staff development. Discussed new ways to incorporate more parent and family engagement at school based activities.</p> |

### B. Goals, Actions, and Progress Indicators

| District Strategic Goal 1:  | District Needs and Metrics 1:  |
|---|--|
| <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>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• A-G Completion</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> </ul> |

- Instructional Materials
- 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 number of students attaining instructional level proficiency in core subject areas based on ULS benchmark scores and data. We strive to improve student progress and achievement in all specialized academic instruction content domains.

**Metric:** Instructional Materials

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • EL • Foster Youth • 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?   |
|--|---|---|
| A. Provide and pay for ULS professional development and continuing education<br>B. Provide collaboration time for teachers<br>C. Purchase needed supplies - paper, ink and other necessary tools<br>D. Provide any necessary supplemental materials and equipment<br>E. Purchase updated technology to enhance classroom instruction for all students - EL, Foster Youth and Low income<br>F. Interpret CELDT results to make informed decisions<br>G. Ensure ULS curriculum is being taught with fidelity | The Journal of Education for Students Placed at Risk - Jeffery C. Wayman 11/16/09<br><br>NCLB<br><br>ULS research based criteria states that <ul style="list-style-type: none"> <li>• They align with the California state standards</li> <li>• all data is observable and measurable</li> <li>• standards based materials</li> <li>• ULS uses instructional targets to linked academic content standards to SPED curriculum materials and activities.</li> <li>• Targets aligned to state educational and transition standards.</li> </ul> | Benchmark assessment data<br><br>Classroom observations<br><br>Rubric and classroom benchmarks<br><br>CELDT<br><br>Administrative walk throughs |

**What funding source will you use?**

- Supplemental/concentration funding
- A - \$4,000
  - C. -\$15,000
  - D. - \$12,000
  - E- \$10,000
- EL supplemental funds -
- E. - \$1500

**Site Goal 1.2**

To provide multi modal access to adopted curriculum to increase participation and comprehension with observable and measurable outcomes

**Metric:** Instructional Materials

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?  | How will you Measure the Effectiveness of the Actions/Services?   |
|--|---|---|
| A. Complete observational profiles and administer benchmark assessments<br>B. Provide necessary supplemental materials equipment<br>C. Ongoing training for para professionals<br>D. Provide collaboration time among gradeband cohorts<br>E. Provide ongoing professional development to increase access and comprehension of materials<br>F. Improve availability and accessibility to AAC<br>G. Maintain current technology and upgrade as needed | Pricilla Wohlstetter, et al - Creating a system, 2008 for data-driven decision making: applying the principal agent framework -<br><br>Hamilton, L US department of Education, et al, 2009<br>The goals of tools like the ULS GPS is to equip educators who work with students with significant disabilities so that they have data to drive their instructional practices. This data helps educators determine where the skills of their students lie across all content levels and where they need to be in order to be successful to the best of their cognitive and physical abilities. | <ul style="list-style-type: none"> <li>classroom observation</li> <li>administrative walk through</li> <li>CELDT scores</li> <li>ULS benchmark data</li> <li>CAA scores</li> <li>speech and language assessments for AAC users</li> </ul> |

| What funding source will you use?   |
|---|
| Supplemental/Concentration funding<br>E. - 2998.00<br>G. - \$10,000<br>EL supplemental funding<br>B. -\$1,000 |

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

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

**Site Goal 2.1**

All grade band teams and support intervention teams will operate as a high functioning professional learning community -( PLC) to share best practices, analyzing assessment data, and making modifications to instruction, based on data. All will participate in the intervention inquest to improve student achievement and to ensure that all students are achieving at their highest potential.

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

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All
- EL
- 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?   |
|--|---|---|
| A. Provide continued training for our dually identified students in PLC to strengthen our awareness of purpose PLC practices and our | Pricilla Wohlstetter et al, 2009<br>Creating a system for data-driven decision making: applying the principal agent | <ul style="list-style-type: none"> <li>Classroom observation</li> <li>Administrative walkthrough</li> <li>Set goals, take action and analyze</li> </ul> |

|   |                   |   |
|---|-------------------|---|
| <p>focus on student outcomes.</p> <p>B. Administration routinely participates on PLC's</p> <p>C. Utilize instructional coaches to support our faculty on ULS best practices</p> <p>D. Timely administration of performance based assessments.</p> | <p>framework.</p> | <p>outcomes</p> <ul style="list-style-type: none"> <li>• CELDT scores</li> <li>• Teacher evaluations</li> <li>• Minutes from leadership meetings</li> </ul> |
|---|-------------------|---|

|  |
|--|
| <p><b>What funding source will you use?</b></p> <p>Supplemental/concentration funding</p> <p>C. -\$2500</p> <p>EL supplemental -</p> <p>A. -\$350.00</p> <p>District professional learning opportunities</p> |
|--|

|  |  |
|--|--|
| <p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p> | <p><b>District Needs and Metrics 3:</b></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"> <li>• Attendance</li> <li>• Chronic Absenteeism</li> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• Facilities</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• School Climate</li> <li>• Suspension</li> </ul> |
|--|--|

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

**Site Goal 3.1**

Support physical wellbeing of all on campus by continuing to develop as a PBIS team and move towards full implementation of PBIS  
 PBIS team will monthly and continue to move towards full implementation as measures by the TFI

**Metric:** School Climate

**Actions/Services 3.1.1**

|  |
|--|
| <p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• All</li> <li>• Foster Youth</li> <li>• Low Income</li> </ul> |
|--|

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?  | How will you Measure the Effectiveness of the Actions/Services?  |
|---|---|--|
| <p>A. PBIS implementation</p> <p>B. Gather and analyze behavior data</p> <p>C. Schedule monthly meeting of PBIS team</p> <p>D. Share data analysis with staff and stakeholders</p> <p>E. Provide and pay for any needed supplemental materials, equipment and personnel</p> <p>F. MHT referrals and interventions continued teacher education on best</p> | <p>Robert Marzano, "What works in Schools," 2002 (Safe and Orderly Environment)</p> <p>Is School side Positive Behavior Support and Evidenced based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis</p> <p>Carr, E.G., Horner, R H., Turnbull, A.P., Marquis. J.G., Magito-McLaughlin,D.,McAtee, M.L., et al. 1999</p> <p>Positive behavior support for people with developmental disabilities: a research synthesis</p> | <ul style="list-style-type: none"> <li>• TFI data results</li> <li>• School climate survey</li> <li>• PBIS team meeting outcomes</li> <li>• Increased stakeholder participation</li> <li>• Decrease in behavior referrals</li> </ul> |

practices on behavior management.

G. Utilize site interventions

**What funding source will you use?**

Supplemental/concentration funding

E. - \$12,000

G. - \$1,000

PBIS funding

A. - \$1,000

**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:

- Family and Community Engagement

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

**Site Goal 4.1**

Increase opportunities to participate in school wide events by focusing on parent groups that do not traditionally attend school functions. This shall include SCC meetings, ELAC, PTA, parent conferences, student IEP's, school wide community events such as Baker Games, Back to School Night, Annual school Auction, Spring Fling Talent Show, monthly PBIS parent assemblies,

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All
- Foster Youth
- 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>A. Identify main languages within the first few weeks of school</p> <p>B. Increase the translation of flyers into Spanish and other significant languages</p> <p>C. Increase participation in parent teacher conferences and IEP's</p> <p>D. Increase Back to School Night attendance</p> <p>E. Ensure home school communications are translated when possible</p> <p>F. Make phone calls to personally invite parents to events</p> <p>G. Utilize synergy and home school communication</p> <p>H. Establish and communicate current events in print, on website and through social media</p> <p>I. Determine how to enhance activities to meet the needs of students socially emotionally and academically</p> <p>J. Provide necessary supplemental materials, equipment and personnel</p> <p>K. Fund light refreshment for family and community events</p> | <p>Olivos, E. M., Gallagher, R.J. and Aguilar, J. 2010. Fostering collaboration with culturally and linguistically diverse families of children with moderate to severe disabilities. Journal of Educational and Psychological Consultation. 20(), 28-40.1</p> | <p>Parent surveys</p> <p>Signups for events</p> <p>Participation at school events</p> <p>Sign in sheets</p> <p>Stakeholder engagement</p> |

**What funding source will you use?**

- Supplemental/concentration funding
- C. - \$200
- D. - \$1,000
- H. - \$1,000
- I. - \$1500
- J. - \$5,000
- K. - \$1,000

**Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**

**IV. Funding**

**Jessie Baker School - 505**

| Fund Source<br>Mgmt.<br>Code/Description<br>Resc.<br>Code/Description                                   | FTE     | Carry<br>Over | Allocation  | Subtotal    | EGUSD Strategic Goals                   |                   |                 |                          | Balance |
|---|---------|---------------|-------------|-------------|---|-------------------|-----------------|--------------------------|---------|
|   |         |               |             |             | 1 -<br>Curriculum<br>and<br>Instruction | 2 -<br>Assessment | 3 -<br>Wellness | 4 - Family<br>Engagement |         |
| <b>5634</b> Custodial<br>Services<br><b>0000</b> Unrestricted   | 2       | \$0           | \$148,477   | \$148,477   | \$0                                     | \$0               | \$148,477       | \$0                      | \$0     |
| <b>7101</b> LCFF<br>Supple/Conc TK - 6<br><b>0000</b> Unrestricted                                      | 0       | \$0           | \$80,998    | \$80,998    | \$65,998                                | \$2,500           | \$2,500         | \$10,000                 | \$0     |
| <b>7250</b> EL<br>Supplemental<br>Program Services 7-<br>12<br><b>0000</b> Unrestricted                 | 0       | \$0           | \$3,850     | \$3,850     | \$2,850                                 | \$1,000           | \$0             | \$0                      | \$0     |
| <b>7440</b> Positive<br>Behavior Incentive<br>Supports<br><b>0000</b> Unrestricted                      | 0       | \$0           | \$1,000     | \$1,000     | \$0                                     | \$0               | \$1,000         | \$0                      | \$0     |
| <b>5610</b> Food and<br>Nutrition Services<br>Center<br><b>5310</b> Child Nutrition:<br>School Programs | 0.6875  | \$0           | \$30,198    | \$30,198    | \$0                                     | \$0               | \$30,198        | \$0                      | \$0     |
| <b>4030</b> Student<br>Services<br><b>5640</b> Medi-Cal Billing<br>Option                               | 0       | \$0           | \$819       | \$819       | \$0                                     | \$0               | \$819           | \$0                      | \$0     |
| <b>3200</b> Language<br>Speech and Hearing<br>(LSH)<br><b>6500</b> Special<br>Education                 | 0       | \$0           | \$80        | \$80        | \$80                                    | \$0               | \$0             | \$0                      | \$0     |
| <b>3505</b> Jessie Baker<br><b>6500</b> Special<br>Education  | 42.4002 | \$0           | \$3,326,409 | \$3,326,409 | \$3,326,409                             | \$0               | \$0             | \$0                      | \$0     |
| <b>3770</b> Full Inclusion<br><b>6500</b> Special<br>Education  | 0.75    | \$0           | \$33,242    | \$33,242    | \$33,242                                | \$0               | \$0             | \$0                      | \$0     |
| <b>4030</b> Student<br>Services<br><b>6500</b> Special<br>Education                                     | 0.75    | \$0           | \$48,097    | \$48,097    | \$48,097                                | \$0               | \$0             | \$0                      | \$0     |
| <b>4030</b> Student<br>Services<br><b>9304</b> Edwards Trust<br>Fund                                    | 0       | \$696         | \$0         | \$696       | \$696                                   | \$0               | \$0             | \$0                      | \$0     |
| <b>Totals</b>   | 46.5877 | \$696         | \$3,673,170 | \$3,673,866 | \$3,477,372                             | \$3,500           | \$182,994       | \$10,000                 |         |

**Signatures:** (Must sign in blue ink)

**Date**

Principal **Cindee Shapton**

School Site Council Chairperson

EL Advisory Chairperson

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\_\_\_\_\_

| Benefits Calculator |                    |
|---------------------|--------------------|
| Certificated        | Staff Amount \$    |
|                     | Benefits Amount \$ |
| Classified          | Total \$           |



