



Joseph Sims Elementary

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>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Stakeholder surveys were sent to community and staff in August/September and used to draft a preliminary budget that will be reviewed in October Preliminary budget shared at GATE and ELAC meetings Review of effectiveness of last years plan conducted by SSC at fall meeting</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Priorities for spending were aligned to various sight budgets to maximize flexibility and target small group instruction based on assessed need and increased technology to expand access school-wide to digital curriculum in Common Core State Standards.</p>

B. 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"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • 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

Provide targeted small group instruction for students assessed to be below standards using the following measures: SBAC, Beginning of the year, SMART goal, program assessments, PLC common assessments

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • 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?
Extended day small group instruction to increase student proficiency toward grade level standards.	Small group learning effect size.49 Reading Comprehension Program effect size .58	Pre/Post, SBAC, Smart Goals, Program Assessments

What funding source will you use?
Summer school Supplementary/Concentration 4000* *4,000 certificated timesheets

Actions/Services 1.1.2

Principally Targeted Student Group

- Asian • EL • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander

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 supplemental small group instruction for EL and redesignated students to increase English Proficiency	Small group learning effect size.49 Reading Comprehension Program effect size .58	Pre/Post, SBAC, Smart Goals, Program Assessments

What funding source will you use?
El supplemental 5,000* *5000 certificated timesheets

Site Goal 1.2

Provide supplementary resources, supplies and technology to provide school-wide access to common core state standards to meet assessed needs based on Smart goals and program assessments

Metric: Content Standards Implementation

Actions/Services 1.2.1

Principally Targeted Student Group

- All • 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?
---	--	---

Purchase LCD projectors for every classroom, and provide parts, services and replacement of supplemental resources.	Research supports that working equipment provides students higher levels of access to supplemental supports and technology than non-functional equipment.	Site equipment matrix, work orders, supply inventory records
---	---	--

What funding source will you use?
supplemental/concentration 16450

Actions/Services 1.2.2

Principally Targeted Student Group
• Black or African American • Foster Youth • Hispanic or Latino • Low Income • 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?
Purchase additional instructional supplies for workshop, small group instruction and extended day opportunities.	Small group learning effect size.49 Reading Comprehension Program effect size .58	Pre/Post, SBAC, Smart Goals, Program Assessments

What funding source will you use?
summer school 250 supplemental /concentration 2400 Gate: 1,000 stipend 500 supplies 2500 timesheded after school

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

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

Site Goal 2.1
Provide time and resources for teachers to analyze data, set goals, create lessons and respond to the students based on their assessed need demonstrated in common grade level assessments.
Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group
• All • 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?
Provide substitutes and stipends, professional development opportunities for common grade level planning, co-ops and professional learning communities release time.	Teacher Clarity effect size. 75 Professional Development effect size .62	SMART Goals, Program assessments, SBAC

What funding source will you use?

supplemental/concentration 6,600
 5,500 substitutes and stipends
 1,600 conferences/ workshops

Site Goal 2.2

Increase teacher and student proficiency with on-line assessments in GoMath, Wonders and Google Classroom

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- All • 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?
Purchase additional Chromebooks and Chromebook carts to reduce student to technology ratio to increase access and proficiency with on-line assessment tools	Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels.	program assessments, SBAC

What funding source will you use?

supplemental /concentration 16450

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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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

Site Goal 3.1

Provide supplementary resources and supports for teaching student self-regulation in culturally responsive classrooms

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- All • 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?
Contract with STORM to provide direct instruction in self-regulation and school success behaviors.	Decreasing disruptive behavior effect size .53 Self-concept effect size .46 Motivation effect size .48	student discipline logs suspension data

What funding source will you use?
summer school supplemental/concentration 2500

Actions/Services 3.1.2

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 instructional materials, feed back, technology and student acknowledgement to support school-wide PBIS implementation..	Decreasing disruptive behavior effect size .53 Self-concept effect size .46 Motivation effect size .48	discipline logs suspension data
What funding source will you use?		
PBIS 1000* 1000 supplimental/concentration * 1000 supplies		

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: <ul style="list-style-type: none"> 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 the productivity and frequency of home school partnerships	
Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group		
• All • 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?
Hold family nights for each grade level once per year and provide food for family events	Parental involvement in learning effect size .51	Event Calendar sign in sheets
What funding source will you use?		

FACE grant 3,500*
 *2700 SCOE contract
 *800 certificated stipends

Site Goal 4.2

Metric:

Actions/Services 4.2.1

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?
---	--	---

--	--	--

What funding source will you use?

--

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Joseph Sims Elementary - 370

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	\$22,296	\$22,296	\$22,296	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	35.3752	\$0	\$4,253,268	\$4,253,268	\$4,253,268	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$153,399	\$153,399	\$153,399	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$38,505	\$0	\$38,505	\$38,505	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$47,152	\$47,152	\$47,152	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$228,059	\$228,059	\$0	\$0	\$228,059	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$49,400	\$49,400	\$21,850	\$24,050	\$3,500	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$9,400	\$9,400	\$5,000	\$4,400	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$665	\$0	\$665	\$665	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.3125	\$0	\$73,044	\$73,044	\$0	\$0	\$73,044	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.4	\$0	\$117,377	\$117,377	\$117,377	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.7607	\$0	\$289,907	\$289,907	\$289,907	\$0	\$0	\$0	\$0

3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.75	\$0	\$46,217	\$46,217	\$46,217	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	22.5313	\$0	\$1,173,776	\$1,173,776	\$1,173,776	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.75	\$0	\$186,727	\$186,727	\$186,727	\$0	\$0	\$0	\$0
Totals	72.0798	\$39,170	\$6,658,522	\$6,697,692	\$6,360,139	\$28,450	\$305,603	\$3,500	

Signatures: (Must sign in blue ink)

Date

Principal **Robin Riley**

School Site Council Chairperson **Lisa Levasseur**

EL Advisory Chairperson **Karl Mansfield**

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

