



Jessie Baker School

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146032999

**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

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>Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2020-2021 school year. Our PBIS Team meets biweekly to track student discipline data and both teams will complete the PBIS Fidelity Inventory to assess our progress towards our goals. SCC meetings Fall 1- September 17, 2019, Fall 2- October 14, 2019, Winter- February 11, 2020, Spring 1-May 5, 2020, Spring 2-May 18, 2020 PBIS monthly meetings ELAC meetings Fall 1 - September 17, 2019, Fall 2 - October 14, 2019, Winter - February 11, 2020 Parent Teacher conferences throughout the year, Parent information/Title 1 and informational meeting August 15, 2019 staff meetings and collaboration, both formal and informal weekly and monthly</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>There was consensus on strategic goals from all stakeholders, staff and leadership teams. Outcomes were evaluated and planned for the upcoming year. Collaboration with the various teams, stakeholders and resources allows us to get a clear direction to keep moving forward as a unit. these relationships allow for many opportunities for input, collaboration and consensus regarding our measurable outcomes of our school lite and unique student population. The consensus of ideas fro our various stakeholders are seen throughout the four goal areas.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p>
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- 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 number of students attaining instructional level proficiency in all 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?
<p>A. Purchase supplemental materials and equipment including updated technology to enhance classroom instruction for all students - EL, Foster Youth, title I Low income - all at risk students</p> <p>B. Purchase supplies - paper, ink and other tools as they relate to special needs students in all areas of their education.</p> <p>C. Interpret ELPAC results to make informed decisions</p> <p>D. Academic oriented field trips related to students with special needs and their achievement in all areas, including physical education, independent living skills and job skill training.</p> <p>E. Provide professional development and continuing education related to students with special needs, EL students, and their achievement in all areas including support and integrated EL, physical education, independent living skills and job skills training.</p>	<p>Using Systematic Instruction and Graphic Organizers to Teach Concepts to Students With Autism Spectrum Disorders and Intellectual Disability Victoria Knight et. al. 2/25/2013</p> <p>The Journal of Education for Students Placed at Risk - Jeffery C. Wayman 11/16/09</p> <p>Karin Bertills et al; February 2018- Relationships between -Physical Education and students Self Efficacy, aptitude to participate in PE and functional skills : with special focus on students with Disabilities</p> <p>NCLB</p> <p>research based criteria states that</p> <ul style="list-style-type: none"> • They align with the California state standards • all data is observable and measurable • standards based materials • ULS uses instructional targets to linked academic content standards to SPED curriculum materials and activities. • Targets aligned to state educational and transition standards. 	<p>IEP goal and Benchmark assessment data</p> <p>Classroom observations</p> <p>Rubric and classroom benchmarks</p> <p>ELPAC</p> <p>Administrative walkthroughs</p>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$18000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$3780	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

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

Metric: A-G Completion

Actions/Services 1.2.1

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?
<p>A. Complete observational profiles and administer benchmark assessments</p> <p>B. Provide supplemental materials and equipment for our special population</p> <p>C. Ongoing training for Para Professionals</p> <p>D. Provide collaboration time among gradeband cohorts</p> <p>E. Provide ongoing professional development to increase access and comprehension of materials in all area of the academic needs of our EL/special needs students</p> <p>F. Improve availability and accessibility to AAC to EL/ special needs students</p> <p>G. Maintain current technology and upgrade as necessary</p>	<p>Assistive Technology in Special Education and the Universal Design for Learning Alnahdi, Ghaleb Journal of Educational Technology - TOJET, v13 n2 p18-23 Apr 2014</p> <p>Supporting English Learners with disabilities California Common Core State Standards Symposium May 3, 2016</p> <p>Pricilla Wohlstetter, et al - Creating a system, 2008 for data-driven decision making: applying the principal agent framework -</p> <p>Hamilton, L US department of Education, et al, 2009 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.</p>	<ul style="list-style-type: none"> • classroom observation • administrative walk through • ELPAC scores • ULS benchmark data • CAA scores • speech and language assessments for AAC users

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1842	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2412	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 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 • 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 continued training for our dually identified students in PLC to strengthen our awareness of purpose PLC practices and our focus on student outcomes. B. Administration routinely participates in PLC's C. Utilize instructional coaches to support our faculty on specialized adopted core curriculum best practices D. Timely administration of performance based assessments. E. Complete and interpret initial and summative ELPAC assessments	Supporting Professional Development in Special Education with Web-Based Professional Learning Communities: New Possibilities with Web 2.0 Elizabeth Hardman, December 1, 2012 Pricilla Wohlstetter et al, 2009 Creating a system for data-driven decision making: applying the principal agent framework. June Gothbery et al, 2017; Council for Exceptional Children Successful Transition of Students with Disabilities to 21st century Careers	<ul style="list-style-type: none"> • Classroom observation • Administrative walkthrough • Set goals, take action and analyze outcomes • ELPAC scores • Teacher evaluations • PLC meeting minutes

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Contracts/Services	<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

Continued Support of the physical well being of all on campus by continuing to develop as a PBIS team and school. PBIS team will monitor and continue to move forward with continued PBIS best practices and team recommendations based on our tiered fidelity inventory.

Metric: School Climate

Actions/Services 3.1.1

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. PBIS implementation of tier 1 and 2 on campus with staff and students	Understanding Real-World Implementation Quality and "Active Ingredients" of	<ul style="list-style-type: none"> • Tiered Fidelity Inventory data results • School climate survey • PBIS team meeting outcomes

B. Gather and analyze individual and group behavior data	PBIS <i>Prevention science</i> volume 14, pages 593–605(2013)	<ul style="list-style-type: none"> • Increased stakeholder participation • Decrease in behavior referrals
C. Schedule monthly meeting of PBIS team	Robert Marzano, "What works in Schools," 2002 (Safe and Orderly Environment)	
D. PBIS kickoff to review expectations in all locations for all students	Is School side Positive Behavior Support and Evidenced based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis	
E. Parking lot signs and school campus PBIS signs	Carr, E.G., Horner, R H., Turnbull, A.P., Marquis. J.G., Magito-McLaughlin,D.,McAtee, M.L., et al. 1999	
F. Back to school night with PBIS information, continued Baker tickets for students and handbooks for parents	Positive behavior support for people with developmental disabilities: a research synthesis	
G. Share data analysis with staff and stakeholders		
H. Provide and pay for any supplemental materials, equipment and personnel ESY - Title I afterschool, funds used for living skills - outside of regular scope.		
I. MHT referrals and interventions		
J. Continued teacher education in best practices on behavior management/data collection		
K. Utilize site interventions		

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

<p>Site Goal 4.1</p> <p>Increase opportunities to participate in school wide events by focusing on parent groups that do not traditionally attend school functions. This shall include SSC meetings, ELAC , PTO, 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, student showcases</p>
<p>Metric: Attendance Rate</p>

<p>Actions/Services 4.1.1</p> <p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All • EL • Foster Youth • Low Income 						
<table border="1"> <thead> <tr> <th>Specific Actions to Meet Expected Outcome</th> <th>What is the Research Confirming this is an Effective Practice?</th> <th>How will you Measure the Effectiveness of the Actions/Services?</th> </tr> </thead> <tbody> <tr> <td>A. Identify main languages within the first few</td> <td>Olivos, E. M., Gallagher, R.J. and Aguilar, J.</td> <td>Parent surveys</td> </tr> </tbody> </table>	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. Identify main languages within the first few	Olivos, E. M., Gallagher, R.J. and Aguilar, J.	Parent surveys
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. Identify main languages within the first few	Olivos, E. M., Gallagher, R.J. and Aguilar, J.	Parent surveys				

<p>weeks of school</p> <p>B. Increase the home school communication between all primary languages represented on our school site</p> <p>C. Coffee chat with parents. Fund light refreshments for family and community events, IE ELAC, SCC, Chat</p> <p>D. Increase Back to School Night attendance</p> <p>E. Ensure home school communications are translated</p> <p>F. Make phone calls to personally invite parents to events English and Spanish</p> <p>G. Utilize synergy and home school communication</p> <p>H. Establish and communicate current events in print, on website, synergy and through social media</p> <p>I. Continue to enhance activities to meet the needs of students socially, emotionally and academically</p> <p>J. Provide supplemental materials, equipment and personnel</p> <p>K. Utilize BTA during home school conferences and IEP's.</p>	<p>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>Investing in Collaboration: Special Educators and Their Readiness for Home School Collaboration Latunde, Yvette; Louque, Angela Journal of Urban Learning, Teaching, and Research, v8 p73-82 2012</p>	<p>Signups for events</p> <p>Participation at school events</p> <p>Sign in sheets</p> <p>Stakeholder engagement</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1065	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Increase community partnerships directly supporting students (surrounding schools, businesses and charitable organizations)

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- All • EL • Foster Youth • Low Income • 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?
A. Back to School Night and Open School	Parent, Family, Community Involvement in Education http://www.nea.org/assets/docs/PB11_Parentinvolvement08.pdf	Increased number of community stakeholders involved in and linked to Jessie Baker
B. Make phone calls to personally invite community partners to events	A Model for Building School–Family–Community Partnerships: Principles and Process, Julia Bryan and Lynette Henry First published:12 September 2012	
C. Establish and communicate current events in print, website and		

social media D. Determine how to enhance activities to meet the needs of students socially and academically				
Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

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

N/A

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

IV. Funding

Jessie Baker School - 505

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	
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$2,412	\$2,412	\$2,412	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$4,042	\$4,042	\$1,842	\$1,200	\$0	\$1,000	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$41,545	\$41,545	\$31,280	\$1,000	\$2,500	\$6,765	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$48,999	\$48,999	\$35,534	\$2,200	\$3,500	\$7,765	

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	\$41,545
Subtotal of state or local funds included for this school	\$7,454

<p>Benefits Calculator for Timesheets</p> <p><input checked="" type="radio"/> Certificated</p> <p>Staff Amount \$ <input type="text"/></p> <p>Benefits Amount \$ <input type="text"/></p> <p><input type="radio"/> Classified</p> <p>Total \$ <input type="text"/></p>		<p>Signatures: (Must sign in blue ink)</p> <p>Principal Cindee Shapton _____</p> <p>School Site Council Chairperson Christina Ortiz _____</p> <p>EL Advisory Chairperson Debbie Wayne _____</p>	<p>Date</p> <p>_____</p> <p>_____</p> <p>_____</p>
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