



Jessie Baker School

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Cynthia Shapton

County-District-School (CDS) Code: 34673146032999

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

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

IV. Goals, Action Plans and Progress Monitoring

Jessie Baker School | Focused Work: 2025-2026

Goal Setting (Icapid: 769) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, 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 engage family and community partners.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

The Baker team met with all of our stakeholder groups to review and analyze the prior years LCAP. Meetings were held throughout the school year to review student outcomes, evaluate the effectiveness of our plan and to make modifications as needed to ensure plan progress. Data was analyzed on the outcomes of last years

goals, decisions were based on the data. Our School Site Council and our PBIS team reviewed our sites data in relation to our strategic goals and progress. Our ELAC committee reviewed data as well as suggestions, ideas and strategies for our plan. All of the above joined with ongoing conversations with all stakeholders as given us valuable insight to this years LCAP plan.

Back to School Night - 8/14/24

Leadership team meetings - 9/30/24, 11/18/24, 1/27/25, 3/31/25

School Site Council Meetings - 9/19/24, 10/29/24, 3/13/25, 4/22/25

ELAC meetings - 10/30/24, 12/2/24, 3/13/25

Staff Meetings - 8/29/24, 9/6/24, 10/25/24, 12/20/24, 1/31/25, 4/11/25

PBIS meetings - 8/28/24, 9/30/24, 10/28/24, 11/18/24, 12/16/24, 1/27/25, 2/24/25, 3/31/25, 4/11/25

2. Impact of LCAP and Annual Update

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

The evaluation from all parties validated the strength of our intervention programs and positive behavior supports through our extensive behavior interventions throughout the school. Stakeholder groups continue to support and strategize targeted student groups with continued interventions and services both during the school day and after school program. Interventions in place continue to support growth which includes professional development for teachers, release time for collaboration, data meetings and targeted strategies to increase parent involvement.

In response to the increase of wanted enrichment opportunities, we will allocate funds to increase school activities for families along with extended learning activities.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

- Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8956) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1 (SiteGoalID: 8956) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Classroom teachers will administer ULS assessments to all students.</p> <ul style="list-style-type: none"> • ULS assessments will be administered at the beginning of each unit and at the end of each unit. • Time will be provided for teachers to analyze student data. • Grade band will complete a data analysis to share with admin team quarterly. <p>CAA assessments will be administered to appropriate grade levels under the supervision of the CAASPP coordinator. ELPAC assessments will be given by teachers and coordinator.</p>	<ul style="list-style-type: none"> • Administration will review ULS data quarterly after pre assessments are completed for assurance of completion of required assessments by 95% of students. • Administration will run reports during testing windows to ensure a least 95% of students have completed the CAA and 95% of EL students have completed the Alternate ELPAC. • Assessment data will be shared with staff. 	

Site Goal 1.2 (SiteGoalID: 8778) (DTS: 02/13/25)

Increase the number of students attaining higher proficiency levels in all subject areas as it pertains to their Individual Education Plan, specifically in all areas of functional, independent living, and academic domains as evidenced by progress monitoring and data increase of 5%

Metric: Success Criteria

Action 1.2.1 (SiteGoalID: 8778) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Implement the Framework for High Quality Instruction with increasing consistency in all classrooms.</p> <ul style="list-style-type: none">• Based on site data, we will continue to focus on Learning Targets and add Active Participation.• Teachers will also continue to implement success criteria, student talk, formative assessment, and feedback• Complete FONT walkthroughs to 2-3 times per week by administrators to gather data and provide feedback to teachers.• Email teacher feedback after each FONT walkthrough to	<p>Administration will conduct classroom walkthroughs and complete FONT observations. The data will be shared at staff meetings and grade level teams will have the opportunity to create an action plan based on their grade bands data.</p> <p>IEP -learning target effectiveness, active participation will be measured by the data.</p>	

<p>support teacher growth in implementation of learning targets as part of instruction.</p> <ul style="list-style-type: none">• Provide time at staff meetings to discuss FONT walk through data in connection to Learning Targets and Active Participation.• Provide professional development opportunities on the topic of Learning Targets and Active Participation for teachers, led by the coaching team: CPL, EL, AVID, and Equity.• Staff participation in professional development on research-based instructional strategies in special education strategies to support literacy, math, science, ADPE (life guarding) instruction, and culturally responsive strategies and English Learner strategies• Ongoing training for Para Professionals based on the needs of the students• Provide collaboration time among grade band cohorts <p>Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.</p>		
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Site Goal 1.3 (SiteGoalID: 9217) (DTS: 04/15/25)

Increase the percentage of students attaining instructional level proficiency in ELA and Math individualized subject core areas based on ULS benchmark scores by 5% , Increase ELA and Math by 5% as measured by 2024 CAASP/CAA

Student progress and achievement with our specialized academic instruction for all content domains will improve for each student according to goals written.

ELA - 2023/24 - data sampling baseline in ULS - 75.40%
2024/25 - data sampling baseline in ULS - 77.30%

Math - 2023/24 - data sampling baseline in ULS - level 1-12 69%
2024/25 - data sampling baseline in ULS - level 1-12 72%

CAA/ELA - 2022/23 - Level 3 - 6.65
 Level 2 - 22.95
 Level 1 - 70.49
 CAA/Math - 2022/23 -Level 2 - 10
 Level 1 - 90

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.3.1 (SiteGoalID: 9217) (DTS: 04/15/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <ul style="list-style-type: none"> Teachers determine target students not working at their level based on ULS data, with tier 1 intervention provided in the classroom along with para support. Teachers collaborate to analyze data, develop instruction utilizing high quality instruction and to plan specific interventions for target students. Differentiated interventions provided by the teacher and para utilizing a range of strategies for 1-1, small group intervention, as well as online programs to individualize independent support with the goal of all students progressing towards meeting IEP goals. 	<p>Progress Monitoring</p> <p>Grade band teams will meet at the end of each trimester during scheduled meeting time to analyze interim data to determine if intervention plans were effective at addressing identified needs of target students to improve academic performance.</p> <p>Administrators and teachers will use CAA data to be analyzed from the previous year 24/25</p> <p>IEP goal and Benchmark assessment data will be analyzed each trimester for goal progress</p> <p>ELPAC data will be utilized to monitor the progress of our English Learners. Outcomes from this data will be analyzed at PLC meetings.</p>	<p>Evaluation</p>

<ul style="list-style-type: none"> • Teachers utilize materials and resources to support academic instruction and intervention. • Academic oriented field trips and on campus assemblies related to students with special needs and their achievement in all areas, including physical education, independent living skills and job skill training. • Increase the quality of instruction and curriculum through securing supplies and furniture. This includes supporting all areas of our campus that support curriculum such as SEL, in class library, occupational therapy • Continue the cycle of monitoring student progress and identifying strategies needed. • Supplies and Materials that aide student academic improvement (Ink/Toner/Paper/ Supplies) and online services <p>Purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.</p> <p>Supplemental, contracts, \$4,000, Supplemental, materials, \$9,300 Title, contracts \$5,000 Title materials \$6,000</p>		
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Site Goal 1.4 (SiteGoalID: 9241) (DTS: 04/16/25)

The percentage of our Special Population Multilingual Learners making progress towards English Language Proficiency will increase from 3.3 percent to 5 percent for the 2025-2026 school year.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.4.1 (SiteGoalID: 9241) (DTS: 04/16/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Timesheet EL Coordinator:</p> <ul style="list-style-type: none"> Attend training Monitor ELPAC Monitor EL Levels Analyze data <p>Our ELPAC & EL Coordinator will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The assessments will be conducted by certificated staff members.</p> <p>EL Coordinator and Administrator will plan ELAC Meetings, participate in DELAC meetings, EL/RFEP Monitoring, and reclassification of students. Support and monitor staff in meeting the needs of our EL students</p> <ul style="list-style-type: none"> Provide translators and purchase materials and refreshments for ELAC meetings Purchase supplemental materials for intervention/enrichment to promote language acquisition. <p>EL coordinator will assist with reclassification, EL/RFEP monitoring and support for ELAC meetings.</p>	<p>Progress Monitoring</p> <p>Teachers administer the Alt. ELPAC, data will be reviewed to see growth data will gauge teacher efficacy and capacity to teach ELD in special education</p> <p>Our goal is to ensure all students are assessed according to required timelines and that 2% of our EL students become re-designated. In addition, we will measure our students' overall progress towards English language proficiency by administering the ELPAC Assessment.</p>	<p>Evaluation</p>

EL - Cert. timesheets, 1,000
EL - materials - 500

Funding Sources for District Goal 1 (DEV - LCAP ID: 769)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	8000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	7000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	4000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	1000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	500	Materials/Supplies/Equipment

District Strategic Goal 2:**Targeted Supports & Interventions**

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8779) (DTS: 02/13/25)

During the 2025-2026 school year, Jessie Baker School will improve outcomes and educational experiences for students with disabilities in the following area:

Chronic Absenteeism - decrease from 26.4% to 21.4%

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 8779) (DTS: 02/13/25)**Targeted Student Group(s)**

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Action Plan Administration will communicate with families the importance of school attendance. This will be done via mail, electronic and in person. The communication will	<ul style="list-style-type: none"> • Gather and analyze attendance data monthly for all groups and subgroups by using synergy - share with 	

<p>continue throughout the school year. Develop a plan to encourage and reinforce regular attendance</p> <ul style="list-style-type: none"> • Continue school wide attendance campaign including staff, students and parents. Incentives for campaign. • Keep attendance as an agenda item for meetings. • Provide instruction, recognition and increased awareness of the importance of on-time and school attendance and citizenship. • Partner with FACE liaison to connect families of students with disabilities to identify needed supports to help improve attendance. • Teachers will work with students to set individual goals and celebrate positive attendance. <p>Purchases allowable, reasonable and necessary supplies to complete the action plan for this goal.</p>	<p>PBIS, SSC, Parent groups and staff</p> <ul style="list-style-type: none"> • Review the PowerBI attendance dashboard bi-weekly and share with the leadership team. • Reports submitted to administration by office staff will include tardies, early dismissals and absences. • Monitor and track communication with parents, share with teachers • Monitor sign in sheets for parents' participation - share with all groups 	
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Site Goal 2.2 (SiteGoalID: 9375) (DTS: 04/22/25)

Jessie baker will promote a safe, respectful and inclusive environment that encourages student engagement. For the 2025-2026 school year, our goal is to reduce suspension rates overall.

- Current 24/25 Data: 6 suspensions for SWD
- Goal by May 2026: 2 suspensions for SWD

Metric: Students with Disabilities Disparity

Action 2.2.1 (SiteGoalID: 9375) (DTS: 04/22/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Actions</p> <ul style="list-style-type: none"> Behavior Tier1 team will monitor suspension data at their monthly meetings. Behaviorist will meet with team to monitor progress, SEL lessons and monitor behavior goals and targets. Site led professional development for PBIS, behavior management - monitoring on outcomes will be completed within the classroom and with the team. <p>Baker will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> School wide data will be reviewed and a process for analyzing class data will be shared; during PLC time, teachers will be given time to analyze their class data. Tiered Fidelity Inventory (TFI) could also be used. Tier 1 team meeting notes will be shared to staff for behavior data and next steps. 	<p>Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 769)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	4000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	3248	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, 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 Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 8780) (DTS: 02/13/25)

Tier 1 PBIS supports to decrease behaviors during recess by 50%.
Data supports 2 incidents per day via behavior data.

Action 3.1.1 (SiteGoalID: 8780) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Actions <ul style="list-style-type: none"> Introduce PBIS routines and strategies at the start of the year and review mid-year at a school assembly that includes introduction of PBIS rules and practice expectations. Reinforce PBIS routines and rules within the classroom, at the student of the week announcement and during morning announcements. Recognize positive behaviors using Baker Bucks with rewards given out at The Baker Store at least once each month. Promote positive behaviors using signage displayed throughout the school. Provide training in positive behavioral interventions to the Tier 1 team, teachers and aides, with specific training in strategies in providing positive behavioral interventions. Reinforce trainings and review/refine procedures during monthly meetings led by the vice principal. 	<ul style="list-style-type: none"> PBIS Tier 1 Team analyzes behavior data monthly to determine the effectiveness of PBIS practices and to refine our use of these programs. Report results of Tier 1 behavior reviews, suggested target areas and/or refinements in practices to teachers at staff meetings and scheduled monthly meetings. The Tier 1 and Tier 2 teams conduct a Tiered Fidelity Inventory annually in the spring to evaluate effectiveness of the program and to create an action plan to further improve practices Results of the Tier 1 and the Tier 2 Tiered Fidelity Reviews will be reported to staff and shared with parents in a monthly newsletter communication. At the end of the year, review behavioral data from Synergy and data drawn from social groups and classroom interactions to determine the effectiveness of SEL program implementation. 	

<ul style="list-style-type: none"> • Document misbehaviors in Synergy, noting interventions used to address behaviors. • On a monthly basis, the Tier 1 PBIS team meets to review behavioral data and identify schoolwide areas of behavioral focus. • On a weekly basis, the Tier 2 team meets to review and address individual student needs reported through the MTSS process. • At the end of the year, assess effectiveness of Tier 1 and Tier 2 positive behavior strategies implemented through our PBIS program using the Tiered Fidelity Inventory. • Promote positive school culture with an emphasis in bullying prevention through an assembly targeting this issue and teaching students effective bully prevention strategies. • Teach the bullying prevention strategy "Stop, Walk, and Talk" at the start of the year as part of the Baker School Kickoff. • Reinforce "Stop, Walk, and Talk" during morning announcements throughout the year. <p>Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal. Title, materials, \$2000 Supplemental, contract \$4000</p>		
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Site Goal 3.2 (SiteGoalID: 9387) (DTS: 04/23/25)

Foster a positive, respectful and inclusive school environment to improve overall school climate. Aim to increase staff climate favorability ratings from 67% to 80% as measured by annual climate surveys. Increase student climate favorability rating utilizing in house classroom measures.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.2.1 (SiteGoalID: 9387) (DTS: 04/23/25)**Targeted Student Group(s)**

Action Plan <ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan <ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation <ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
Action Plan <p>Continue to develop and strengthen the schoolwide plan for social-emotional learning and support.</p> <ul style="list-style-type: none">Each class will develop collective agreements that support an understanding of schoolwide expectations and how they look in classrooms and submit those agreements to administration.Begin afternoon check-ins with the campus behaviorist for students who need additional support.Weekly and monthly recognition of students exemplifying the schoolwide expectations.Contract with outside vendors to provide motivational and empowering assemblies/workshops to the student body focusing on positive student behavior and bullying prevention.Increase positive culture and climate on campus by continuing to develop new units for PE based on the Physical Education Model	Progress Monitoring <p>Admin will analyze data from staff, student, and parent survey data (Site PBIS survey, District Climate and Culture and Social Emotional Survey). This information will be shared with staff at staff meetings. Tier 1 PBIS team will monitor data at monthly meetings including identification of disproportionality and supportive response. PBIS Tier II team will use data collection and monitoring (bi-monthly) and complete the PBIS Tiered Fidelity Inventory yearly. This information will be shared with staff at staff meetings.</p>	Evaluation

<p>Content Standards for California.</p> <p>Purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>supplemental, materials 3000 title, contracts 2000</p>		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 769)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	4000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	3000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	4000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Action Plan</p> <ul style="list-style-type: none"> Increase the home school communication between all primary languages represented on our school site starting with Back to school night and at all functions, meetings Increase Back to School Night attendance as well as all parent nights- parent calls, signage, increased awareness with array of communication tools, starting in August going throughout the year Ensure home school communications are translated as needed in all languages - utilize Talking Points and the Interpretation support line Parent liaison - Make phone calls to personally invite parents to events in English and Spanish, Utilize Parent Interpretation Support line for all languages throughout the year- ongoing Utilize synergy and home school communication Establish and communicate current events in print, on website, media run by students, synergy and through social media Continue to enhance activities to meet the needs of students/families socially, emotionally and academically Provide supplemental materials, equipment and personnel 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Monitor Parent contact log monthly and report to teams Parent surveys twice a year participation at events -sign in sheets at each event Increased parent participation in SSC and PTO membership - as shown by attendance Report all data to PBIS, SCC, staff groups, PTO 	<p>Evaluation</p>

<ul style="list-style-type: none"> Utilize BTA during home school conferences and IEP's. Promote parent participation in PTO and SSC These steps will all be on going throughout the year. Utilize our FACE liaison to promote parent participation at all events <p>Purchase reasonable and allowable supplies needed to complete the goal.</p>		
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Site Goal 4.2 (SiteGoalID: 9376) (DTS: 04/22/25)

For the 2025-2026 school year, the percentage of parents indicating they feel welcome to participate at Jessie Baker will increase from 82% to 86% while also improving the parents' overall favorability percentage from 87% to 93%

- Participation in the EGUSD Parent Perspective Survey will increase from 21 to 75 total parent/guardian respondents, a 54 person increase.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1 (SiteGoalID: 9376) (DTS: 04/22/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Action Plan	Teachers and school office assistant will monitor parent use of	

<ul style="list-style-type: none"> • Provide home/school communications on a regular basis. • Utilize Talking Points and School Messenger to share information in multiple languages • Utilize FACE Family Liaison to assist families in how to use various communication options, such as Talking Points and Synergy Parent Vue • Develop other methods for communicating school information with families, such as Jessie Baker Newsletter and additional signage • Provide family events and activities to build relationships with our families and community. • Provide informational events for families focused on topics identified by families, such as EL support, technology, curriculum, parenting classes • Timesheet site staff to plan for and participate in family/ community events • Possible events include Art Nights, Coffee Talks, Family Movie, Transition Night • Promote and celebrate our multicultural heritage through events and programs. • Provide interpreters for meetings, conferences, Back to School Night, ELAC meetings, and family information events. <p>Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.</p>	<p>Parent Vue at the start of the year to identify families that do not have at least one parent signed up and will communicate with them to ensure that all families have access to this communication tool.</p> <p>School SOA will track attendance at family events using sign in sheets. Also, parents will be asked to provide feedback.</p> <p>Admin will analyze perspective data and the LCAP needs survey data. This information will be analyzed at leadership meetings and shared with staff.</p>	
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By May of 2026, Chronic absenteeism will decrease from 28.1% to 22.5%, for all students as measured by the California Dashboard.

23-24 37.2%

24-25 28.1%

Metric: Attendance Rate

Action 4.3.1 (SiteGoalID: 9513) (DTS: 05/12/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Teachers will actively connect with students and build relationships.</p> <ul style="list-style-type: none">• Teachers will utilize SEL instruction to build relationships with students.• classes will hold morning meetings/community circles to build a sense of community in the classroom. <p>Communicate with families in multiple ways regarding our absence policy, including information about policies when students are sick, and communicate why it is important that students attend school.</p> <p>Establish a system of support and action steps with RAIT, admin, for students in danger of becoming chronically absent.</p> <p>Build on the current attendance incentive program to celebrate</p>	<p>Progress Monitoring</p> <p>Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community.</p>	<p>Evaluation</p>

students and classes showing positive attendance.

- Create a bulletin board in School Center that promotes attending school each day. Also, graphically display the monthly daily attendance percentage along with chronic absentee percentage for that month.

Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.

Supplemental/Concentration funds Materials/Supplies: \$500

Funding Sources for District Goal 4 (DEV - LCAP ID: 769)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	2000	Classified- Timesheets
Title I – Basic (4900/3010)	5591	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets

Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	1000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	434	Classified- Timesheets
EL Supplemental (7250/0000)	1000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$1	\$0	\$0	\$2000	\$2001
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$2000	\$2000
Materials/Supplies/Equipment	\$8000	\$4000	\$4000	\$5591	\$21591
Contracts/Services/Subscriptions	\$5000	\$0	\$3000	\$0	\$8000

Title I – Basic (4900/3010) Total: \$33,592

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$7000	\$3248	\$5000	\$5000	\$20248
Contracts/Services/Subscriptions	\$4000	\$0	\$4000	\$0	\$8000

Supplemental/Concentration (7201/0000) Total: \$28,248

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$1000	\$0	\$0	\$1000	\$2000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$434	\$434
Materials/Supplies/Equipment	\$500	\$0	\$0	\$1000	\$1500
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$3,934

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

V. Funding

Jessie Baker School (505) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$33,592	\$13,001	\$4,000	\$7,000	\$9,591	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$28,248	\$11,000	\$3,248	\$9,000	\$5,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$3,934	\$1,500	\$0	\$0	\$2,434	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$65,774	\$25,501	\$7,248	\$16,000	\$17,025	

Fund Subtotals

Subtotal of additional federal funds included for this school

\$33,592

Subtotal of state or local funds included for this school

\$32,182

Title I Centralized Services

Title I Foster Youth

\$0

Title I Homeless

\$0

Title I Centralized Services

\$0

Title I Preschool

\$0

