



Jessie Baker School

Local Control Accountability Plan (LCAP) 2024-2025

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: 2024-2025

Goal Setting (Icapid: 659)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 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 worked to review and analyze the prior years LCAP. We looked at the impact that it had made on our school created priorities. Data was analyzed on the effectiveness on last years goals, decisions were made based on the data. School Site Council meeting also played a role in our decision making. Determinations were made to impact all sub groups and all students on our campus. Our School Site Council in addition to our PBIS team reviewed our sites data in relation to our strategic goals

and our progress towards each of them. Our ELAC committee was also included and their suggestions and ideas, strategies are reflected in this plan as well.

All of the above joined with ongoing conversations with all stakeholders has given us valuable insight to this years LCAP plan.

- Bakers Leadership team meetings - 8/16/23,9/19/23,10/17/23,11/3/23,12/15/23,1/11/24,2/8/24,3/28/24,4/4/24
- Back to School Night - 8/9/23
- School Site Council Meetings - 9/28/23,10/26/23,12/6/23,1/31/24,4/16/24
- ELAC meeting - 10/26/23,12/6/23,1/31/24,2/13/24,4/16/24
- Staff Meetings- 8/7/23, 8/8/23, 9/12/23,10/17/23,11/17/23,12/15/23,1/3/24,2/13/24,3/26/24
- PBIS meetings - 9/25/23,10/4/23,10/30/23,11/28/23,12/8/23,1/8/24,1/29/24,2/5/24,2/26/24,3/36/24

2. Impact of LCAP and Annual Update

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

All stakeholders were included and contributed equally with suggestions, modifications and new ideas to continue to support all students on our campus. Stakeholder groups continue to support and strategize targeted student groups with continued interventions and services both during the school day and after school program. Continued professional development for staff, and a continued focus on parent involvement for the 23/24 school year is a priority.

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.

Resource Inequities (ATSI 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:

All students will receive high quality classroom instruction and curriculum 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

Site Goal 1.1 (SiteGoalID: 7704) (DTS: 12/13/23)

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 - 2022/23 - data sampling baseline in ULS - 69.47

2023/24 - data sampling baseline in ULS - 75.40

Math - 2022/23 - data sampling baseline in ULS - level 1- 12 62%

2023/24 - data sampling baseline in ULS - level 1-12 69%

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: Other

Action 1.1.1 (SiteGoalID: 7704) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Foster Youth • Low Income • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Actions <ol style="list-style-type: none"> 1. small group and individual instruction for all students 	Teachers will utilize ULS data including pre/post assessments, and common assessment to monitor student progress.	

not meeting or exceeding IEP goals.

2. Determine strategies used and possible new strategies
3. utilize pre and post assessments to progress monitor - always checking for understanding
4. continue the cycle of monitoring student progress and identifying strategies needed.
5. Supplemental materials and equipment to be purchased including, language acquisition supplemental materials, updated technology to enhance classroom instruction for all students, subscriptions for all at risk students.
6. Purchase supplementary online resources to provide additional reading, language and math including specialized practice at school and home - Scholastic reading Inventory, L3, Starfall and additional resources as needed based on student assessed needs.
7. Provide professional development and continuing education related to students with special needs, EL students, and their achievement in all areas including physical education, independent living skills and job skills training.
8. 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.
9. 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

outcomes from data sources will be analyzed at PLC meetings and staff meetings at the start of the year and each trimester

Administrators will use CAA data to be analyzed from the previous year 23/24

IEP goal and Benchmark assessment data will be analyzed each trimester for goal progress

ELPAC data will be utilized to monitor the progress of our English Learners. Outcomes from this data will be analyzed at PLC meetings.

10. Supplies and Materials that aide student academic improvement (Copy Machines/Ink/Toner/Paper/Supplies/Lightbulbs) and online services		
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Site Goal 1.2 (SiteGoalID: 7708) (DTS: 12/13/23)

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, ADPE and academic domains as evidenced by progress monitoring and data increase of 5%

Metric: Other

Action 1.2.1 (SiteGoalID: 7708) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Foster Youth • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Actions <ol style="list-style-type: none"> Provide supplemental materials and equipment for our special population including our Adult Transition population. Ongoing training for Para Professionals based on the needs of the students Provide collaboration time among grade band cohorts 	<ul style="list-style-type: none"> Formal and informal classroom observations teacher surveys PLC consultation <p>All of the above will be used to help measure the effectiveness of specified actions related to, IEP effectiveness, instructional technology, independent living skills and our adult transition student goals.</p>	

4. Staff participation in professional development on research-based instructional strategies to support literacy, math, science, ADPE (life guarding), instruction, specialized and culturally responsive strategies and English Learner strategies. 5. Purchase equipment for our transition program including supplies for independent living skills, science, Adpe instruction. 6. Purchase signage and equipment to ensure an inclusive environment for all.	Data will be collected by teachers and analyzed by the staff as a whole	
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Site Goal 1.3 (SiteGoalID: 7785) (DTS: 04/17/24)

To enhance our media classroom instruction and opportunities with our newly purchased equipment. This supports the depth and breadth we can bring to our media and broadcasting class with a goal of offering the new program to 25 students.

Metric: Other

Action 1.3.1 (SiteGoalID: 7785) (DTS: 04/17/24)

Targeted Student Group(s)

• EL • Foster Youth • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Administration will collaborate with teachers for students interest in the area of media (broadcasting and video) Teachers will monitor students and assist write/edit and produce video. Administrator and teachers will be recruiting students with special attention in recruiting student participants reflective of our diverse community. equipment will be purchased and updated as necessary for our new program to expand as warrented 	<p>Administrator and teachers will survey students to include their voice in program effectiveness. data will be taken on students in the program - positive impact, ELA, Math, SEL</p>	

Funding Sources for District Goal 1 (DEV - LCAP ID: 659)		
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)	10439	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	14145	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	11900	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	7500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	8896	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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:

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7712) (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 2.1.1 (SiteGoalID: 7712) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Teachers will administer assessments to all students, pre and post. Administrators will assist by informing teachers of testing windows, giving reminders, and providing completion reports and names of students who need to complete assessments.</p> <p><u>Monthly:</u> Each grade band will complete a data analysis to share with the admin team.</p>	<p>Progress Monitoring</p> <p>Principal will pull assessment reports to ensure at least 95% of eligible students have taken pre and post assessments prior to close of testing window.</p> <p><u>Monthly:</u> Each grade band will access their students' assessment data, analyze it, determine next steps to improve student learning, and also complete data analysis to share with the admin team.</p>	<p>Evaluation</p>

Site Goal 2.2 (SiteGoalID: 7705) (DTS: 12/13/23)

All grade band teams and support intervention teams will operate as a high functioning professional learning community (PLC) to share best practices, analyzing ULS assessment data, and making modifications to instruction, based on data and student need. Participation in ongoing interventions to improve student achievement in all areas of need and to ensure that all students are achieving in all areas to their highest potential.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7705) (DTS: 12/13/23)

Targeted Student Group(s)

• All • EL • Foster Youth • Low Income

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>A. Provide continued training for our dually identified students in PLC's to strengthen our awareness of purpose, PLC practices, and our focus on student outcomes in all areas of need</p> <p>B. Administration routinely participates in PLC's</p> <p>C. Timely administration of performance based assessments.</p> <p>D. Complete and interpret Alternative ELPAC assessments as they pertain to our SPED population outcomes</p> <p>E. Teachers will meet monthly to discuss their students' progress utilizing student levels or school-wide data.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Classroom observation Administrative walkthrough Set goals, take action and analyze outcomes ELPAC scores Teacher evaluations PLC meeting minutes A decrease in percentage of behavioral referrals, intervention progress monitoring updated at meetings, interim assessments, and improved attendance. 	<p>Evaluation</p>

Site Goal 2.3 (SiteGoalID: 7710) (DTS: 12/13/23)

Administer, collect and analyze student data from ELPAC in order to guide ELD instruction for our Special population that is dually diagnosed.

Metric:

Action 2.3.1 (SiteGoalID: 7710) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • SWD

Action Plan <ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	Progress Monitoring <ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	Evaluation <ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<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 will plan ELAC Meetings, participate in DELAC meetings, EL/RFEP Monitoring, and reclassification of students. Utilize translation/interpretation services as needed.</p> <p>EL coordinator will assist with identification and placement of EL students, 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>

Funding Sources for District Goal 2 (DEV - LCAP ID: 659)

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)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	2	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	3033	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	600	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

District Needs and Metrics 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

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: 7706) (DTS: 12/13/23)

Students need a responsible, respectful and safe school climate in order to reach their full potential.

We will continue with school wide implementation of PBIS Tier 1, 2 and 3 supports:

PBIS Tier 1-20/21- 57%; 21/22 - 80%, 23/24 - 100%

PBIS Tier 2- 20/21 - 42%; 21/22 - 62%, 23/24 - 100%

We will continue to strengthen PBIS Tier 1 and Tier 2 for the 24/25 School Year by promoting a positive and productive school climate.

Continue to enhance Social Emotional Learning practices and strategies through implementation of schoolwide and individual strategies geared toward our special population

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 7706) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Action Strengthen our site PBIS Plan. Actions include:</p> <ol style="list-style-type: none"> 1. Continue PBIS tier 1, II and III implementation with recommendations from coaches per TFI consultation 	<p>Progress Monitoring</p> <p>Action Effectiveness will be measured and shared with staff at monthly staff meeting using;</p> <ul style="list-style-type: none"> • VP will Monitor behavior/discipline data, Disseminate data to SSC, 	<p>Evaluation</p>

<ol style="list-style-type: none"> 2. Review PBIS expectation and procedures with families at BTSN as outlined in our student handbook 3. Continue to provide staff with ongoing training as to how to complete referral for interventions and supports for our population to reduce inappropriate behavior and consequences which impact learning 4. promote PBIS expectations with school wide signage, incentives and student materials. 5. continue training and support of students, staff and school community in the area of PBIS. 6. Maintain monthly meeting for PBIS. 7. maintain and continue creating a safe, inclusive and welcomeing enviornment through throught many mediums. 	<p>ELAC and at staff meetings throughout the year.</p> <ul style="list-style-type: none"> • VP will conduct Student staff and parent surveys twice a year • PBIS team will track expectation reinforcement by grade band monthly • PBIS team will Increase and maintain or increase TFI score annually 	
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Action 3.1.2 (SiteGoalID: 7706) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<ol style="list-style-type: none"> 1. Host family/parent events throughout the year. (movie night, Tile night, parent communication night) 	<p>VP will Monitor the number of parents who participate in each event.</p> <p>PBIS team will collect data and present to the team</p>	

2. Survey parents to include their interests. 3. Discuss expectations, school wide safe plan, school wide data. 4. IEP Bootcamp for all 5. Transition and all that comes with it 6. Coffee chat with parents. 7. Fund light refreshments and signage for family and community events, Coffee Chat		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 659)		
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)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	3000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	11677	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3221	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage 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:

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7707) (DTS: 12/13/23)

Increase opportunities for families to participate in school wide events by focusing on parent groups that do not traditionally attend school functions. Increase authentic relationships and partnerships between home and school, reaching out to disengaged and underserved families.

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, and student showcases. This will be measured by increased percentage of parent participation.

Parent participation BTSN - 22/23 - 52
23/24 - 75

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 7707) (DTS: 12/13/23)

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. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ol 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 Liason - 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 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Monitor Parent Liason 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 reports all data to PBIS, SCC, staff groups, PTO 	<p>Evaluation</p>

8. Provide supplemental materials, equipment and personnel 9. Utilize BTA during home school conferences and IEP's. 10. Promote parent participation in PTO and SSC 11. These steps will all be on going throughout the year.		
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Site Goal 4.2 (SiteGoalID: 7709) (DTS: 12/13/23)

To provide supplementary curriculum, resources, supplies, and technology to support and target student needs, and to support the home/school partnership and to increase opportunities for families to support increased student attendance at Jessie Baker.

21/22 attendance rate- 84.91
22/23 attendance rate- 84.20
23/24 attendance rate -87.3

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7709) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Action 1 1. Increase family attendance at family engagement activities by 5% starting with	<ul style="list-style-type: none"> gather and analyze attendance data monthly for all groups and subgroups by using synergy - share with 	

<p>our first Back to school night in August</p> <ol style="list-style-type: none"> 2. Increase personal calls to invite families to events and meeting in their native language throughout the school year 3. Increase parent participation and knowledge in ways to access school supported communication tools at Back to school night and throughout the year 4. Continue school wide attendance campaign including staff, students and parents. Keep attendance as an agenda item for meetings. 5. Classrooms will be supplied with necessary supplies, resources and curriculum 6. School wide communication folders to be purchased to be used weekly as communication between home and school to be purchaed a the beginning of the year 7. School newsletter starting in August 8. Provide instruction, recognition and increased awareness of the importance of on-time and school attendance and citizenship. School wide campaign including atttendance incentive programs. 	<p>PBIS, SSC, Parent groups and staff</p> <ul style="list-style-type: none"> • 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 4.3 (SiteGoalID: 7711) (DTS: 12/13/23)

Increase stakeholder engagement, creating an enviornment where parents and community members feel valued and heard so that they become an integral part of decision-making on our campus. Parent response rate for the Parent perspective survey will show an increase in communication from school/teacher on school communication from 78% to 90%

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.3.1 (SiteGoalID: 7711) (DTS: 12/13/23)**Targeted Student Group(s)**

- All

Action Plan <ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	Progress Monitoring <ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	Evaluation <ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan <ol style="list-style-type: none">1. At Back to School Night and throughout the school year, provide parents with information/opportunities communicate with school and teacher on a regular basis.2. Through regular communication, provide parents/caregivers with resources that will support them in assisting their children at home, such as Think Central, US learning Blocks and other curricular resources. Provide information on how to access the school's social media sites on Facebook3. Ensure that all parents are aware of information available through synergy, talking points, school emails and on school web site4. Send regular email to parents on topics that increase knowledge of school culture and events as well as information that will support parents in addressing their student's academic and social needs.5. Reach out to parent and respond to questions/needs. Particular attention will be given to the needs of	Progress Monitoring <p>Teachers will monitor parent use of Parent Vue/Talking Points at the start of the year to identify parents that have not signed up for Parent Vue, and will communicate with them so that the site may provide assistance as needed.</p> <p>The school office will monitor parent emails to ensure that pertinent communications are sent on a weekly basis. School office will provide administrator with update on a monthly basis.</p>	Evaluation

parents whose students are members of target groups such as EL, Low income, Foster Youth and homeless.

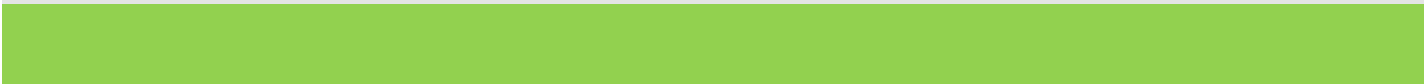
Funding Sources for District Goal 4 (DEV - LCAP ID: 659)

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)	2000	Classified- Timesheets
Title I – Basic (4900/3010)	2000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	8136	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	13661	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	14500	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets

EL Supplemental (7150/0000)

500

Materials/Supplies/Equipment



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	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$2000	\$2000
Contracts/Services/Subscriptions	\$10439	\$0	\$0	\$2000	\$12439
Materials/Supplies/Equipment	\$14145	\$0	\$3000	\$8136	\$25281

Supplemental/Concentration (7101/0000)

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	\$11900	\$2	\$0	\$0	\$11902
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$7500	\$0	\$11677	\$13661	\$32838
Materials/Supplies/Equipment	\$8896	\$0	\$3221	\$14500	\$26617

EL Supplemental (7150/0000)

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	\$3033	\$0	\$0	\$3033
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$600	\$0	\$0	\$600
Materials/Supplies/Equipment	\$0	\$0	\$0	\$500	\$500

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) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$39,720	\$24,584	\$0	\$3,000	\$12,136	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$71,357	\$28,296	\$2	\$14,898	\$28,161	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$4,133	\$0	\$3,633	\$0	\$500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$115,210	\$52,880	\$3,635	\$17,898	\$40,797	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$39,720	Title I Foster Youth \$0	Title I Homeless \$0
		Title I Centralized Services \$0	Title I Preschool \$0
Subtotal of state or local funds included for this school	\$75,490		

		Signatures: (Must sign in blue ink)	Date
Principal	Cindee Shapton	_____	_____
School Site Council Chairperson	Laura Haley	_____	_____
EL Advisory Chairperson	Debbie Wayne	_____	_____