



Jessie Baker School

Local Control Accountability Plan (LCAP) 2021-2022

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

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

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <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 school site met with stakeholders throughout the school year. We discussed the transition to Distance Learning at start of the Year as well as the affect our DL year has on our planned LCAP. School Team met on each Monday to discuss changed that might need to be made t support distance Learning at our specialized site. Ongoing conversations were held with stakeholders at team meeting, leadership meeting, parent communication zoom meetings. School Site Council Meetings - 9/30/20, 10/29/20,2/3/21, 5/3/21 ELAC meetings - 10/29/20, 12/10/20, 2/3/21 Parent Meetings - 8/14/20, 11/9/20,1/12/21, 3/9/21 and ongoing meeting with parents throughout this school year Staff meetings - Every Monday starting on 8/10/20 Continual input was sought through ongoing stakeholder and parent communication. Our stakeholder and meetings discussed moving forward for the upcoming year and discussions on keeping the LCAP the mostly the same due to the past year.</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Jessie Baker staff, stakeholders and leadership teams had a consensus on the strategic goals that needed to continue to the upcoming year. Collaboration with the various teams and resources allows us to get a clear direction to keep moving forward as a unit, especially after our Distance Learning year. The consensus from our stakeholders is a clear path that allows us to move forward with almost like goals for the upcoming year in our four goal areas. It was important that the perspective on social and emotional issues are in the fore front during the school year. the stakeholders would like for social and emotional learning supports through classroom lessons with ongoing professional learning for all staff. Additional supports for family engagement is also an important area to our stakeholders and unit groups.</p>

Resource Inequities

<p>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</p> <hr/> <p>All team units noted in the beginning of the year that students struggles with internet access and use of technology that the students have not used before. Many were not able to make use of the instruction that was provided due to the students abilities in technology. Baker staff had to teach students and parents individually how to manage and use the technology piece of the curriculum. Parents provided input to the staff about distance learning, lack of internet and the basics of the use of the google classroom and zoom.</p>

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 1.1	
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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	
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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	Materials/Supplies/Equipment	Edit	Delete

Title I – Basic (4900/3010)	\$13000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2283	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Increase the number of students attaining higher proficiency levels in in core subject areas as it pertains to their Individual Education Plan. Striving to improve student achievement each year and working towards high student achievement in all area of functional and academic life.

Metric: Other (Site-based/local assessment)

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 in house</p> <p>D. Provide collaboration time among grade band 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. 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/ observation for all 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)	\$1600	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)
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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 ULS assessment data, and making modifications to instruction, based on data and student need. Participation in ongoing intervention 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: Assessment System

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?
<p>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 in al 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 ELPAC assessments as they pertain to our SPED population outcomes</p> <p>E. EL coordinator will assist with identification and placement of EL students, re-designation, RFEP monitoring and support for ELAC meetings</p>	<p>Supporting Professional Development in Special Education with Web-Based Professional Learning Communities: New Possibilities with Web 2.0 Elizabeth Hardman, December 1, 2012</p> <p>Pricilla Wohlstetter et al, 2009 Creating a system for data-driven decision making: applying the principal agent framework.</p> <p>June Gothbery et al, 2017; Council for Exceptional Children Successful Transition of Students with Disabilities to 21st century Careers</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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$2400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1

Provide students a safe and engaging learning environment by implementing PBIS and monitor it monthly by the PBIS team.

Metric: School Climate

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

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:
 All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:
 Students need parent, family and community stakeholders as direct partners in their education as measured by:

- 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

Site Goal 4.1

Increase opportunities to participate in school wide events by focusing on parent groups that do not traditionally attend school functions. This shall include 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

Metric: Relationships Between Staff and Families

Actions/Services 4.1.1

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. Increase the home school communication between all primary languages represented on our school site</p> <p>B. Coffee chat with parents. Fund light refreshments for family and community events, IEP ELAC, SCC, Coffee Chat</p> <p>C. Increase Back to School Night attendance - parent calls, signage, increased awareness with array of communication tools</p> <p>D. Ensure home school communications are translated as needed in all languages - utilize Talking Points</p> <p>E. Make phone calls to personally invite parents to events in English and Spanish</p> <p>F. Utilize synergy and home school communication</p> <p>G. Establish and communicate current events in print, on website, synergy and through social media</p> <p>H. Continue to enhance activities to meet the needs of students socially, emotionally and academically</p> <p>I. Provide supplemental materials, equipment and personnel</p> <p>J. Utilize BTA during home school conferences and IEP's.</p> <p>K. Promote parent participation in PTO and SSC</p> <p>L. Light refreshments for EL meetings</p>	<p>Olivos, E. M., Gallagher, R.J. and Aguilar, J. 2010. Fostering collaboration with culturally and linguistically diverse families of children with moderate to severe disabilities. Journal of Educational and Psychological Consultation. 20(), 28-40.1</p> <p>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>Parent surveys</p> <p>Signups for events</p> <p>Participation at school events</p> <p>Sign in sheets</p> <p>Stakeholder engagement</p> <p>Increased parent participation in SSC and PTO membership</p>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$1500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<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)	\$196	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?

<p>A. Back to School Night and Baker Games opportunities</p> <p>B. Make phone calls to personally invite community partners to events</p> <p>C. Establish and communicate current events in print, website and social media</p> <p>D. Enhance activities via community partnerships to meet the needs of students socially and academically - community outreach - via communication</p> <p>E. communicate with community on an ongoing basis for all students utilizing all sources of communication</p>	<p>Parent, Family, Community Involvement in Education http://www.nea.org/assets/docs/PB11_Parentinvolvement08.pdf</p> <p>A Model for Building School-Family-Community Partnerships: Principles and Process, Julia Bryan and Lynette Henry First published: 12 September 2012</p>	<p>Increased number of community stakeholders involved in and linked to Jessie Baker</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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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 2021 - 2022**

V. 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	
5634 Custodial Services 0000 Unrestricted	2	\$0	\$167,586	\$167,586	\$167,586	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration 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	\$3,596	\$3,596	\$1,000	\$2,400	\$0	\$196	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0	\$0	\$37,383	\$37,383	\$24,883	\$2,000	\$2,000	\$8,500	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	0.6875	\$0	\$32,804	\$32,804	\$0	\$0	\$32,804	\$0	\$0
3505 Jessie Baker 6500 Special Education	42.4	\$0	\$3,583,302	\$3,583,302	\$3,583,302	\$0	\$0	\$0	\$0
3711 Special Education Preschool 6500 Special Education	1.75	\$0	\$39,081	\$39,081	\$39,081	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	46.8375	\$0	\$3,867,164	\$3,867,164	\$3,818,264	\$4,400	\$35,804	\$8,696	

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	\$70,187
Subtotal of state or local funds included for this school	\$3,796,977

Title I Centralized Services			
Title I Foster Youth	\$4,201	Title I Homeless	\$1,322
Title I Centralized Services	\$9,978	Title I Preschool	\$0

Principal **Cindee Shapton**

School Site Council Chairperson **Christina Ortiz**

EL Advisory Chairperson **Debbie Wayne**
