



Jessie Baker School

Local Control Accountability Plan (LCAP) 2022-2023

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, Actions and Services

Jessie Baker School | Focused Work: 2022-2023

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

The Baker staff worked to review and analyze the prior years LCAP. We looked at the impact that it made on our school priorities. Our PBIS met to discuss behavior and the climate of the campus after the pandemic. Title 1 meetings impacted our decision making as feedback was solicited by all to make informed decisions for everyone. School Site Council reviewed data as it relates to the strategic goals and progress that we have made.

Our School Site Council reviewed Jessie Baker's data related to the four strategic goals and our progress

toward our goals. The Council provides input and suggestions based on our specialized student need. We meet throughout the year with our English Language Learner Community (ELAC) - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Jessie Baker's Leadership Team Meetings on 8/9/21, 9/13/21, 10,12,21, 11/9/21, 12/7/21,1/11/22,2/8/22,3/8/22, 4/5/22
- School Site Council on 10/13/21, 10/20/21, 2/23/22, 4/5/22, 4/26/22
- ELAC on 10/20/21, 2/10/22, 2/23/22
- Staff meetings on 8/9/21, 9/13/21, 10,12,21, 11/9/21, 12/7/21,1/11/22,2/8/22,3/8/22, 4/5/22
- Back to School Night Meeting on 8/18/21
- EGUSD Parent, Staff and Student Surveys Fall 2021 Spring 2022
- Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, and functions

Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. this process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

It has been recommended that the present interventions remain in place and be continued. It is also recommended that some additional PD for teachers and para educators be included.

During meetings with stakeholders, the following items were areas of focus:

Attendance- Staff are concerned about attendance (tardies and absenteeism). Jessie Baker continues to face challenges during the pandemic. Although there are more signs of normalcy, families are still encountering challenges with homelessness, and attendance issues. Our school will collaborate with the AIO and FACE offices on building strong relationships with families and providing referrals as needed.

SEL-Staff continue to experience students in trauma that impacts their emotional well being and ability to focus and behavior issues. Additional training is needed on SEL strategies, mindset, and trauma informed practices.

Discipline- We are still encountering behaviors that are directly connected to the pandemic. More training is needed.

PBIS-Creating a safe and positive environment is challenging for staff when behaviors are intensive. More training is needed on dealing with intense behaviors and building strong relationships with families.

Parent Engagement-A formal plan is needed for parent engagement so we can track data and determine how to best engage parents at school.

Resource Inequities

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

No resource inequities have been discovered at this time. With all of the funding for our specialized site, our current students' academic needs are met to the greatest extent possible.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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.

District Needs and Metrics 1:

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

- 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

Site Goal 1.1

Increase the percentage of students attaining instructional level proficiency in all individualized subject core areas based on ULS benchmark scores and data. Student progress and achievement with our specialized academic instruction for all content domains will improve for each student according to goals written.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>A. Purchase supplemental materials and equipment including, language acquisition supplemental materials, updated technology to enhance classroom instruction for all students, subscriptions in class - all at risk students (Title-4900, concentration - 7101)</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>ELPAC IEP goal and Benchmark assessment data Classroom observations</p>
<p>B. Purchase supplies - paper, ink and other tools as they relate to special needs students/dually diagnosed in all areas of their education. (title-4900 and supplemental-7101)</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>Student and classroom benchmarks Administrative walkthroughs</p>
<p>C. Interpret ELPAC results to make informed decisions on</p>	<p>NCLB</p>	

teaching/learning best practices

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.
(title -4900)

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.
(EL-7150 and Title-4900)

F. Purchase supplementary on line resources to provide additional reading, language and math specialized practice at school and home - Scholastic reading Inventory, Starfall and additional resources as needed based on student assessed needs.
(title - 4900)

G. Purchase supplementary on line resources for EL students
(EL-7150)

H. 1. 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 counseling for our students and in class library, Occupational therapy.
(7101)

research based criteria states that

- 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.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$7000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$1270	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$12500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$17500	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

A. Complete observational profiles and administer benchmark assessments	Assistive Technology in Special Education and the Universal Design for Learning	<ul style="list-style-type: none"> classroom observation administrative walk through
B. Provide supplemental materials and equipment for our special population	Alnahdi, Ghaleb Journal of Educational Technology - TOJET, v13 n2 p18-23 Apr 2014	<ul style="list-style-type: none"> ELPAC scores ULS benchmark data CAA scores
C. Ongoing training for Para Professionals in house	Supporting English Learners with disabilities	<ul style="list-style-type: none"> speech and language assessments/ observation for all AAC users
D. Provide collaboration time among grade band cohorts	California Common Core State Standards Symposium May 3, 2016	
E. Staff participation in on-site and off-site professional development on research-based instructional strategies to support literacy, math, and science instruction (e.g. specialized and culturally responsive strategies and English Learner strategies), to include stipends, substitutes for release time, timesheet pay beyond work hours for teachers to collaborate, conference registrations, lodging, transportation, and meals.	Hattie Effect Size: Professional Development .62 "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study"	
Time Sheets- Teacher Pay= \$40.00/hour Release Days- Substitute Coverage= \$200.00/day		
F. Maintain current technology and upgrade as necessary		

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$3200	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$3200	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$15000	Materials/Supplies/Equipment	

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

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 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 ELPAC assessments as they pertain to our SPED population outcomes</p> <p>E. Teachers will meet each week to discuss their students' progress utilizing student levels or school-wide data.</p> <p>F. A roving sub will be hired to release teachers to attend IEP and behavior meetings. These meetings require teacher input to help with determining what interventions are necessary to help students be successful.</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><u>Voelkel, R. (2011). A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u></p> <p><u>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</u></p> <ul style="list-style-type: none"> • Collective Efficacy Effect Size 1.57 <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 • A decrease in percentage of behavioral referrals, intervention progress monitoring updated at meetings, interim assessments, and improved attendance.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$4500	Certificated- Timesheets	

Site Goal 2.2

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

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- EL • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide stipend to EL Coordinator</p> <ul style="list-style-type: none"> • attend training • monitor ELPAC • Monitor EL Levels • Analyze data <p>Our ELPAC & EL Coordinator is teacher at our school site who 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, RFEP Monitoring, and re-designating of students. Utilize translator services for IEP, behavior meetings as needed.</p> <p>EL coordinator will assist with identification and placement of EL students, re-designation, RFEP monitoring and support for ELAC meetings</p>	<p>English Language Proficiency Assessments of California, CDE website</p>	<p>Teachers administer the ELPAC, data will be reviewed to see growth data will gauge teacher efficacy and capacity to teach ELD and 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>

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$1500	Certificated-Stipends	
EL Supplemental (7150/0000)	\$1700	Certificated- Salaries	

<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
--	--

Site Goal 3.1

Provide students a safe and engaging learning environment by fully implementing PBIS and monitor it monthly by PBIS team. Continued focus on positive climate and school culture at our specialized school.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>A. PBIS implementation with staff and students with strategies taught</p> <p>B. Monthly PBIS team meetings</p> <p>C. Site interventions per student need</p> <p>D. PBIS kickoff to review expectations in all locations for all students</p> <p>E. Parking lot signs and school campus PBIS signs, playground and multipurpose room signage.</p>	<p>PBIS is a highly regarded and well researched effective system to help support all students. Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes:</p> <p>Peer influences 0.53 School effects 0.48 Teacher expectations 0.43 Decreasing disruptive behavior 0.34 Systems accountability 0.31</p> <p>According to research by Hattie</p>	<ul style="list-style-type: none"> • Data collection on office/class referrals • School climate survey • PBIS team meeting outcomes • Increased stakeholder participation • Decrease in behavior referrals • Increase TFI scores

<p>F. Back to school night with PBIS information, continued Baker Paw tickets for students</p> <p>G. Share data analysis with staff and stakeholders</p> <p>H. Provide and pay for any supplemental materials, equipment and personnel ESY - funds used for living skills - outside of regular scope.</p> <p>I. Systems in place continued - Royal lunch, Bulldog tickets, notes home, signs, banners</p> <p>J. Continued teacher education in best practices on behavior management/data collection</p> <p>K. Utilize site interventions/ individual interventions</p> <p>L. Continued education on interventions and consequences</p>	<p>(2016) in <u>Visible Learning for Literacy</u>, student academic performance improves though:</p> <ul style="list-style-type: none"> • Decreasing disruptive behavior (effect size: .3) • Reducing anxiety (effect size: .48) <p>Is School side Positive Behavior Support and Evidenced based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis</p>	
---	---	--

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment	

Actions/Services 3.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> 1. The tiered support Team will meet on a regular basis to discuss students of concern that have been referred via teacher/team. 2. Purchase and utilize district SEL curriculum to support students while continuing to further expand our character building efforts. 	<p>A meta-analysis of 213 programs, primarily covering three decades of research, found that social and emotional learning interventions that address the competencies listed above (in the site goal) increased students' academic performance by 11 percentile points, as compared to students who did not participate in such SEL programs (Durlak et al., 2011).</p>	<ul style="list-style-type: none"> • data from team/teacher for referrals • SEL survey

<https://www.edutopia.org/self-research-learning-outcomes>

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$5853	Materials/Supplies/Equipment

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/Local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
--	--

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. this will be measured by increased percentage of parent participation.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
A. Increase the home school communication between all primary languages represented on our school site	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	Parent surveys Signups for events Participation at school events

B. Coffee chat with parents. Fund light refreshments and signage for family and community events, IEP ELAC, SCC, Coffee Chat (concentration - 7101)

C. Increase Back to School Night attendance - parent calls, signage, increased awareness with array of communication tools (Title-4900)

D. Ensure home school communications are translated as needed in all languages - utilize Talking Points

E. Make phone calls to personally invite parents to events in English and Spanish (title-4900)

F. Utilize synergy and home school communication

G. Establish and communicate current events in print, on website, synergy and through social media

H. Continue to enhance activities to meet the needs of students socially, emotionally and academically (title-4900, concentration- 7101)

I. Provide supplemental materials, equipment and personnel (title- 4900, concentration- 7101)

J. Utilize BTA during home school conferences and IEP's.

K. Promote parent participation in PTO and SSC(title-4900, concentration- 7101)

and Psychological Consultation. 20(), 28-40.1

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

Sign in sheets

Stakeholder engagement

Increased parent participation in SSC and PTO membership

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$3500	Classified- Timesheets	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	

Site Goal 4.2

Increase Daily Attendance -

- Increase overall attendance rate to 90%
- Decrease Chronic Attendance by 1%

Based upon School Year Data of Pre-COVID data
 90.74% in 2019
 84.91% current rate

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- EL • Foster Youth • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> 1. Track monthly attendance data 2. Provide incentives for individual and classroom attendance 3. Work with the Attendance Improvement Office 4. Work with families to increase attendance 5. Phone calls home with student absence 6. Utilize technology to make sure all languages are represented in calls home and text/email for student attendance 7. Utilize SARB process-phone calls, letters, emails and parent meetings 8. Incorporate school-wide attendance campaign including staff, students and parents. Keep attendance as an agenda item for meetings. 	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain sight https://www.edweek.org/medical/chronicabsence-15chang.pdf Attendance in early Elementary grades: Association with Student characteristic, school Readiness and Third grade Outcomes Applied survey Research, May 2011</p>	<ol style="list-style-type: none"> 1. gather and analyze attendance data monthly 2. Reports submitted to administration by office staff will include tardies, early dismissals and absences. 3. Communication with parents

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$775	Materials/Supplies/Equipment	

Site Goal 4.3

Increase parent knowledge across areas that will enable them to support their students' growth as learners as measured by increasing the percentage of parents that have access to Parent Vue in Synergy, our website, talking Points and the frequency of home -school communications to at least once communication per week. baseline data for percentage for parents who have access to information through Parent Vue and home school communication tools are gathered.

Metric: Partnerships for Student Outcome

Actions/Services 4.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> 1. At Back to School Night provide parents with information/opportunities to sign up for Parent Vue. 2. Through regular communication, provide parents/caregivers with resources that will support them in assisting their children at home, such as Think Central, U:S learning Blocks ,and other curricular resources. Provide information for how to access the school's social media sites on Facebook 3. Ensure that all parents are aware of information available through Parent Vue, school emails and on school web site 4. 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 needs. 5. reach out to parent and respond to questions/needs. Particular attention will be given to the needs of parents whose students are members of target groups such as EL, Low income, Foster Youth and homeless. 	<p>In Visible Learning, John Hattie identifies the effect size of various influences on student achievement: Parental Involvement .51</p> <p>Cary A. (2006) How strong communication contributes to Student and School Success: Parent and Family Involvement. National School Public Relations Association.</p>	<p>Teachers will monitor parent use of Parent Vue/Talking Points at the start of the year to identify parent that have not signed up for Parent Vue will communicate with them so that the site may provide assistance as needed. 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>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	

--

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) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$64,175	\$64,175	\$38,900	\$4,500	\$10,000	\$10,775	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$4,470	\$4,470	\$1,270	\$3,200	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$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	0.0000	\$0	\$50,853	\$50,853	\$29,500	\$0	\$10,853	\$10,500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$120,498	\$120,498	\$69,670	\$7,700	\$21,853	\$21,275	

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	\$50,853
Subtotal of state or local funds included for this school	\$69,645

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
