



## **Jessie Baker School**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**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: 2023-2024

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### Goal Setting (Icapid: 574)

#### 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.
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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?

Baker staff 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 reviewed and decisions were made based on current data. Title I meetings also played a role in our decision making. Decision 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 5 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 - 8/23/22, 9/13/22, 10/11/22, 11/15/22, 12/13/22, 1/17/23, 2/14/23, 3/7/23, 4/11/23
- Back to School Night - 8/10/22
- School Site Council Meetings - 9/12/22, 10/17/22, 2/7/23, 3/7/23, 4/17/23, 4/20/23
- ELAC meeting - 10/17/22, 1/25/23, 2/7/23
- Staff Meetings- 8/8/22, 9/6/22, 10/11/22, 11/8/22, 12/13/22, 1/10/23, 2/14/23, 3/14/23, 4/11/23
- PBIS meetings - 8/31/22, 10/5/22, 10/19/22, 11/7/22, 1/9/23, 2/6/23, 3/15/23, 4/13/23

## 2. Impact of LCAP and Annual Update

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

All committee members 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, continued professional development for staff, and a continued focus on parent involvement for the 23/24 school year.

Interventions in place are continuing to support growth and includes professional development for teachers, release time for collaboration, data meetings and targeted strategies to increase parent involvement.

## Resource Inequities

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

Jessie Baker School has the subgroup of SED enter into ATSI.  
There is a goal to address this inequity amongst the student group in attendance.

## 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 (SiteGoalID: 6715) (DTS: 02/10/23)**

Increase the percentage of students attaining instructional level proficiency in all individualized subject core areas based on ULS benchmark scores by 5%  
 Student progress and achievement with our specialized academic instruction for all content domains will improve for each student according to goals written.  
 ELA - data sampling baseline in ULS - 69.47  
 Math - data sampling baseline in ULS - level 1- 12

**Metric:** Content Standards Implementation - Percent Early Applying and Applying

**Actions/Services 1.1.1 (SiteGoalID: 6715) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Actions</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Provide maintenance agreements, parts, services, supplies, copying of supplemental resources for supplemental instructional materials.</li> <li>3. Supplemental technology-equipment maintenance agreements, computer accessories (parts, supplies, copy paper &amp; ink) to enhance instructional materials. Supplies that will enhance the opportunity to increase student access to</li> </ol>	<p>ULS data including interim assessments as well as common assessment will be used to monitor student progress. outcomes from data sources will be analyzed at PLC meetings and staff meetings at the start of the year and each trimester</p> <p>CAA data will be analyzed from the previous year 22/23</p> <p>IEP goal and Benchmark assessment data will be analyzed each trimester for goal progress</p> <p>ELPAC data will be utilized to monitor the progress of our English Learners. Outcomes from this data will be analyzed at PLC meetings.</p>	

current technology standards (mice, remotes, key board, headsets)

Supplies and Materials that aide student academic improvement (Copy Machines/Ink/Toner/Paper/Supplies/Lightbulbs) and online services

4. Maintain current technology and upgrade as necessary
5. Purchase supplementary online resources to provide additional reading, language and math including specialized practice at school and home - Scholastic reading Inventory, Starfall and additional resources as needed based on student assessed needs.
6. Review ELPAC results to increase student outcomes and re-designations.
7. Purchase supplementary and online resources for English Language Proficiency
8. 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.
9. 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.
10. 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.
11. Complete observational profiles and administer benchmark assessments

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**Actions/Services 1.1.2 (SiteGoalID: 6715) (DTS: 06/06/23)**

**Targeted Student Group(s)**

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>

**Site Goal 1.2 (SiteGoalID: 6719) (DTS: 02/10/23)**

Increase the number of students attaining higher proficiency levels in all subject areas as it pertains to their Individual Education Plan. Striving to improve student achievement each year in all areas of functional and academic domains as evidenced by progress monitoring and data increase of 3%

**Metric:** Content Standards Implementation - Percent Early Applying and Applying

**Actions/Services 1.2.1 (SiteGoalID: 6719) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• All • EL • Foster Youth • Low Income

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>		
<p><b>Actions</b></p> <ol style="list-style-type: none"> <li>1. Provide supplemental materials and equipment for our special population including our Adult Transition population.</li> <li>2. Ongoing training for Para Professionals</li> <li>3. Provide collaboration time among grade band cohorts (3 days for each grade band cohort)</li> <li>4. Staff participation in professional development on research-based instructional strategies to support literacy, math, and science instruction, specialized and culturally responsive strategies and English Learner strategies.</li> </ol>	<p>Formal and informal classroom observations, teacher surveys and PLC consultation will be used to help measure the effectiveness of specified actions related to instructional technology and our adult transition student population.</p>	

Funding Sources for District Goal 1	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$10900	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$7000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$25665	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$13000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$33000	Materials/Supplies/Equipment

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

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)

**Site Goal 2.1 (SiteGoalID: 6842) (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

**Actions/Services 2.1.1 (SiteGoalID: 6842) (DTS: 03/31/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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><u>Weekly:</u> Teachers will meet with their grade level PLC to discuss student assessment data, progress, and plan.</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>	



**Site Goal 2.2 (SiteGoalID: 6716) (DTS: 02/10/23)**

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

**Actions/Services 2.2.1 (SiteGoalID: 6716) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All • EL • Foster Youth • Low Income

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
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  B. Administration routinely participates in PLC's  C. Timely administration of performance based assessments.  D. Complete and interpret Alternative ELPAC assessments as they pertain to our SPED population outcomes  E. Teachers will meet each week to discuss their students' progress utilizing student levels or school-	<ul style="list-style-type: none"><li>• Classroom observation</li><li>• Administrative walkthrough</li><li>• Set goals, take action and analyze outcomes</li><li>• ELPAC scores</li><li>• Teacher evaluations</li><li>• PLC meeting minutes</li><li>• A decrease in percentage of behavioral referrals, intervention progress monitoring updated at meetings, interim assessments, and improved attendance.</li></ul>	

wide data.

### Site Goal 2.3 (SiteGoalID: 6721) (DTS: 02/10/23)

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

#### Metric:

### Actions/Services 2.3.1 (SiteGoalID: 6721) (DTS: 02/10/23)

#### Targeted Student Group(s)

- EL • SWD

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

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

#### How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

#### Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

Provide stipend to EL Coordinator

- attend training
- monitor ELPAC
- Monitor EL Levels
- Analyze data

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.

EL Coordinator will plan ELAC Meetings, participate in DELAC

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

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.

meetings, RFEP Monitoring, and re-designating of students. Utilize translator services for IEP and behavior meetings as needed.

EL coordinator will assist with identification and placement of EL students, re-designation, RFEP monitoring and support for ELAC meetings

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7250/0000)	\$3335	Certificated- Timesheets

<b>District Strategic Goal 3:</b>	<b>District Needs and Metrics 3:</b>
All students will have an equitable opportunity to learn in a 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:
	<ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>

**Site Goal 3.1 (SiteGoalID: 6717) (DTS: 02/10/23)**

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%  
 PBIS Tier 2- 20/21 - 42%; 21/22 - 62%  
 We will continue to strengthen PBIS Tier 1 and Tier 2 for the 23/24 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**

**Actions/Services 3.1.1 (SiteGoalID: 6717) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Action 1</b> Strengthen our site PBIS Plan. Actions include:</p> <ol style="list-style-type: none"> <li>1. Continue PBIS tier 1, II and III implementation with recommendations from coaches per TFI consultation</li> <li>2. Review PBIS expectation and procedures with families at BTSN as outlined in our student handbook</li> <li>3. Continue to provide staff with ongoing training as to how to complete referral forms to seek interventions and supports for our population to reduce inappropriate behavior and consequences which impact learning</li> <li>4. promote PBIS expectations with school wide signage and student materials.</li> <li>5. continue training and support of students, staff and school community in the area of PBIS.</li> <li>6. Maintain monthly meeting for PBIS.</li> </ol>	<p><b>Action 1</b> Effectiveness will be measured and shared with staff at monthly staff meeting using;</p> <ul style="list-style-type: none"> <li>• Monitor synergy discipline data, specifically referrals. Disseminate data to SSC, ELAC and at staff meetings throughout the year.</li> <li>• Student staff and parent surveys twice a year</li> <li>• track expectation reinforcement by grade band monthly</li> <li>• Increase and maintain Gold TFI score annually</li> </ul>	

**Actions/Services 3.1.2 (SiteGoalID: 6717) (DTS: 04/18/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. Host family / parent university (3) survey parents to include their interests.</li> <li>2. Discussing expectations, school wide safe plan, school wide data.</li> <li>3. IEP Bootcamp</li> <li>4. Transition and all that comes with it</li> <li>5. Coffee chat with parents. Fund light refreshments and signage for family and community events, IEP ELAC, SCC, Coffee Chat</li> </ol>	<p>Monitor the number of parents who participate in the Universities</p>	

<b>Funding Sources for District Goal 3</b>	<b>Amount</b>	<b>Description of Use</b>
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$1011	Materials/Supplies/Equipment

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></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"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 6718) (DTS: 02/10/23)**

Continue to 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.

**Metric:** Parents indicating opportunities for parent involvement

**Actions/Services 4.1.1 (SiteGoalID: 6718) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All • EL • Foster Youth • Low Income

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. Increase the home school communication between all primary languages represented on our school site starting with Back to school night at all functions, meeting</li> <li>2. Increase Back to School Night attendance - parent calls, signage, increased awareness with array of communication tools, starting in August going throughout the year</li> <li>3. Ensure home school communications are translated as needed in all languages - utilize Talking Points and the Interpretation support line</li> <li>4. Parent Liason - Make phone calls to personally invite</li> </ol>	<ul style="list-style-type: none"> <li>• Monitor Parent Liason contact log monthly and report to teams</li> <li>• Parent surveys twice a year</li> <li>• participation at events -sign in sheets at each event</li> <li>• Increased parent participation in SSC and PTO membership - as shown by attendance</li> <li>• reports all data to PBIS, SCC, staff groups, PTO</li> </ul>	

<p>parents to events in English and Spanish, use Parent Interpretation Support line for all languages throughout the year- ongoing</p> <ol style="list-style-type: none"> <li>5. Utilize synergy and home school communication</li> <li>6. Establish and communicate current events in print, on website, media run by students, synergy and through social media</li> <li>7. Continue to enhance activities to meet the needs of students socially, emotionally and academically</li> <li>8. Provide supplemental materials, equipment and personnel</li> <li>9. Utilize BTA during home school conferences and IEP's.</li> <li>10. Promote parent participation in PTO and SSC</li> <li>11. These steps will all be on going throughout the year.</li> </ol>		
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**Site Goal 4.2 (SiteGoalID: 6720) (DTS: 02/10/23)**

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.

21/22 attendance rate- 84.91  
 22/23 attendance rate- 86.93  
 SED fell into the ATSI under attendance

**Metric: Attendance Rate**

**Actions/Services 4.2.1 (SiteGoalID: 6720) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What modifications do you need to make?</li> </ul>
<p><b>Action 1</b></p> <ol style="list-style-type: none"> <li>1. Increase family attendance at family engagement activities by 5% starting with our first Back to school night in August</li> <li>2. Increase personal calls to invite families to events and meeting in their native language throughout the school year</li> <li>3. Increase parent participation and knowledge in ways to access school supported communication tools at Back to school night</li> <li>4. Continue school wide attendance campaign including staff, students and parents. Keep attendance as an agenda item for meetings.</li> <li>5. Classrooms will be supplied with necessary supplies, resources and curriculum</li> <li>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</li> <li>7. School newsletter starting in August</li> </ol>	<ul style="list-style-type: none"> <li>• gather and analyze attendance data monthly for all groups and subgroups by using synergy - share with PBIS, SSC, Parent groups and staff</li> <li>• Reports submitted to administration by office staff will include tardies, early dismissals and absences.</li> <li>• monitor and track communication with parents share with teachers</li> <li>• monitor sign in sheets for parents participation - share with all groups</li> </ul>	

**Site Goal 4.3 (SiteGoalID: 6722) (DTS: 02/10/23)**

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 percentage for parents who have access to information through Parent Vue and home school communication tools are gathered.



**Metric:** Attendance Rate

**Actions/Services 4.3.1 (SiteGoalID: 6722) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
<ol style="list-style-type: none"><li>1. At Back to School Night provide parents with information/opportunities to sign up for Parent Vue.</li><li>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 on how to access the school's social media sites on Facebook</li><li>3. Ensure that all parents are aware of information available through Parent Vue, school emails and on school web site</li><li>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.</li><li>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</li></ol>	<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. 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>	

such as EL, Low income,  
Foster Youth and homeless.

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$26071	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$2145	Classified- Timesheets
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7250/0000)	Certificated- Timesheets		\$3335			\$3335
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$10900				\$10900
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$7000				\$7000
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$25665			\$26071	\$51736
Title I – Basic (4900/3010)	Classified- Timesheets				\$2145	\$2145
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$13000				\$13000
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$33000		\$1011	\$2000	\$36011

### 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

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## V. Funding

### Jessie Baker School (505) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
<b>7201</b> LCFF Supplemental Concentration 7- 12 <b>0000</b> Unrestricted	0.0000	\$0	\$69,636	\$69,636	\$43,565	\$0	\$0	\$26,071	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$3,335	\$3,335	\$0	\$3,335	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low- Income and Neglected	0.0000	\$0	\$51,156	\$51,156	\$46,000	\$0	\$1,011	\$4,145	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$125,127	\$125,127	\$89,565	\$3,335	\$2,011	\$30,216	

#### Fund Subtotals

Subtotal of additional federal funds  
included for this school \$51,156

Subtotal of state or local funds included for  
this school \$73,971

**Signatures: (Must sign in  
blue ink)**

**Date**

**Principal**

**School Site Council  
Chairperson**


**EL Advisory Chairperson**

Debbie Wayne

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