

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **BAKER ELEMENTARY** SCHOOL

**2018-19**

37-68338-6039150  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Gallagher, Kathleen  
**Contact Person:** Gallagher, Kathleen  
**Position:** Principal  
**Telephone Number:** 619/344-4800  
**Address:** 4041 T St, Baker Elementary, San Diego, CA, 92113-1808,  
**E-mail Address:** kgallagher1@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Baker Elementary

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)**

SITE CONTACT PERSON: Kathleen L. Gallagher

PHONE: 619-344-4800

FAX: 619-344-4849

E-MAIL ADDRESS: kgallagher1@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.


**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____         |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____         |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____         |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>4/5/18</u> |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____         |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/5/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Kathleen L. Gallagher  
Type/Print Name of School Principal

  
Signature of School Principal

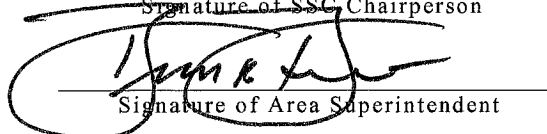
4/6/18  
Date

Sara Holerud  
Type/Print Name of SSC Chairperson

  
Signature of SSC Chairperson

4/6/2018  
Date

Bruce Bivins  
Type/Print Name of Area Superintendent

  
Signature of Area Superintendent

4/17/18  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

Fred Baker Elementary School's mission is *to prepare students academically and socially to compete and contribute in a global society as highly productive citizens with strong core values as their guiding principles*. Our Single Plan for Student Achievement (SPSA) spells out the process by which we support the academic success of ALL students. The 2018-19 SPSA is based on available formative and summative student data, input from our School Site Council (SSC), Instructional Leadership Team (ILT), and the participation of all stakeholders in our learning community. While we recognize that achievement in all curricular areas is our goal, the SPSA emphasizes English-Language Arts and Mathematics as our primary focus areas. We provide a variety of academic supports, including PrimeTime Academic Instruction, After-School Intervention, access to individualized on-line tutorials, and other classroom based interventions. Other support services are delivered by our Education Specialists and our Resource Specialist. Enrichment classes in Dance, P.E., Technology, and Engineering provide release time to teachers to collaborate in grade level professional learning communities (PLCs). In PLCs, teachers review assessment data, plan interventions, and strategically design high-quality first instruction based on the Common Core State Standards. The goal of the SPSA is to focus teachers' expertise and efforts in providing outstanding instruction and interventions for our students. In particular, in order to successfully close the achievement gap, the data indicates that we need to pay particular attention to our English Learners, African American students, and students with special needs.

**SCHOOL VISION AND REALITY**

Baker Elementary is a school where all children are known and valued as individuals. Teachers and staff use students' strengths to build competency in all areas of the academic and social curriculum. Teachers and staff work productively with parents to ensure every child has the support and resources necessary to succeed to their full potential. This means teachers are knowledgeable about the curriculum and are able to link student interests with relevant critical thinking tasks based on the Common Core State Standards. Teachers engage in deep collaboration to ensure they are utilizing best practices with all students in an aligned, equitable, and engaging way. Teachers and staff hold themselves to the highest standards of professional efficacy to ensure that every child is prepared to compete in the global economy, prepared for college and beyond, and can become productive engaged members of their communities. Baker's vision for student learning is the same as our school-wide focus: Students will take ownership in the use of critical thinking to listen, read, and solve problems and learn to speak, and write proficiently using precise, clear, academic language. We are committed to providing daily instruction to all of our students to make this vision the reality every day.

**CORE AND SUPPLEMENTAL SUPPORTS****TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

**Enrollment/Days Per Week**

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize that universal high expectations for all students requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require educators to expand their knowledge, skills, practices, and dispositions. Effective professional learning must focus on ensuring substantive results related to student progress. With this understanding, professional development time is provided within the structure of Professional Learning Communities (PLCs) and whole-group professional development. Analysis of student data determines the focus of professional development. Our learning is aligned with our district's learning cycles and is directly reflected in our district's vision - "How do we develop students who take an active stance in their own learning

and become actively literate, contributing members of a society who make a positive difference in the world?" Grade level PLCs monitor student progress toward these goals. Analysis results in responsive instruction and interventions. Findings and progress are shared with parents and community via advisory groups and our School Site Council (SSC).

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development as well as extended and intensive learning opportunities. These are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC will analyze the academic performance of all student groups and consider the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the SMARTE goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards: Enrichment Classes/PLCs, Guidance Assistant, After School Computer Labs, Achieve3000, RAZ Kids, Starfall, & After School Intervention Classes.

Advisory groups (SGT & ILT) were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

Parents and community were informed and engaged in the budget allocation process at Together Tuesday, the Principals' Coffee, and at our SGT and SSC meetings. Community and staff were surveyed and gave input regarding their priorities. SGT discussed the most effective use of our funds, and SSC voted to allocate the programs that were chosen.



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

English/Language Arts SMART Goal:

By June 2019, 40% (approx. 353rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 314th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 265th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 35% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 3 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 1 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 40% (approx. 34 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 30 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 26 5th graders) will meet or exceed standards in ELA on the SBAC exam

Subgroup: Hispanic/Latino students

By June 2019, 45% (approx. 31 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 30 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 28 5th graders) will meet or exceed standards in ELA on the SBAC exam

Subgroup: Students with Disabilities

By June 2019, 15% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 15% (approx. 2 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 15% (approx. 3 5th graders) will meet or exceed standards in ELA on the SBAC exam

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT    Interim Assessments    End-Of-Course  
 Exams    SBAC    DRA2    SMI    SRI    KDS    ELPAC    ARI    MDTP    Report Cards    End-Of-Unit  
 Assessments    PowerSchool    Sign In Sheets    Other

**Other Assessments (Please Specify):**

Instructional Reading Levels

Monthly on-demand writing prompts

Common Formative Assessments aligned with Critical Concepts



Unit Assessments

Interim Assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze Reading/Writing achievement 3 times per year. Analysis will inform subsequent instruction.

**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 40% (approx. 353rd graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 40% (approx. 314th graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 40% (approx. 265th graders) will meet or exceed standards in MATH on the SBAC exam

**Closing the Gap SMART Goal:**

**Subgroup: African American students**

By June 2019, 35% (approx. 3 3rd graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 35% (approx. 3 4th graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 35% (approx. 1 5th graders) will meet or exceed standards in MATH on the SBAC exam.

**Subgroup: English Learners students**

By June 2019, 40% (approx. 34 3rd graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 40% (approx. 30 4th graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 40% (approx. 26 5th graders) will meet or exceed standards in MATH on the SBAC exam

**Subgroup: Hispanic/Latino students**

By June 2019, 45% (approx. 31 3rd graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 45% (approx. 30 4th graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 45% (approx. 28 5th graders) will meet or exceed standards in MATH on the SBAC exam

**Subgroup: Students with Disabilities**

By June 2019, 15% (approx. 2 3rd graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 15% (approx. 2 4th graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 15% (approx. 3 5th graders) will meet or exceed standards in MATH on the SBAC exam

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course

Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit

Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Curriculum Unit Assessments

Common Formative Assessments aligned with Critical Concepts

SBAC Interim Assessments

Exit Slips

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner**

**English Learner SMART Goal:**  
 By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**  
 Gap Finder  
 Student writing  
 Language Expression Tool

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
 Progress monitoring and reporting is aligned with the district's assessment calendar and will take place in November, March, and June.

**Trimester 1**(August-November) - We will use Fountas & Pinnell (F&P) and DRA reading levels to identify English learners at risk of not meeting grade level expectations. The EL/RTI resource teacher will ensure all of them are registered and able to access Learning Upgrade. He will work with classroom teachers to modify instruction to ensure the active engagement of EL students.

**Trimester 2** (November -March) - We will use F&P, Interim Assessments, writing assessments, and PLC Common Assessments to ensure at least 40% of EL students achieve grade-level expectations (75%) for the second quarter of instruction and provide intensive interventions to students not meeting the standard.

**Trimester 3** (March - June) - We will use F&P, Interim Assessments, writing assessments, and PLC Common Assessments to ensure at least 50% of students achieve grade-level expectations (75%) for the third quarter and provide intensive interventions to students not meeting the standard.

Professional Learning Communities (PLCs) will work in collaboration with the EL/RTI Resource Teacher to monitor progress toward these goals. Data analysis will result in targeted instruction that increases language development. Findings and progress will be shared with parents and community via the ILT, SGT, and School Site Council (SSC).

**Area 4: Graduation/Promotion Rate**

Graduation Rate SMART Goal:

By June 2019, 65% (approx. 46 Kindergartners) will meet or exceed Instructional Level E in F&P assessments.

By June 2019, 65% (approx. 46 1st graders) will meet or exceed Instructional Level J in F&P assessments.

By June 2019, 65% (approx. 44 2nd graders) will meet or exceed Instructional Level N in F&P assessments.

By June 2019, 65% (approx. 56 3rd graders) will meet or exceed Instructional Level O in F&P assessments.

By June 2019, 65% (approx. 49 4th graders) will meet or exceed Instructional Level T in F&P assessments.

By June 2019, 65% (approx. 42 5th graders) will meet or exceed Instructional Level W in F&P assessments.

Closing the Gap SMART Goal (Optional for Elementary schools):

Subgroup: African American students

By June 2019, 60% (approx. 4 Kindergartners) will meet or exceed Instructional Level E in F&P assessments.

By June 2019, 60% (approx. 4 1st graders) will meet or exceed Instructional Level J in F&P assessments.

By June 2019, 60% (approx. 5 2nd graders) will meet or exceed Instructional Level N in F&P assessments.

By June 2019, 60% (approx. 5 3rd graders) will meet or exceed Instructional Level O in F&P assessments.

By June 2019, 60% (approx. 5 4th graders) will meet or exceed Instructional Level T in F&P assessments.

By June 2019, 60% (approx. 1 5th graders) will meet or exceed Instructional Level W in F&P assessments.

Subgroup: English Learners students

By June 2019, 50% (approx. 20 Kindergartners) will meet or exceed Instructional Level E in F&P assessments.

By June 2019, 50% (approx. 19 1st graders) will meet or exceed Instructional Level J in F&P assessments.

By June 2019, 50% (approx. 18 2nd graders) will meet or exceed Instructional Level N in F&P assessments.

By June 2019, 50% (approx. 22 3rd graders) will meet or exceed Instructional Level O in F&P assessments.

By June 2019, 50% (approx. 20 4th graders) will meet or exceed Instructional Level T in F&P assessments.

By June 2019, 50% (approx. 14 5th graders) will meet or exceed Instructional Level W in F&P assessments.

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 42 Kindergartners) will meet or exceed Instructional Level E in F&P assessments.

By June 2019, 70% (approx. 41 1st graders) will meet or exceed Instructional Level J in F&P assessments.

By June 2019, 70% (approx. 34 2nd graders) will meet or exceed Instructional Level N in F&P assessments.

By June 2019, 70% (approx. 48 3rd graders) will meet or exceed Instructional Level O in F&P assessments.

By June 2019, 70% (approx. 47 4th graders) will meet or exceed Instructional Level T in F&P assessments.

By June 2019, 70% (approx. 43 5th graders) will meet or exceed Instructional Level W in F&P assessments.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course

Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit

Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Instructional Reading Levels (Fountas & Pinnell)

Common Formative Assessments aligned with Critical Concepts

Achieve 3000

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet by grade level/department to analyze end of unit assessments and F&P 3 times per year. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 420 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 50 % (approx. 210 families) will attend Literacy training at weekly grade level Principal Coffees to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Parents of students in grades 4 & 5 are least represented at school events. Parents need additional support in understanding Common Core State Standards and effective parent engagement strategies. We will strive for at least 50% parent participation in at least 3 events during the school year (Family Fridays/Principal Coffees/Committee Membership/Parent University/School Smarts Classes)

**What data did you use to form these goals?**

A review of sign-in sheets, survey results, event evaluations, and conversations generated in parent meetings were used to form these goals.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted based on progress. Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers are aligned in the implementation of standards-based curriculum in ELA and mathematics.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including guided reading.
- Staff will use multiple measures of assessment (i.e., Unit assessments, Interim Assessments, and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics aligned with Common Core State Standards and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use content objectives, language objectives and language frames to ensure and scaffold student understanding.
- All English learners will be assessed using CELDT and progress monitoring will focus on development of written language.
- Counselor, nurse, guidance assistant, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers, and principal will monitor student attendance and ensure SART meetings are documented and goals are monitored to ensure improvement.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- All teachers will work collaboratively to identify grade level proficiency using the results of district interim assessments and common PLC assessments to plan instruction, monitor student progress, provide effective interventions.
- All teachers will participate in on site and district professional development to strengthen literacy and mathematics instruction.

***Strategic Support (Tier 2)***

- Extended learning time will be provided to address specific student needs as identified through teacher, grade level and site analysis (Intervention Classes).
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Teachers will make a home contacts (i.e. progress reports, point sheets, phone calls, and home visits) to discuss and monitor the progress of their at risk students. This is logged by teacher on Student Learning Contracts.
- Educational specialists will provide supplemental small group/individualized instruction for students with IEPs and support the RTI process in the identification/support of students at risk.
- Speech/language Pathologist will align goals with the academic language and expectations of Common Core State Standards.
- ELST/District resource teachers will consult with teachers to provide supports for targeted English Learners.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate, and re-teach concepts (Learning Upgrade/Achieve 3000/ Accelerated Reader/ Raz kids/ Starfall).
- The EL/RTI Resource teacher will provide a Double Dose of daily guided reading for targeted students.

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- Teachers will support small groups of targeted students to provide additional focused support and strengthen and clarify understanding prior to sending students off to work independently.
- SEA/SETs will provide appropriate modifications of student work consistent with students' IEP goals and clarify concepts during whole group and small group instruction

### ***Intensive Intervention (Tier 3)***

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for to general education teachers.
- Counselor, Guidance Assistant, and other support staff will provide ongoing check-ins with at risk students.
- Support by Intervention Teacher (if available) to address literacy needs of students who are two or more years below proficiency (Non-Classroom Teacher Hourly).
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into classes, observe, and collaborate with classroom teachers to assist with differentiating instruction based on student needs

### **1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

Classroom libraries will be enhanced to ensure teachers have access to quality literature. A range of fiction and non-fiction texts at a range of levels will enable teachers to differentiate reading instruction and provide high interest, artful, and culturally relevant mentor texts for teaching writing. Quickword Dictionaries and a variety of interactive journals and folders will enable teachers to structure tasks that are aligned with the goals for each unit of instruction with a focus on scaffolding academic conversations. An engineering class aligned with math and science standards will be added at Kindergarten and first grade when grade level teams are released for collaboration.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$3,986.00	\$3,986.00	0011-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Books and Instructional materials to support teacher collaborative planning.
Classroom PARAS Hrly		\$5,000.00	\$6,420.50	0011-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	02, 04	After school computer labs for students without access to internet at home.

### **How will you monitor these strategies/activities?**

Teachers will collect, analyze, and share student work in their grade level teams. They will identify/develop rubrics for assessing academic conversations and student writing. Students will use their journals and other artifacts in presentations of learning. Students will reflect on their learning as a regular component of each lesson and unit. Teachers will use these reflections to assess and monitor progress and differentiate instruction. Professional texts/materials will enhance teachers' repertoire of skills and strategies for teaching in diverse learning environments.

### **2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Write a description of your activities/actions for this focus area here based on your key findings



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Teachers monitor student progress in reading and identify students needing additional instruction in order to close the gap. Teachers will use the RTI process to ensure all students not on grade level have access to the supports they need in order to improve. This includes ongoing and productive conversations with parents so that all stakeholders (teacher/student/parent/principal) understand their role in supporting the child. Teachers will ensure students have access to extra time, resources, and support in the form of before/after school computer labs, intervention classes, and small group instruction.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$10,000.00	\$12,039.00	0011-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, LCFF 1	After school intervention support for ELA and Math.

**How will you monitor these strategies/activities?:**  
 By October, teachers will identify students at risk and collaborate with the principal to ensure all stakeholders are informed and equipped to support the child. Teams (student/parent/teacher) will construct learning targets and a strategic plan for improvement. Goals will be monitored monthly to ensure progress and provide interventions if needed. F&P levels will be recorded in illuminate; Learning Upgrade will be used to monitor acquisition of grade level skills; Achieve 3000 will be utilized to monitor Lexile levels in grades 3-5.

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**  
 Whole group professional development goals will be determined in collaboration with the Instructional Leadership Team (ILT), district resource teachers, and the principal. PLCs will enable each grade level to collaborate to identify and address problems of practice specifically related to students' needs, based on common assessments and student work. PLCs will actively engage in professional inquiry consistent with best practice for culturally diverse schools. Teachers will reflect on their instruction and use professional and human resources to continually develop their content knowledge and pedagogical skills and ensure all students are engaged in active learning and academic progress.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Regular Teacher	0.4000	\$32,840.40	\$39,892.88	0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Enrichment Classes to support Teacher Collaboration.
Regular Teacher	0.4000	\$32,840.40	\$39,892.88	0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Enrichment Classes to support Teacher Collaboration.

**How will you monitor these strategies/activities?:**  
 Teachers will develop grade level protocols for goal setting; sharing, assessing, and calibrating, student progress, and identifying needs and next steps for students. Curriculum maps will be completed prior to the beginning of the school year so the content and pace of instruction are known in advance. The majority of teacher time will be used to collaboratively plan in a way that allows teachers to modify their instruction to ensure it becomes increasingly more strategic and engaging.

## Baker Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
 Teachers and staff will pay close attention to students' social and emotional engagement in learning and work with our counselor and guidance assistant to develop positive relationships with parents that result in increased learning. These strategies include parent conferences, collaborative and strategic learning plans, point sheets, RTI meetings and interventions, and the facilitation of access to a range of additional community resources.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.7500	\$21,358.50	\$45,042.33	0011-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04	Support for students whose behavior/emotional needs impact learning.

**How will you monitor these strategies/activities?**  
 Our Counselor and Guidance Assistant will report tri-annually on RTI/Attendance/Behavior by student, class, and grade level. Teachers will maintain accurate records of parent communication, progress on behavior and learning goals, and effectiveness of interventions.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 All teachers will connect with parents a minimum of four times/school year (September/October/March/June). These will correspond with Back to school events, parent conferences, and open house, which will be a showcase of learning. Teachers will strive to attain 100% parent participation through the use of strategic parent engagement activities that will be developed collaboratively with the PTA. The effectiveness of Family Fridays and Principal's Coffees will continually evolve with feedback and guidance from parents and the community.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Nonclsrn PARAS Hrly		\$500.00	\$642.05	0011-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	05	Translation/Babysitting for Parent events.
Supplies		\$1,846.95	\$1,846.95	0011-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Books and Materials for Parent events

**How will you monitor these strategies/activities?**  
 Sign-in sheets, parent feedback/reflections, and parent interviews.

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> Afterschool intervention classes, push in support, and extended access to the computer lab after school will provide an extra level of support for students not accessing the Tier 1 core curriculum. On-line interventions will be accessible at school and at home.</p> <p><b>Identified Need::</b> When students cannot access the core curriculum through Tier 1 instruction, interventions are required to accelerate and support student learning.</p> <p><b>Target Group::</b> Students identified as being in need of Tier 2 and Tier 3 instructional supports.</p> <p><b>Monitoring::</b> Ongoing progress monitoring is necessary to evaluate the effectiveness of interventions. Teachers will collect weekly data samples (running records, Anecdotal notes, exit slips, formative assessments, etc.) to ensure students are making adequate progress toward grade-level standards.</p> <p><b>Personnel Responsible::</b> Classroom teachers will be responsible for identifying students who qualify for additional intervention supports by participation in the RTI process. Teachers will monitor progress with agreed-upon data to show evidence of growth. If the teacher is not providing the supports/interventions themselves, they will clearly communicate student needs to support staff (non-classroom teacher hourly). The principal is responsible for ensuring the interventions are meeting student needs effectively.</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Provide access to broad and challenging curriculum consistent with Common Core State Standards.</p> <p><b>Identified Need::</b> In order to meet the rigor required by the Common Core State Standards in English/Language Arts and mathematics, students must have access to current, relevant, engaging, complex texts and tasks. The district provides Literacy units of study, Writing curriculum, and three options for mathematics: District Concept Guides, NY engage units, and Georgia Units core curriculum materials. Grade levels determine a common curriculum to ensure equitable access to a common curriculum across grades and vertical coherency within the school site. PLC Time is used for teachers to make curriculum decisions, plan instruction, analyze assessment data, and plan enrichment and interventions.</p> <p><b>Target Group::</b> TK-5 Tier 1 instruction</p> <p><b>Monitoring::</b></p>

Principal walk throughs and classroom observations will be used to monitor implementation of the core curriculum and comply with SDEA contract guidelines. Cross-classroom visitations will facilitate consistent grade level instruction and supports for all students. Interim assessments, instructional reading and math levels, and common formative assessments will be used to monitor the progress of all students.

**Personnel Responsible:**

Everybody has a role in ensuring all students have access to high quality instruction. Teacher teams must be proactive in obtaining and utilizing the supports needed for effective implementation of classroom supports. The ILT, SGT, and SSC are all responsible for ensuring resources are allocated to maximize effective common core instruction. Ultimately, the principal is responsible for ensuring all teachers utilize the supports consistently and effectively.

**Goal 3: Professional Development**

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

Professional learning is a top priority for our school community. We recognize that universal high expectations for students requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements are dependent upon effective professional learning to expand educators' knowledge, skills, practices and dispositions to ensure substantive improvements for themselves, their colleagues, and their students. We strive to combine deep understanding of content and cultural responsiveness to the students through effective pedagogical practices in an environment that is visually stimulating, positive, and supportive of students' ongoing learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycles, which relate directly to our district's vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four cycles, with the goal of building student capacity for independent self-directed learning. The cycles are:

**Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis of data and instructional planning results in highly engaging, responsive instruction accessible by a range of learners. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Identified Need:**

The Instructional Leadership Team will assess the school's progress consistent with district professional development goals. We will use school-wide walkthroughs to determine the focus of professional development and grade levels will work collaboratively to tailor their planning and assessments consistent with their grade level standards.

## Baker Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**Target Group::**

The most important factor related to improving student achievement is to improve instruction in the classroom. All teachers have access to monthly professional development and grade level common core planning consistent with district learning cycles. All support staff have continual access to professional development specific to their unique job category. The principal is responsible for ensuring all students have access to high quality standards-based instruction and for the effective evaluation of teachers and staff. The principal will adhere to SDEA guidelines for evaluating classroom teachers and support staff and providing differentiated support and feedback to ensure continuous improvement.

**Monitoring::**

Principal walk throughs and classroom observations will be used to monitor progress and the implementation of professional learning. Cross-classroom visitations facilitate consistent grade level instruction, expectations, and vertical alignment of curriculum. The Instructional Leadership Team assesses and monitors whole school implementation of professional learning goals and adapts supports and resources accordingly.

**Personnel Responsible::**

Everybody has a role in ensuring all students have access to high quality instruction, which is the goal of all professional development. Support staff are responsible for developing proficiency in their area of expertise and holding themselves to high standards for effective outcomes for students. Teachers are responsible for attending and implementing their learning in professional development, engaging in their professional learning communities consistent with research-based practices, planning and delivering rich and rigorous standards-based learning experiences for students, and providing effective interventions when children fall short of lesson and unit expectations. The Principal is responsible for ensuring all students and staff do their best to meet their goals and for providing feedback and supports as needed.

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Regular Teacher	0.4000	\$32,840.40	\$39,892.88	0011-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Enrichment/collaboration. Art/Dance Teacher
Supplies		\$9,230.00	\$9,230.00	0011-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Books and other classroom supplements for Literacy Instruction
Software License		\$22,630.00	\$22,630.00	0011-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Achieve 3000, RAZ kids, Accelerated Reader
Short Term Leave Visiting Tchr		\$8,307.00	\$10,000.79	0011-09800-00-1162-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Release time for ELPAC Testing

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Baker**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	201	29.4	187	28.3	183	31.7	2.3	3.4	200	16.0	186	24.2	183	32.8	16.8	8.6
Female	98	44.9	76	40.8	81	42.0	-2.9	1.2	98	21.4	77	29.9	81	39.5	18.1	9.6
Male	103	14.6	111	19.8	102	23.5	8.9	3.7	102	10.8	109	20.2	102	27.5	16.7	7.3
African American	15	13.3	15	6.7	7	-	-	-	15	6.7	15	6.7	7	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	181	29.8	165	29.7	169	32.0	2.2	2.3	180	15.6	164	24.4	169	33.1	17.5	8.7
Indochinese	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	4	-	4	-	-	-	1	-	4	-	4	-	-	-
Multiracial	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-
English Learner	89	11.2	81	7.4	79	6.3	-4.9	-1.1	89	9.0	79	8.9	79	13.9	4.9	5.0
English-Speaking	112	43.8	106	44.3	104	51.0	7.2	6.7	111	21.6	107	35.5	104	47.1	25.5	11.6
Reclassified†	58	56.9	46	65.2	58	62.1	5.2	-3.1	58	32.8	45	57.8	58	56.9	24.1	-0.9
Initially Eng. Speaking	54	29.6	60	28.3	46	37.0	7.4	8.7	53	9.4	62	19.4	46	34.8	25.4	15.4
Econ. Disadv.*	201	29.4	183	28.4	176	30.7	1.3	2.3	200	16.0	182	24.7	176	33.0	17.0	8.3
Non-Econ. Disadv.	0	-	4	-	7	-	-	-	0	-	0	-	7	-	-	-
Gifted	35	42.9	23	52.2	21	57.1	14.2	4.9	35	28.6	23	56.5	21	76.2	47.6	19.7
Not Gifted	166	26.5	164	25.0	162	28.4	1.9	3.4	165	13.3	163	19.6	162	27.2	13.9	7.6
With Disabilities	27	0.0	0	-	0	-	-	-	26	0.0	25	8.0	31	6.5	6.5	-1.5
WO Disabilities	174	33.9	161	32.9	152	38.2	4.3	5.3	174	18.4	161	26.7	152	38.2	19.8	11.5
Homeless	9	-	14	28.6	36	25.0	-	-3.6	9	-	14	21.4	36	38.9	-	17.5
Foster	4	-	4	-	0	-	-	-	4	-	4	-	0	-	-	-
Military	1	-	2	-	3	-	-	-	1	-	0	-	3	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.





**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Baker**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	74	27.0	73	27.4	63	33.3	6.3	5.9	73	20.5	72	25.0	63	39.7	19.2	14.7
Female	29	51.7	31	32.3	32	34.4	-17.3	2.1	29	34.5	30	26.7	32	43.8	9.3	17.1
Male	45	11.1	42	23.8	31	32.3	21.2	8.5	44	11.4	42	23.8	31	35.5	24.1	11.7
African American	1	-	6	-	1	-	-	-	1	-	6	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	71	26.8	64	28.1	60	35.0	8.2	6.9	70	18.6	63	25.4	60	41.7	23.1	16.3
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Multiracial	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
English Learner	52	13.5	36	2.8	34	11.8	-1.7	9.0	52	7.7	36	5.6	34	26.5	18.8	20.9
English-Speaking	22	59.1	37	51.4	29	58.6	-0.5	7.2	21	52.4	36	44.4	29	55.2	2.8	10.8
Reclassified†	8	-	13	84.6	12	91.7	-	7.1	8	-	12	83.3	12	83.3	-	0.0
Initially Eng. Speaking	14	35.7	24	33.3	17	35.3	-0.4	2.0	13	23.1	24	25.0	17	35.3	12.2	10.3
Econ. Disadv.*	74	27.0	72	27.8	61	32.8	5.8	5.0	73	20.5	71	25.4	61	39.3	18.8	13.9
Non-Econ. Disadv.	0	-	4	-	2	-	-	-	0	-	0	-	2	-	-	-
Gifted	6	-	9	-	9	-	-	-	6	-	8	-	9	-	-	-
Not Gifted	68	26.5	64	21.9	54	25.9	-0.6	4.0	67	17.9	64	20.3	54	31.5	13.6	11.2
With Disabilities	8	-	0	-	0	-	-	-	7	-	10	10.0	12	8.3	-	-1.7
WO Disabilities	66	30.3	63	31.7	51	41.2	10.9	9.5	66	22.7	62	27.4	51	47.1	24.4	19.7
Homeless	3	-	5	-	10	20.0	-	-	3	-	5	-	10	40.0	-	-
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	-	-	1	-	0	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Baker**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	67	28.4	63	34.9	68	32.4	4.0	-2.5	67	16.4	63	27.0	68	29.4	13.0	2.4
Female	36	38.9	22	59.1	29	41.4	2.5	-17.7	36	19.4	22	40.9	29	34.5	15.1	-6.4
Male	31	16.1	41	22.0	39	25.6	9.5	3.6	31	12.9	41	19.5	39	25.6	12.7	6.1
African American	8	-	1	-	5	-	-	-	8	-	1	-	5	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	58	29.3	60	35.0	60	31.7	2.4	-3.3	58	17.2	60	25.0	60	30.0	12.8	5.0
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Multiracial	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
English Learner	21	9.5	37	13.5	26	3.8	-5.7	-9.7	21	14.3	37	13.5	26	3.8	-10.5	-9.7
English-Speaking	46	37.0	26	65.4	42	50.0	13.0	-15.4	46	17.4	26	46.2	42	45.2	27.8	-1.0
Reclassified†	20	60.0	14	78.6	23	56.5	-3.5	-22.1	20	30.0	14	64.3	23	52.2	22.2	-12.1
Initially Eng. Speaking	26	19.2	12	50.0	19	42.1	22.9	-7.9	26	7.7	12	25.0	19	36.8	29.1	11.8
Econ. Disadv.*	67	28.4	62	35.5	66	30.3	1.9	-5.2	67	16.4	62	27.4	66	28.8	12.4	1.4
Non-Econ. Disadv.	0	-	4	-	2	-	-	-	0	-	0	-	2	-	-	-
Gifted	13	46.2	4	-	8	-	-	-	13	38.5	4	-	8	-	-	-
Not Gifted	54	24.1	59	35.6	60	30.0	5.9	-5.6	54	11.1	59	23.7	60	25.0	13.9	1.3
With Disabilities	9	-	0	-	0	-	-	-	9	-	6	-	31	6.5	-	-
WO Disabilities	58	32.8	57	38.6	56	39.3	6.5	0.7	58	19.0	57	28.1	56	35.7	16.7	7.6
Homeless	3	-	6	-	12	41.7	-	-	3	-	6	-	12	50.0	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Baker**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	60	33.3	51	21.6	52	28.8	-4.5	7.2	60	10.0	51	19.6	52	28.8	18.8	9.2
Female	33	45.5	23	34.8	20	55.0	9.5	20.2	33	12.1	25	24.0	20	40.0	27.9	16.0
Male	27	18.5	28	10.7	32	12.5	-6.0	1.8	27	7.4	26	15.4	32	21.9	14.5	6.5
African American	6	-	8	-	1	-	-	-	6	-	8	-	1	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	52	34.6	41	24.4	49	28.6	-6.0	4.2	52	9.6	41	22.0	49	26.5	16.9	4.5
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Multiracial	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
English Learner	16	6.3	8	-	19	0.0	-6.3	-	16	6.3	6	-	19	5.3	-1.0	-
English-Speaking	44	43.2	43	25.6	33	45.5	2.3	19.9	44	11.4	45	22.2	33	42.4	31.0	20.2
Reclassified†	30	43.3	19	42.1	23	52.2	8.9	10.1	30	16.7	19	36.8	23	47.8	31.1	11.0
Initially Eng. Speaking	14	42.9	24	12.5	10	30.0	-12.9	17.5	14	0.0	26	11.5	10	30.0	30.0	18.5
Econ. Disadv.*	60	33.3	49	20.4	49	28.6	-4.7	8.2	60	10.0	49	20.4	49	30.6	20.6	10.2
Non-Econ. Disadv.	0	-	2	-	3	-	-	-	0	-	0	-	7	-	-	-
Gifted	16	43.8	10	50.0	4	-	-	-	16	12.5	11	45.5	4	-	-	-
Not Gifted	44	29.5	41	14.6	48	29.2	-0.3	14.6	44	9.1	40	12.5	48	25.0	15.9	12.5
With Disabilities	10	0.0	0	-	0	-	-	-	10	0.0	25	8.0	7	-	-	-
WO Disabilities	50	40.0	41	26.8	45	33.3	-6.7	6.5	50	12.0	42	23.8	45	31.1	19.1	7.3
Homeless	3	-	14	28.6	14	14.3	-	-14.3	3	-	14	21.4	14	28.6	-	7.2
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development

**Financial Planning, Monitoring and Accountability Department**

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*Baker Elementary School*

**TITLE I PARENT INVOLVEMENT POLICY**

**2018-19**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

*Baker* has developed a written Title I parental involvement policy with input from Title I parents. *This plan was developed with community input during Together Tuesday, Principal's Coffee, SSC, SGT, and the English Learner Advisory Council (ELAC).*

Baker distributes the policy to all parents of Title I students.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at **Baker**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This occurs on Back to School Night in a meeting prior to parents visiting classrooms.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These include Together Tuesday on the second Tuesday of every month, Principal's Coffee every Friday, rotating through all grade levels, and at ELAC, SSC, & SGT committee meetings held at least 4 times throughout the year.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This occurs in dialogue between the SSC and SGT. Baker voted to combine these meetings as needed to ensure active participation in both.
- The school provides parents of Title I students with timely information about Title I programs. Information is shared primarily through ConnectEd Phone calls and fliers sent home with all students.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. SGT and ILT members share this information with the principal and the principal shares it at monthly SSC meetings. Parents are informed via parent-teacher conferences which are held 2 times/year.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. We continually seek parent input on all aspects of school management through an

open-door policy and providing a meaningful forum for questions and discussion at all parent gatherings.

### **Home School-Parent Compact:**

*Baker Elementary* distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

*The compact is reviewed by the Baker's School Site Council as part of the budget process.*

### **Building Capacity for Involvement:**

*Baker Elementary* engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices which are reviewed with parents during weekly grade-specific workshops that are held by the principal and in parent conferences between teachers and parents.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This is emphasized in staff development, which is held monthly.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We have aligned our Principal's coffees and parent conferences to include this important information.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- The school provides support for parental involvement activities requested by Title I parents by involving students in creating invitations to parents, aligning with student performances, and through Connect-Ed reminders to parents.

### **Accessibility**

***Baker Elementary*** provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand and translation services is provided to parents at all meetings and school events.

**APPENDIX C**

**HOME/SCHOOL COMPACT**





San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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**BAKER ELEMENTARY SCHOOL  
HOME/SCHOOL COMPACT**

*Baker Elementary School* and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019.

**REQUIRED HOME/SCHOOL COMPACT PROVISIONS**

**SCHOOL RESPONSIBILITIES**

Baker Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.
2. Hold parent-teacher conferences (2 per year) during which this compact will be discussed as it relates to the individual child's achievement.
  - November 13-16: Academic concerns and interventions will be discussed at this meeting
  - March 18-22: Decisions to retain or promote will be discussed at this meeting
  - Parents or teachers may request an additional parent conference at any time throughout the school year.
3. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - *Learn about Common Core State Standards at each Principal's Coffee*
  - *Participate in classroom activities and parent conferences*
  - *Assist teachers by volunteering in the classroom*
  - *Consult with the teacher if concerns arise*
  - *Observe learning in the classroom*
  - *Assist with fundraisers*

**PARENT RESPONSIBILITIES**

We, as parents, will support our child’s learning by:

- Ensuring my child is on time and ready to learn every day.
- Making sure that homework is completed.
- Making sure my child completes all levels of ST Math
- Limiting the amount of television/video games my child watches.
- Volunteering in my child’s classroom.
- Reading with my child every night
- Modeling outstanding citizenship
- Participating in decisions relating to my child’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

**STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards. I will:

- Do my homework every day and ask for help when I need it
- Read at least 30 minutes every day outside of school time.
- Abide by the school rules and Baker Code of Conduct.
- Make my best effort on all tasks in the classroom.
- Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

**Principal’s Signature:** \_\_\_\_\_

**Parent’s Signature:** \_\_\_\_\_

**Student’s Signature:** \_\_\_\_\_

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Baker Elementary	09800	1107	Classroom Teacher	Regular Teacher	0.4000	\$ 32,840.40
		1162	Short Term Leave Visiting Tchr			\$ 8,307.00
		3000	Employee Benefits			\$ 8,746.27
		4301	Supplies			\$ 9,230.00
		5841	Software License			\$ 22,630.00
	<b>09800 Total</b>				<b>0.4000</b>	<b>\$ 81,753.67</b>
	30100	1107	Classroom Teacher	Regular Teacher	0.8000	\$ 65,680.80
		1157	Classroom Teacher Hrly			\$ 10,000.00
		2151	Classroom PARAS Hrly			\$ 5,000.00
		2404	Guidance/Attendance Asst	Guidance Asst	0.7500	\$ 21,358.50
		3000	Employee Benefits			\$ 41,248.29
		4301	Supplies			\$ 3,986.00
	<b>30100 Total</b>				<b>1.5500</b>	<b>\$ 147,273.59</b>
	30103	2955	Other Nonclsrn PARAS Hrly			\$ 500.00
		3000	Employee Benefits			\$ 142.05
		4301	Supplies			\$ 1,846.95
	<b>30103 Total</b>					<b>\$ 2,489.00</b>

**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**  
**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Baker Elementary

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Creating collaborative Classroom Agreements to ensure students buy-in., Clear statement of learning objectives for every lesson, accountability between teams in PLCs, Gradual release of responsibility and monitoring toward independence, Strategic scheduling to maximize learning and minimize transitions, Strategic Scheduling for students with disabilities to align with classroom intervention time (1 hr per grade level), Prep alignment with school schedule.
CLOSING THE ACHIEVEMENT GAP	Strategic, differentiated instruction, Small group assessment and interventions, common assessments aligned with critical concepts, computer lab and intervention classes (extended school day), Homework aligned with standards, PLCs-Alignment of instruction with critical concepts, More strategic use of Running Records in F & P Assessments,
PROFESSIONAL DEVELOPMENT	Implement (Learn by doing) Restorative Circles and Trauma-Informed Care (Mind-Up Curriculum) Alignment of F & P Administration school-wide, Vertical alignment of PLC work, Capitalize on District training/resources (ELD Bundles), Professional Resources.
GRADUATION/PROMOTION	Monitor grade-level proficiency and provide focused instruction and interventions, Monitor Progress and interventions, Align instruction to include all critical concepts Pacing Guides in ELA & Math with aligned assessments,
PARENT ENGAGEMENT	Learning with the Principal-Workshop Wednesdays (Grade-level specific and weekly), Bundle grade levels: Week 1: K/1, Week 2: Winner Wednesday (school-wide recognition of students) Week 3: 2-3, Week 4: 4-5. On weeks where there is no Winner Wednesday have Coffee with the Principal on the preceding Tuesday (Circles for Parents) - First session on Oct. 9. Students learning together with their parents in the auditorium. Offer one evening session/month (all grades) 5) Schedule Wednesday 6) 7) Always provide Spanish translation.