

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BAKER ELEMENTARY** SCHOOL

2020-21

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
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Baker Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Kathleen L. Gallagher

PHONE: 619-743-4984

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) CSI School

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 checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 9/22/20 |
| <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>9/23/20</u> |
| <input checked="" type="checkbox"/> Other (list): <u>T1 Parent Involvement</u> | Date of presentation: <u>9/24/20</u> |

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: 9/23/20

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

Kathleen L. Gallagher 10/5/20
Signature of School Principal / Date

Sharon Ferguson
Type/Print Name of SSC Chairperson

Sharon Ferguson / 10/5/20
Signature of SSC Chairperson / Date

Karen Fregoso
Type/Print Name of ELAC Chairperson

Karen Fregoso / 10/5/20
Signature of ELAC Chairperson / Date

Bruce Bivins
Type/Print Name of Area Superintendent

Bruce Bivins 10/6/2020
Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements for a Title I Schoolwide Program. The staff at Baker Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Baker work collaboratively to ensure opportunities for students to develop strong social identities, critical thinking, and problem-solving skills. We actively promote life-long learning and consistent daily access to high quality instruction that includes rigorous lessons, relevant subject matter, standards based curriculum and assessment, and responsive actions to ensure daily progress. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

-The Budget, the School Parent Compact and the Parent Involvement Policy were approved at the SSC Meeting on 9/23/20. .

-The Annual Title I Parent Meeting was held on 9/24/20.

-ELAC reviewed goals and provided input on 9/22/20.

-SSC Meeting occurred on 9/23/20. SPSA was approved.

RESOURCE INEQUITIES

Resource inequities exist in five areas: Instructional Materials, Social-Emotional Support, Staff Professional Learning, Extended Learning Opportunities, and Access to Enrichment Classes (STEAM).

Instructional Materials:

A common, proven, and comprehensive curriculum lays the foundation for high quality teaching and learning. Although many programs claim to be comprehensive, there is often the need for additional materials that target the needs of specific populations such as English Learners and Students with Disabilities. We have purchased a guaranteed and viable curriculum (GVC) for Language Arts/ELD (Benchmark Advance) for Tier 1 and Tier 2 Balanced Literacy Instruction in English/Language Arts (ELA). We have purchased Benchmark "Steps to Advance" Intervention curriculum to support

access to the core curriculum for students with disabilities (Tier 3). For mathematics, we are piloting the Illustrative Mathematics Curriculum in order to strengthen our focus on number sense, problem solving, and vertical alignment. We are committed to standards-based Assessments in literacy and mathematics that are aligned with SBAC. We use RAZ Kids and ST Math, which are research-based programs that provide students with additional instruction and support at their specific learning level. For Tier 3 instruction in Mathematics we use Kathy Richardson assessments to target gaps in student understanding and provide developmentally appropriate interventions to strengthen foundational knowledge and conceptual understanding.

Social Emotional Support:

Targeting the needs of the whole child requires a "village". Teachers and one administrator are hard pressed to meet the social-emotional, health, and instructional needs of students without additional support systems in place. Many of our students come to school carrying the burden of many issues associated with high poverty environments (e.g. traumatic events) and these social emotional needs greatly impact learning. For this reason, we fund a full-time guidance assistant.

Staff Professional Learning

Professional learning is meant to increase an educator's knowledge base and/or teaching skills. As society changes, so must education; therefore, ongoing professional development is necessary. Because we have adopted a new, standards-based literacy program that also includes a strong ELD Component, we opted to purchase a consultant with expertise in both areas to provide monthly professional development. These sessions will be planned in collaboration with our Instructional Leadership Team to ensure teachers have input on the needs and focus of each session. Much of the work of implementing the curriculum happens in PLCs, with the majority of time spent on data analysis, lesson design, and planning interventions based on specific student needs. We are also committed to providing a 21st Century learning experience for all students so a portion of our Professional Development monies will be used to fund K and 1st grade participation in the STEAM Pilot.

Extended Learning Opportunities

Inadequate time to learn is a constant challenge for students at Baker, especially for on-line tutorials that are accessed via the internet. Therefore, we extend the school day by 30 minutes for students who do not have internet access at home and for students whose assessments show that additional instruction is needed. Additional funding allows us to offer after school computer labs for each grade level.

Enrichment Classes (STEAM)

As a community we believe that all students should have access to an education that supports the "whole child". We spend a significant portion of our budget on Enrichment Classes that include P.E., Art, and Engineering. Three .4 FTE teachers provide instruction to all students on a rotating basis. This ensures grade level teams are released 3 times/month for data analysis and planning in PLCs.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Kathleen L. Gallagher	Principal
Sharon Fargason	Classroom Teacher
Sandi Davison	Classroom Teacher
Nicholas Weisskopf	Classroom Teacher
Josie Escalante	Classroom Teacher
Hilary Patz	Classroom Teacher
J C Rodriguez	Classroom Teacher
Cabrini Hays	Other School Personnel
Mayra Torres	Other School Personnel
Charissa Neabors	Parent Representative
Selene Ruffin	Parent Representative
Sylvia Manzano	Parent Representative
Karen Fregoso	Parent Representative
Anai Arroyo	Parent Representative
Maribel Flores	Parent Representative
Maria Beltran	Parent Representative
Susana Rosas	Parent Representative
Miriam Garcia	Parent Representative

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Baker has adopted Restorative Justice Practices School-Wide. These aim to facilitate proactive, collaborative problem solving when issues arise that impact our positive school culture. This year we will focus on reducing and/or eliminating suspensions for AA, SWD, and Homeless students. Our counselor (.2 FTE) and our Guidance Assistant (1.0 FTE) will work in collaboration with classroom teachers and staff to provide direct support to students whose behavior and/or social-emotional needs are impacting their ability to participate to their maximum potential in our academic program. Baker also partners with South East Early Prevention (SEEP) to provide whole class SEL instruction to students in grades K-2nd with a particular focus on Zones of Regulation. We have a close partnership with The Logan Clinic (Family Health Centers of San Diego) to provide individual counseling to students. We train 3rd-5th grade students in Restorative Leadership and facilitate classroom circles to ensure strong, inclusive, and sustaining classroom communities.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proper implementation of restorative practices will depend on adequate training for all staff. Currently, most staff has been trained but our counselor and guidance assistant will participate in more advanced training so they can co-lead the work at Baker. SSC/SGT will work in collaboration with each grade level to ensure all supports have been exhausted prior to resorting to suspension of students. These include: Individualized interventions at the classroom level, parent conferences, daily support in the classroom from our guidance assistant, individual counseling from our counselor, participation in

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restorative circles, and referral to outside counseling with Logan Clinic. Our guidance assistant will provide ongoing support to parents to ensure students remain positively engaged in the classroom and SEEP will offer parent trainings to ensure parents have access to the tools they need for maintaining positive, proactive, and ongoing communication with our school.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue the work with the counselor and guidance assistant.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	feel connected to the school	67	75	CAL-SCHLS (CHKS)	annual
June 2021	TK-5	reduce chronic absenteeism	15%	8%	Attendance	monthly

*Identified Need

Data from the 2018-19 California Healthy Kids Survey (CHKS) shows that 67% of students feel connected to the school. We would like to increase this percentage to 75%

Attendance data for 2019-20 shows that our Chronic Absenteeism rate was 15%. We would like to decrease this percentage to 8%.

Attendance data from the California Dashboard shows Students with Disabilities in the red category; Homeless/Foster students, African American, & English Learners are in the orange category, and Hispanic/Latino in the yellow category with the following percentages for chronic absenteeism for school year 17-18 (this will be updated once the Dashboard is also updated to reflect data for 18-19):

- Students with Disabilities 25%
- Homeless/Foster 23.2%
- African American 22%
- English Learners 14.2%
- Hispanic/Latino 16.1%

*Online Learning Implications

We monitor attendance daily and call every child's family who is not in attendance. Teacher's meet weekly to review participation rates and provide supports for students to improve. We do Weekly Principal Recognition videos to honor all students with perfect attendance for the week. We schedule meetings with families of chronically absent students so we can make sure there are supports in place based on the family's unique circumstances.

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	reduce chronic absenteeism	25%	8%	Attendance	daily
June 2021	TK-5	Homeless/Foster	reduce chronic absenteeism	23%	8%	Attendance	daily
June 2021	TK-5	Black or African American	reduce chronic absenteeism	22%	8%	Attendance	daily
June 2021	TK-5	English Learner	reduce chronic absenteeism	14%	8%	Attendance	daily
June 2021	TK-5	Hispanic or Latino	reduce chronic absenteeism	16%	8%	Attendance	daily

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will be served by this strategy.

***Strategy/Activity - Description**

GUIDANCE ASSISTANT

ATTENDANCE

Our Guidance Assistant will work in collaboration with the principal, nurse, and attendance clerk to identify and support students with chronic absenteeism. She will provide a safe place for problem solving and be a support to students in getting to school every day on time. She will work with families to set goals and monitor improvements.

SAFE AND COLLABORATIVE CULTURE

Our Guidance Assistant will support students whose social-emotional well being is preventing them from learning. She will build relationships to assist in identifying the root cause and work with teachers, staff, families, and the principal to support students to maximize their time learning.

RESTORATIVE LEADERS

Our Guidance Assistant will be the main contact for our Restorative Leaders. She will attend training and host meetings every Wednesday. She will work in collaboration with teachers, staff, the RJP department, and the principal to train leaders who will conduct community circles in each classroom. To build a sense of purpose and belonging, she will work with the Principal and PBIS Team to facilitate their successful role as mentors to younger students on our campus.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00111W	Guidance Asst	0.70000	\$22,761.20	\$43,334.24	0011-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		The Guidance Assistant will support the social-Emotional needs of all students. She will support our work to improve attendance and help facilitate restorative practices.
F00111X	Guidance Asst	0.30000	\$9,754.80	\$18,571.82	0011-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		The Guidance Assistant will support the social-Emotional needs of all students. She will support our work to improve attendance and help facilitate restorative practices.

***Additional Supports for this Strategy/Activity**

CLUBS AND AFTER SCHOOL EVENTS

These will all resume once we return to full time, on-campus learning:

Our PE Teacher sponsors a Baker's Mileage club on Fridays that includes all students and their families.

Our Science Grade teacher sponsors Baker's Dance club after school on Tuesdays for all 3rd-5th Grade Students.

Our 3rd and 4th Grade Teacher sponsor the Baker's Garden Club which meets every Wednesday and is funded with monies won from the California Fertilizer Foundation.

Our Partnership with the California Children's Choir provides chorus for Kindergarten as well as Baker's Prime Time After School Chorus.

Our partnership with Southeast Early Prevention provides weekly classes in Social-Emotional Wellness for all classrooms in grades K-2 as well as small group meetings for identified 3rd graders.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

IMPLEMENTATION

Last year we implemented the Benchmark Literacy Program in grades TK-5. We administered each Unit Assessment for units 1 - 7. This year will be our second year using Benchmark (GVC) school-wide to ensure all students receive standards-based instruction. Data reports allow PLCs to assess progress on standards and to pinpoint areas of need. It will be important for us to compare the results on Benchmark Assessments with our students' performance on SBAC.

OVERALL EFFECTIVENESS

This was new learning for our students in grades TK-2, who have never taken an on-line assessment. Our instructional Leadership Team will review last year's data and make goals for improvement for each grade level and subgroup.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Last year was the first year of implementation of our standards-based Benchmark curriculum in ELA and it was the first year that Literacy was taught in a consistent and coherent manner from grade to grade. While we did administer Unit Assessments school-wide for all students, we were not able to compare the results with student performance on SBAC due to the cancellation of state-wide testing. This year we will continue the implementation

of unit assessments. We will review the data in ILT so we can learn how the standards and assessments increase in complexity as students move through each grade.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to implement the Benchmark Literacy Curriculum. We purchased a consultant with our Supplemental Title 1 funds to train staff on effective implementation of the curriculum and assessments. We hired 3 .4FTE Enrichment teachers to release classroom teachers for PLCs. W hired a 0.8 FTE classroom teaching assistant to provide one-on-one and small group reading instruction for students brought up for MTSS.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades TK-5	Will meet or exceed stnadards on Benchmark Unit Assessments	NA	50%	Other (Describe in Objective)	8 Times/Year
June 2021	Grades 3-5	Will meet or Exceed Stnadards	24%	36%	CAASPP ELA	1 Time/Year
June 2021	Grades K-5	Will show growth in ELA	NA	100%	FAST aReading	2 times/year

***Identified Need**

The latest whole school ELA data we have for 2020 was our Unit 5 Assessment in Benchmark Proficiency levels were as follows:

- Current 1st grade students scored 64% proficient in February of 2020 on the Unit 5 Benchmark Assessment
- Current 2nd grade students scored 62% proficient in February of 2020 on the Unit 5 Benchmark Assessment
- Current 3rd grade students scored 55% proficient in February of 2020 on the Unit 5 Benchmark Assessment
- Current 4th grade students scored 40% proficient in February of 2020 on the Unit 5 Benchmark Assessment
- Current 5th grade students scored 38% proficient in February of 2020 on the Unit 5 Benchmark Assessment
- Gr 3-5 data from 2019 shows that 24% of students were meeting or exceeding standard on the SBAC.
- For AA Students SBAC Data shows that 4 of 17 (24%) in grades 3-5 met standard on the SBAC.
- For Hispanic Students SBAC Data shows that 51 of 186 (27%) in grades 3-5 met standard on the SBAC.
- For English Learners, SBAC data shows that 27% (51 students) in grades 3-5 met or exceeded standard.
- For Students with disabilities, SBAC data shows that 4% (2 students) in grades 3-5 met standard on the SBAC.

***Online Learning Implications**

ILT will determine the best assessment items to use at each grade level for on-line unit assessments school-wide. We will choose items that give us the best information on children’s learning and next steps. PLCs meet weekly to review student data and provide interventions. PLC will determine

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three common assessment items including a written response for the assessment of grammar and language. PLCs will plan interventions directly related to student performance on these common assessments.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades TK-5	Black or African American	Will meet or exceed standards on Benchmark Reading Assessments	NA	36%	Other (Describe in Objective)	8 Times/Year
June 2021	Grades TK-5	Hispanic or Latino	Will meet or exceed standards on Benchmark Reading Assessments	NA	36%	Other (Describe in Objective)	8 Times/Year
June 2021	Grades TK-5	English Learner	Will meet or exceed standards on Benchmark Reading Assessments	NA	25%	Other (Describe in Objective)	8 Times/Year
June 2021	Grades TK-5	Students with Disabilities	Will meet or exceed standards on Benchmark Reading Assessments	NA	10%	Other (Describe in Objective)	8 Times/Year
June 2021	Grades 3-5	Black or African American	will meet or exceed Standards	24%	36%	CAASPP ELA	1 Time/Year
June 2021	Grades 3-5	Hispanic or Latino	will meet or exceed Standards	27%	36%	CAASPP ELA	1 Time/Year
June 2021	Grades 3-5	English Learner	will meet or exceed Standards	19%	25%	CAASPP ELA	1 Time/Year
June 2021	Grades 3-5	Students with Disabilities	will meet or exceed Standards	4%	10%	CAASPP ELA	1 Time/Year

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Students with Disabilities will be served by this strategy.

***Strategy/Activity - Description**

Benchmark Literacy STEPS TO ADVANCE Materials and other support materials

All grades will implement the Benchmark Literacy Curriculum and follow the Whole School Pacing Guide to ensure all students are taught the ELA standards for their grade level. On-line assessments will be given at the end of each unit. Data will be analyzed at each grade level to identify areas of strength and need. Teachers will plan small group intervention groups based on identified student needs. Students with disabilities will have access to an additional resource called "Steps to Advance," which ensures access to the same content, yet adaptable to reading levels commensurate with IEP goals. Materials will be purchased to support classroom instruction and interventions.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0011G	Supplies		\$3,106.00	\$3,106.00	0011-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Materials to support ELA instruction
N0011IS	Interprogram Svcs/Paper		\$1,639.00	\$1,639.00	0011-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Duplication of materials to support ELA curriculum and instruction
N001173	Adopted Textbks & Adopted Matl		\$13,340.00	\$13,340.00	0011-09800-00-4101-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Benchmark Steps to Advance Literacy Intervention Materials
N00119R	Supplies		\$28,148.00	\$28,148.00	0011-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Materials to support ELA instruction
N0011AS	Interprogram Svcs/Paper		\$1,500.00	\$1,500.00	0011-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Duplication of materials to support ELA curriculum and instruction

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

All students will benefit from this activity.

***Strategy/Activity - Description**

TEACHER COLLABORATION/ENRICHMENT CLASSES

Grade Level teams will collaborate 3 times per month in PLCs. Students will participate in the following Enrichment Classes: PE, Art, and Engineering. Teachers will use the time to plan instruction, share research-based best practices, analyze data from common, standards-based assessments, and plan instructional interventions at students' data-identified need.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00111Y	Regular Teacher	0.40000	\$35,602.40	\$43,738.97	0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Our PE Teacher accounts for 1/3 of costs for PLCs which meet 3 times/month for 2.5 hours for each grade level. The PE teacher will provide weekly instruction aligned with the PE Standards at the Elementary Level. She will emphasize wellness, safety, and positive team spirit in all lessons.
F00111Z	Regular Teacher	0.40000	\$35,602.40	\$43,738.97	0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Our Art Teacher accounts for 1/3 of cost for PLCs which meet 3 times/month for 2.5 hours for each grade level. The ART teacher will provide weekly instruction aligned with the VAPA Standards at the Elementary Level.
F001120	Regular Teacher	0.40000	\$35,602.40	\$43,738.97	0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Our Engineering Teacher accounts for 1/3 of the costs of PLCs. PLCs provide 3 2.5 hours of planning time 3 times per month so teachers can use assessment data to plan instruction and interventions.

Strategy/Activity 3

*Students to be served by this Strategy/Activity

Students who are struggling and/or brought to MTSS

*Strategy/Activity - Description

Reading Intervention Teacher: We will train a classified employee to provide one-on-one and/or small group reading instruction for students brought up for MTSS. The teacher will utilize the Barton reading program and provide instruction 4 days/week for 12 weeks.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F001121	Classroom Asst	0.80000	\$23,104.00	\$49,362.71	0011-30106-00-2101-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide one-on-one and/or small group reading instruction

Strategy/Activity 4

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Academic field trips to engage students in experiential and hands on learning in multiple subject areas including literacy.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00114J	Interprogram Svcs/Field Trip		\$1,380.00	\$1,380.00	0011-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Academic field trips.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

- Teachers in grades K - 5 will pilot the Illustrative Mathematics Curriculum with a fall and spring DEMI Assessment for grades 2-5.
- Teachers in grade 3-5 will utilize SBAC Block Interim Assessments.
- All students will be administered the FAST test at the beginning and end of the school year.
- All students will be assigned ST Math (30 min./day) to improve their number sense and quantitative skills.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will use the FAST test (Grades K-5) and the DEMI (grades 2-5) to assess baseline math skills at the beginning and end of the year. All grade levels will utilize PLC time to plan small group interventions based on data from agreed-upon common assessments for each unit. When school resumes on site, we will provide ST Math computer labs after school and encourage all students to complete 30 min./day for their grade level. Our technology teacher will monitor progress school-wide and provide interventions for students needing assistance.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All teachers will be trained on how to utilize data from the FAST assessment to understand student strengths and identify and teach to student needs.

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Teachers at grades K-2 will be diligent about ensuring that interventions will be provided in small groups for students who do not master the standards for each unit.

Teachers in grades 3-5 will use SBAC Block Interim Assessments to determine strengths and needs for all students and to provide interventions for students who do not master the standards when they are taught.

Any student falling behind in ST Math will be supported by our technology teacher.

Teachers will receive training for Illustrative Mathematics (GVC) in order to strengthen the vertical alignment of our mathematics instruction. As part of the Illustrative Math pilot, teachers are learning better strategies for teaching for understanding. Students have access to content and manipulatives that require them to make sense of problems and to use their creativity and critical thinking to find solutions. In math, we have committed to go deep with understanding and rich dialogue by limiting the number of activities to only the most worthy tasks.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K -2 Students	will meet or exceed grade level standards	NA	50%	End of Unit Assessments	8 Times/Year
June 2021	3rd-5th Grade Students	will meet or exceed grade level standards	35%	40%	SBAC Interims	6 Times/Year
June 2021	K - 5th Grade Students	Will show growth	NA	100%	FAST aMath	2 times/year

*Identified Need

- Thirty-five (35) percent of students in gr. 3-5 met or exceeded standard on Math SBAC
- Twenty-four (24) percent of African American Students in gr. 3-5 met or exceeded standards in Mathematics on SBAC.
- Thirty-two (32) percent of Hispanic Students in grades 3-5 met or exceeded standards in Mathematics on SBAC.
- Twenty-three (23) percent of EL Students in gr. 3-5 met or exceeded standards in Mathematics on SBAC.
- Zero percent (0%) of students with disabilities in gr. 3-5 met or exceeded standards in Mathematics on SBAC.

*Online Learning Implications

Baker is participating in the Illustrative Math Pilot (GVC) in order to strengthen our focus on Number Sense and to increase the degree of vertical alignment across grades. We are committed to the idea that "less is more" when teaching on-line and will focus on key learning outcomes with more time for deeper, more meaningful investigations. Assessment items will be carefully chosen so that teachers can determine the impact of their instruction as well as appropriate next steps for individual students and groups of students. We will continue to expect all students to utilize ST Math for 30 minutes/day five days/week.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades K-2	Black or African American	Meet or Exceed Standards	NA	40%	End of Unit Assessments	8 Times/Year

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Grades K-2	Hispanic or Latino	Meet or Exceed Standards	NA	40%	End of Unit Assessments	8 Times/Year
June 2021	Grades K-2	English Learner	Meet or Exceed Standards	NA	40%	End of Unit Assessments	8 Times/Year
June 2021	Grades K-2	Students with Disabilities	Meet or Exceed Standards	NA	20%	End of Unit Assessments	8 Times/Year
June 2021	Grades 3-5	Black or African American	Meet or Exceed Standards	24%	34%	SBAC Interims	6 Times/Year
June 2021	Grades 3-5	Hispanic or Latino	Meet or Exceed Standards	32%	42%	SBAC Interims	6 Times/Year
June 2021	Grades 3-5	English Learner	Meet or Exceed Standards	23%	33%	SBAC Interims	6 Times/Year
June 2021	Grades 3-5	Students with Disabilities	Meet or Exceed Standards	0%	10%	SBAC Interims	6 Times/Year

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All Students will be served by this activity.

*Strategy/Activity - Description

PLCs and After School Computer Labs

All Grade Levels will use PLC time to plan Standards-Based math Instruction.

All Grade Levels will use PLC time to analyze Mathematics Assessments and plan small group instructional interventions based on identified student needs.

All grade levels will monitor progress on ST Math and enroll students not keeping pace with the program to attend after school computer labs.

Our Computer Prep teacher will assist teachers with student monitoring in ST Math.

Our Engineering Teacher will integrate math standards at each grade level.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0011AR	Classroom Teacher Hrly		\$26,053.00	\$31,860.22	0011-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		All students will have access to after school computer labs to complete ST Math and/or get individualized or small group interventions from their teacher.

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Regular Teacher				0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F00111Y	Our PE Teacher accounts for 1/3 of costs for PLCs which meet 3 times/month for 2.5 hours for each grade level. The PE teacher will provide weekly instruction aligned with the PE Standards at the Elementary Level. She will emphasize wellness, safety, and positive team spirit in all lessons.
	Regular Teacher				0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F00111Z	Our Art Teacher accounts for 1/3 of cost for PLCs which meet 3 times/month for 2.5 hours for each grade level. The ART teacher will provide weekly instruction aligned with the VAPA Standards at the Elementary Level.
	Regular Teacher				0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F001120	Our Engineering Teacher accounts for 1/3 of the costs of PLCs. PLCs provide 3 2.5 hours of planning time 3 times per month so teachers can use assessment data to plan instruction and interventions.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

IMPLEMENTATION

We have implemented Designated ELD across all grade levels with a minimum of 35 min/day 4 times/week. Integrated ELD is implemented across all areas of the curriculum to ensure all students have opportunities to use academic language in context and get feedback on their language. We purchased Rosetta Stone for all emerging ELs but had a hard time integrating it into each student's instructional program last year. This year, we will be very explicit about where Rosetta Stone fits in each child's learning schedule.

EFFECTIVENESS

We do not have ELPAC data form 2019-20. We will use our 18-19 as a baseline for determining progress. In 2019, 42% of our students were making the expected level of progress. We would like to increase that to 50% this year. At the same time, 22% of our students made less than a year's growth. We will work to reduce that to 12%. Currently our English Learners average 77 points below standard in ELA and 57 points below standard in Math. We aim to decrease those numbers to 67 and 57 respectively.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

All teachers focused on language goals in addition to content goals in their lessons. We did not have a systematic method for monitoring progress of English Learners.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All grade levels pledge to teach designated ELD to all English Learners for a minimum of 35 minutes four days/week.

Grade levels will deploy students based on their language levels and all teachers will follow the Benchmark Designated ELD Curriculum that is aligned with our literacy program.

In PLCs teachers will monitor the progress of their English Learners based on their performance on Unit Assessments and formative writing samples.

All Emerging ELs will have Rosetta Stone integrated to their daily schedules.

*Integrated English Language Development

Teachers will continue to provide integrated ELD in all content areas, with a major focus on writing. We will use common assessment items that include writing to monitor student progress and provide just-right interventions.

*Designated English Language Development

All teachers will use the Benchmark ELD curriculum to provide designated ELD to students at the appropriate level. Grade levels will collaborate to deploy students based on their levels. Teams will monitor progress in PLCs to ensure a minimum of 1 year's growth for English Learners as measured by ELPAC.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades TK-5	English Learner	Will advance one level	42%	50%	Summative ELPAC	1 Time/Year
June 2021	Grades 1-5	English Learner	Will reclassify based on proficient performance on the Benchmark Unit Assessments	55.8%	95%	Other (Describe in Objective)	8 Times/Year

*Identified Need

-in 2019, our reclassification rate was 55.8% (24/43) eligible students. We would like to match the district's goal of 95%.

-In 2019, 51% (107/209) of ELs progressed at least 1 level on ELPAC. We would like to increase this rate to 75%.

*Online Learning Implications

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Teachers will teach designated ELD to all English Learners. During On-line learning, students will receive 20min. of instruction four times/week. This will increase to 35 min when in-school learning resumes.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
April 2020	Grades 1-5	English Learner	eligible students will reclassify based on meeting or exceeding standards on Benchmark Unit Tests	55.8%	95%	Other (Describe in Objective)	8 Times/Year

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All English Learners will be served by this strategy.

***Strategy/Activity - Description**

ELPAC Monitoring

All ELs in grades K - 5 will take the initial (if not already taken) and summative ELPAC assessment to ensure 1 year's growth.

TECHNOLOGY

All beginning ELs in grades K - 5th will have access to training on Rosetta Stone. Our Technology teacher will monitor progress to ensure students are interacting appropriately and making progress with the curriculum.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N001139	Software License		\$4,125.00	\$4,125.00	0011-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Rosetta Stone is an individualized tutorial program that allows emerging English Learners to practice English and get feedback on their pronunciation. it tracks progress and adapts to the student's level and need.
N0011AQ	Prof&Curriclm Dev Vist Tchr		\$8,177.00	\$9,999.66	0011-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		It is important to assess students annually on their language development. ELPAC is a standardized measure that provides feedback on each EL's growth and progress.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In our implementation of the standards-based Benchmark Curriculum, we have prioritized our students with disabilities by purchasing the My Reader shared reading supplement which ensures access to grade level content in a format that makes reading easier. It allows us to provide reading interventions without taking students away from the literacy content of their general ed classroom. We have also mobilized our para-educator staff to provide one-on-one and small group support on a daily basis consistent with student IEPs. In math, we are using Kathy Richardson assessments and activities to strengthen foundational number concepts. We also use other on-line support materials to provide mathematics intervention and to monitor progress. Our school-wide commitment to ST Math includes our students with disabilities and we are able to modify content levels so they can build missing skills with visual puzzles and activities.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students with disabilities will receive tier 3 instruction in both literacy and mathematics. We will strengthen relationships between general ed, ed specialists, para-educators, and families so that the entire support team is working collectively to assist the student in making progress. We will provide access to enrichment classes which allow students to discover and ignite passion in the areas of Art, P.E., and STEAM. We will streamline our IEP meetings to ensure they are data-driven and personalized for each student.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We continue to struggle to show that our students with disabilities are making progress when the only method for determining proficiency is the SBAC. Teams will work together to monitor student progress in ways that truly demonstrate each child's learning. These include common assessment items, writing, videos and pictures that show student communication and problem solving, and portfolios of tasks that provide evidence of deeper thinking and understanding over time.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5 Students with Disabilities	Will meet standard on Benchmark Literacy Assessments	NA	15%	Other (Describe in Objective)	8 Times/Year
June 2021	TK-5 Students with Disabilities	Will make 1 year's growth	NA	80%	Progress Reports on IEP Goals	1 Time/Year

***Identified Need**

0% of students with disabilities met or exceeded standard in ELA on CAASPP.
 0% of students with disabilities met or exceeded standard in Math on CAASPP.
 0% of EL/SwD met or exceeded standard in ELA on CAASPP.
 0% of EL/SwD met or exceeded standard in Math on CAASPP.
 in 2018-19 our students with disabilities reduced the number of points below standard from 107 to 101. This year we will decrease that number by an additional 10 points.

***Online Learning Implications**

On-line instruction has forced us to be creative about how we use staff to support students. We have invested heavily in our para-educators to enable and empower them to build strong relationships with the students they serve and to ensure they are able to complete their assignments in Seesaw and Google Classroom. Teachers are working in PLCs to adapt the way content is delivered to ensure maximum engagement, built in language supports, and interventions that are responsive to student needs.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades 3-5	Students with Disabilities	Will meet standards on	0%	15%	Other (Describe in Objective)	1 Time/Year

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			CAASPP in ELA and Math				
June 2021	Grades TK-5	Students with Disabilities	Will show monthly improvement on Benchmark & Math Unit Tests consistent with thier IEP goals	NA	100%	Other (Describe in Objective)	8 Times/Year

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students with disabilities will have access the this activity.

*Strategy/Activity - Description

Intervention Curriculum and Materials

Students with disabilities will receive Tier 3 instruction in Literacy and Mathematics.

We will use the Benchmark Steps to Advance Literacy materials which are aligned with the Benchmark Literacy instruction they will experience in their general ed classrooms.

In Math, students with disabilities will be assessed using the Kathy Richardson Assessments to determine gaps in their foundational skills. They will receive focused targeted Tier 3 instruction aligned with their identified needs.

Students will have access to ST Math, computer labs, and other on-line programs that provide individualized tutorials and pacing.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Adopted Textbks & Adopted Matl				0011-09800-00-4101-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N001173	Students with disabilities will have access to an additional resource called "Steps to Advance," which ensures access to the same content, yet adaptable to reading levels commensurate with IEP goals.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black youth	Reduce suspensions	4.2%	<3%	Suspensions (Classroom and School)	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, the Baker Elementary selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Baker Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Baker Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Baker will develop a Site Equity Team (PBIS) that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Baker will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Baker Elementary will maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Baker works hard to support Black youth and we believe it is our professional responsibility to do so. We are committed to identifying and eradicating any racist policies, reforming our discipline program to ensure restorative practices, and integrating culturally relevant and responsive literature into our reading program.

*Online Learning Implications

We have adopted a "No Harm" policy at Baker and have committed to making each and every live learning experience "golden" for our students. We strive for high levels of engagement, culturally responsive pedagogy, strong relationships with staff, students, and families, and a commitment to restorative, non-punitive discipline practices that repair harm and strengthen relationships and trust.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Black youth

*Strategy/Activity - Description

Our guidance assistant will work closely with any African American students who are not meeting their potential as learners. She will work on improving participation, work completion, and use restorative practices for any relational issues that may be interfering with their ability to be successful.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0011-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00111W	Sometimes relational issues impact the engagement of students. If this is the case, the guidance assistant will be able to provide support to all parties in addressing the need for improved relations
	Guidance Asst				0011-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00111X	Sometimes work completion and time on task impacts success for African American (AA) students. If this is the case, the guidance assistant will work directly with teachers, students, and families to increase AA participation and work completion.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

IMPLEMENTATION

In the SPSA, our goal was to effectively communicate with all parents regarding student progress. We did so through informal parent meetings, Workshop Wednesdays, report cards, parent/teacher conferences, and ELAC.

We also stated that at least 80% of families would attend at least one school event. We reached out to parents via flyers, automated phone calls, Winner Wednesdays, monthly calendars, verbal announcements by teachers, and our marquee. We also communicated all of the events in both English and Spanish.

Parent communication was facilitated through funding for duplication services of items such as the yearly parent handbook and flyers for special events. Parent workshops were enhanced through funding for basic supplies such as paper, writing utensils, books, and game materials.

EFFECTIVENESS OF STRATEGIES

In terms of parent participation, 265 Baker families took part in the California Healthy Kids Survey (CHKS) for Parents. We do not have CHKS data for 2019-20. The Cal Schools Parent Survey 2018-19 showed that 67% of parents said they attended a school event. Similarly, 91% said they attended a parent-teacher conference, and 75% said they attended a general school meeting.

In terms of Parent Involvement, the Cal Schools Parent Survey 2018-19 showed that:

- 91% Agree or Strongly agree that the school allows input and welcomes parents' contributions.
- 92% Agree or Strongly agree that the school encourages parents to be active partners in educating their child.
- 87% Agree or Strongly agree that the school actively seeks the input of parents before making important decisions.
- 93% Agree or Strongly agree that the school makes parents feel welcome to participate
- 93% Agree or Strongly agree that the school staff treat parents with respect.
- 88% Agree or Strongly agree that the school staff take parent concerns seriously.

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<p>-93% Agree or Strongly agree that the school staff are helpful to parents. We offered families monthly workshops to educate them on the standards and provide tools for supporting their child at home. We had the following participation rates at each grade level: K - 40%, 1st - 32%, 2nd - 29%, 3rd - 12%, 4th - 21%, 5th - 11%.</p>					
*Major Differences					
<p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p> <p>We tailor parent workshops, live when we return to school and on zoom until we resume, to each grade level and the principal collaborates with PLCs to determine the content and goals for each session. We hold the sessions in the auditorium or on zoom and students participate side-by-side with their parent. Translation is provided at all sessions.</p>					
*Changes					
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p> <p>We will continue to provide workshops to parents that are aligned with the grade level curriculum. All workshops this year will focus on Benchmark Literacy so that parents can learn to access the parent resources in Benchmark Universe. We will identify at least 1 Parent Leader for each classroom who will call parents to ensure attendance. If parents cannot attend, they will be offered an evening session as an alternative.</p>					
*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	will participate in Workshop Wednesday	27%	50%	Other - Describe in objective
June 2020	SSC	Will achieve a quorum at 6 meetings	NA	100%	Other - Describe in objective
June 2020	SGT	Will achieve a quorum at 6 meetings	NA	100%	Other - Describe in objective
*Identified Need					
<p>We continue to strive for active participation by all parents. When families are not able to attend grade level sessions, teachers reach out individually to provide support. If this is not effective, our Guidance Assistant, Attendance Clerk, Teachers and Principal provide individualized interventions to maintain communication.</p>					
*Online Learning Implications					
<p>Parent Participation in Zoom meetings has increased due to the ability for parents to join on-line. We may consider this option for future meetings if parents prefer it.</p>					

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2020	ELAC	Parents of English Learners will participate in 4 meetings throughout the school year	10%	25%	Meeting Attendance				
Strategy/Activity 1									
*Families to be served by this Strategy/Activity									
*Strategy/Activity - Description									
<p>SSC Baker's School Site Council (SSC) will actively represent the interests of all Baker Parents and achieve a quorum at every meeting. They will participate in shared decision making when allocating Funds.</p> <p>SGT Baker's Site Governance Team (SGT) will actively represent the interests of all Baker Parents and Staff and participate in shared decision making when creating/revising school policies.</p> <p>ELAC Baker's English Learner Advisory Committee (ELAC) will monitor the progress of our English Learners and advise the principal and SSC in creating goals, policies, and when allocating funding.</p> <p>WORKSHOP WEDNESDAYS Monthly Parent Workshops will assist parents in understanding the curriculum and success criteria for achieving academic proficiency.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00111J	Supplies		\$1,882.00	\$1,882.00	0011-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide materials and resources for high engagement at parent meetings and workshops.
N00115H	Inservice supplies		\$500.00	\$500.00	0011-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for parent meetings and workshops
N00117L	Tech Professional OTBS Hrly		\$377.00	\$500.62	0011-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide Translation at Parent Meetings and Workshop Wednesdays.
*Additional Supports for this Strategy/Activity									
<p>SEEP CLASSES FOR PARENTS We will partner with Southeast Early Prevention to provide weekly classes for parents on how to increase trust, communication, and a supportive relationship with their child.</p>									

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
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3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our analysis of the 2019-20 SPSA shows the following:

For 3rd grade, 17% of students met or exceeded standards in language Arts while 34% of students met or exceeded Standards in Math.

For 4th Grade, 32% of students met or exceeded standards in language Arts while 35% of students met or exceeded Standards in Math.

For 5th Grade, 34% of students met or exceeded standards in language Arts while 23% of students met or exceeded Standards in Math.

These scores are not adequate to prepare the majority of our students for graduation and that is why we invested a significant portion of our 2019-20 funding to a Guaranteed and Viable Literacy Curriculum. We are now in Year 2 of implementation and expect higher performance since our teachers are more aligned in the delivery of standards-based instruction in literacy. We are also working to make our math instruction more meaningful and relevant to students by our participation in the Illustrative Math pilot.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All teachers have been trained to implement the Benchmark Literacy Curriculum and are working collaboratively in PLCs to ensure all students have access to the same, high-quality, standards-based learning opportunities. Teachers also provide designated ELD for English learners and work collaboratively with Ed Specialists to ensure all of our students with disabilities have access to the core curriculum. We are working hard to improve our

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

mathematics instruction and look forward to the return to in-person learning where students can more actively participate in real world, hands-on math investigations.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2020-21 school year, teachers will dedicate a significant degree of their PLC time to planning instruction that is standards-based, meaningful and relevant to students, and engaging for all learners. Grade Levels will determine the most important tasks to serve as assessments and will monitor progress with students work samples that align with the expectations of stands-based assessments. Teachers will build lesson closures into their instrucion so that students know how to apply their learning on standards-based assessment items. All grade elvels are cmmitted to making sure this is a rich and meaningful process for students.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grade 3	Meet or Exceed Standards	17%	36%	CAASPP ELA	1 Time/Year
June 2021	Grade 4	Meet or Exceed Standards	32%	40%	CAASPP ELA	1 Time/Year
June 2021	Grade 5	Meet or Exceed Standards	34%	40%	CAASPP ELA	1 Time/Year
June 2021	Grades 3	Score 75% or Higher on Benchmark Unit Tests	40%	50%	Grade 3 ELA Reading	Trimester
June 2021	Grades 5	Score 75% or Higher on Benchmark Unit Tests	40%	50%	Grade 5 ELA Reading	Trimester

*Identified Need

18-19 ELPAC data shows:

- In Gr. 3, 49% (17/35) of ELs tested at Levels 3 or 4.
- In Gr. 5, 21% (5/24) of ELs tested at Level 4 and may be eligible for reclassification.

18-19 SBAC data shows:

Gr 3 data shows that 17% of students met or exceeded standard

Gr 5 data shows that 34% of students met or exceeded standard

Gr 3 data shows that 16% of English Learners met or exceeded standard

Gr. 5 data shows that 0% of English Learners met or exceeded standard

Baker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Gr 3 data shows that 0% of African American students met or exceeded standard
 Gr. 5 data shows that 50% of African American students met or exceeded standard
 Gr 3 data shows that 0% of Students with Disabilities met or exceeded standard
 Gr. 5 data shows that 16% of Students with Disabilities met or exceeded standard

*Online Learning Implications

We are committed to planning the highest quality on-line learning experiences that are engaging and highly relevant for all learners. Teachers will utilize whole-group, small group and individualized learning experiences to monitor progress and provide appropriate interventions to ensure each child's progress.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grade 3	English Learner	Advance at least 1 Level on ELPAC	NA	75%	Other (Describe in Objective)	1 Time/Year
June 2021	Grade 5	English Learner	Advance at least 1 Level on ELPAC	NA	75%	Other (Describe in Objective)	1 Time/Year
June 2021	Grade3	Students with Disabilities	Score 75% or Higher on Benchmark Unit Tests	NA	20%	Other (Describe in Objective)	1 Time/Year
June 2021	Grade 5	Students with Disabilities	Score 75% or Higher on Benchmark Unit Tests	NA	20%	Other (Describe in Objective)	1 Time/Year
June 2021	Grade 3	Black or African American	Score 75% or Higher on Benchmark Unit Tests	NA	50%	Other (Describe in Objective)	8 Times/Year
June 2021	Grade 5	Black or African American	Score 75% or Higher on Benchmark Unit Tests	NA	50%	Other (Describe in Objective)	8 Times/Year

Strategy/Activity 1

*Students to be served by this Strategy/Activity

GUARANTEED AND VIABLE STANDARDS-BASED CURRICULUM (STEPS TO ADVANCE)

Students with disabilities

***Strategy/Activity - Description**

BENCHMARK LITERACY AND ILLUSTRATIVE MATHEMATICS

All teachers will implement the Benchmark Literacy Curriculum and the Illustrative Mathematics Curriculum and keep pace with the school-Wide Assessment Plan. Assessment items will be carefully determined by grade levels and ILT to ensure progress by all students and interventions when learning falls short. Students with disabilities will have alternative materials to assist with access to curriculum and assessments.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Regular Teacher -				0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F00111Y	Our PE teacher will provide access to physical education, a love of fitness, and knowledge of how to live a healthy lifestyle, which is essential for long term wellness.
	Regular Teacher				0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F00111Z	Our Engineering teacher will provide students with access to learn 21st century skills including coding, engineering, and other technological applications that can be applied to real-world problem solving and career development.
	Regular Teacher				0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F001120	Our art teacher will provide all student access to creative expression with visual arts including drawing, painting, collage, and other visual art mediums.

***Additional Supports for this Strategy/Activity**

TEACHER COLLABORATION & ENRICHMENT CLASSES

Teachers will collaborate 3 times/Month to monitor progress and adapt instruction and interventions based on Benchmark and Illustrative Mathematics Assessment Data. While teachers collaborate, all students will have access to enrichment classes to ensure access to the arts, STEM, and physical Education.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

LEADING: The principal will support and encourage teachers as they implement the STEAM Curriculum in Kindergarten, First Grade, and Second Grade. The principal and teachers will contextualize the STEAM curriculum within the 17 United Nations Sustainable Development Goals. The principal and teachers will attend all trainings provided by the STEAM Pilot. We will build daily science instruction into all 3rd/4th/5th grade classes. All students, K-5, will participate in a weekly Engineering and Technology class. We have also applied for a grant and are in the top 3 to be chosen for a SMART LAB to be built on our campus. This would emphasize engineering and coding and would be accessible to all students. The STEAM LAB would be taught by our current technology teacher.

IMPLEMENTING: Teachers in Grades K, 1st, and 2nd will teach the STEAM Curriculum for 1 hour per day, four days/week. Teachers will use an inquiry approach to engage students in critical thinking about STEAM Concepts.

MONITORING: Teachers will collect data and monitor student progress in Science, Technology, Engineering, Art, and Mathematics.

ACTUALIZING: Our program will grow year by year until all grades are participating.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing and analyzing our most current data, the following strategies and leadership actions will be implemented school-wide at Baker Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy and Student Engagement

The site administrator will work alongside all staff to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning (*Baker Way and School-Wide Focus).
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to receiving feedback to strengthen their practice.
- Daily classroom visits are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff know students' learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility for monitoring student learning and providing appropriate support by:

- Developing and fine tuning a comprehensive assessment system.
- Implementing four-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administering common formative and summative assessments and utilizing data in PLCs to design effective lessons and targeted interventions based on student needs.
- Ensuring that reteach and reassessment opportunities are provided to students in small focused learning groups.
- Ensuring that all students have access to rigorous, relevant standards-based lessons.

Targeted Professional Learning and Implementation

The site administrator along with the ILT will continue to focus on creating a collaborative risk-taking environment for teachers and students. The ILT, PBIS Team, and Site Governance Team work together to align systems and structures to foster a culture of learning and improvement. The site administrator will ensure the following takes place at the school:

- Data from classroom visits and common assessments will be used to inform professional learning.
- Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.

-The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Interpersonal Skills

- Model positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about our work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View our work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community

- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.

Leading for Second Order Change

- Strengthen and fine-tune current instructional practices, including on-line learning pedagogy.
- Study instructional practices publicly (within grade levels and vertical alignment).
- Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional Learning (safe, supportive, and collaborative school culture).
- Ensure all learning goals and targets are aligned with Common Core Standards & based on student data and standards-based assessments.
- Reflect on our work as educators to ensure equity for ALL STUDENTS, especially subgroups where cultural differences may impact relationships and learning.
- Be comfortable with being uncomfortable, knowing that this is evidence that learning is taking place.
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

OUTCOMES:

Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

- Strong knowledge of the standards.
- Deeper understanding of the vertical alignment of concepts between grade levels.
- Application of teaching practices, including on-line practices, that impact student achievement .

Teaching Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding, as evidenced by:

- Daily monitoring of student progress.
- Clear learning objectives and success criteria.
- Team analysis of student work and next steps in PLCs.

Planning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

- Using Benchmark Literacy units in a balanced literacy approach.
- Understanding the purpose of each lesson and making it relevant for students
- Planning learning goals based on common, agreed-upon grade level curriculum.
- Using strategies that engage all students in critical thinking throughout each lesson.
- Maintaining consistent pacing across each grade level.

Fostering student ownership and independence.

Professional Development Plan and Progression of Learning:

Progression of Learning

- Vertical alignment of curriculum.
- Starting with student assessment and standards to make decisions.
- Administering quality assessments to inform learning goals and setting learning targets based on assessment data.
- PLC/PD (Ongoing formative assessment - Making decisions about what, who, why)
- Monitoring/analyzing and responding to individual lessons, daily, weekly (common/PLCs).
- Developing systems for monitoring progress and implementing effective interventions.

Professional Development Goals

- Build common language and practices about review and routines in Benchmark and Illustrative Mathematics
- Build understanding of Vertical Alignment of Standards (Concept development across grades).
- Set learning goals and targets (standards) for each lesson. Know what you are teaching, why it is important, and how students will demonstrate that they have learned it (Success Criteria)
- Use qualitative and quantitative data to make instructional decisions about next steps for the whole class and interventions for small groups.

Professional Development Structures:

PLC (3 times/month for every grade level)

- Bring common assessments and data.
- Analyze weekly and unit assessments (calibrate).
- Reflect on student progress towards target based on data.
- Design next steps for small group instruction.

Actively engage as a whole school in the Cycle of Continuous Improvement.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Baker Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 179,073
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 340,466

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$76,666
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$76,666

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$84,728
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 84,728

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$340,466

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Baker Elementary	09800 LCFF Intervention Support		1157	Classroom Teacher Hrly		\$ 26,053.00	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 8,177.00	
			3000				\$ 7,629.88
			4101	Adopted Textbks & Adopted Matl		\$ 13,340.00	
			4301	Supplies		\$ 28,148.00	
			5735	Interprogram Svcs/Field Trip		\$ 1,380.00	
		09800 LCFF Intervention Support Total				\$ 84,727.88	
		30100 Title I Basic Program	Guidance Asst	2404	Guidance/Attendance Asst	0.7000	\$ 22,761.20
			Guidance Asst	3000			\$ 20,573.04
			Regular Teacher	1107	Classroom Teacher	1.2000	\$ 106,807.20
			Regular Teacher	3000			\$ 24,409.71
				5733	Interprogram Svcs/Paper		\$ 1,639.00
		30100 Title I Basic Program Total				1.9000 \$ 176,190.15	
		30103 Title I Parent Involvement		2455	Tech Professional OTBS Hrly		\$ 377.00
				3000			\$ 123.62
			4301	Supplies		\$ 1,882.00	
			4304	Inservice supplies		\$ 500.00	
	30103 Title I Parent Involvement Total				\$ 2,882.62		
	30106 Title I Supplmnt Prog Imprvmnt	Classroom Asst	2101	Classroom PARAS	0.8000	\$ 23,104.00	
		Classroom Asst	3000			\$ 26,258.71	
		Guidance Asst	2404	Guidance/Attendance Asst	0.3000	\$ 9,754.80	
		Guidance Asst	3000			\$ 8,817.02	
			4301	Supplies		\$ 3,106.00	
			5733	Interprogram Svcs/Paper		\$ 1,500.00	
			5841	Software License		\$ 4,125.00	
	30106 Title I Supplmnt Prog Imprvmnt Total				1.1000 \$ 76,665.53		
Grand Total					3.0000	\$ 340,466.18	

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Baker Elementary
PARENT & FAMILY ENGAGEMENT POLICY 2020-21

Baker Elementary has developed a written parent & family engagement policy with input from parents. *Our School Site Council (SSC) collaboratively develops and approves all school policies.*

We have distributed the policy to all parents and guardians. A copy is provided to every family during the first 2 weeks of school and/or when student enroll. This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c). To involve parents, the following practices have been established:

Our school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.

- The meeting is held on Back to School Night and all Parents are encouraged to attend.
- Opportunities for Parent Engagement are presented at this meeting including: Monthly Awards Assemblies, SSC Membership, SGT Membership, ELAC Membership, Parent Classroom Leaders, Volunteer Activities.
- Achievement Data and Budget Decisions are shared and discussed at this meeting.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening.

- Grade-Specific Workshops are provided on a monthly basis. Parents are invited to attend either morning or afternoon sessions.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.

- Our School-Site Council and Site Governance Team depends on the active engagement of a core group of parents who represent all of our families. We work hard to ensure that all significant subgroups are included in site decision-making.

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

- We utilize Printed letters and fliers, ConnectEd calls to families, School and Class Dojo Messages, postings on our school marquee, and postings on our school's website.

The school provides parents 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.

- Teachers present grade-level curriculum and the standards-based assessment plan at Back-to-School-Night.
- Parent conferences are held a minimum of 2 times per year and we work hard to ensure 100% participation by parents/guardians. These meetings provide specific academic achievement progress for individual students.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- We have an open-door policy and encourage all parents to share concerns with both teachers and the principal.
- We have a comment box at the front counter for parents to provide input and feedback that is checked daily and responded to within 24 hours.

Baker distributes to parents 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 including:

- 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 including opportunities to observe classroom activities.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Participation in Grade-Specific trainings (Workshop Wednesdays)
- Participation in specific trainings to support English Learners (ELAC)
- Participation in Parenting Classes provided by South East Early Prevention (SEEP)

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners. The school distributes all information in a format and language that the parents understand. The school provides opportunities for the participation of all 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.

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Stakeholders are involved in every aspect of our plan's development. Comments are recorded in SSC minutes. Suggestions/improvements will be discussed, voted on, and implemented by the committee.

This policy was adopted by Baker Elementary on September 23, 2020 and will be in effect until October 1, 2021. The school will distribute the policy to all parents of students on, or before: Thursday, September 24, 2020.



Dr. Kathleen L. Gallagher, Principal

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department
BAKER ELEMENTARY
TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect for the 2020-2021 School Year.

BAKER distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- Baker's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does Baker address this?

- **Annual informational meeting to share this information**
- **School Site Council meetings (6/year)**
- **Site Governance Team Meetings (6/year)**
- **Parent/Teacher Conferences (2/year)**
- **Annual Back to School Night (Fall) & Open House (Spring)**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- **Title 1 Parent Involvement Meeting (September)**
- **Back To School Night**
- **School Site Council Meetings (6/year)**
- **Parent/Teacher Conferences**
- **Monthly Student Recognition Assemblies**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Monthly Grade-Specific Workshops (WORKSHOP WEDNESDAY)**

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **Monthly Professional Development Sessions for Parents**
- **Collaboration with Teachers in developing monthly workshops for parents**
- **Parent Partner assigned to each classroom**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- **Partnership with South East Early Prevention**
- **Partnership with Family Health Centers (Logan Clinic)**
- **Partnership with SDUSD Family Engagement Department**
- **Partnership with Elementary Institute for Science**
- **Partnership with Beckworth Library**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **All communication translated into the family's primary language and/or access to district personnel who can provide translation and support.**

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- **Open-Door Policy valuing all parent/family inquiries**
- **Public Access Suggestion Box**

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **All communication translated into the family's primary language and/or access to district personnel who can provide translation and support**

This Compact was adopted by Baker Elementary School on September 23, 2020, and will be in effect until October 1, 2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: September 24, 2020.

Dr. Kathleen L. Gallagher, Principal

September 23, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

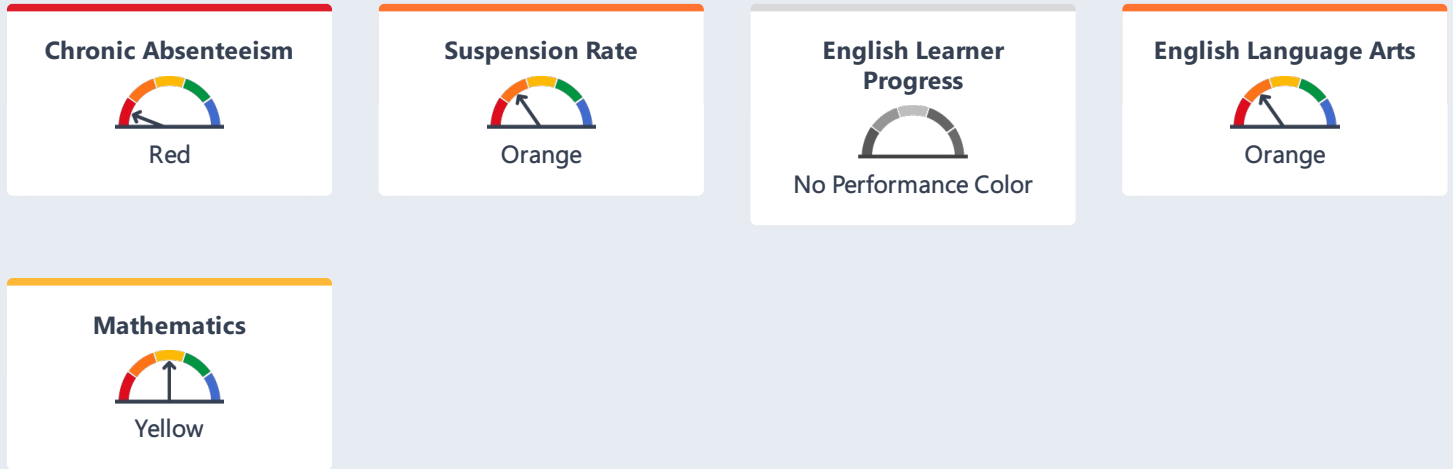
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Baker Elementary

Explore the performance of Baker Elementary under California's Accountability System.

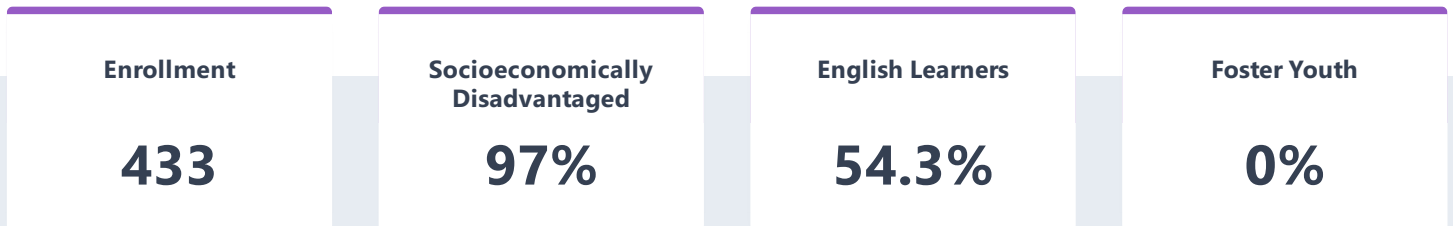


School Details

NAME Baker Elementary	ADDRESS 4041 T Street San Diego, CA 92113-1808	WEBSITE N/A	GRADES SERVED K-5
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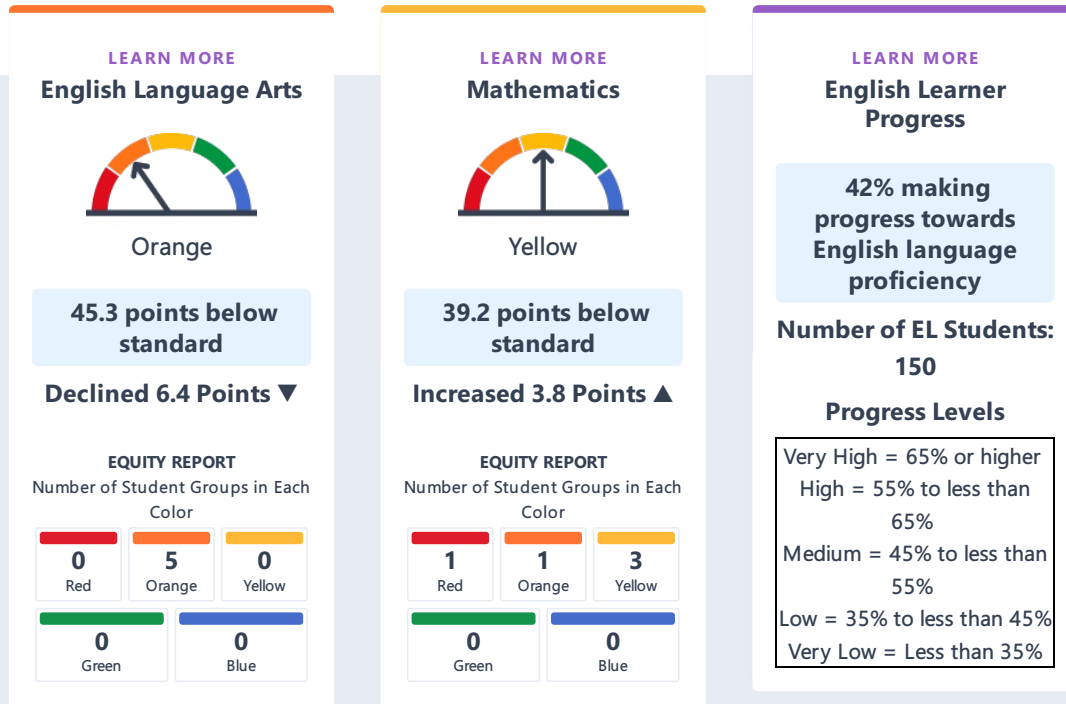
Student Population

Explore information about this school's student population.



Academic Performance

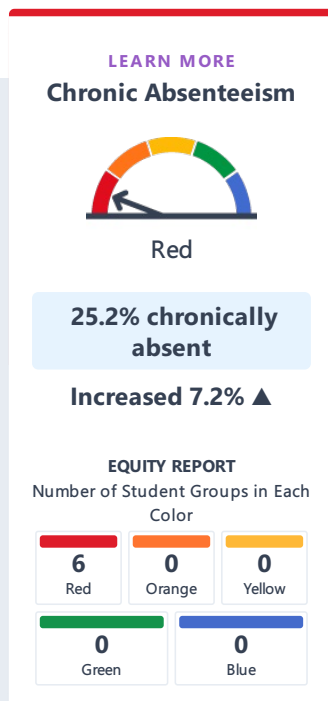
View Student Assessment Results and other aspects of school performance.



BAKER ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Orange

2.7% suspended at least once

Increased 1.9% ▲

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	5 Orange	0 Yellow
0 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

45.3 points below standard

Declined 6.4 Points ▼

Number of Students: 193

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

White

African American



No Performance Color

65.2 points below standard

Increased 20.6 Points ▲

Number of Students: 13

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



Orange

49.6 points below standard

Declined 3.5 Points ▼

Number of Students: 137

Hispanic



Orange

43.4 points below standard

Declined 8.3 Points ▼

Number of Students: 170

Homeless



Orange

45.1 points below standard

Maintained 2.5 Points

Number of Students: 38

Socioeconomically Disadvantaged



Orange

46.6 points below standard

Declined 6.8 Points ▼

Number of Students: 189

Students with Disabilities



Orange

100.9 points below standard

Increased 5 Points ▲

Number of Students: 35

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	43.5 points below standard	38.8 points below standard	45.3 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

77.4 points below standard

Maintained -2.3 Points

Number of Students: 89

Reclassified English Learners

1.8 points above standard

Declined 7.9 Points ▼

Number of Students: 48

English Only

58.2 points below standard

Declined 22.2 Points ▼

Number of Students: 38

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

39.2 points below standard

Increased 3.8 Points ▲

Number of Students: 193

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities



Orange

Hispanic



Yellow

English Learners

Homeless

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

White

African American



No Performance Color

70.2 points below standard

Increased 19.5 Points ▲

Number of Students: 13

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities



Red

112.1 points below standard

Declined 4.6 Points ▼

Number of Students: 35

Hispanic



Orange

36.9 points below standard

Maintained 2.6 Points

Number of Students: 170

English Learners



Yellow

33.6 points below standard

Increased 6.7 Points ▲

Number of Students: 137

Homeless



Yellow

44.7 points below standard

Increased 10.2 Points ▲

Number of Students: 38

Socioeconomically Disadvantaged



Yellow

40.1 points below standard

Increased 4.3 Points ▲

Number of Students: 189

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	37 points below standard	43 points below standard	39.2 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

57.2 points below standard

Maintained 1.9 Points

Number of Students: 89

Reclassified English Learners

10.2 points above standard

Increased 14.1 Points ▲

Number of Students: 48

English Only

74.3 points below standard

Declined 13.7 Points ▼

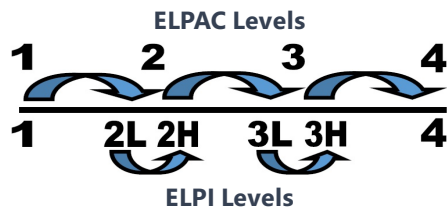
Number of Students: 38

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

42% making progress towards English language proficiency

Number of EL Students: 150

Performance Level

Low

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Red

25.2% chronically absent

Increased 7.2% ▲

Number of Students: 465

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

African American

Students with Disabilities

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

White



No Performance Color

40% chronically absent

Increased 24.6% ▲

Number of Students: 15

African American



Red

22.2% chronically absent

Maintained 0.3%

Number of Students: 45

Students with Disabilities



Red

24.7% chronically absent

Maintained -0.3%

Number of Students: 85

English Learners



Red

25.1% chronically absent

Increased 10.9% ▲

Number of Students: 247

Hispanic



Red

24.4% chronically absent

Increased 8.2% ▲

Number of Students: 386

Homeless



Red

31.5% chronically absent

Increased 8.3% ▲

Number of Students: 89

Socioeconomically Disadvantaged



Red

25.8% chronically absent

Increased 7.7% ▲

Number of Students: 450

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Orange

2.7% suspended at least once

Increased 1.9% ▲

Number of Students: 475

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities



Orange

African American

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Foster Youth

Two or More Races

Pacific Islander

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

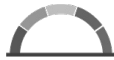


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 15

Students with Disabilities



Red

7.1% suspended at least once

Increased 3.2% ▲

Number of Students: 85

African American



Orange

4.3% suspended at least once

Increased 4.3% ▲

Number of Students: 46

English Learners



Orange

2% suspended at least once

Increased 0.8% ▲

Number of Students: 250

Hispanic



Orange

2.5% suspended at least once

Increased 1.5% ▲

Number of Students: 395

Homeless



Orange

4.4% suspended at least once

Increased 4.4% ▲

Number of Students: 91

Socioeconomically Disadvantaged



Orange

2.6% suspended at least once

Increased 1.7% ▲

Number of Students: 459



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	201	29.4	187	28.3	183	31.7	188	31.9	215	27.4	-2.0	-4.5	200	16.0	186	24.2	183	32.8	189	26.5	215	31.2	15.2	4.7
Female	98	44.9	76	40.8	81	42.0	94	38.3	110	30.9	-14.0	-7.4	98	21.4	77	29.9	81	39.5	95	28.4	110	31.8	10.4	3.4
Male	103	14.6	111	19.8	102	23.5	94	25.5	105	23.8	9.2	-1.7	102	10.8	109	20.2	102	27.5	94	24.5	105	30.5	19.7	6.0
African American	15	13.3	15	6.7	7	-	15	13.3	16	25.0	11.7	11.7	15	6.7	15	6.7	7	-	15	6.7	16	25.0	18.3	18.3
Asian**	1	-	0	73.1	0	-	0	-	3	-	-	-	1	-	0	-	0	-	0	-	3	-	-	-
Filipino	1	-	0	53.3	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	181	29.8	165	29.7	169	32.0	171	33.3	186	28.5	-1.3	-4.8	180	15.6	164	24.4	169	33.1	172	27.9	186	32.3	16.7	4.4
Indochinese**	1	-	0	80.3	1	-	1	-	-	-	-	-	1	-	0	-	1	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	4	65.0	4	-	0	-	6	-	-	-	1	-	4	-	4	-	0	-	6	-	-	-
Multiracial	1	-	3	40.0	2	-	1	-	2	-	-	-	1	-	3	-	2	-	1	-	2	-	-	-
English Learner	89	11.2	81	7.4	79	6.3	82	8.5	97	9.3	-1.9	0.8	89	9.0	79	8.9	79	13.9	83	13.3	97	23.7	14.7	10.4
English-Speaking	112	43.8	106	44.3	104	51.0	106	50.0	118	42.4	-1.4	-7.6	111	21.6	107	35.5	104	47.1	106	36.8	118	37.3	15.7	0.5
Reclassified†	58	56.9	46	65.2	58	62.1	42	64.3	53	54.7	-2.2	-9.6	58	32.8	45	57.8	58	56.9	42	57.1	53	54.7	21.9	-2.4
Initially Eng. Speaking	54	29.6	60	28.3	46	37.0	64	40.6	65	32.3	2.7	-8.3	53	9.4	62	19.4	46	34.8	64	23.4	65	23.1	13.7	-0.3
Econ. Disadv.*	201	29.4	183	28.4	176	30.7	179	32.4	208	26.4	-3.0	-6.0	200	16.0	182	24.7	176	33.0	180	26.7	208	30.8	14.8	4.1
Non-Econ. Disadv.	0	-	4	37.0	7	-	9	-	7	-	-	-	0	-	4	-	7	-	9	-	7	-	-	-
Gifted	35	42.9	23	52.2	21	57.1	17	70.6	16	56.3	13.4	-14.3	35	28.6	23	56.5	21	76.2	17	64.7	16	75.0	46.4	10.3
Not Gifted	166	26.5	164	25.0	162	28.4	171	28.1	199	25.1	-1.4	-3.0	165	13.3	163	19.6	162	27.2	172	22.7	199	27.6	14.3	4.9
With Disabilities	27	0.0	0	10.9	0	-	39	2.6	38	5.3	5.3	2.7	26	0.0	25	8.0	31	6.5	39	2.6	0	-	-	-
WO Disabilities	174	33.9	161	32.9	152	38.2	149	39.6	177	32.2	-1.7	-7.4	174	18.4	161	26.7	152	38.2	150	32.7	177	37.9	19.5	5.2
Homeless	9	-	14	28.6	36	25.0	32	31.3	44	31.8	-	0.5	9	-	14	21.4	36	38.9	32	25.0	44	20.5	-	-4.5
Foster	4	-	4	50.0	0	-	0	-	1	-	-	-	4	-	4	-	0	-	0	-	1	-	-	-
Military	1	-	2	70.2	3	-	2	-	2	-	-	-	1	-	2	-	3	-	2	-	2	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	74	27.0	73	27.4	63	33.3	73	27.4	77	16.9	-10.1	-10.5	73	20.5	72	25.0	63	39.7	74	28.4	77	33.8	13.3	5.4
Female	29	51.7	31	32.3	32	34.4	35	34.3	42	21.4	-30.3	-12.9	29	34.5	30	26.7	32	43.8	36	27.8	42	35.7	1.2	7.9
Male	45	11.1	42	23.8	31	32.3	38	21.1	35	11.4	0.3	-9.7	44	11.4	42	23.8	31	35.5	38	28.9	35	31.4	20.0	2.5
African American	1	-	6	6.7	1	-	8	-	7	-	-	-	1	-	6	-	1	-	8	-	7	-	-	-
Asian**	0	-	0	73.1	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Filipino	1	-	0	53.3	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	71	26.8	64	28.1	60	35.0	64	29.7	61	18.0	-8.8	-11.7	70	18.6	63	25.4	60	41.7	65	32.3	61	34.4	15.8	2.1
Indochinese**	0	-	0	80.3	1	-	1	-	-	-	-	-	0	-	0	-	1	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	2	65.0	1	-	0	-	4	-	-	-	1	-	2	-	1	-	0	-	4	-	-	-
Multiracial	0	-	1	40.0	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
English Learner	52	13.5	36	2.8	34	11.8	38	10.5	34	8.8	-4.7	-1.7	52	7.7	36	5.6	34	26.5	39	23.1	34	29.4	21.7	6.3
English-Speaking	22	59.1	37	51.4	29	58.6	35	45.7	43	23.3	-35.8	-22.4	21	52.4	36	44.4	29	55.2	35	34.3	43	37.2	-15.2	2.9
Reclassified†	8	-	13	84.6	12	91.7	8	-	21	33.3	-	-	8	-	12	83.3	12	83.3	8	-	21	52.4	-	-
Initially Eng. Speaking	14	35.7	24	33.3	17	35.3	27	40.7	22	13.6	-22.1	-27.1	13	23.1	24	25.0	17	35.3	27	22.2	22	22.7	-0.4	0.5
Econ. Disadv.*	74	27.0	72	27.8	61	32.8	73	27.4	74	17.6	-9.4	-9.8	73	20.5	71	25.4	61	39.3	74	28.4	74	35.1	14.6	6.7
Non-Econ. Disadv.	0	-	4	37.0	2	-	9	-	7	-	-	-	0	-	1	-	2	-	9	-	7	-	-	-
Gifted	6	-	9	52.2	9	-	5	-	5	-	-	-	6	-	8	-	9	-	5	-	5	-	-	-
Not Gifted	68	26.5	64	21.9	54	25.9	68	23.5	72	16.7	-9.8	-6.8	67	17.9	64	20.3	54	31.5	69	24.6	72	30.6	12.7	6.0
With Disabilities	8	-	0	10.9	0	-	39	2.6	38	5.3	-	2.7	7	-	10	10.0	12	8.3	13	7.7	0	-	-	-
WO Disabilities	66	30.3	63	31.7	51	41.2	60	33.3	66	19.7	-10.6	-13.6	66	22.7	62	27.4	51	47.1	61	32.8	66	39.4	16.7	6.6
Homeless	3	-	5	28.6	10	20.0	15	26.7	14	7.1	-	-19.6	3	-	5	-	10	40.0	15	33.3	14	21.4	-	-11.9
Foster	3	-	0	50.0	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	70.2	1	-	0	-	0	-	-	-	1	-	1	-	1	-	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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	67	28.4	63	34.9	68	32.4	60	38.3	77	32.5	4.1	-5.8	67	16.4	63	27.0	68	29.4	60	20.0	77	35.1	18.7	15.1
Female	36	38.9	22	59.1	29	41.4	34	44.1	36	36.1	-2.8	-8.0	36	19.4	22	40.9	29	34.5	34	26.5	36	30.6	11.2	4.1
Male	31	16.1	41	22.0	39	25.6	26	30.8	41	29.3	13.2	-1.5	31	12.9	41	19.5	39	25.6	26	11.5	41	39.0	26.1	27.5
African American	8	-	1	6.7	5	-	2	-	7	-	-	-	8	-	1	-	5	-	2	-	7	-	-	-
Asian**	0	-	0	73.1	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	53.3	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	58	29.3	60	35.0	60	31.7	58	39.7	68	33.8	4.5	-5.9	58	17.2	60	25.0	60	30.0	58	20.7	68	36.8	19.6	16.1
Indochinese**	0	-	0	80.3	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	1	65.0	2	-	0	-	1	-	-	-	0	-	1	-	2	-	0	-	1	-	-	-
Multiracial	1	-	1	40.0	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
English Learner	21	9.5	37	13.5	26	3.8	26	7.7	42	14.3	4.8	6.6	21	14.3	37	13.5	26	3.8	26	3.8	42	23.8	9.5	20.0
English-Speaking	46	37.0	26	65.4	42	50.0	34	61.8	35	54.3	17.3	-7.5	46	17.4	26	46.2	42	45.2	34	32.4	35	48.6	31.2	16.2
Reclassified†	20	60.0	14	78.6	23	56.5	16	87.5	10	80.0	20.0	-7.5	20	30.0	14	64.3	23	52.2	16	50.0	10	90.0	60.0	40.0
Initially Eng. Speaking	26	19.2	12	50.0	19	42.1	18	38.9	25	44.0	24.8	5.1	26	7.7	12	25.0	19	36.8	18	16.7	25	32.0	24.3	15.3
Econ. Disadv.*	67	28.4	62	35.5	66	30.3	56	39.3	75	30.7	2.3	-8.6	67	16.4	62	27.4	66	28.8	56	19.6	75	33.3	16.9	13.7
Non-Econ. Disadv.	0	-	4	37.0	2	-	4	-	2	-	-	-	0	-	1	-	2	-	4	-	2	-	-	-
Gifted	13	46.2	4	52.2	8	-	7	-	5	-	-	-	13	38.5	4	-	8	-	7	-	5	-	-	-
Not Gifted	54	24.1	59	35.6	60	30.0	53	32.1	72	30.6	6.5	-1.5	54	11.1	59	23.7	60	25.0	53	13.2	72	31.9	20.8	18.7
With Disabilities	9	-	0	10.9	0	-	39	2.6	38	5.3	-	2.7	9	-	6	-	31	6.5	39	2.6	0	-	-	-
WO Disabilities	58	32.8	57	38.6	56	39.3	46	50.0	62	40.3	7.5	-9.7	58	19.0	57	28.1	56	35.7	46	26.1	62	43.5	24.5	17.4
Homeless	3	-	6	28.6	12	41.7	9	-	15	40.0	-	-	3	-	6	-	12	50.0	9	-	15	40.0	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	70.2	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	60	33.3	51	21.6	52	28.8	55	30.9	61	34.4	1.1	3.5	60	10.0	51	19.6	52	28.8	55	30.9	61	23.0	13.0	-7.9
Female	33	45.5	23	34.8	20	55.0	25	36.0	32	37.5	-8.0	1.5	33	12.1	25	24.0	20	40.0	25	32.0	32	28.1	16.0	-3.9
Male	27	18.5	28	10.7	32	12.5	30	26.7	29	31.0	12.5	4.3	27	7.4	26	15.4	32	21.9	30	30.0	29	17.2	9.8	-12.8
African American	6	-	8	6.7	1	-	5	-	2	-	-	-	6	-	8	-	1	-	5	-	2	-	-	-
Asian**	1	-	0	73.1	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	53.3	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	52	34.6	41	24.4	49	28.6	49	30.6	57	33.3	-1.3	2.7	52	9.6	41	22.0	49	26.5	49	30.6	57	24.6	15.0	-6.0
Indochinese**	1	-	0	80.3	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	1	65.0	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	1	-	-	-
Multiracial	0	-	1	40.0	1	-	1	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
English Learner	16	6.3	8	13.5	19	0.0	18	5.6	21	0.0	-6.3	-5.6	16	6.3	6	-	19	5.3	18	5.6	21	14.3	8.0	8.7
English-Speaking	44	43.2	43	25.6	33	45.5	37	43.2	40	52.5	9.3	9.3	44	11.4	45	22.2	33	42.4	37	43.2	40	27.5	16.1	-15.7
Reclassified†	30	43.3	19	42.1	23	52.2	18	44.4	22	63.6	20.3	19.2	30	16.7	19	36.8	23	47.8	18	55.6	22	40.9	24.2	-14.7
Initially Eng. Speaking	14	42.9	24	12.5	10	30.0	19	42.1	18	38.9	-4.0	-3.2	14	0.0	26	11.5	10	30.0	19	31.6	18	11.1	11.1	-20.5
Econ. Disadv.*	60	33.3	49	20.4	49	28.6	50	32.0	59	32.2	-1.1	0.2	60	10.0	49	20.4	49	30.6	50	32.0	59	22.0	12.0	-10.0
Non-Econ. Disadv.	0	-	2	37.0	3	-	5	-	2	-	-	-	0	-	2	-	7	-	5	-	2	-	-	-
Gifted	16	43.8	10	50.0	4	-	5	-	6	-	-	-	16	12.5	11	45.5	4	-	5	-	6	-	-	-
Not Gifted	44	29.5	41	14.6	48	29.2	50	30.0	55	29.1	-0.4	-0.9	44	9.1	40	12.5	48	25.0	50	30.0	55	18.2	9.1	-11.8
With Disabilities	10	0.0	0	10.9	0	-	12	8.3	12	16.7	16.7	8.4	10	0.0	9	-	7	-	39	2.6	0	-	-	-
WO Disabilities	50	40.0	41	26.8	45	33.3	43	37.2	49	38.8	-1.2	1.6	50	12.0	42	23.8	45	31.1	43	39.5	49	28.6	16.6	-10.9
Homeless	3	-	14	28.6	14	14.3	8	-	15	46.7	-	-	3	-	3	-	14	28.6	8	-	44	20.5	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	70.2	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

Baker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: BAKER ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

GUIDANCE ASSISTANT

ATTENDANCE

Our Guidance Assistant will work in collaboration with the principal, nurse, and attendance clerk to identify and support students with chronic absenteeism. She will provide a safe place for problem solving and be a support to students in getting to school every day on time. She will work with families to set goals and monitor improvements.

SAFE AND COLLABORATIVE CULTURE

Our Guidance Assistant will support students whose social-emotional well being is preventing them from learning. She will build relationships to assist in identifying the root cause and work with teachers, staff, families, and the principal to support students to maximize their time learning.

RESTORATIVE LEADERS

Our Guidance Assistant will be the main contact for our Restorative Leaders. She will attend training and host meetings every Wednesday. She will work in collaboration with teachers, staff, the RJP department, and the principal to train leaders who will conduct community circles in each classroom. To build a sense of purpose and belonging, she will work with the Principal and PBIS Team to facilitate their successful role as mentors to younger students on our campus.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Regular Teacher	0.40000	\$41,881.54	30100-1107	Our PE Teacher	Coach Jamieson is wonderful. She goes above and	NA	We want to continue to fund

Baker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>which meet 3 times/month for 2.5 hours for each grade level. The PE teacher will provide weekly instruction aligned with the PE Standards at the Elementary Level. She will emphasize wellness, safety, and positive team spirit in all lessons.</p>	<p>beyond. It's important to have her because of the district-mandated PE minutes. Kids enjoy PE. She's a great communicator. Running club increases parent involvement.</p>		<p>the PE teacher next year.</p>
Guidance Asst	0.70000	\$40,910.99	30100-2404	<p>The Guidance Assistant will support the social-Emotional needs of all students. She will support our work to improve attendance and help facilitate restorative practices.</p>	<p>Yes. Totally working. She is so amazing. She is on-point everyday. We can't live without her. 5th grade team needs her. She is consistent and she makes our school safer. She collaborates with school police and makes sure that pick-up and drop off is safe and efficient. She supervises students who are</p>	NA	<p>We want to continue to fund this position next year.</p>

Baker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guidance Asst	0.30000	\$17,533.28	30106-2404	<p>The Guidance Assistant will support the social-Emotional needs of all students. She will support our work to improve attendance and help facilitate restorative practices.</p>	<p>dropped off too early. She cares about the kids. She investigates problems so teachers can focus on learning. She writes letters/calls monthly to families with chronic attendance or tardies.</p>
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Benchmark Literacy Curriculum and Assessments

All grades will implement the Benchmark Literacy Curriculum and follow the Whole School Pacing Guide to ensure all students are taught the ELA standards for their grade level. On-line assessments will be given at the end of each unit. Data will be analyzed at each grade level to identify areas of strength and need. Teachers will plan small group intervention groups based on identified student needs.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Regular Teacher	0.40000	\$41,881.54	30100-1107	Our Art Teacher accounts for 1/3 of cost for PLCs which meet 3 times/month for 2.5 hours for each grade level. The ART teacher will provide weekly instruction aligned with the VAPA Standards at the Elementary Level.	She is a team player. She works well with students. Her class is calm and focused.	We would like the art to be displayed throughout the school. Maybe we can create a gallery in the auditorium or an annual open house to display the art.	We want to continue art next year. Art is definitely needed in children's lives!
Contracted Svcs Less Than \$25K		\$9,000.00	30106-5853	An experienced consultant will provide training in the effective implementation of	We are thankful to have an expert to collaborate with in planning and delivering	We want the sessions to focus specifically on the materials and how to use them. we	We want to do a survey of teachers to find out specific needs of each

Baker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

a balanced literacy effective PD. The want more visuals teacher and plan
program that consultant is and modeling for from that data.
includes both knowledgeable of how to teach the
Designated and the curriculum and curriculum.
Integrated ELD. philosophy.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

PLCs and After School Computer Labs

All Grade Levels will use PLC time to plan Standards-Based math Instruction.

All Grade Levels will use PLC time to analyze Mathematics Assessments and plan small group instructional interventions based on identified student needs.

All grade levels will monitor progress on ST Math and enroll students not keeping pace with the program to attend after school computer labs.

Our Computer Prep teacher will assist teachers with student monitoring in ST Math.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Regular Teacher	0.40000	\$41,881.54	30100-1107	Our Engineering Teacher accounts for 1/3 of the costs of PLCs. PLCs provide 3 2.5 hours of planning time 3 times per month so teachers can use assessment data to plan instruction and interventions.	Kids are engaged in projects. She provides robotics, coding, and other relevant engineering projects. She is well-planned and has strong classroom management.	We would like to be better informed about what students are doing and communicate more regularly with grade levels. We would like to work to have projects more public.	We do want to continue engineering next year.
Non Clsrn Tch Hrly		\$24,404.00	30106-1957	Teachers will provide time for students to work on ST Math in	Students are doing ST math. It gives access to students who don't have	We want to figure out a way to include PrimeTime	Teams will survey to find out how we can improve our model to

Baker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

After School Computer Labs.	computers at home. we would like to figure out how to get mere kindergarten	students in computer labs. Sometimes we don't have enough teachers who are able to teach computer lab. With only 1 lab/grade, we sometimes can't accommodate all of the students who want to attend.	accommodate all needs.
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Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

PROFESSIONAL DEVELOPMENT

All teachers will participate in professional development to ensure effective implementation of the Benchmark ELD Curriculum. They will co-plan lessons, monitor pacing, and monitor EL student performance on unit assessments and formative writing samples.

INSTRUCTIONAL MATERIALS

We will purchase the Benchmark ELD curriculum as part of our school-wide literacy program

TECHNOLOGY

All beginning ELs in grades 2nd - 5th will have access to training on Rosetta Stone. Our Technology teacher will monitor progress to ensure students are interacting appropriately and making progress with the curriculum.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Field Trip		\$2,376.00	30106-5735	Field Trips provide opportunities for English Language Learners to gain critical background knowledge and experiences that strengthen their content understanding	This ensures all students are included in all trips. Field trips are aligned with the needs of each grade.	How can we coordinate field trips to ensure access for everyone.	We may want to increase this allocation.
Software License		\$3,000.00	30106-5841	Rosetta Stone provides	Rosetta Stone needs to be every	Can we include more primary	We would like to make sure we

Baker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

individually-paced language instruction to beginning English Learners.	day rather than once/week. It is a great program that we should continue. It increases student confidence in ELD and in class. Kids love going to the computer lab.	kids. Can we add more optional time slots? A lot of teachers have had their prep time impacted because of the Rosetta Stone class.	have licenses for all of our beginners. We would like to have training for teachers and students so they can use the program more independently in the classroom. We need parents to be informed of student access to Rosetta Stone. We would like to work with our ELAC committee to plan how to best utilize the program
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Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Intervention Curriculum and Materials

Students with disabilities will receive Tier 3 instruction in Literacy and Mathematics.

We will use the Benchmark Steps to Advance Literacy materials which are aligned with the Benchmark Literacy instruction they will experience in their general ed classrooms.

In Math, students with disabilities will be assessed using the Kathy Richardson Assessments to determine gaps in their foundational skills. They will receive focused targeted Tier 3 instruction aligned with their identified needs.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$2,776.00	30100-4301	Kathy Richardson Assessments and Intervention curriculum will assist SWDs in strengthening their foundational skills in Math.	We will consult with Ms. Hays about the effectiveness of these materials.		
Supplies		\$8,000.00	30106-4301	Benchmark Steps to Advance Literacy Intervention Materials will support SWDs in accessing their			



Baker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES
grade level
content standards.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

SSC

Baker's School Site Council (SSC) will actively represent the interests of all Baker Parents and achieve a quorum at every meeting. They will participate in shared decision making when allocating Funds.

SGT

Baker's Site Governance Team (SGT) will actively represent the interests of all Baker Parents and participate in shared decision making when creating/revising school policies.

ELAC

Baker's English Learner Advisory Committee (ELAC) will monitor the progress of our English Learners and advise the principal and SSC in creating goals, policies, and when allocating funding.

WORKSHOP WEDNESDAYS

Monthly Parent Workshops will assist parents in understanding the curriculum and success criteria for achieving academic proficiency.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Tech Professional OTBS Hrly		\$712.81	30103-2455	Provide Translation at Parent Meetings and Workshop Wednesdays.	It is critical to have these services for parents. She is involved and parent engagement is higher because to her support.	NA	Parents will advise the team on how to make sure supports are appropriate. We need more translation services during parent teacher conferences.



Baker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	\$1,000.00	30103-4301	Provide materials and resources for high engagement at parent meetings and workshops.	This works but we need more.
Inservice supplies	\$1,000.00	30103-4304	Provide notices and announcements to all school-related events.	
Note/Reminders (optional):				

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

All teachers will implement the Benchmark Literacy Curriculum and keep pace with the school-Wide Assessment Plan.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$13,287.00	30106-4301	Supplies to support all students meeting grade level proficiency in reading and to support student agency in their own learning.	This works but we need more		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?



Baker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: BAKER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Benchmark Literacy Curriculum and Assessments

All grades will implement the Benchmark Literacy Curriculum and follow the Whole School Pacing Guide to ensure all students are taught the ELA standards for their grade level. On-line assessments will be given at the end of each unit. Data will be analyzed at each grade level to identify areas of strength and need. Teachers will plan small group intervention groups based on identified student needs.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Adopted Textbks & Adopted Matl		\$77,465.00	09800-4101	As a community with 98% of students identified as low-income, English Learner, and/or Foster Youth, these additional textbooks include a comprehensive literacy curriculum that	Baker fully implemented all components of the Benchmark Literacy Program including Units 1 - 7 and all Unit Assessments school wide. Teachers also participated in monthly PDs to ensure school wide consistency and vertical alignment	The curriculum was very dense and sometimes texts were not relevant to students. Some assessment items did not seem appropriate at some grade levels. Students with IEPs had a difficult time accessing texts so we needed to purchase additional	We will continue to implement the Benchmark Literacy Program school-wide and we will purchase Steps to Advance Readers for all students with IEPs.

Baker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

included vertical alignment TK-5th.

supplemental materials.

In addition, the curriculum includes texts aligned with Social Studies and New Generation Science Standards as well as strong supports for daily instruction in both Integrated and Designated ELD

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

PROFESSIONAL DEVELOPMENT

All teachers will participate in professional development to ensure effective implementation of the Benchmark ELD Curriculum. They will co-plan lessons, monitor pacing, and monitor EL student performance on unit assessments and formative writing samples.

INSTRUCTIONAL MATERIALS

We will purchase the Benchmark ELD curriculum as part of our school-wide literacy program

TECHNOLOGY

All beginning ELs in grades 2nd - 5th will have access to training on Rosetta Stone. Our Technology teacher will monitor progress to ensure students are interacting appropriately and making progress with the curriculum.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClstrm Tchr Hrly		\$9,999.54	09800-1986	Two retired teachers will assess all of our English Learners on ELPAC. They will complete Initial Assessments in September and Summative Assessments in April.	All students were assessed on the Initial ELPAC at the beginning of the school year. Due to the shutdown we were not able to administer the summative test. We look forward to resuming this in the 2020-21 school year.	We were not able to administer the test at the end of the school year. the cost to pay retired teachers to do so many one-on-one assessments was quite exorbitant.	The Initial ELPAC will be administered to all English Learners upon beginning school and the summative will be administered to all ELs at the end of the school year.

Note/Reminders (optional):



Baker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

What are my leadership strategies in service of the goals?