San Diego Unified
SCHOOL DISTRICT

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT BAKER ELEMENTARY SCHOOL

2022-23

37-68338-6039150
CDS Code

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

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

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent & Family Engagement Policy
☒ School Parent Compact

Board Approval: *January 24, 2023*

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: **BAKER ELEMENTARY SCHOOL**   PHONE: **619-344-4800**   FAX: **619-344-4849**

SITE CONTACT PERSON: **KATHLEEN L. GALLAGHER, PHD**   E-MAIL ADDRESS: **kgallagher1@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

[X] Title I Schoolwide Programs (SWP)   ☐ CSI School   [X] ATSI 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 composed correctly, and 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:

[X] English Learner Advisory Committee (ELAC)   Date of presentation: **10/6/22**

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

[X] Site Governance Team (SGT)   Date of presentation: **10/6/22**

[X] Other (list): __Instructional Leadership Team__   Date of presentation: **10/3/22**

1. 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.

2. The site plan composition is rooted in 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.

3. The site plan or revisions to the site plan were adopted by the SSC on: **10/6/22**

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

Kathleen L Gallagher
Type/Print Name of School Principal

Signature of School Principal / Date   10/6/22

Sharon Fargason
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date   10/6/22

Maribel Flores
Type/Print Name of ELAC Representative

Signature of ELAC Representative / Date

Bruce Bivins
Type/Print Name of Area Superintendent

Signature of Area Superintendent / Date   10/6/22

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

October 7th 2022

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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 School wide Program and ATSI designation. 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 (ESSA REQUIREMENTS)
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.
1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS
- Our 2022-23 Budget was approved by SSC on 2/24/22
-The Budget, the School Parent Compact and the Parent Involvement Policy were approved at the SSC Meeting on 10/6/22.
-The Annual Title I Parent Meeting was held on 9/22/22.
-ELAC reviewed goals and provided input on 10/6/22.
-SSC Meeting occurred on 10/6/22. 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. Three years ago, we 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). The district adopted and purchased this curriculum for all elementary schools the following year. We purchase Benchmark "Steps to Advance" Intervention curriculum to support access to the core curriculum for students with disabilities (Tier 3). For mathematics, we are continuing to pilot the Illustrative Mathematics Curriculum in order to strengthen our focus on number sense, problem solving, and whole school vertical alignment. We are committed to standards-based Assessments in literacy and mathematics that are aligned with CAASPP. We use RAZ Kids, Imagine Learning for Multilingual Learners, and ST Math, which are research-based programs that provide students with additional instruction and support at their specific learning level. We have one-on-one, tier 3 support for literacy and English language development that occurs daily for students with the most need.

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 been identified by the district as one of 35 focus schools, we opted to participate in the Literacy Acceleration Plan (LAP) that focuses on ensuring guided reading for every child every day. Teachers have refined their schedules to increase the amount of time students work one-on-one or in small groups with the teacher. This enables the teacher to provide very specific, targeted support directly aligned with student's individual learning needs. Much of the work of implementing high quality instruction occurs in PLCs, with the majority of time spent on data analysis, lesson design, and planning interventions based on specific student needs.

Extended Learning Opportunities

We are committed to engaging students in ways that empower their own voice and identity. All students at Baker will have an opportunity to participate in after school learning labs and clubs that connect directly to their interests, passions, and needs as learners. Clubs will run after school from January through May.

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 STEAM. One .4 FTE teacher provides instruction to all students in P.E. A Teaching artist collaborates with a visiting teacher each week to provide visual arts instruction. This ensures grade level teams are released weekly for data analysis and planning in PLCs. We have designated our prep teacher as a Technology teacher who provides weekly STEAM instruction in our state of the art SmartLab.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Kathleen L. Gallagher	Principal
Sharon Fargason	Classroom Teacher
Lisset Tapia Bagsby	Parent
Sparkle Lewis	Classroom Teacher
Cathy Huynh	Classroom Teacher
Leah Hodgins	Classroom Teacher
Tracylee Fanua	Teacher-Ed Specialist
Ana S. Guerra	Other School Employee-Classified
Maribel Flores	Parent
Maria Beltran	Parent
Beatriz Acosta	Parent
Fernanda Castillo	Parent
Treicy Padilla	Parent
Marisabel Benitez	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

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 (.6 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. Our counselor will also provide whole class SEL instruction (2nd Step) to students in grades TK-5 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 4th-5th grade students in Restorative Youth Leadership and facilitate classroom circles to ensure safe, inclusive, and joyful play time during recess. All classroom teachers conduct morning circles on a daily basis and problem solving circles as needed to ensure safe interactions and fully inclusive classrooms and grade level communities.

*Major Differences
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s). Proper implementation of restorative practices is dependent on adequate training and buy-in from all staff. Currently, most staff has been trained. Our counselor will work with the counseling and guidance department to provide more advanced training and implementation of circles 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 restorative circles, collaboration with behavior support services, and referral to outside counseling with Logan Clinic and other support providers. Our guidance assistant will provide ongoing support to parents to ensure students remain positively engaged in the classroom and we will offer parent trainings to ensure parents have access to the tools they need for maintaining positive, proactive, and ongoing communication with their child about school.
*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis. We now have a bi-lingual counselor who is able to provide SEL instruction in all classrooms. In addition, she will work with our guidance assistant to continue to train our youth leaders. Youth leaders will lead weekly circles in classrooms and our counselor will provide individual and group counseling and interventions for students who need it. Our counselor will also facilitate our I-MTSS process to ensure students who are having difficulty have access to effective interventions that help them get back on track and to rule out the presence of any learning disabilities.
*Identified Need
Data from last year's CORE SEL shows that 74% of students provided an overall positive rating for our school (Up from 67% last year). We would like to increase this percentage to 85% Attendance data for 2021-22 shows an average of 91.3%. We would like to increase this percentage to 96% for the 2022-23 school year. Attendance data for subgroups show a discrepancy when compared to the whole school: -Students with Disabilities 81%% -African American 83%% -English Learners 87%% -Hispanic/Latino 86%%

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	4th-5th	Overall positive rating on CORE SEL	74%	85%	Other (Describe in Objective)	annual
June 2023	TK-5	Increase % Present	91%	96%	Attendance	monthly

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-5	Students with Disabilities	Increase % Present	75%	96%	Attendance	Monthly
June 2023	TK-5	Black or African American	Increase % Present	83%	96%	Attendance	Monthly
June 2023	TK-5	English Learner	Increase % Present	87%	96%	Attendance	Monthly
June 2023	TK-5	Hispanic or Latino	Increase % Present	86%	96%	Attendance	Monthly

Supporting Black Youth - Additional Goals

✓ 1. Baker's Site Equity Team will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓ 2. The staff diversity goal at Baker is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Baker's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓ 3. In the 2022-23 school year, Baker will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.

✓ 4. Baker will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓ 5. Baker's Site Equity Team will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

✓ 6. Baker will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓ 8. Baker will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy 1: GUIDANCE ASSISTANT

*Students to be served by this Strategy/Activity

All students will be served by this strategy.

*Strategy/Activity - Description

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 shool every day on time. She will work with families to set goals and monitor improvements.

SAFE AND COLLABORATIVE CULTURE
Our Counselor and Guidance Assistant will support students whose social-emotional wellbeing is preventing them from learning. They 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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary 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]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : F001122	Guidance assistant will provide assistance to families in an effort to improve daily attendance rates.

Strategy 2: RESTORATIVE YOUTH LEADERS

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

Our Counselor will be the main contact for our Restorative Youth Leaders. She will collaborate with district resource counselors to host trainings/meetings for students on Wednesdays. She will work in collaboration with teachers, staff, the RJP department, and the principal to train leaders who will conduct weekly circles in classrooms. To build a sense of purpose and belonging, she will work with the Principal and Equity Team to facilitate their successful role as mentors to younger students on our campus.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N001145	Classroom Teacher Hrly		$1,615.00	$1,999.54	0011-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extra teacher time to allow for after school student support.

Strategy 3: CLUBS AND AFTER SCHOOL EVENTS

*Students to be served by this Strategy/Activity

*Strategy/Activity - Description

Intervention (Clubs) run from October 2022 - May, 2023.
Tuesday clubs include: ST Math (K-5), Superstar Sports (K/1st), Beginning dance (2nd-5th), Girls on the Run (3rd-5th), and Robotics (3rd-5th).
Wednesday clubs include: Dual Language (Grades K-5), Superstar Sports (Grades 2nd/3rd), Garden (Grades 2nd-5th), Restorative Leaders (4th/5th Grade), and Bobcat Book Club (4th/5th Grade)
Thursday Clubs include: ST Math (K-5), Superstar Sports (4th/5th grade), Intermediate Dance (2nd-5th Grade), Associated Student Body (3rd-5th Grade), and Art Club (3rd-5th Grade).

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00119J	Interprogram Svcs/Paper		$5,000.00	$5,000.00	0011-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional supplies including paper for home-school communications, classroom activities and interventions, and after school supports.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

IMPLEMENTATION

This year will be our third year using Benchmark (GVC) school-wide to ensure all students receive standards-based instruction aligned with literacy, science, and social studies standards. We will use F&P Assessment data (Grades TK-2), FAST Assessment data (Grades 1st-5th), and CAASPP IAB Assessments (Grades 3rd-5th) in PLCs monitor progress on standards and to pinpoint areas of need. We will use CAASPP Assessments to determine grade level proficiency.

OVERALL EFFECTIVENESS

F&P is a valid assessment for progress monitoring in Reading. We need to improve PLC collaboration to specifically target student needs so we can strengthen the impact of guided reading. FAST aReading and aMath enable us to check risk levels for all students and modify instruction and supports as needed to decrease risk levels. The CAASPP IABs in literacy and mathematics enable us to assess the effectiveness of our instruction to see if it is aligned with the expectations of the CAASPP.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Last year, while we administered Unit Assessments school-wide for all students, we were not able to compare the results with student performance on CAASPP due to the cancellation of state-wide testing. This year we will continue the implementation of Benchmark unit assessments. We will monitor student progress in reading with the Fountas & Pinell Assessment system, and we will measure school-wide growth using the FAST Assessment in grades 1st - 5th. 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. We will use F&P, FAST, and CAASPP IABs to better monitor progress and plan for strategic interventions in PLCs.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to implement the Benchmark Literacy Curriculum. We hired 1 .4FTE PE teacher and an artist in residence to provide enrichment to students while grade level teams work in PLCs. We hired a 0.8 FTE classroom teaching assistant to provide one-on-one and small group reading instruction for students brought up for MTSS. We hired a .4FTE English Learner Assistant to provide daily support for English learners who are not making adequate progress in literacy.

*Identified Need - English Language Arts

Our F&P data shows that only 41% of our students in Grades TK-2 are proficient in reading. We want to increase that to 54%.
Our FAST aReading data also shows 41% proficiency. This is for all students in grades 1st - 5th.
Our CAASPP Data shows the following proficiency levels in grades 3rd-5th: 3rd=22%, 4th=28&, 5th=22%.
- For AA Students F&P Data shows 25% of TK-2nd grade students are proficient in reading. Our goal is to increase that to 30 %. In grades 3-5 met standard on the SBAC.
- For Hispanic Students CAASPP Data shows that 51 of 186 (27%) in grades 3-5 met or exceeded standards.
- For English Learners, CAASPP data shows that 27% (51 students) in grades 3-5 met or exceeded standards.
- For Students with disabilities, CAASPP data shows that 4% (2 students) in grades 3-5 met or exceeded standards.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades TK-2	Will meet or exceed Standards on Benchmark Unit Assessments	40.8%	54%	Fountas and Pinnell	3 Times/Year
June 2023	Grades 3-5	Will meet or Exceed Standards	24%	32%	CAASPP ELA	1 Time/Year
June 2023	Grades 1st-5	Will show growth in ELA	23%	41%	FAST aReading	3 times/year

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades 1-5	Black or African American	Will meet or exceed standards FAST Assessments	26.9%	38%	FAST aReading	2 Times/Year

June 2023	Grades 1-5	Hispanic or Latino	Will meet or exceed standards FAST Assessments	22.7%	40%	FAST aReading	2 Times/Year
June 2023	Grades 1-5	English Learner	Will meet or exceed standards FAST Assessments	10.2%	20%	FAST aReading	2 Times/Year
June 2023	Grades 1-5	Students with Disabilities	Will meet or exceed standards FAST Assessments	8.2%	15%	FAST aReading	2 Times/Year
June 2023	Grades 3-5	Black or African American	will meet or exceed Standards	14%	30%	CAASPP ELA	1 Time/Year
June 2023	Grades 3-5	Hispanic or Latino	will meet or exceed Standards	24%	45%	CAASPP ELA	1 Time/Year
June 2023	Grades 3-5	English Learner	will meet or exceed Standards	6%	12%	CAASPP ELA	1 Time/Year
June 2023	Grades 3-5	Students with Disabilities	will meet or exceed Standards	8.2%	12%	CAASPP ELA	1 Time/Year

*Identified Need - Math

- Thirty (30) percent of students in gr. 3-5 met or exceeded standard on CAASPP Math.

- Fourteen (14) percent of African American Students in gr. 3-5 met or exceeded standards on CAASPP Math.

-Twenty four (24) percent of Hispanic Students in grades 3-5 met or exceeded standards on CAASPP Math.

- Eight (8) percent of EL Students in gr. 3-5 met or exceeded standards on CAASPP Math.

- 6 (6) percent of students with disabilities in gr. 3-5 met or exceeded standards ion CAASPP Math.

- 26% of students in grades 1-5 were identified as low risk or advanced on Fast aMATH.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	1st - 5th Grade Students	will identify as low risk or advanced	26%	41%	FAST aMath	3 times/year
June 2023	Grades 3-5	will meet or exceed grade level standards	30%	40%	CAASPP Math	1 time/year

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades 3-5	Black or African American	Meet or Exceed Standards	14%	20%	CAASPP Math	Annually
June 2023	Grades 3-5	Hispanic or Latino	Meet or Exceed Standards	31%	35%	CAASPP Math	Annually
June 2023	Grades 3-5	English Learner	Meet or Exceed Standards	20%	25%	CAASPP Math	Annually
June 2023	Grades 3-5	Students with Disabilities	Meet or Exceed Standards	9%	18%	CAASPP Math	Annually
June 2023	Grades 1-5	Black or African American	Meet or Exceed Standards	37.5%	45%	FAST aMath	3 Times/Year
June 2023	Grades 1-5	Hispanic or Latino	Meet or Exceed Standards	23.7%	38%	FAST aMath	3 Times/Year
June 2023	Grades 1-5	English Learner	Meet or Exceed Standards	14.4%	30%	FAST aMath	3 Times/Year
June 2023	Grades 1-5	Students with Disabilities	Meet or Exceed Standards	8.2%	15%	FAST aMath	3 Times/Year

*Identified Need - English Learners

Providing consistent, high-quality designated ELD instruction for English learners was extremely difficult during the pandemic. Last year, we were not able to provide the required 150 minutes a week for each of our English learners. Attendance also impacted this growth. Here is our data for each grade level:
- In Gr. 1, 4% (1/26) of ELs tested increased at least 1 level.
- In Gr. 2, 35% (11/31) of ELs tested increased at least 1 level.
- In Gr. 3, 52% (14/29) of ELs tested increased at least 1 level.
- In Gr. 4, 25% (6/24) of ELs tested increased at least 1 level.
- In Gr. 5, 42% (10/24) of ELs tested increased at least 1 level.
- Our Classification rate for the entire schools was 12% (21 students).

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Increase the rate of students advancing one grade level.	32%	50%	Summative ELPAC	Annually

*Identified Need - Graduation/Promotion Rate

18-19 ELPAC data shows:
- In Gr. 1, 4% (1/26) of ELs tested increased at least 1 level.
- In Gr. 2, 35% (11/31) of ELs tested increased at least 1 level.
- In Gr. 3, 52% (14/29) of ELs tested increased at least 1 level.
- In Gr. 4, 25% (6/24) of ELs tested increased at least 1 level.
- In Gr. 5, 42% (10/24) of ELs tested increased at least 1 level.
- Our Classification rate for the entire schools was
2021-22 ELA CAASPP data shows:
Gr 3 data shows that 22% of students met or exceeded standard
Gr 4 data shows that 28% of students met or exceeded standard.
Gr 5 data shows that 22% of students met or exceeded standard.
For our significant subgroups, our data shows:
-14% of African American students met or exceeded standard.
-24% of Hispanic students met or exceeded standard.
-6% of English Learners met or exceeded standard.
-8% of Students with Disabilities met or exceeded standard.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grade 3	Meet or Exceed Standards	22%	30%	CAASPP ELA	1 Time/Year
June 2023	Grade 4	Meet or Exceed Standards	28%	35%	CAASPP ELA	1 Time/Year
June 2023	Grade 5	Meet or Exceed Standards	22%	30%	CAASPP ELA	1 Time/Year
June 2023	Grades 1-5	Meet or Exceed Standards	23.2%	41%%	FAST aReading	Trimester

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades 1-5	English Learner	Advance at least 1 Level on ELPAC	32%	50%	Other (Describe in Objective)	1 Time/Year
June 2023	Grades 1-5	Students with Disabilities	Advance at least 1 Level	23%	41%	FAST aReading	3 Times/Year

| June 2023 | Grade 1-5 | Black or African American | Advance at least 1 Level | 26% | 38% | FAST aReading | 3 Times/Year |
| June 2023 | Grade 1-5 | Hispanic or Latino | Advance at least 1 Level | 22% | 40% | FAST aReading | 2 Times/Year |

Strategy 1: Teacher Collaboration (PLCs) and Enrichment Classes

*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 weekly 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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F001124	Regular Teacher	0.40000	$36,903.60	$45,866.38	0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Extra teacher FTE to provide instruction during PLC time.
N0011AV	Prof&Curriclm Dev Vist Tchr		$6,057.00	$7,499.18	0011-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Substitutes used to cover classes while teachers attend professional development.
N0011CU	Contracted Svcs > $25K		$30,786.00	$30,786.00	0011-30100-00-5100-1000-1110-01000-0000	Title I Basic Program	[no data]		Artist in residence contractor who provides classroom instruction, allowing teachers to attend PLC meetings.
N0011CV	Prof&Curriclm Dev Vist Tchr		$12,180.00	$15,080.06	0011-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Substitutes used to cover classes while teachers attend professional development.

Strategy 2: Reading Interventions and Support

*Students to be served by this Strategy/Activity

Students who are struggling and/or brought to MTSS

*Strategy/Activity - Description

Reading Intervention Assistant: We will train a classified employee to provide one-on-one and/or small group reading instruction for students brought up for MTSS. The assistant 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F001126	Classroom Asst	0.80000	$24,673.60	$53,417.49	0011-30106-00-2101-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Extra FTE to provide targeted interventions to support the I-MTSS Process (Reading Interventions)
	Contracted Svcs Less Than $25K				0011-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N0011AZ	Services such as Literably, Raz Kids & Steps to Advance to support accelerated achievement for unduplicated students
	Contracted Svcs Less Than $25K				0011-30100-00-5853-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N0011CY	Services such as Literably, Raz Kids & Steps to Advance to support accelerated achievement for unduplicated students
	Interprogram Svcs/Paper				0011-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District | Ref Id : N00119J	Materials including paper for Reading Interventions and After School Interventions

	Software License				0011-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N00114N	Software such as Literably, Raz Kids & Steps to Advance to support accelerated achievement for unduplicated students
	Supplies				0011-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N00114A	Supplies such as journals, white boards, markers, pencils, etc to support accelerated achievement for unduplicated students.

Strategy 3: Opportunities for Extended Learning

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

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

CLUBS will provide students with weekly opportunities to gain knowledge and experience in an area that matters to them. These will include book clubs, academic clubs, and special interest clubs that promote authentic reading and writing.

Intervention (Clubs) run from October 2022 - May, 2023.

Tuesday clubs include: ST Math (K-5), Superstar Sports (K/1st), Beginning dance (2nd-5th), Girls on the Run (3rd-5th), and Robotics (3rd-5th).

Wednesday clubs include: Dual Language (Grades K-5), Superstar Sports (Grades 2nd/3rd), Garden (Grades 2nd-5th), Restorative Leaders (4th/5th Grade), and Bobcat Book Club (4th/5th Grade)

Thursday Clubs include: ST Math (K-5), Superstar Sports (4th/5th grade), Intermediate Dance (2nd-5th Grade), Associated Student Body (3rd-5th Grade), and Art Club (3rd-5th Grade).

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0011CW	Classroom Teacher Hrly		$6,530.00	$8,084.80	0011-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental pay for teachers to provide extra support for students after school hours have ended.
N0011CX	Other Support Prsnl PARAS Hrly		$1,825.00	$2,500.44	0011-09800-00-2281-3140-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental hourly pay for paras to help during field trips and preparing for field trips.
	Classroom Teacher Hrly				0011-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District | Ref Id : N001145	Teacher support after school to support literacy and mathematics achievement.
	Other Nonclsrm PARAS Hrly				0011-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools | Ref Id : N0011A0	Para support after school to support literacy and mathematics achievement.
	Supplies				0011-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N00114A	Supplies such as journals, white boards, markers, pencils, etc to support after school interventions.

Strategy 4: Contracted Services and Supplies to Support Enrichment and Academic achievement

*Students to be served by this Strategy/Activity

All Students will be served by this activity.

*Strategy/Activity - Description

PLC
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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00114A	Supplies		$17,041.00	$17,041.00	0011-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental classroom supplies such as journals, white boards, markers, pencils, etc for after school tutoring.
N0011AZ	Contracted Svcs Less Than $25K		$5,000.00	$5,000.00	0011-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Services such as Smart Lab contract to support our enrichment lab.
N0011CY	Contracted Svcs Less Than $25K		$87.00	$87.00	0011-30100-00-5853-1000-1110-01000-0000	Title I Basic Program	[no data]		Services such as Smart Lab contract to support our enrichment lab.

Strategy 5: ELPAC Monitoring

*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.
English Language Support Assistant
All beginning ELs in grades K - 5th will participate in daily instruction from our English language support assistant.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F001127	ESL Asst -	0.40000	$11,879.60	$16,305.71	0011-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	English Learners		ESL Assistant provided targeted English Learner Support in literacy classes.
	Prof&Curriclm Dev Vist Tchr				0011-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All	Ref Id : N0011CV	Retired Visiting Teacher will provide support with testing to support progress monitoring for English Learners.

Strategy 6: Intervention Curriculum and Materials

*Students to be served by this Strategy/Activity

All students with disabilities will have access to this activity.

*Strategy/Activity - Description

Steps to Advance (Intervention 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 IM 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than $25K				0011-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N0011AZ	Supplemental on-Line resources such as Literably, Raz Kids & Steps to Advance to support to ensure access to core curriculum.
	Software License				0011-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N00114N	Supplemental on-Line resources such as Literably, Raz Kids & Steps to Advance to support to ensure access to core curriculum.
	Supplies				0011-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools | Ref Id : N0011X	Supplemental Supplies such as books, technology supports, etc to support academic achievement for unduplicated students.

Strategy 7: Guidance Assistant (Goal: Black Youth)

*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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F001122	Guidance Asst	1.00000	$34,465.00	$66,856.98	0011-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance Assistant will provide targeted support for chronically absent and failing students.

Strategy 8: STEAM Curriculum SMARTLAB

*Students to be served by this Strategy/Activity

Contracted Services (Creative Learning Systems) to Support SmartLab

*Strategy/Activity - Description

Our SmartLab supports access to State of the Art STEAM curriculum for all students. This annual upgrade ensures the most advanced programming resources for students and upgraded curriculum for the teacher.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00114N	Software License		$5,225.00	$5,225.00	0011-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software such as Creative Learning Systems: software and curriculum materials to support our SmartLab.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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. So far, 56% of families participated in Back to School Night. We reach 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, 92% of Baker families took part in the California Healthy Kids Survey (CHKS) for Parents.

Here are the positive ratings for Parental Involvement:
- Promotion of parental involvement: 56%
- Actual Parental involvement: 26%
- School encourages me to be an active partner: 56%
- School actively seeks the input of parents: 48%
- Parents feel welcome to participate at this school: 56%

Prior to the pandemic, 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%.
This year, we are providing grade-specific workshops three times/per year for each grade level.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We will tailor parent workshops for each grade level and the principal will collaborate with PLCs to determine the content and goals for each session. Sessions are held in person in the auditorium and parents work side by side with their child on an engaging, standards-based collaborative activity that provides opportunities for parents to assess their child's language and academic needs. Strategies are provided for parents so they can more effectively support their child at home.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to provide workshops to parents that are aligned with the grade level curriculum. All workshops this year will focus on strategies parents can learn to support their child's growth in literacy, mathematics, language, and writing. We will identify at least 1 Parents will be invited via connectEd calls and Class Dojo. If parents are not able to attend, they will be able to view the presentation on Class Dojo. Translation will be provided at all events.
Winner Wednesday is another opportunity for parents to participate at school. This year we will have Winner Wednesday on site every other month and on zoom every other month. This will enable parents who work to participate easier.

*Identified Need

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.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	will participate in Workshop Wednesday	27%	50%	Other - Describe in objective

| June 2023 | SSC | Will achieve a quorum at 6 meetings | 70% | 100% | Other - Describe in objective |
| June 2023 | ELAC | Will achieve a quorum at 6 meetings | 40% | 100% | Other - Describe in objective |

*Annual Measurable Outcomes					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2023	ELAC	Parents of English Learners will participate in 4 meetings throughout the school year	10%	25%	Meeting Attendance

Strategy 1: Shared Decision Making Systems

*Families to be served by this Strategy/Activity

*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 Staff 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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0011X	Supplies		$795.00	$795.00	0011-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		General supplies such as folders, journals, markers, pencils, etc for workshop Wednesday meetings.

N00112C	Tech Professional OTBS Hrly		$365.00	$500.09	0011-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Interpretation services for parent meetings.
N00117C	Inservice supplies		$812.00	$812.00	0011-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments such as water, coffee, pastries etc served at parent meetings.
N0011A0	Other Nonclsrm PARAS Hrly		$365.00	$500.09	0011-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Extra para time to provide childcare during parent meetings.

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)	$ 161,283
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)	$ 283,356

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)	$ 61,502
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 61,502

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)	$ 60,571
[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): $ 60,571

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 283,356

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Baker Elementary	09800 LCFF Intervention Support	ESL Asst	2101 Classroom PARAS	Classroom PARAS	0.4	$11,879.60
Baker Elementary			3000 Benefits		0	$4,426.11
Baker Elementary		**ESL Asst Total**			**0.4**	**$16,305.71**
Baker Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$1,615.00
Baker Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$6,057.00
Baker Elementary			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	$1,825.00
Baker Elementary			3000 Benefits		0	$2,502.16
Baker Elementary			4301 Supplies	Supplies	0	$17,041.00
Baker Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	$5,000.00
Baker Elementary			5841 Software License	Software License	0	$5,225.00
Baker Elementary			5853 Contracted Svcs Less Than $25K	Contracted Svcs Less Than $25K	0	$5,000.00
Baker Elementary		**(blank) Total**			**0**	**$44,265.16**
Baker Elementary	**09800 LCFF Intervention Support Total**				**0.4**	**$60,570.87**
Baker Elementary	30100 Title I Basic Program	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	1	$34,465.00
Baker Elementary			3000 Benefits		0	$32,391.98
Baker Elementary		**Guidance Asst Total**			**1**	**$66,856.98**
Baker Elementary		Regular Teacher	1107 Classroom Teacher	Classroom Teacher	0.4	$36,903.60
Baker Elementary			3000 Benefits		0	$8,962.78
Baker Elementary		**Regular Teacher Total**			**0.4**	**$45,866.38**
Baker Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$12,180.00
Baker Elementary			3000 Benefits		0	$2,900.06
Baker Elementary			5100 Contracted Svcs > $25K		0	$30,786.00
Baker Elementary			5853 Contracted Svcs Less Than $25K	Contracted Svcs Less Than $25K	0	$87.00
Baker Elementary		**(blank) Total**			**0**	**$45,953.06**
Baker Elementary	**30100 Title I Basic Program Total**				**1.4**	**$158,676.42**
Baker Elementary	30103 Title I Parent Involvement	(blank)	2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	$365.00
Baker Elementary			2955 Other Nonclsrm PARAS Hrly	Other Nonclsrm PARAS Hrly	0	$365.00
Baker Elementary			3000 Benefits		0	$270.18
Baker Elementary			4301 Supplies	Supplies	0	$795.00
Baker Elementary			4304 Inservice supplies	Inservice supplies	0	$812.00
Baker Elementary		**(blank) Total**			**0**	**$2,607.18**
Baker Elementary	**30103 Title I Parent Involvement Total**				**0**	**$2,607.18**
Baker Elementary	30106 Title I Supplmnt Prog Imprvmnt	Classroom Asst	2101 Classroom PARAS	Classroom PARAS	0.8	$24,673.60
Baker Elementary			3000 Benefits		0	$28,743.89
Baker Elementary		**Classroom Asst Total**			**0.8**	**$53,417.49**
Baker Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$6,530.00
Baker Elementary			3000 Benefits		0	$1,554.80
Baker Elementary		**(blank) Total**			**0**	**$8,084.80**
Baker Elementary	**30106 Title I Supplmnt Prog Imprvmnt Total**				**0.8**	**$61,502.29**

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 2022-23

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 week of Back to School Night. 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 three times/year. Parents are invited to attend with their children.

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 school's 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)

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 10/6/22 and will be in effect until 10/7/23. The school will distribute the policy to all parents of students on, or before: 10/10/22.

> Dr. Kathleen L. Gallagher, Principal

[signature: Kathleen Gallagher]

> 10/5/21

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-23
BAKER ELEMENTARY

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

> a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Baker Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

2. Hold parent-teacher conferences (2 per year) during which this compact will be discussed as it relates to the individual child's achievement (20 U.S.C. § 6318[d][2]).
   - ❏ November 14-18: Academic concerns and interventions will be discussed at this meeting
   - ❏ March 20-24: Decisions to retain or promote will be discussed at this meeting
   - ❏ Parents or teachers may request an additional parent conference at any time throughout the school year (20 U.S.C. § 6318[d][2][B])

3. As Safety Precautions allow, provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows (20 U.S.C. § 6318[d][2][C]):
   - *Learn about Common Core State Standards at Workshop Wednesday*
   - *Participate in classroom activities and parent conferences*
   - *Assist teachers by volunteering to assist with classroom projects*
   - *Consult with the teacher if concerns arise*
   - *Attend school-wide functions*
   - *Assist with fundraisers*

4. Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D]).
   - Baker will use a variety of communication including: ConnectEd calls, Class Dojo, Facebook, our website.
   - We encourage in-person communication in our school office but are flexible to meet on zoom if it is easier for the parent.
   - Baker will provide translation for all interactions including parent conferences and parent trainings.
   - Baker will respond promptly and positively to all parent inquiries.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes
from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year
Demographic Summary. Additional data for schools can be found in:

• Illuminate
• California Dashboard

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

California Department of Education

Baker Elementary (San Diego, CA)
San Diego Unified

[Return to Search](#)

Reporting Year: 2019 ⌄

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Orange	None	None	Orange	Yellow
English Learners	Red	Orange	None	None	Orange	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Red	Orange	None	None	Orange	Yellow
Socioeconomically Disadvantaged	Red	Orange	None	None	Orange	Yellow
Students with Disabilities	Red	Red	None	None	Orange	Red
African American	Red	Orange	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

2016-2022 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 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	187	28.3	183	31.7	188	31.9	215	27.4	152	23.7	-4.6	-3.7	186	24.2	183	32.8	189	26.5	215	31.2	152	29.6	5.4	-1.6
Female	76	40.8	81	42.0	94	38.3	110	30.9	89	24.7	-16.1	-6.2	77	29.9	81	39.5	95	28.4	110	31.8	89	24.7	-5.2	-7.1
Male	111	19.8	102	23.5	94	25.5	105	23.8	63	22.2	2.4	-1.6	109	20.2	102	27.5	94	24.5	105	30.5	63	36.5	16.3	6.0
African American	15	6.7	7	-	15	13.3	17	23.5	16	12.5	5.8	-11.0	15	6.7	7	-	15	6.7	17	23.5	16	12.5	5.8	-11.0
Asian	0	-	0	-	0	-	3	-	0	-	-	-	0	-	0	-	0	-	3	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	165	29.7	169	32.0	171	33.3	186	28.5	125	23.2	-6.5	-5.3	164	24.4	169	33.1	172	27.9	186	32.3	125	30.4	6.0	-1.9
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	4	-	4	-	0	-	6	-	8	-	-	-	4	-	4	-	0	-	6	-	8	-	-	-
Multiracial	3	-	2	-	1	-	2	-	2	-	-	-	3	-	2	-	1	-	2	-	2	-	-	-
English Learner	81	7.4	79	6.3	82	8.5	97	9.3	60	6.7	-0.7	-2.6	79	8.9	79	13.9	83	13.3	97	23.7	59	20.3	11.4	-3.4
English-Speaking	106	44.3	104	51.0	106	50.0	118	42.4	92	34.8	-9.5	-7.6	107	35.5	104	47.1	106	36.8	118	37.3	93	35.5	0.0	-1.8
Reclassified†	46	65.2	58	62.1	42	64.3	53	54.7	31	45.2	-20.0	-9.5	45	57.8	58	56.9	42	57.1	53	54.7	31	41.9	-15.9	-12.8
Initially Eng. Speaking	60	28.3	46	37.0	64	40.6	65	32.3	61	29.5	1.2	-2.8	62	19.4	46	34.8	64	23.4	65	23.1	62	32.3	12.9	9.2
Econ. Disadv.*	183	28.4	176	30.7	179	32.4	208	26.4	144	22.2	-6.2	-4.2	182	24.7	176	33.0	180	26.7	208	30.8	144	27.8	3.1	-3.0
Non-Econ. Disadv.	4	-	7	-	9	-	7	-	8	-	-	-	4	-	7	-	9	-	7	-	8	-	-	-
Gifted	23	52.2	21	57.1	17	70.6	16	56.3	3	-	-	-	23	56.5	21	76.2	17	64.7	16	75.0	3	-	-	-
Not Gifted	164	25.0	162	28.4	171	28.1	199	25.1	149	22.8	-2.2	-2.3	163	19.6	162	27.2	172	22.7	199	27.6	149	28.9	9.3	1.3
With Disabilities	0	-	31	0.0	39	2.6	33	3.0	41	7.3	-	4.3	25	8.0	31	6.5	39	2.6	33	0.0	42	9.5	1.5	9.5
WO Disabilities	161	32.9	152	38.2	149	39.6	182	31.9	111	29.7	-3.2	-2.2	161	26.7	152	38.2	150	32.7	182	36.8	110	37.3	10.6	0.5
Homeless	14	28.6	36	25.0	32	31.3	44	31.8	22	18.2	-10.4	-13.6	14	21.4	36	38.9	32	25.0	44	20.5	19	10.5	-10.9	-10.0
Foster	4	-	1	-	0	-	1	-	0	-	-	-	4	-	1	-	0	-	1	-	0	-	-	-
Military	2	-	3	-	2	-	2	-	0	-	-	-	2	-	3	-	2	-	2	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Baker
Grade 3

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	73	27.4	63	33.3	73	27.4	0	-	49	22.4	-5.0	-	72	25.0	63	39.7	74	28.4	77	33.8	50	42.0	17.0	8.2
Female	31	32.3	32	34.4	35	34.3	0	-	22	27.3	-5.0	-	30	26.7	32	43.8	36	27.8	42	35.7	22	31.8	5.1	-3.9
Male	42	23.8	31	32.3	38	21.1	0	-	27	18.5	-5.3	-	42	23.8	31	35.5	38	28.9	35	31.4	28	50.0	26.2	18.6
African American	6	-	1	-	8	-	0	-	3	-	-	-	6	-	1	-	8	-	8	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	64	28.1	60	35.0	64	29.7	0	-	43	20.9	-7.2	-	63	25.4	60	41.7	65	32.3	61	34.4	44	40.9	15.5	6.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	1	-	0	-	0	-	2	-	-	-	2	-	1	-	0	-	4	-	2	-	-	-
Multiracial	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
English Learner	36	2.8	34	11.8	38	10.5	0	-	24	12.5	9.7	-	36	5.6	34	26.5	39	23.1	34	29.4	24	37.5	31.9	8.1
English-Speaking	37	51.4	29	58.6	35	45.7	0	-	25	32.0	-19.4	-	36	44.4	29	55.2	35	34.3	43	37.2	26	46.2	1.8	9.0
Reclassified†	13	84.6	12	91.7	8	-	0	-	6	-	-	-	12	83.3	12	83.3	8	-	21	52.4	6	-	-	-
Initially Eng. Speaking	24	33.3	17	35.3	27	40.7	0	-	19	26.3	-7.0	-	24	25.0	17	35.3	27	22.2	22	22.7	20	40.0	15.0	17.3
Econ. Disadv.*	72	27.8	61	32.8	73	27.4	0	-	47	21.3	-6.5	-	71	25.4	61	39.3	74	28.4	74	35.1	48	39.6	14.2	4.5
Non-Econ. Disadv.	4	-	2	-	9	-	0	-	2	-	-	-	1	-	2	-	9	-	3	-	2	-	-	-
Gifted	9	-	9	-	5	-	0	-	3	-	-	-	8	-	9	-	5	-	5	-	3	-	-	-
Not Gifted	64	21.9	54	25.9	68	23.5	0	-	49	22.4	0.5	-	64	20.3	54	31.5	69	24.6	72	30.6	50	42.0	21.7	11.4
With Disabilities	0	-	12	0.0	13	0.0	0	-	11	9.1	-	-	10	10.0	12	8.3	13	7.7	11	0.0	12	16.7	6.7	16.7
WO Disabilities	63	31.7	51	41.2	60	33.3	0	-	38	26.3	-5.4	-	62	27.4	51	47.1	61	32.8	66	39.4	38	50.0	22.6	10.6
Homeless	5	-	10	20.0	15	26.7	0	-	3	-	-	-	5	-	10	40.0	15	33.3	14	21.4	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-

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

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

2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	63	34.9	68	32.4	60	38.3	0	-	47	27.7	-7.2	-	63	27.0	68	29.4	60	20.0	77	35.1	47	29.8	2.8	-5.3
Female	22	59.1	29	41.4	34	44.1	0	-	28	32.1	-27.0	-	22	40.9	29	34.5	34	26.5	36	30.6	28	32.1	-8.8	1.5
Male	41	22.0	39	25.6	26	30.8	0	-	19	21.1	-0.9	-	41	19.5	39	25.6	26	11.5	41	39.0	19	26.3	6.8	-12.7
African American	1	-	5	-	2	-	0	-	4	-	-	-	1	-	5	-	2	-	7	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	60	35.0	60	31.7	58	39.7	0	-	41	24.4	-10.6	-	60	25.0	60	30.0	58	20.7	68	36.8	41	29.3	4.3	-7.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	2	-	0	-	0	-	2	-	-	-	1	-	2	-	0	-	1	-	2	-	-	-
Multiracial	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
English Learner	37	13.5	26	3.8	26	7.7	0	-	19	5.3	-8.2	-	37	13.5	26	3.8	26	3.8	42	23.8	19	10.5	-3.0	-13.3
English-Speaking	26	65.4	42	50.0	34	61.8	0	-	28	42.9	-22.5	-	26	46.2	42	45.2	34	32.4	35	48.6	28	42.9	-3.3	-5.7
Reclassified†	14	78.6	23	56.5	16	87.5	0	-	10	40.0	-38.6	-	14	64.3	23	52.2	16	50.0	10	90.0	10	40.0	-24.3	-50.0
Initially Eng. Speaking	12	50.0	19	42.1	18	38.9	0	-	18	44.4	-5.6	-	12	25.0	19	36.8	18	16.7	25	32.0	18	44.4	19.4	12.4
Econ. Disadv.*	62	35.5	66	30.3	56	39.3	0	-	47	27.7	-7.8	-	62	27.4	66	28.8	56	19.6	75	33.3	47	29.8	2.4	-3.5
Non-Econ. Disadv.	4	-	2	-	4	-	0	-	8	-	-	-	1	-	2	-	4	-	2	-	8	-	-	-
Gifted	4	-	8	-	7	-	0	-	3	-	-	-	4	-	8	-	7	-	5	-	3	-	-	-
Not Gifted	59	35.6	60	30.0	53	32.1	0	-	47	27.7	-7.9	-	59	23.7	60	25.0	53	13.2	72	31.9	47	29.8	6.1	-2.1
With Disabilities	0	-	12	0.0	14	0.0	0	-	16	6.3	-	-	6	-	12	0.0	14	0.0	13	0.0	16	6.3	-	6.3
WO Disabilities	57	38.6	56	39.3	46	50.0	0	-	31	38.7	0.1	-	57	28.1	56	35.7	46	26.1	64	42.2	31	41.9	13.8	-0.3
Homeless	6	-	12	41.7	9	-	0	-	6	-	-	-	6	-	12	50.0	9	-	15	40.0	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	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.

2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	51	21.6	52	28.8	55	30.9	0	-	56	21.4	-0.2	-	51	19.6	52	28.8	55	30.9	61	23.0	55	18.2	-1.4	-4.8
Female	23	34.8	20	55.0	25	36.0	0	-	39	17.9	-16.9	-	25	24.0	20	40.0	25	32.0	32	28.1	39	15.4	-8.6	-12.7
Male	28	10.7	32	12.5	30	26.7	0	-	17	29.4	18.7	-	26	15.4	32	21.9	30	30.0	29	17.2	16	25.0	9.6	7.8
African American	8	-	1	-	5	-	0	-	9	-	-	-	8	-	1	-	5	-	2	-	9	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	41	24.4	49	28.6	49	30.6	0	-	41	24.4	0.0	-	41	22.0	49	26.5	49	30.6	57	24.6	40	20.0	-2.0	-4.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	1	-	1	-	0	-	0	-	4	-	-	-	1	-	1	-	0	-	1	-	4	-	-	-
Multiracial	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	1	-	1	-	-	-
English Learner	8	-	19	0.0	18	5.6	0	-	17	0.0	-	-	6	-	19	5.3	18	5.6	21	14.3	16	6.3	-	-8.0
English-Speaking	43	25.6	33	45.5	37	43.2	0	-	39	30.8	5.2	-	45	22.2	33	42.4	37	43.2	40	27.5	39	23.1	0.9	-4.4
Reclassified†	19	42.1	23	52.2	18	44.4	0	-	15	46.7	4.6	-	19	36.8	23	47.8	18	55.6	22	40.9	15	33.3	-3.5	-7.6
Initially Eng. Speaking	24	12.5	10	30.0	19	42.1	0	-	24	20.8	8.3	-	26	11.5	10	30.0	19	31.6	18	11.1	24	16.7	5.2	5.6
Econ. Disadv.*	49	20.4	49	28.6	50	32.0	0	-	50	18.0	-2.4	-	49	20.4	49	30.6	50	32.0	59	22.0	49	14.3	-6.1	-7.7
Non-Econ. Disadv.	2	-	3	-	5	-	0	-	6	-	-	-	2	-	3	-	5	-	2	-	6	-	-	-
Gifted	10	50.0	4	-	5	-	0	-	3	-	-	-	11	45.5	4	-	5	-	6	-	3	-	-	-
Not Gifted	41	14.6	48	29.2	50	30.0	0	-	53	18.9	4.3	-	40	12.5	48	25.0	50	30.0	55	18.2	52	15.4	2.9	-2.8
With Disabilities	0	-	7	-	12	8.3	0	-	14	7.1	-	-	9	-	7	-	12	0.0	9	-	14	7.1	-	-
WO Disabilities	41	26.8	45	33.3	43	37.2	0	-	42	26.2	-0.6	-	42	23.8	45	31.1	43	39.5	52	26.9	41	22.0	-1.8	-4.9
Homeless	14	28.6	14	14.3	8	-	0	-	13	15.4	-13.2	-	3	-	14	28.6	8	-	15	0.0	11	0.0	-	0.0
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

School Name: Baker Elementary
SPSA Evaluation of Title I Funded Actions/Activities: 30100,30103,30106,31820
School Year: 2021-22

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 shool every day on time. She will work with families to set goals and monitor improvements.

SAFE AND COLLABORATIVE CULTURE
Our Counselor and Guidance Assistant will support students whose social-emotional well being is preventing them from learning. They 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 YOUTH LEADERS
Our Counselor will be the main contact for our Restorative Youth Leaders. She will collaborate with district resource counselors to host trainings/meetings for students on Tuesdays. She will work in collaboration with teachers, staff, the RJP department, and the principal to train leaders who will conduct circles during recess. 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**

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst -	0.70000	$43,972.45	30100-2404	Interventions supports with small groups and restorative practices.	67% of 5th grade students feel connected to school. 15% of students show chronic absenteeism. Guidance Asst supported students in every grade level to maximize the time they spend learning in the classroom. She provided a safe place for problem solving, restorative work, and social-emotions support. She built strong relationships with staff and parents to ensure improved participation and positive	We need to develop a survey similar to CHKS so we can monitor school connectedness in all grade levels.	Continue to focus on Restorative Practices and positive engagement in all classes for all students . Referral and attendance data.

					engagement in school
Guidance Asst	0.30000	$18,845.34	30106-2404	Interventions supports with small groups and restorative practices.	

Goal 2 - English Language Arts

PLCs

*Strategy/Activity - Description

TEACHER COLLABORATION/ENRICHMENT CLASSES

Grade Level teams will collaborate weekly 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.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher	0.40000	$43,295.69	30100-1107	PLC release time for teachers.	Parents, Students and Staff recognize the important role physical education plays in a child's	This program is working. 100% of 5th graders completed the	Our current coach has requested a full-time position next year. Work with HR to obtain a

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective	Modifications based on
					well-being and health. Surveys and interviews show that students enjoy and benefit from PE.	fitness gram and unless they were absent all classes met mandatory PE Minutes.	highly qualified PE coach.
Regular Teacher	0.40000	$51,921.02	30100-1107	PLC release time for teachers.	All students attended art class every week. 97% of students contributed a piec of art to the end of year ART exhibition and the event was attended by 70% or families.	It was very difficult to staff a .4 art position. We began the year with a variety of substitutes and then voted in SSC to hire an artist in residence.	This is working well and we want to maintain it as is.
Prof&Curriclm Dev Vist Tchr		$11,816.86	30100-1192	PLC release time for teachers.			
Contracted Svcs Less Than $25K		$13,920.00	30100-5853	PLC release time for teachers.			

Reading Interventions

*Strategy/Activity - Description

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

CLUBS will provide students with weekly opportunities to gain knowledge and experience in an are that matters to them. These will include book clubs, academic clubs, and special interest clubs that promote authentic reading and writing.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include	What is not working (ineffective	Modifications based on qualitative and

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	quantitative data.
Classroom Asst -	0.80000	$50,772.24	30106-2101	Small group intervention supports.	We have complete and reliable intervention data on 100% of students who are brought to team. Our Reading Support Assistant provides daily one-on-one and small group reading interventions.	This program is successful as is. THE RSA works collaboratively with our School Psychologists, Ed Specialists, and Classroom teachers to evaluate each student and provide focused interventions.	We will continue to evaluate the data we collect to ensure we are not over identifying students with disabilities.

Additional interventions

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$17,621.00	30100-4301	Supplemental supplies such as classroom library books, journals, markers, chart paper, post its, etc.			
Supplies		$1,115.00	30106-4301	Supplemental supplies such as classroom library books, journals, markers, chart paper, post its, etc.			

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.

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

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher	--	--	30100-1107	PLC release time.			

Regular Teacher	--	--	30100-1107	PLC release time
Contracted Svcs Less Than $25K	--	--	30100-5853	PLC release time.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC release time.

Goal 4- Supporting English Learners

Strategy/Activity 1

*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.

English Language Support Assistant

All beginning ELs in grades K - 5th will participate in daily instruction from our English language support assistant.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
ESL Asst	0.40000	$16,021.20	30106-2101	Small group interventions with emerging English learners.	A double dose of D-ELD for Emerging Els. Only 32% of students moved up 1 or more level on	This position was also difficult to staff and difficult to train. Support was inconsistent due to	We will work closely with our ILIRT to train our EL Support assistant to provide interventions 4

	ELPAC. Our goal is to increase that to at least 50%.	staffing. Teachers have not been consistent about providing designated ELD with for the required 150 minutes/week. ELPAC data showed minimal progress of ELs.	times per week to our emerging ELs.

Goal 7 - 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 Staff 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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

			results, etc.).	progress monitoring results, etc.).
Tech Professional OTBS Hrly	$500.42	30103-2455	Translation support for parent events and meetings.	
Other Nonclsrm PARAS Hrly	$500.42	30103-2955	Childcare for parent events and meetings.	
Supplies	$1,000.00	30103-4301	Supplemental supplies such as dictionaries, math manipulatives, and paper for parent events and workshops.	
Inservice supplies	$811.00	30103-4304	Light refreshments such as coffee, juice, and pastries.	

Goal 6 - Supporting Black Youth

Strategy/Activity 1

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst	--	--	30100-2404	Will support restorative practice work with African American youth.			
Guidance Asst	--	--	30106-2404	Will support restorative			

practice work with
African American
youth.

What are my leadership strategies in service of the goals?

San Diego Unified
SCHOOL DISTRICT

Baker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: BAKER ELEMENTARYSPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2020-21

Goal 2 - English Language Arts

Strategy/Activity 1

*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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Adopted Textbks & Adopted Matl		$13,340.00	09800-4101	Benchmark Steps to Advance Literacy Intervention Materials	67% of students with IEPs increased their scores on Benchmark Unit Assessments.	Assessments given online may not have provided a true measure of student ability.	We believe these resources provide high quality options for modifying grade level assignments for students with IEPs while remaining consistent with the general ed focus and standards.
Supplies (Really Great Reading)		$28,148.00	09800-4301	Materials to support ELA instruction	In our MTSS meetings we have found that phonemic awareness is an	. We are expecting it to elevate our lowest leveled readers and close the gap and will use	Integrate with Benchmark and guided reading so students apply their

					obstacle for 75% of our students who are struggling to make progress in reading.	F&P and Fast data to track progress.	learning in reading and writing.

Strategy/Activity 4

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	**FTE**	**Estimated Cost**	**Funding Source**	**Rationale**	**What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**

| Interprogram Svcs/Field Trip | $1,380.00 | 09800-5735 | Academic field trips. |

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.

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

*Proposed Expenditures for this Strategy/Activity

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly (Redirected to support 30 minute soft start and end once Phase 2 resumed)		$31,860.22	09800-1157	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.	100% of students who attended made progress in ST Math. The average completion rate for attending students was 78% compared to 36% for students who did not attend.	-student attendance -not all students could attend. Many of the attending students did not have reliable internet access at home.	We will maintain our after school access to ST math and will increase time for after school clubs to build a stronger community around children's passions and interests.

Goal 4- Supporting English Learners

Strategy/Activity 1

*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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Prof&Curriclm Dev Vist Tchr		$9,999.66	09800-1192	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.	42% of English Learners advanced at least one level on the ELPAC. 58.8 % or eligible students reclassified.	Our goal is that ALL English Learners advance at least one level on the ELPAC. This was difficult while students were working from home and language was difficult to assess	We will add an English Language Support Assistant to ensure students make daily progress with their language development.

Goal 5 - Supporting 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.

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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

monitoring results, etc.).