



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Baker Elementary School	19-64816-6020697	November 16, 2023	December 12, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Baker Elementary School's vision is to create and maintain a learning environment that encourages each student to reach their full academic, social, emotional, and physical potential as outlined in our Single Plan for Student Achievement. Being a Schoolwide Title I Program school, we maintain a commitment to providing a strong instructional program for all learners while ensuring focus on students with the greatest needs. Based on the results of student academic achievement, school programs and strategies are evaluated and goals and strategies are developed to target our at-risk students. These goals and strategies for at-risk students are further developed within our School Plan to address the needs of all learners to ensure a Schoolwide implementation of support for students and families. Teachers, staff, and administrators uphold the idea of putting kids first, tailoring educational programs and climate to meet the needs of a constantly evolving student population.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This single, comprehensive school plan is designed to increase students' academic achievement while also meeting Mountain View School District Student Performance Improvement Plan goals and aligning with the District's Local Control Accountability Plan. Its implementation requires the

gathering and analysis of student performance data, the setting of program improvement priorities, the continuous adoption of successful research-based strategies, and ongoing monitoring of results.

District LCAP Goals:

I: Academic Success for All Students

Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study, and full implementation of the California State Standards.

II: English Learner, Foster Youth, and Special Education/English Learner Student Success

Each specially identified learner will become English proficient and academically successful.

III: Supports for Learning

Each student will be provided a safe, well-maintained, and socially-emotionally supportive learning environment through a multi-tiered system of supports.

IV: Family and Community Partnerships

All families feel welcome at their students' schools, and engaged in their students' achievement, building family capacity to support and advocate for their children.

The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials and provide additional support and resources not part of the adopted standards-aligned curriculum and core base programs.

Baker Elementary believes in a child-centered program that recognizes the unique abilities, needs, and interests of each student. The educational environment encourages the development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, information literacy, and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences, and technology.

Baker School's plan includes a Title I School-wide Program, which includes a description of the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. In summary, Baker School is a Title 1 school-wide project site. All state and federal programs will be coordinated to meet these goals. All teachers meet ESEA's highly qualified teacher status. All instructional assistants meet ESEA requirements. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The SPSA is a plan jointly developed by the school, parents, and community. Through our regular staff meetings and regular meetings of the School Leadership Team comprised of grade-level representatives, as well as individual feedback from teachers, information and data were gathered in order to determine school-wide goals and areas of emphasis. For the school year 2023-2024, teachers are in agreement on the following implementation of Focus on Learning goals in Language Arts, Math, and English Language Development: In Language Arts, teachers will utilize Guided Reading and/or Literature Circles, ELA journals, grade-level academic vocabulary, and Stoplight (for writing foundation and comprehension). Grades TK-3 will continue to implement the Sobrato Early Academic Language SEAL Strategies which focuses heavily on oral language development.

There was strong feedback from the parents at the BPAC, ELAC, SSC Meetings, and Title I parent surveys. These surveys, including the LCAP student survey, highlighted the need to focus on strategies to improve both the academic and socio-emotional needs of the students at Baker. At the annual Title I parent meeting, assessment results from SBAC, ELPAC, and Benchmark assessments were shared with the community. For the school year 2023-2024, parents want to know about all the academic areas and how they can assist their child at home and look forward to the training provided by the school to better align practices at home with lessons from school, as well as the implementation of the Common Core Standards. Math instruction will include targeted instruction in developing fluency in foundational skills such as addition, subtraction, multiplication, and division, as well as continued implementation of math series problems requiring critical thinking, strategy implementation, and individual/group participation. Baker's parents are interested in a variety of adult education such as English as a Second Language, computers, math, fine arts, and SEL (Mindup). There has also been a great deal of interest in early literacy programs for future students as well as training for families on specific strategies to use at home. Parents are pleased and optimistic about the various opportunities for meaningful student recognition around the school. Parents have a great interest in the academic, social, and emotional growth of their children. In order to strengthen the link between the group in the school in support services and student achievement, our Parent Action Team has begun to establish priorities and activities.

Math instruction will include the development of fluency foundational skills paired with continued implementation of the adopted math series, math journals, and a Problem of the Week/Day that involves critical thinking, strategy implementation, and individual/group participation. English Language Development will include Collaborative Conversations, language function charts, and the use of sentence frames. These will be evident in all grades on a daily basis. Teachers will continue to implement and integrate school-wide writing strategies at every grade level to create a school-wide writing scope and sequence. Teachers will continue to provide ELD for English Learners in grades TK-6 for at least 45 minutes on a daily basis. The focus will be on the acquisition of the English language as well as the academic language. The students will be leveled based on ELPAC, Systematic ELD Express Assessment, and other assessment results. Teachers will utilize Systematic ELD and ELL Front-loading strategies and techniques on a daily basis with all students, especially ELL students. All non-EL students will receive Response to Instruction and Intervention (RtI) instruction with an emphasis on standards and academic vocabulary. To support all learners, Sentence Frames and Thinking Maps will be used in all content areas.

Data results from the Healthy Kids Survey administered in May of 2023 revealed that 68% of the students surveyed feel a strong connection with the school. Furthermore, the survey revealed that only 57% of the students feel content on a daily basis at school. Feedback from teachers, students, and parents concerning school safety and community climate continues to support and enhance Positive Behavioral Interventions and Supports (PBIS) implementation at Baker. During the year, the PBIS committee quarterly meets to plan, review referral data, and continue to train and plan, for the implementation of strategies to support students' social and emotional needs. There will also be a continued school-wide focus on school pride in order to better promote Baker as a community. The Academic Engagement data results from the 2022-2023 California Dashboard, indicate overall, Chronic Absenteeism reveals 9.9% chronically absent. There is an increase of 2.5%. The color performance is rated Orange (State Level Medium) for All Students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal certificated observations occur twice during a school calendar year. Every year, all teachers create goals for their own professional development. Every classroom is visited at least twice a month during weekly informal classroom observations. Observations are connected to both the California Common Core Standards and the California Standards for the Teaching Profession. The results of the observations show that although teachers employ a variety of strategies, there is inconsistent application of those strategies within and across grade levels. Baker's faculty is addressing this through the Focus on Learning Plan, as we select specific strategies to implement on a school-wide basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Baker School's primary objective is improved student academic performance that is achieved through a strong standards-based instructional program, with an emphasis on high expectations for all students. During June & August 2023, data from the Common Core Assessment results, District Benchmark Results, Diagnostic Online Reading Assessment (DORA) results, Adaptive Diagnostic Assessment of Mathematics (ADAM) results, English Language Proficiency Assessment of California (ELPAC), and California Assessment of Student Performance and Progress (CAASPP) results, were reviewed for trends and performance gaps. As State assessments along with district benchmark results for 2022-2023, school-wide agreements were reached in order to build a more cohesive, vertical instructional plan. Grade levels address specific targets and claims to emphasize as part of their grade level plans. Individual results are being used to monitor student progress and place students in appropriate interventions. Results of all assessments are shared with stakeholders; SSC, the Advisory Committees, and the community at the Title I Annual parent meeting in the Fall.

Data results from the 2022-2023 SBAC (Smarter Balanced Assessment System) indicate overall, student performance to be 28% in English Language Arts and 17% in mathematics. These data will serve as a baseline for our school to demonstrate progress. All Student Groups, English Learners, Socioeconomically Disadvantaged, Hispanics, and Students with Disabilities underperformed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Baker is a common core instructional framework school. Four times per year, we administer English Language Arts Unit Assessments and Math Unit Assessments, Diagnostics (DORA and Math) to monitor student progress toward achieving grade-level standards. Data Reflection sessions are conducted by grade levels to monitor students' achievement by significant subgroups, including ELLs and students with disabilities. Effective teaching practices are used and all materials are chosen to best meet the needs of each student. Grades K-6 are being progress monitored in ELA by the use of DORA, as well as Imagine Learning; and ADAM for Mathematics including NextGen Math, Freckle, and IXL. Student progress is monitored every 6-8 weeks through intervention group work assessment, as well as Imagine Learning & Literacy Program. Action plans are developed to target specific standards and skills based on results. All state and federal programs are coordinated in order to guarantee the best use of these program funds. The Baker PBIS team meets with staff to review attendance and behavior referral data, as well as Healthy Kids Survey results, in order to make adjustments for school-wide and classroom matrices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Baker's Certificated staff are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms at Baker are staffed with teachers holding the appropriate credential for the instruction of that classroom. During the summer and throughout the school year, District and site trainings included language arts, ELD, and mathematics using Title I funds. All teachers have access to State and District-adopted instructional materials that are standards-based. Teachers have been provided district-wide training on SBE-adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

A strong emphasis is placed on the employment and training of exceptional employees. Staff Development needs are reviewed by the Leadership Team and grade-level teams and are based on student academic achievement, data from common assessments, data analysis from District Math Unit Assessments, Common Core Unit Assessments, Systematic ELD Express Placement and District goals. The staff development professional training is and has been standards-based. The focus of the training is on the California Common Core State Standards focusing on Mathematics, nutrition, student information system including the assessment component, Constructing Meaning, Thinking Maps, SEAL, and best practices in writing. Continuous professional development on professional growth and the development of knowledge and skills of all employees resulting in improve student academic performance. All teachers continue to be encouraged to attend staff development opportunities. Additionally, Baker staff engage in PBIS including strategies to assist students in their social-emotional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Through the SEAL Framework (Sobrato Early Academic Language), teachers have the opportunity to work with content experts and Teachers on Special Assignment (TOSA's) to improve instruction using best practices. They support through coaching, demonstration lessons, and resources. This included on going instructional assistance and support from the Technology TOSA and site Technology Teacher Leaders on the Baker Staff continues to integrate technology-based best practices to support student learning. Baker Elementary has two representatives that serve on the district English Language Development Committee. These teachers assist other teachers through presentations, classroom modeling, peer coaching, and planning. To support the learning environment and specific needs, training is provided on Positive Intervention and Support (PBIS) system, and nutrition.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers at Baker meet weekly by grade level for collaboration and professional development. This seventy-five minute session is dedicated to continued work on consistent instructional teaching practices, continued development of school and grade level strategies, and building grade level support. Additionally, 1-2 staff meetings per month are scheduled for staff and grade level collaboration, including one additional meeting per month dedicated to professional growth training.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Baker Leadership Team, School Site Council, and Grade Level Teams meet throughout the year for the purposes of aligning instruction, analyzing benchmark/unit assessments and performance assessment results. In addition, site unit members meet every 3rd Tuesday during the year to engage collaboratively in professional development to address the needs of the school and students. There are 3 questions that guide all discussions:

1. What do our students need to learn?
2. How do we know they are learning what they need to learn?
3. What do we do when we know that they are not learning?

Instructional materials are strategically selected to balance and meet the different learning needs of disadvantaged students in an effort to provide access to high-quality education and to attain grade-level proficiency.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Baker's teachers in TK-6 grades all adhere to 120 minutes of reading/language arts as well as 60 minutes of mathematics. All teachers at Baker meet the minimum number of instructional minutes required for each content areas. All teachers submit copies of their instructional schedules to the school administrators.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers at Baker follow a scope and sequence of content area standards. Through the use of whole groups instruction and small group instruction, students continually receive grade level appropriate standards as well as levels of intervention support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In consultation with the Leadership Team, SSC, the IMC clerk and the Principal work to coordinate the availability of all core and supplementary instructional materials with the Curriculum Office of Educational Services. The highest priority is given to providing teachers with all necessary core materials (base program) for teaching content standards. Baker School has an integrated and balanced language arts program that is based on and aligned with the California State Language Arts Common Core Standards. Through participation in a 50/50 balanced literacy program and the District Instructional Framework Lesson Design model, students engage in a program that embeds the learning of basic and higher-order thinking skills in literature in a print literate environment as per California State English Language Arts Common Core Standards. The ELD standards are also aligned to the common core standards in the Districts' ELD correlation and ELD benchmarks. The Wonders Reading/Language Arts program continues to be used in TK-6 classrooms. Teachers align Reading/Language Arts Common Core Standards with the SBAC blueprints to more fully meet instructional needs and to find the best materials for classroom use. Continued review of assessment results occur during reflection meetings with the assistance of the site administrator to better meet student needs. Baker's mathematics program is based on the California State mathematics Common Core Standards. Students actively engage in a math program that emphasizes the thinking and communicating of mathematical ideas as per state Mathematics Common Core Standards. The District utilizes the Houghton Mifflin Math Expressions Program. The District has also joined with the UC Irvine Mathematics Project to train teachers for the state common core standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The use and implementation of the McGraw Hill Language Arts, Houghton Mifflin Expressions Math, Science, TCI Social Studies, Scott Foresman Science, and writing programs are aligned to grade-level content standards. Teachers in grades TK-6 utilize district adopted materials to implement a structured academic program that aligns to state-adopted standards. At Baker, The Wonders Reading Program continues to be used in all TK-6 classrooms. Baker utilizes the Houghton-Mifflin Math Expression Mathematics Program. Some components of Achieves Systematic Language Development instructional program are used. Intervention Programs are staffed by classroom teachers to give additional instructional time to assist students to enable them to meet standards. Imagine Learning, SIPPS, Read Naturally, Accelerated Learning, Spelling City, Freckle, and Big Brainz were used as intervention models.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students have equal access to educational opportunities addressing grade-level standards during the school day. Baker School Elementary teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Particular attention is placed on addressing the needs of our English Language Learners and Special Education student population since based on data collected they appear to underperform when compared to their peers. The use and implementation of Language Arts, Houghton Mifflin Expressions Math, Science, TCI Social Studies, Scott Foresman Science, and writing programs are aligned to grade-level content standards. Direct instruction, as well as differentiated instruction based on learner needs, is provided through the alignment of adopted materials to the content standards. Educational assemblies and academic study trips provide enrichment to students in the areas of language arts, mathematics, science, and social studies. Teachers and instructional assistants work hard to ensure that each classroom is child-centered. Intervention programs staffed by teachers and instructional assistants give instruction during the school day to assist students who are underperforming to enable them to meet standards. Imagine Learning, SIPPS, guided reading instruction, and Read Naturally are utilized as intervention models. Understanding that Baker has a large ELL population, the emphasis is placed on providing uninterrupted designated English Language Development in every classroom daily. Students are placed in groups for 45 minutes (TK-6) periods based on their language placement per California State guidelines. All teachers hold a CLAD, BCLAD or ELD/SDAIE certification in order to meet the needs of our student population and state credential requirement. GLAD strategies are implemented in the classroom to assist in reaching this ELL population. The Student Study Team meets once a month to assist teachers in working with the students on need and at risk of retention, as well as being involved with the alternative ELD reclassification process.

Evidence-based educational practices to raise student achievement

All intervention programs, classroom instruction and after school programs use researched based best practices. During the school day and afterschool, intervention programs for underperforming students include the use differentiated instruction, small group instruction, grade level teaming based on ELD/Academic performance level, use of instructional aides, technology based programs, and targeted instructional intervention programs.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Baker has a community liaison whose main role is to serve as a liaison between parents and the school. In their capacity, she has the ability to provide outreach to our lowest-performing students and their families. She addresses health and wellness needs in addition to assisting parents with medical insurance needs when necessary. Coordinating classes for adults who wish to continue their education and improve the lives of themselves and their families is also something with which she provides assistance. When our low-performing students are struggling with attendance, our Community Liaison is called to provide assistance and ensure that the attendance improves. Resources include monthly parent meetings, Foothill Family Services Clinic, Pacific Clinics, THINK Together After School Program, health screening, dental screening, vision screening, Migrant Education services, LACOE services for information & referral. Students referred for counseling may be at risk and are referred for early intervention to Foothill Family Services. District Community Liaison also works with schools to make home-school connections.

Baker has a Parent Action Team (PAT) plan, an English Language Advisory Committee (ELAC), and a Parent Advisory Committee (PAC) that includes parents and community as well as teacher and administrators who work together to provide the best environment and learning opportunities for each and every student. Baker gives assistance to students and their families who are in crisis through Foothill Family Services and Pacific Clinic. The Parks and Recreation Department provides after-school team sports at the park located near the school. The Think Together Program accepts children in their after-school program to help with homework in grades TK-6, as well as providing enrichment through literature, science, and healthy living lessons.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Developed by the School Site Council, input from the staff, Parent Advisory Council, and recommendations from the ELAC and School Leadership Team, the school plan is revised annually to address changes and areas of continued growth. Our Parent Action Team continues constructing goals and activities, such as Family Literacy and Math Night, homework strategies, and Family Biliteracy Program, including understanding the Reclassification of EL students in order to better enhance the connectedness of the community in the school in support programs and student success. The SSC and Leadership Team continually meet to discuss and evaluate the progress of Baker's school plan. In addition to the yearly multi-review of District unit benchmark (IABs) assessments, Diagnostics (DORA and ADAM), an annual comprehensive needs assessment is conducted by the teachers and SSC to analyze CAASPP, ELPAC student performance results; and also evaluate the school plan and its program implementation.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the school day and after school, categorical funds are used to provide intervention programs for underperforming students. These include the use of instructional aides, library technician, Community Liaison, technology-based programs, materials, extended learning opportunities, and targeted instructional intervention programs.

Fiscal support (EPC)

Title I funding is allotted on a per pupil basis at Baker. Baker receives and utilizes Title I, LCAP funds, and Formula funds. All purchases are carefully planned and are aligned to our School Plan which supports all learners. The School Site Council is very much involved and part of the fiscal planning and alignment of our resources.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Baker School held multiple stakeholder meetings and planning sessions in the fall of 2023 with the goal of representing as many voices as possible in the updated SPSA Plan. In November, the Leadership Team certificated and classified staff, and the ELAC committee were presented with digital copies of last year's goals. During scheduled meetings, Goals 1-5 were reviewed, analyzed, and updated. During these scheduled meetings, stakeholders also fine-tuned the proposed categorical budget items to make sure they appropriately supported each goal's action steps. Our stakeholder's ideas, concerns, and priorities for the 2023-2024 school year are represented in this final SPSA document, which was signed by SSC on October 19, 2023.

The School Site Committee (SSC) was established through an election process in late August 2023. and is comprised of parents/guardians, teachers, the principal, and classified staff. During the 2023-2024 school year, the SSC will meet 5 times to review data and the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff, and the principal attend meetings and fully participate equitably in the development and oversight process.

Resource Inequities

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

In an effort to reduce the academic gap, Baker will keep implementing best practices in the course of the 2023–2024 school year. The engagement and performance of students suffer from inconsistent attendance therefore we will launch school-wide attendance initiatives to have students present in school. Parent education on the importance of attendance is necessary to have stakeholder buy-in. Careful identification of at-risk students will be conducted and the school will ensure that they have access to interventions and additional supports as needed.

The school will fill the attendance gaps with additional instructional minutes delivered through in-school and after-school interventions. Language barriers that impede English Learners' acquisition of new concepts will be addressed similarly through interventions and adherence to the ELD block.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.14%	0%		1	0
African American	0.6%	0.99%	1.4%	3	7	9
Asian	6.9%	6.07%	5.62%	36	43	36
Filipino	0.8%	0.56%	0.78%	4	4	5
Hispanic/Latino	90.8%	91.81%	92.04%	471	650	590
Pacific Islander	0.2%	0.14%	0%	1	1	0
White	0.8%	0.28%	0.16%	4	2	1
Multiple/No Response	%	%	0%			0
Total Enrollment				519	708	641

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	77	113	113
Grade 1	78	72	79
Grade 2	60	121	77
Grade3	68	90	107
Grade 4	85	90	81
Grade 5	83	114	80
Grade 6	68	108	104
Total Enrollment	519	708	641

Conclusions based on this data:

- Over the past three years, Baker's student enrollment and demographics have stayed relatively stable, with the percentage of African Americans rising slightly. As a result, intentional outreach to the African American population must be conducted to promote inclusiveness.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	278	377	343	53.60%	53.2%	53.5%
Fluent English Proficient (FEP)	88	83	76	17.00%	11.7%	11.9%
Reclassified Fluent English Proficient (RFEP)	16			5.8%		

Conclusions based on this data:

1. The number of English Language Learners at Baker has remained constant for the past three years.
2. From the 22-23 to the 23-24 school years, there was a modest decrease in FEP pupils. The decrease emphasizes how important it is to keep addressing students' needs through focused strategies and 45 minute DELD time.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	85	106	0	84	106	0	84	106	0.0	98.8	100.0
Grade 4	84	87	83	0	86	83	0	86	83	0.0	98.9	100.0
Grade 5	82	112	79	0	110	79	0	110	79	0.0	98.2	100.0
Grade 6	67	108	104	0	108	104	0	108	104	0.0	100.0	100.0
All Grades	301	392	372	0	388	372	0	388	372	0.0	99.0	100.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2344.	2357.		7.14	3.77		13.10	17.92		21.43	27.36		58.33	50.94
Grade 4		2395.	2397.		6.98	7.23		8.14	13.25		29.07	19.28		55.81	60.24
Grade 5		2464.	2446.		14.55	11.39		17.27	17.72		20.00	25.32		48.18	45.57
Grade 6		2492.	2505.		9.26	12.50		26.85	27.88		27.78	26.92		36.11	32.69
All Grades	N/A	N/A	N/A		9.79	8.60		17.01	19.62		24.48	25.00		48.71	46.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.38	2.83		54.76	62.26		42.86	34.91
Grade 4		5.88	7.23		60.00	56.63		34.12	36.14
Grade 5		11.82	6.33		61.82	59.49		26.36	34.18
Grade 6		11.11	12.50		54.63	50.96		34.26	36.54
All Grades		8.27	7.26		57.88	57.26		33.85	35.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	5.66		34.52	45.28		58.33	49.06
Grade 4		2.35	6.02		48.24	39.76		49.41	54.22
Grade 5		16.36	7.59		44.55	51.90		39.09	40.51
Grade 6		10.19	16.35		49.07	50.96		40.74	32.69
All Grades		9.56	9.14		44.44	47.04		45.99	43.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.57	4.72		60.71	68.87		35.71	26.42
Grade 4		1.18	3.61		68.24	72.29		30.59	24.10
Grade 5		6.36	6.33		76.36	75.95		17.27	17.72
Grade 6		9.26	9.62		72.22	75.96		18.52	14.42
All Grades		5.43	6.18		70.03	73.12		24.55	20.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.38	6.60		58.33	56.60		39.29	36.79
Grade 4		6.98	8.43		65.12	59.04		27.91	32.53
Grade 5		13.64	5.06		56.36	64.56		30.00	30.38
Grade 6		12.04	14.42		69.44	65.38		18.52	20.19
All Grades		9.28	8.87		62.37	61.29		28.35	29.84

Conclusions based on this data:

- Overall, Baker CAASPP data indicates that 28.22% of 3rd through 6th-grade students met or exceeded common core ELA standards; 8.6% exceeded while 19.62% met standards. Data reveals that there was a 1.42% increase compared to the 21-22 school year.
- CAASPP subcategories showed a slight decline in the areas of Reading, Writing, and Research/Inquiry. Data indicated Listening is a strength for Baker students in 3rd through 6th grade. Writing scores were revealed to be an area of need with 43.83% below the standard. Reading scores also indicated an area of concern with 35.48% of students performing below standard in Reading. Consequently, Reading Comprehension and Writing will be a focus of instruction throughout the 2023-2024 school year. In conclusion, teachers in grades TK–6 will weekly meet in Professional Learning Communities (PLCs) to examine student data and discuss best practices to ensure that our daily ELA lessons, intervention, and enrichment activities support students' learning and help them achieve standard proficiency.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	86	106	0	85	106	0	85	106	0.0	98.8	100.0
Grade 4	84	87	83	0	85	83	0	84	83	0.0	97.7	100.0
Grade 5	82	112	79	0	110	79	0	110	79	0.0	98.2	100.0
Grade 6	67	109	104	0	109	104	0	109	104	0.0	100.0	100.0
All Grades	301	394	372	0	389	372	0	388	372	0.0	98.7	100.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.	2367.		2.35	1.89		8.24	16.04		31.76	28.30		57.65	53.77
Grade 4		2402.	2404.		2.38	0.00		8.33	14.46		38.10	38.55		51.19	46.99
Grade 5		2431.	2419.		7.27	3.80		10.00	10.13		24.55	20.25		58.18	65.82
Grade 6		2453.	2463.		6.42	7.69		11.93	12.50		28.44	28.85		53.21	50.96
All Grades	N/A	N/A	N/A		4.90	3.49		9.79	13.44		30.15	29.03		55.15	54.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.71	3.77		40.00	46.23		55.29	50.00
Grade 4		3.57	12.05		44.05	40.96		52.38	46.99
Grade 5		6.36	5.06		39.09	31.65		54.55	63.29
Grade 6		0.92	7.69		41.28	40.38		57.80	51.92
All Grades		3.87	6.99		40.98	40.32		55.15	52.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.71	5.66		38.82	44.34		56.47	50.00
Grade 4		3.57	0.00		34.52	48.19		61.90	51.81
Grade 5		4.55	5.06		47.27	41.77		48.18	53.16
Grade 6		3.67	6.73		45.87	49.04		50.46	44.23
All Grades		4.12	4.57		42.27	45.97		53.61	49.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.53	5.66		57.65	63.21		38.82	31.13
Grade 4		2.38	1.20		59.52	51.81		38.10	46.99
Grade 5		7.27	2.53		52.73	55.70		40.00	41.77
Grade 6		5.50	3.85		59.63	58.65		34.86	37.50
All Grades		4.90	3.49		57.22	57.80		37.89	38.71

Conclusions based on this data:

- Overall, Baker CAASPP data indicates that 17% of 3rd through 6th-grade students met or exceeded Common Core Math standards; 3.49% exceeded while 13.44% met standards. The detrimental effects of COVID-19 and the closures of schools on students' academic performance are still visible emphasizing the significance of keeping up targeted efforts to meet students' needs, like longer learning days and learning acceleration techniques.
- Data revealed that area of strength across all grade levels is communicating reasoning/demonstrating the ability to support mathematical conclusions with 38.71% below the standard.
- The percentage of students performing below standard across all grade levels is significant. Concepts and Procedures 52.69%, Problem Solving/Modeling/Analysis 49.46%, and Communicating Reasoning 38.71% below the standard.

Bakers' teachers report that low levels of basic math skills mastery make teaching higher-level concepts a significant challenge.

In conclusion, teachers will continue to implement instructional strategies and supplemental supports to help students build mastery of basic math skills. In addition, teachers during their weekly PLCs, TK-6th, will meet to analyze student data and discuss best practices to make sure our daily Math lessons, intervention, and enrichment activities are as effective as possible for student learning and acquisition of standard proficiency.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1385.2	1380.1	1413.2	1394.6	1384.6	1410.3	1363.3	1369.6	1419.6	38	48	59
1	1430.6	1396.6	1429.4	1442.6	1412.1	1434.1	1418.3	1380.7	1424.1	48	38	30
2	1441.7	1468.5	1459.8	1451.9	1477.4	1464.8	1430.9	1459.1	1454.2	37	71	42
3	1474.7	1468.4	1480.1	1471.2	1462.8	1474.8	1477.6	1473.5	1485.0	34	52	61
4	1489.4	1499.1	1507.0	1487.9	1499.7	1504.1	1490.5	1498.1	1509.3	44	44	47
5	1508.8	1533.4	1526.0	1498.1	1525.3	1506.5	1519.1	1540.9	1545.1	37	59	38
6	1522.5	1528.8	1541.2	1516.7	1522.8	1533.5	1527.8	1534.2	1548.5	35	50	49
All Grades										273	362	326

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.16	6.25	20.34	13.16	22.92	20.34	42.11	41.67	32.20	31.58	29.17	27.12	38	48	59
1	2.08	0.00	13.33	29.17	18.42	26.67	41.67	26.32	36.67	27.08	55.26	23.33	48	38	30
2	8.11	11.27	4.76	35.14	45.07	40.48	27.03	28.17	33.33	29.73	15.49	21.43	37	71	42
3	8.82	7.69	6.56	38.24	25.00	37.70	20.59	44.23	40.98	32.35	23.08	14.75	34	52	61
4	9.09	11.36	14.89	31.82	47.73	48.94	43.18	25.00	23.40	15.91	15.91	12.77	44	44	47
5	10.81	27.12	15.79	43.24	38.98	47.37	21.62	30.51	26.32	24.32	3.39	10.53	37	59	38
6	22.86	22.00	30.61	25.71	44.00	42.86	37.14	18.00	22.45	14.29	16.00	4.08	35	50	49
All Grades	10.26	12.98	15.34	30.77	35.64	37.42	34.07	30.66	30.98	24.91	20.72	16.26	273	362	326

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.89	4.17	11.86	36.84	29.17	35.59	23.68	35.42	22.03	31.58	31.25	30.51	38	48	59
1	16.67	13.16	16.67	20.83	10.53	33.33	43.75	42.11	23.33	18.75	34.21	26.67	48	38	30
2	21.62	23.94	21.43	32.43	43.66	35.71	24.32	21.13	21.43	21.62	11.27	21.43	37	71	42
3	23.53	9.62	21.31	32.35	38.46	40.98	17.65	38.46	18.03	26.47	13.46	19.67	34	52	61
4	20.45	29.55	40.43	47.73	54.55	36.17	22.73	2.27	12.77	9.09	13.64	10.64	44	44	47
5	32.43	37.29	13.16	35.14	50.85	68.42	13.51	6.78	10.53	18.92	5.08	7.89	37	59	38
6	22.86	36.00	44.90	54.29	38.00	40.82	5.71	10.00	12.24	17.14	16.00	2.04	35	50	49
All Grades	20.51	22.65	24.54	36.63	39.23	41.10	22.71	21.55	17.18	20.15	16.57	17.18	273	362	326

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.89	6.25	16.95	5.26	8.33	13.56	50.00	47.92	44.07	36.84	37.50	25.42	38	48	59
1	2.08	0.00	6.67	25.00	7.89	33.33	25.00	23.68	26.67	47.92	68.42	33.33	48	38	30
2	2.70	9.86	2.38	24.32	28.17	23.81	32.43	30.99	45.24	40.54	30.99	28.57	37	71	42
3	2.94	7.69	3.28	23.53	13.46	27.87	38.24	38.46	37.70	35.29	40.38	31.15	34	52	61
4	4.55	2.27	6.38	11.36	25.00	31.91	45.45	45.45	34.04	38.64	27.27	27.66	44	44	47
5	10.81	25.42	15.79	10.81	18.64	21.05	59.46	42.37	50.00	18.92	13.56	13.16	37	59	38
6	11.43	4.00	14.29	28.57	34.00	36.73	25.71	44.00	38.78	34.29	18.00	10.20	35	50	49
All Grades	5.86	8.84	9.51	18.32	20.17	26.38	39.19	38.95	39.88	36.63	32.04	24.23	273	362	326

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.26	6.25	11.86	68.42	66.67	64.41	26.32	27.08	23.73	38	48	59
1	20.83	18.42	30.00	68.75	60.53	40.00	10.42	21.05	30.00	48	38	30
2	16.22	18.31	28.57	62.16	73.24	54.76	21.62	8.45	16.67	37	71	42
3	26.47	25.00	21.31	50.00	53.85	57.38	23.53	21.15	21.31	34	52	61
4	31.82	56.82	38.30	63.64	36.36	46.81	4.55	6.82	14.89	44	44	47
5	24.32	23.73	28.95	64.86	69.49	65.79	10.81	6.78	5.26	37	59	38
6	22.86	26.00	30.61	65.71	60.00	61.22	11.43	14.00	8.16	35	50	49
All Grades	21.25	24.31	26.07	63.74	61.33	56.75	15.02	14.36	17.18	273	362	326

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.53	8.33	18.64	52.63	52.08	49.15	36.84	39.58	32.20	38	48	59
1	8.33	5.26	20.00	70.83	50.00	50.00	20.83	44.74	30.00	48	38	30
2	27.03	33.80	28.57	48.65	52.11	52.38	24.32	14.08	19.05	37	71	42
3	32.35	19.23	26.23	32.35	53.85	54.10	35.29	26.92	19.67	34	52	61
4	20.93	22.73	42.55	60.47	61.36	46.81	18.60	15.91	10.64	43	44	47
5	37.84	62.71	44.74	32.43	28.81	47.37	29.73	8.47	7.89	37	59	38
6	51.43	46.00	55.10	28.57	40.00	40.82	20.00	14.00	4.08	35	50	49
All Grades	25.74	30.39	33.44	48.16	47.79	48.77	26.10	21.82	17.79	272	362	326

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.89	6.25	16.95	63.16	62.50	64.41	28.95	31.25	18.64	38	48	59
1	6.25	2.63	23.33	50.00	21.05	33.33	43.75	76.32	43.33	48	38	30
2	8.11	8.45	11.90	48.65	66.20	57.14	43.24	25.35	30.95	37	71	42
3	0.00	1.92	1.64	52.94	46.15	57.38	47.06	51.92	40.98	34	52	61
4	4.55	4.55	4.26	45.45	59.09	61.70	50.00	36.36	34.04	44	44	47
5	13.51	20.34	15.79	54.05	59.32	68.42	32.43	20.34	15.79	37	59	38
6	17.14	6.00	8.16	25.71	50.00	53.06	57.14	44.00	38.78	35	50	49
All Grades	8.06	7.73	10.74	48.72	53.87	57.67	43.22	38.40	31.60	273	362	326

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.79	20.83	35.59	34.21	35.42	22.03	50.00	43.75	42.37	38	48	59
1	4.17	0.00	6.67	52.08	55.56	56.67	43.75	44.44	36.67	48	36	30
2	5.56	15.49	7.14	50.00	59.15	71.43	44.44	25.35	21.43	36	71	42
3	20.59	13.46	22.95	47.06	65.38	59.02	32.35	21.15	18.03	34	52	61
4	6.82	6.82	23.40	65.91	65.91	57.45	27.27	27.27	19.15	44	44	47
5	10.81	28.81	31.58	67.57	62.71	57.89	21.62	8.47	10.53	37	59	38
6	17.14	20.00	55.10	74.29	66.00	40.82	8.57	14.00	4.08	35	50	49
All Grades	11.03	16.11	27.61	55.88	58.89	50.61	33.09	25.00	21.78	272	360	326

Conclusions based on this data:

1. English Learners at Baker school represent 53% of the student population. CAASPP 2023 results indicate that Baker English Learner Students English Learners scored 89% below the standard in comparison to English Only at 73% students in ELA and 96% below in Math in comparison to English Only at 82.8%.
2. Based on ELPAC data the % of ELs scoring level 3 and level 4 is 48.62% overall for English Language Development, which is a decrease from the scores of the 2018-2029 school year 56.58.%. Results demonstrate a continued need for Designated ELD Block schoolwide and fidelity to SEAL in the lower level grades. A need schoolwide for consistent methods of English language acquisition for all grades reflecting collaborative and effective communicative practices that promote instruction to move to the next level. Additionally the increase in SEL strategies used by teachers and supported by school counselors may also assist in EL growth.
3. In order to continue progress in working with the ELs, teachers level students by performance level. Instructional strategies such as the SEAL framework, GLAD, Constructing Meaning, Thinking Maps, Stoplight Writing, Collaborative Conversations, and Close Reading are implemented as a regular part of the teachers' instructional day to support their reading comprehension, writing, speaking, and listening skills. By June 2024, all English Learners (ELLs) will increase their performance levels as measured by ELPAC.

The school goal is that the percentage of EL students achieving Level 3 or Level 4 will increase by 4%.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
641	84.7	53.5	0.8
Total Number of Students enrolled in Baker Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	343	53.5
Foster Youth	5	0.8
Homeless	123	19.2
Socioeconomically Disadvantaged	543	84.7
Students with Disabilities	97	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.4
Asian	36	5.6
Filipino	5	0.8
Hispanic	590	92
White	1	0.2

Conclusions based on this data:

- 81.1% of Baker's students are Socioeconomically disadvantaged. As result, we have written our Single Plan for Student Achievement with the needs of this population in mind. Our goals are written to level the playing field and provide additional support and enrichment opportunities.
- 53.2% of Baker's students do not have command of English therefore they require scaffolded support in all academic areas. Results demonstrate a continued need for SEAL in the lower level grades, and consistent methods for the upper grades reflecting collaborative and effective communicative practices that promote instruction to move

to the next level. Additionally the increase of SEL strategies used by teachers and supported by school counselors may also assist in EL growth.

3. Hispanic students make up the largest group of our student body, accounting for 91.8% of all students. In conclusion, we will keep collaborating with the ELAC committee to ensure that everyone's needs are addressed and that family outreach meetings and events are planned with their input.

Translation services will be provided as needed. BPAC and SSC will continue to intentionally recruit leadership to reflect a variety of cultural backgrounds representative of the school community.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Green</div>		

Conclusions based on this data:

1. Baker ELA and Math Levels were at the "Low" Performance Level. Based on this information, further analysis of the specific scores are needed in order to determine the Distance from Standard and to design the necessary student support initiatives.
2. Chronic Absenteeism is a concern at Baker across all student demographics. Through family outreach, parent workshops, and strategically designed student rewards/affirmations initiatives the school expects to improve.

Attendance improvement initiatives will be implemented on a monthly basis to encourage students to be present and learning.

3. Suspension rate is low at Baker adding support to the implementation of Baker's PBIS program and its restorative practices.

School and Student Performance Data

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 54.2 points below standard Maintained +1.7 points 358 Students	 Orange 61.6 points below standard Maintained +0.3 points 233 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 77.6 points below standard Maintained +0.3 points 63 Students	 Orange 55.9 points below standard Maintained -0.2 points 326 Students	 Red 130 points below standard Maintained +0.2 points 58 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	24.8 points above standard Increased Significantly +50.6 points 17 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.2 points below standard Maintained -1.9 points 338 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.5 points below standard Maintained +0.6 points 172 Students	28.4 points above standard Decreased -11.8 points 61 Students	64.9 points below standard Decreased -7.4 points 92 Students

Conclusions based on this data:

1. All groups, with statistically significant number of individuals, performed below below standard in ELA. Based on this data, further analysis of specific EL gaps are needed to determine additional strategy and/or intervention needs.
2. Students with disabilities scored 130.2 points below the standard, a 74.2 point difference from the rest of the student population. In-depth data analysis is needed to identify the most effective plan of action for helping this group of students catch up to their peers.
3. Reclassified students outperformed their peers adding support to the benefit of multilingualism.

School and Student Performance Data

Academic Performance Mathematics

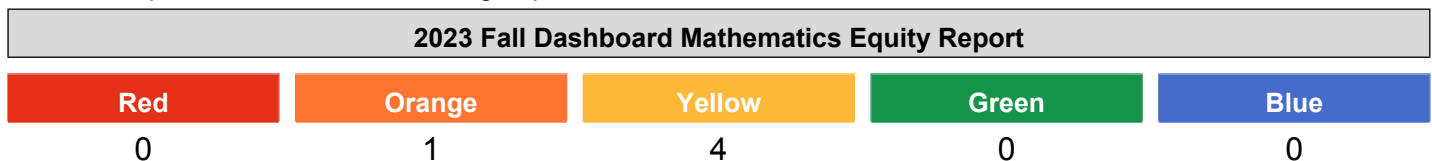
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 83.9 points below standard Increased +5.7 points 358 Students	English Learners  Yellow 89.7 points below standard Increased +6.5 points 233 Students	Foster Youth Less than 11 Students 3 Students
Homeless  Yellow 92 points below standard Increased +3.6 points 63 Students	Socioeconomically Disadvantaged  Yellow 84.1 points below standard Increased +4.5 points 326 Students	Students with Disabilities  Orange 157.6 points below standard Increased +5.5 points 58 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	1.5 points below standard Increased Significantly +46.5 points 17 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 87.6 points below standard Increased +3.3 points 338 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.2 points below standard Increased +5.6 points 172 Students	17.6 points below standard Maintained -0.4 points 61 Students	86.8 points below standard Maintained -1.6 points 92 Students

Conclusions based on this data:

1. Targeted before-, during-, and after-school interventions are necessary because 89.5% of students performing below grade level. Foundational basic math skills initiatives (Speedy Math Wizards) will be launch at the school to assist students in reaching fluency of mathematical facts.
2. Our students with disabilities scored 163.1 points below the standard.. Based on this data, further analysis of specific student with disabilities gaps are needed to determine additional strategy and/or intervention needs. In-depth data analysis is needed to identify the most effective plan of action for helping this group of students catch up to their peers.

School and Student Performance Data

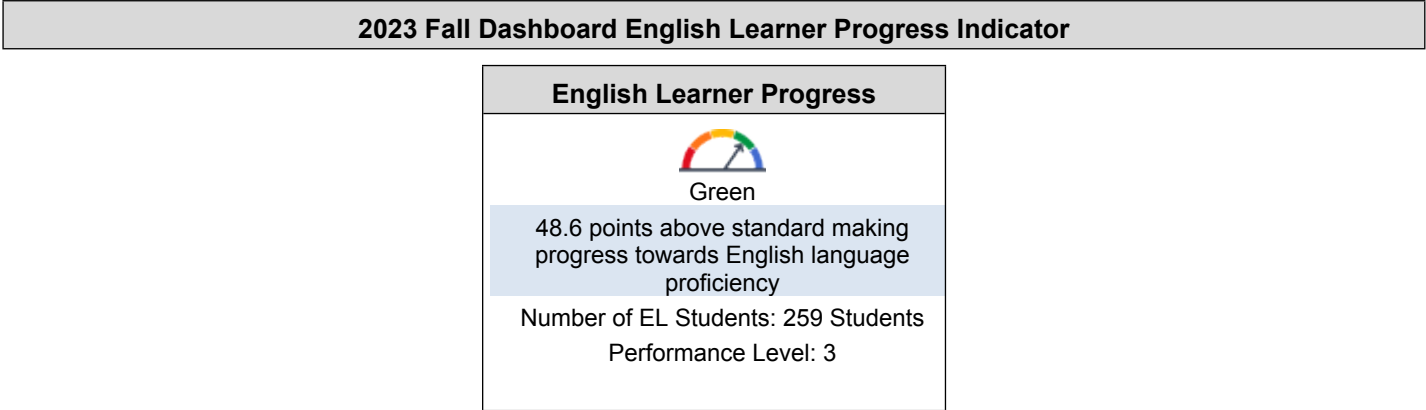
Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39	93	10	115

Conclusions based on this data:

1. 45.2% of English Learners progressed at least one level in their proficiency. Results demonstrate a continued need for Designated ELD block across K-6th grade and fidelity to SEAL strategies in grades K-3rd.
2. 35.6 % of English Learners Maintained their proficiency level. 14.3 % of English Learners decreased in their performance of language acquisition. Based on this data, further analysis of specific EL gaps are needed to determine additional strategy and/or intervention needs.
3. A higher percentage of students at levels 3 and 4 is expected for the 2023-2024 year as a result of the sustained focus on English Language Development and school's fidelity to the DELD block.

School and Student Performance Data

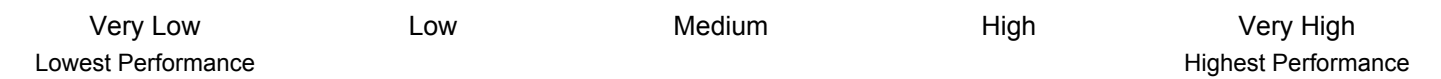
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

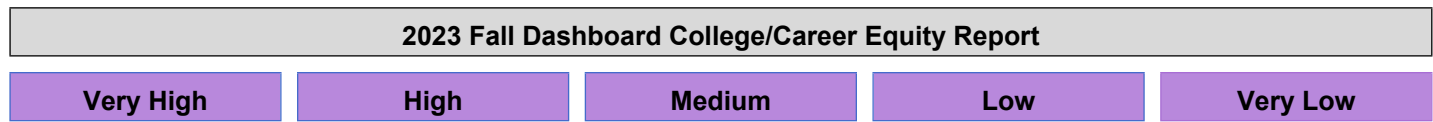
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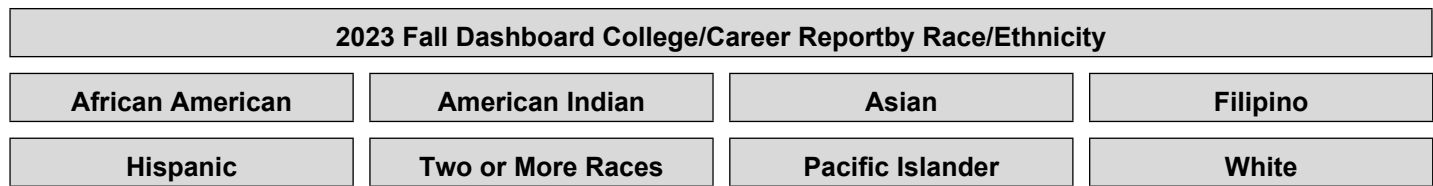
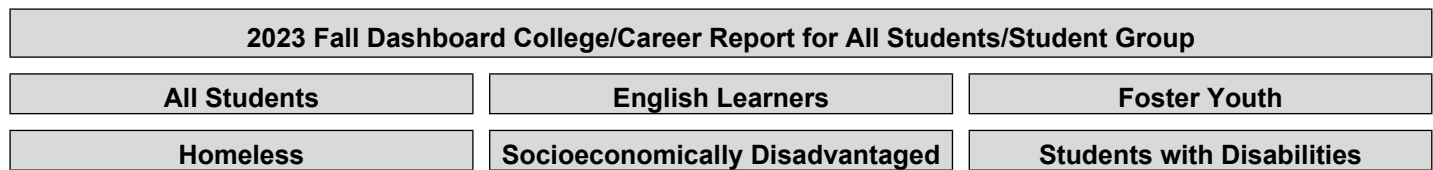
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. NA

School and Student Performance Data

Academic Engagement Chronic Absenteeism

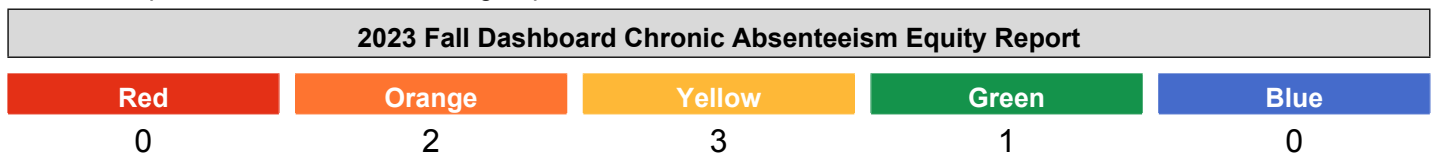
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Yellow</p> <p>28.7% Chronically Absent</p> <p>Declined Significantly -10.9</p> <p>676 Students</p>	English Learners  <p>Yellow</p> <p>22.7% Chronically Absent</p> <p>Declined Significantly -12.2</p> <p>362 Students</p>	Foster Youth <p>25% Chronically Absent</p> <p>Declined -32.1</p> <p>16 Students</p>
Homeless  <p>Orange</p> <p>30.6% Chronically Absent</p> <p>Declined -8.2</p> <p>144 Students</p>	Socioeconomically Disadvantaged  <p>Yellow</p> <p>28.4% Chronically Absent</p> <p>Declined Significantly -10.9</p> <p>617 Students</p>	Students with Disabilities  <p>Orange</p> <p>38.7% Chronically Absent</p> <p>Declined -12.2</p> <p>119 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 10 Students	American Indian  No Performance Color 0 Students	Asian  Green 7.7% Chronically Absent Declined -7.5 39 Students	Filipino Less than 11 Students 5 Students
Hispanic  Yellow 29.1% Chronically Absent Declined Significantly -11.6 621 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 1 Student

Conclusions based on this data:

1. Based on 2019 Dashboard results, chronic absenteeism for ALL subgroups students is "Orange". Results demonstrate a continued need for targeted outreach to our community and students with a greater emphasis on connectedness and the importance of attendance. Using multiple platforms for communication and workshops dedicated to the importance of attendance and active family participation are key to improving this challenge.
2. There is a need to look at social economically disadvantaged (increase 3.2) and special education (increase of 13.1) students on a case-by-case basis to understand the high rate of absenteeism and tailor support to meet their specific needs.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

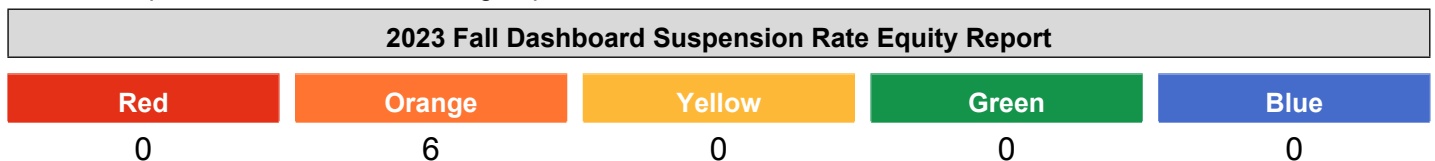
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.3 703 Students</p>	<p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.1 374 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 16 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4 145 Students</p>	<p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.6 640 Students</p>	<p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 0.8 125 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 0% suspended at least one day 11 Students	American Indian  No Performance Color 0 Students	Asian  Orange 2.4% suspended at least one day Increased 0.3 42 Students	Filipino Less than 11 Students 5 Students
Hispanic  Orange 1.6% suspended at least one day Increased 1.4 644 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 1 Student

Conclusions based on this data:

1. In the area of suspension rates for Socioeconomically Disadvantaged, Homeless, and English Learners, all subgroups maintained levels of suspension rates, thus showing levels in the "BLUE" performance level. It can be concluded that this data supports schoolwide strategies for creating a collaborative climate, as well as focusing on schoolwide strategies for positive behavior interventions. Results demonstrate a continued need for the implementation of PBIS and restorative behavior strategies implementation school-wide.
2. Students with disabilities increased 0.5 points in suspension rates. Based on this information, it can be concluded that individualized interventions must be reviewed for the specific students within this data set.
3. Baker will continue to provide appropriate interventions and assistance for our behaviorally challenged children. As a result of our efforts, we are optimistic that our suspension rate will decrease.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards. Each student will increase proficiency scores as measured by SBAC, common assessments, and unit assessments. The school-wide increase goal would be 4%. (LCAP Goal 1)

Goal 1

By June 2024, the percent of students including Disadvantaged, English Language Learners, Special Needs, Homeless, Foster Youth, and GATE students achieving standard met/exceeded standard on common assessments will increase from 28% to 32%.

Identified Need

2022-2023 SBAC results, showed 77% of 3rd-grade students, 80% of 4th-grade students, 71% of 5th-grade students, and 60% of 6th-grade students are below standards in ELA. Reading and listening comprehension along with writing were all areas of concern. BOY (Beginning of Year) DORA scores revealed students to be 37.6% at the Emergent Level in Phonics with 52.9% Emergent Level in Comprehension in grades 3rd-6th. As a result, throughout the 2023–2024 academic year, a clear emphasis will be placed on instruction in phonics, reading comprehension, and writing. Students' concerns about overall performance in all areas of ELA arise from the need for more in-depth instruction on not only academic content, but also how to understand, apply, and incorporate language into learning. A school-wide strategic system will provide students with the precise approaches they need while also allowing staff to apply and develop them in a systematic manner.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standards-based achievement as measured by the SBAC, DORA Diagnostic, and teacher-directed formative assessments in the area of ELA.	(22-23) 28% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA DORA Fall 2023 Overall Weighted Proficient & Above Score 3rd--63.3% 4th--66.3% 5th--51.8% 6th--64.4%	By June of 2024, 32% of students in grades 3-6 will meet or exceed the standard as measured by SBAC ELA. School-wide goal of 4% increase. DORA Spring 2024 Overall Weighted Proficient & Above Score 3rd--68% 4th--71% 5th--56% 6th--69%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Alignment of Instruction Strategies with Standards:

Baker has focused heavily on aligning instruction to the California Common Core State Standards (CCCSS).

Professional Development commenced summer of 2023 during which teachers engaged in effective planning to develop a school-wide scope and sequence of instruction in ELA/ELD reading/language arts/writing strategies.

To ensure the integrity of our process, we will ensure the following:

- Meet weekly, in addition to regularly scheduled staff meetings, to discuss the implementation of our target standard process, discuss student data, effective strategies
- Utilize data from formative, interim, and summative assessments, including Diagnostic Online Reading Assessment (DORA) and STAR results to modify and improve teaching and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional strategies and materials:

Based on student performance data and through data reflection sessions, teachers will evaluate current practices, strategies, and materials and determine how to best meet the needs of all learners.

To ensure the success of all learners, we are committed to the following:

- Engaging and supporting all students in learning by developing lessons that focus on language function, engaging students in problem-solving, critical thinking, and other activities that make ELA meaningful.
- Sobrato Early Academic Language (SEAL) implementation for TK-3rd grade classes.
- Teachers will utilize total group and small group, including individual assessments, as needed.
- Teachers will implement School-wide ELA strategy agreements: Explicit phonics instruction, focusing on reading comprehension with an emphasis on Informative Text in all grade levels, Guided Reading and/or Literature Circles, CLOSE Reading, Thinking Maps, Stoplight Writing (Make a point, Back it up, Wrap it up), Interactive Journals, SEAL TK-3rd grade classes.
- Administrator monitors achievement, supervises instruction, and works in concert with teachers and staff to ensure the integrity of the instructional program.
- Allocate available resources to purchase books, and supplementals (e.g., Scholastic News, guided readers, literature, etc), classroom libraries, instructional software, and other web-based instructional applications, videos, binders, audiotape/book sets, poster generator, and other materials to improve alignment to standards and facilitate the implementation of school-wide strategies; including SEAL project implementation.

* Purchase of SIPPS, Freckle, Starfall, IXL, Renaissance Place, and other research-based intervention programs and materials, including copying paper, poster paper, and generator service agreement, and ink costs to target instruction for at-risk students.

- Teachers will use additional materials that will benefit all sub-groups for reading/language development and writing preparation. These include the following: SIPPS, Freckle, Reading Logs, Interactive Journals, Imagine Learning, Renaissance Place, Learning Ally, IXL, etc.

* Purchase Teacher Pay Teachers (TPT) Online access to materials. TPT School Access empowers educators with essential teacher-tested resources and interactive learning tools.

- Provide release time for planning and curriculum development, including attendance at conferences and purchase of resources to continue staff development in the area of Common Core standards and implementation of School-wide agreements. This may be done through the following: Staff meetings, monthly professional development days, leadership team meetings, collaboration grade-level meetings, and data reflection sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,000	Title I Part A: Allocation 4000-4999: Books And Supplies Classroom Reading Materials, including Scholastic News, and other research standards based supplementary materials. Replacement/maintenance of poster generator and supplies,
20,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Curriculum planning and unit development
2,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional Development Costs/Substitutes
10,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Interventions
8,000	Title I Part A: Allocation 4000-4999: Books And Supplies Classroom Literacy/Language materials and other research and standard-based Supplemental Materials (These include the following: Reading Logs, Interactive Journals, Freckle, Learning Ally, IXL, etc.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Student

Strategy/Activity

Extended Learning Time and Instructional Supports:

To ensure the success of all learners, we are committed to the following:

- During ELD/RTI students will be grouped by ELD and/or reading level. All students will receive the appropriate ELD/RTI based on their current level of performance.
- Administrators will work with teachers to determine which reading/language interventions have the greatest possible benefit to students. DORA, including District benchmarks and State data results will be used as part of the intervention grouping system.
- Intervention will include Instructional strategies and materials but not limited to:
 - Incentives
 - T-Shirts

- Awards
- Charts
- Promotion materials for the program
- Binders, folders, headphones, wireless microphones, speakers, and other technology devices
- Administrators will work with teachers to coordinate and support Reading/Language opportunities at all grade levels. The activities may include the following: Read Aloud Week, Buddy Reading, Reading Challenge, Library Family Literacy, and program initiatives.
- Library Technician assists students in research, choosing Accelerated Reading books and free-choice books. Instructional Assistants will help at-risk students select titles at their independent reading levels in order to motivate reading.
- Library Technician will coordinate the Reading Is Fundamental (RIF) program three times per year, and facilitate book selection and communication between teachers and students in order to better assist struggling readers. The library will be open and host literacy events for the community such as monthly Family Read Alouds.
- Alignment with our THINK Together after-school program to ensure the carryover of key skills and strategies to extend classroom learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,333	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Librarian Technician (30%)
7,213	Title I Part A: Allocation 3000-3999: Employee Benefits Librarian Technician Benefits
2,082	Title I Part A: Allocation 4000-4999: Books And Supplies Enrichment Supplies such as awards, A. R. Reading T-shirt, and incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Strategies and Supports:

To ensure the success of all learners, we are committed to the following:

- Needed technology pieces (i.e., peripherals) will be purchased for classrooms, intervention programs, and computer labs, to provide better opportunities for student engagement and enhance interaction within the classroom and lab settings and to support intervention programs for at-risk students.
- Technology tools such as computers, iPads, printers, CD's, power surges, data projectors, document cameras, USB flash drives, high-resolution digital cameras, voice amplifiers, headsets, memory for iBooks, memory upgrades, grade cams, Chromebooks, etc.
- Photo Copier and or Photo Copies and poster generator to be maintained to support the implementation of SEAL in grade TK-3rd.
- Accelerated Reading Program to challenge students to read more, expand vocabulary, develop comprehension through practice and respond in a written fashion as additional practice
- Use of ancillary material to supplement curriculum.
- SST will meet to assist teachers with strategies and interventions for identified students. SST will recommend additional testing for students who do not respond to interventions.
- Academic Study Trips as a classroom beyond the school campus. Bus costs and entrance fees will be paid for grade-level study trips.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I Part A: Allocation 4000-4999: Books And Supplies Academic Study Trips
15,000	Title I Part A: Allocation 4000-4999: Books And Supplies Renaissance Learning Licences

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff development and professional collaboration:

Baker has focused heavily on aligning instruction to standards. Professional Development occurred in August 2023 during which teachers reviewed data and results, determined areas of focus, discussed school-wide strategies and implementation, ongoing planned instructional units and curriculum development.

- Teachers will team-teach during ELD/RTI to better meet the needs of students and provide targeted language and/or reading instruction.
- Materials, resources, and items needed for continued professional development as well as building implementation of School-wide agreements and SEAL framework strategies will be purchased. This may be done through the following but is not limited to: Staff meetings, Grade level meetings, and data reflection sessions.
- RSP teacher will assist teachers in implementation of reading strategies to increase success of identified students.
- Provide time and resources to continue staff development in the area of Common Core standards collaborative Conversations and implementation of School-wide agreements: Reading Comprehension, CLOSE Reading and Dialogic Read Aloud.
- Improvement of instructional strategies and materials to support at-risk and struggling students include but are not limited to: conferences, release time and curriculum development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Professional Development costs

2,000

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Substitutes
Certificated
Extra Duty

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Supports & Family Engagement:

Baker actively promotes parents and families participation and support of student success through:

- To support after-school participation, the THINK Together after-school program is provided for students in TK-6. Approximately 110 students will be served during the 2023-2024 school year.
- Invite parents and students to attend Family Literacy Night and other activities that promote engaging ways to learn and practice reading and writing at home, including Read Aloud, and Family Library programs. Include material costs, including T-shirts, banners, posters, and supplies to be utilized at home.
- Provide parent workshops and other training sessions that bring awareness of the importance of regular school attendance, grade-level standards, academic vocabulary, and CLOSE reading; including A.R. and STAR results, DORA and Imagine Learning.
- Additionally, provide parent workshops that support the school-wide on reading, comprehension, and CLOSE Reading strategies for homework support, including mental health and wellness.
- To facilitate students' transition between schools, the principal and 6th-grade teachers coordinate the end-of-the-year transition program between elementary and middle school.
- To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students.
- Teachers TK-6 will share Reading/Language information for the transition to the following grade in order to coordinate class make-up, areas of focus, and enhancement of the educational program.
- Computer Lab Technician will assist classroom teachers with intervention programs and other instructional software support.
- School Library will be available to parents to check out reading materials. The Library Technician will provide additional assistance to parents of at-risk students in order to promote independent reading. The Library Technician will also provide a communication link between parents of at-risk readers and their teachers.
- Parent meetings will be held monthly to support the academic program. Community Liaison will specifically target parents of at-risk students.
- The Community Liaison will support the communication between school, parents, and community; provide opportunities for involvement. A portion of the day will specifically target those families of students who are at-risk and face the potential of not meeting academic standards. At-risk may include academic needs, including socio-economic needs, and language needs.

- The Community Liaison, through phone calls, home visits, and direct contact, assists families with SSTs, health needs, and welfare needs. A portion of her day will focus on at-risk individuals.
- An Academic counselor is employed to provide emotional and social support to help ensure academic success focusing on at-risk students, including support of the school-wide Positive Behavior Intervention Support (PBIS) program.

* Parent volunteers will be processed (fingerprinting) to provide additional assistance in the classroom/school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Meeting Incentives Fingerprinting
43,055	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Community Liaison Salary 100%
24,778	Title I Part A: Allocation 3000-3999: Employee Benefits
750	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Community Liaison - Mileage & services
2,000	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Material Costs Volunteer T-Shirts Banners Posters Homework packet with basic supplies
250	Title I Part A: Allocation

5000-5999: Services And Other Operating Expenditures
Communication Mobile Device

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring program implementation and results:

Through discussion and input from the SSC, ELAC, DELAC, BPAC, Parent Action Team (PAT), and School Leadership Team implementation of standard-based instruction, MVSD Instructional Framework, site programs, and resource utilization will be monitored. The SSC will meet a minimum of 5 times this year to discuss program implementation and current results. The Leadership Team will discuss school-wide and grade implementation of the instructional program.

Additionally, to ensure the integrity of our process, we will ensure the following:

- Communication and translation support will be provided, including the parents the progress of the school's program effectiveness through BPAC meetings, SSC, ELAC, DELAC, and PAT, as well as the monthly calendar and parent newsletters, parent links, school website, School Accountability Report Cards (SARC).
- Assessment results (ELPAC, CAASSP) as well as the academic program are presented to all parents at the Title I Annual Parent Meeting, at parent conferences, SSC, PAT, ELAC and parent meetings are held throughout the year.
- Assessment Assistant will ensure all assessments for ELA (i.e., MVSD Benchmarks, Interim Block Assessment (IAB) and ELPAC), are administered, recorded, and results given to all parties to ensure that each child is receiving the appropriate instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

150

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Parent Training

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2022-2023 year, the SPSA focused heavily on aligning instructional practices to develop a stronger implementation of school-wide strategies to address the language needs of students in order to increase achievement in reading. This included a strong emphasis on language function walls as well as SEAL strategy implementation. The intervention teacher, certificated employees, and literacy assistants delivered targeted intervention in a less-than-ideal context for the 2022-2023 school year--COVID continued to have an impact on students' regular attendance.

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

All of Baker's budgeted expenditures were in alignment with the implementation of the school plan. As purchases and expenditures were being placed, the school plan was analyzed to ensure that all items met the goals articulated in the plan as well as the integrity of the implementation.

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

At this moment, there are no major changes to the plan. To reduce the current skill level and encourage student improvement in language arts, Baker will continue to provide targeted intervention for our students throughout the school day in the areas of decoding, vocabulary, and comprehension. Teachers will keep emphasizing a results-oriented approach. Teachers will work together to establish clear goals for students, track their progress toward these goals on a daily, weekly, and monthly basis, and collect data that will help them determine whether their teaching is

effective and what changes they can make to better serve their students. Additionally, formative and diagnostic assessments at the school and district levels will continue to be used as traditional measures to track students' reading development and academic success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards. Each student will increase proficiency scores as measured by SBAC, common assessments, and unit assessments. In a traditional setting, the school-wide increase goal would be 4%. Given our present models of distance learning, our school goal is to maintain the present level of academic achievement for all sub-groups until Baker resumes in-person instruction. (LCAP Goal 1)

Goal 2

By June 2024, the percent of students including Disadvantaged, English Language Learners, Special Needs, Homeless, Foster Youth, and GATE students achieving standard met/exceeded standard on common assessments will increase from 17% to 20%

Identified Need

2022-2023 SBAC results, showed 81% of 3rd-grade students, 86% of 4th-grade students, 86% of 5th-grade students, and 80% of 6th-grade students are below standards in Math. Baker teachers report that low levels of basic math skills mastery make teaching higher-level concepts a significant challenge. School-wide implementation of instructional strategies and supplemental supports to help students build mastery of basic skills, problem-solving, and Concepts and Procedures are significant areas of concern and shall be a focus on instruction and staff development throughout the 2023-2024 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standards-based achievement as measured by the SBAC, ADAM Diagnostic, and teacher-directed formative assessments in the area of Math	(22-23) 17% of students in grades 3-6 met/exceeded standard as measured by SBAC in Math ADAM Fall 2023 Proficient and AboveTotal Score for Grades 3-6th 3rd--67.2% 4th--44.9% 5th--7.4% 6th--7.3%	By June 2024, 20% of students in grades 3-6 will meet or exceed the standard as measured by SBAC Math. ADAM Spring 2024 Proficient and AboveTotal Score for Grades 3-6th 3rd--71% 4th--48% 5th--11% 6th--11%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Strategies and Support:

Baker has focused heavily on aligning instruction to California Common Core State Standards (CCSS). Mathematics has become a greater area of concern for Baker students when compared to previous years. Students continue to struggle in mathematics. In an effort to ensure that students continue to make gains in math, we are committed to the following:

- Teachers will review the California Common Core State Standards and Framework in Mathematics and the Math Blueprints.
- Teachers will continue to implement the adopted District Math series- Houghton Mifflin Expressions.
- Grade level collaboration teams will analyze the results of these assessments to inform instruction.
- Staff monitor progress to improve instruction based on Unit Assessments, Freckle, NextGen Math, Big Brainz, Math EDGE, Imagine Math, IXL, Math Shelf
- Principal will collaborate with teachers to review and monitor common core math assessments to be given during the appropriate testing windows based on the district assessment calendar and use the results to modify and improve teaching and learning.
- Use technology tools (hardware) to enhance instruction such as computers, iPads, projectors, ChromeBooks, voice amplifiers, and peripherals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Technology hardware, software, peripherals
materials, copying costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Strategies and Support:

Based on student performance data and through data reflection sessions, teachers will evaluate current practices, strategies, and materials and determine how to best meet the needs of all learners.

- Teachers will utilize total group, small group, and individual assessments, as needed.
- Every class will develop lessons by engaging all students in a Problem of the Day/Week that involves critical thinking. Third through sixth-grade classes will put an emphasis on the Read, Illustrate, Calculate, Evaluate/Explain (RICE) strategy. Lower primary classes will implement lessons on the Read, Draw, Write (RDW) strategy. Students will engage in multi-step problem-solving practice, complemented with manipulatives, and provided support, via sentence frames, Thinking Maps, and math journals. Lessons will be conducted individually and with group participation. This approach is being utilized as a part of our School-wide agreements.
- Staff will incorporate math strategies which include, but are not limited to:
 - warm-ups
 - unpacking problems
 - energizers
 - small groups/centers
- Analyze all materials and resources by grade level to determine alignment to content standards.
- Teachers will use additional materials, including math software and web-based applications, that will benefit all sub-groups for reading/academic language development and test preparation. These include but are not limited to the following: Freckle, Imagine Math, Big Brainz, X-tra Math, IXL, NextGen Math and Math Shelf
- Analyze student data at grade level meetings to determine student needs and determine best teaching practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Supplies, other supplies and awards, t-shirts, incentives

5,000

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Afterschool Math Interventions

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Strategies and Supports:

To ensure the success of all learners, we are committed to the following:

- Teachers, with principal support, will develop additional educational opportunities in Math that meet the identified needs of target students before, during, and after school, e.g., intervention, and tutoring.

* Teachers will use NextGen math computer software to create customized class assignments, blended learning activities, spiral review, and formative and summative assessments to support grade level math standards mastery.

*. Math Shelf computer software to be used by Kinder and 1st-grade classrooms for Number Sense acquisition.

- Speedy Math Wizards incentive program to promote learning and retention of basic math facts.
- Needed materials including incentives to support the Speedy Math Wizards program will be purchased.

*. Summer Math Skills books will be purchased to help sharpen and maintain student knowledge and review what they have learned as they prepare for the next school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I Part A: Allocation 4000-4999: Books And Supplies Technology software programs and other web based math applications, including NextGen Math and Renaissance software
11,000	Title I Part A: Allocation 4000-4999: Books And Supplies Materials Supplies, certificates, manipulatives, incentives to support Speedy Math Wizard program, Summer Math Books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Strategies and Supports:

To ensure the success of all learners, we are committed to the following:

- SST will meet to assist teachers with strategies and interventions with identified students.
- SST will recommend additional testing for students who do not respond to interventions.
- The principal will work with teachers to ensure that all students, including special education, GATE, and At-Risk, have equal access to educational opportunities addressing math skills development.
- Needed technology (e.g., projectors, computer peripherals/accessories) will be purchased for classrooms and the computer lab to provide better opportunities for student engagement and enhance interaction within the classroom and lab settings.
- Test-taking strategies will be taught to assist students.
- Utilization of adopted math program ancillary materials and other support materials to promote greater success.
- The administrator will collaborate with classroom teachers to assist in providing effective math strategies for remedial and at-risk students.
- Align with the THINK Together program to ensure that math facts are mastered and support school day instruction.
- Utilization of NGSS Science lessons and materials will be taught to promote student success. Science, Technology, Engineering and Math (STEM) learning experiences will be incorporated.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff development and professional collaboration:

To ensure the integrity of our process, we will ensure the following:

- Meet weekly, in addition to grade level Thursdays and Fridays, and regularly scheduled staff meetings, to discuss the implementation of our alignment process, discuss student data, and effective strategies.
- RSP teacher will assist teachers in the implementation of math strategies to increase the success of identified students.
- Purchase needed materials in order to support professional collaboration. This can include but not is limited to supplies, resources, books, software devices, and other materials.
- Provide time and purchase resources to continue staff and curriculum development in the area of Common Core standards and implementation of School-wide agreements on building math concepts and procedures. This may be done through the following: Staff meetings, Grade level meetings, and data reflection sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Conferences/ Professional development/ supplies & materials. See Goal 1, Strategy 5
	Title I Part A: Allocation 4000-4999: Books And Supplies Materials and other supplies. See Goal 1, Strategy 2

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Support and Family Engagement:

Baker actively promotes parents and families participation and support of student success through:

- To support after-school participation, the THINK Together after-school program and Homework Center are provided for students in TK-6. Approximately 110 students will be served during the 2021 - 2022 school year.
- To support after-school participation of the Math Field Day and Algebra Readiness Intervention, Chess Club, and enrichment opportunities, such as Robotics.
- To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students.
- Computer Lab will be available for assessments, interventions, as well as for instructional use.
- Community Liaison to conduct parent virtual/in-person meetings and follow up with family needs, attendance, and referrals. See Goal 1.
- Health Clerk will help support learning by monitoring the health needs of students and providing referral services as needed.
- IMC clerk will inventory all math materials and locate any missing materials.
- Assessment clerk will ensure all assessments (benchmarks, CAASPP, ELPAC, ELD) are administered, recorded, and results given to all parties to ensure that each child is receiving the appropriate instructional program.
- Invite parents and students to attend in-person Family Math Night to learn engaging ways to practice math; including workshops on how to approach multi-step problems and math facts fluency. Certificated and Classified personnel salaries in support of parent education and activities
- Targeted workshops with parents- practical ways to support Math homework, emphasizing measurement, data and probability, mathematical terms, and fluency practice.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Certificated
Extra Duty
Substitutes

	See Goal 1, Strategy 2
	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Babysitting Parent Involvement Academy/Conferences See Goal 1, Strategy 6
3,000	Title I Part A: Allocation 4000-4999: Books And Supplies Family Math Night Consultant fees, assemblies, purchase materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring Program Implementation and results:

Through the SSC, and School Leadership Team implementation of Common Core Standards, instructional programs, and resource utilization will be monitored. The SSC will meet a minimum of 5 times this year to discuss program implementation, evaluate and consult with ELAC regarding current results to further develop Focus on Learning Plans for instructional implementation.

Additionally, to ensure the integrity of our process, we will ensure the following:

- Utilize data from assessments including SBAC to modify and improve teaching and learning, Administer Diagnostic ADAM assessment, formative and summative assessments.
- Conferences aligned to CCSS, including on site training
- Classroom Observations and walk-throughs
- Assessment results (ELPAC, CAASPP), as well as the academic program, are presented to all parents at the Title I Annual Parent Meetings, at parent conferences, SSC, PAT, and parent meeting held throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2022-2023 year, the SPSA focused heavily on aligning instructional practices to develop a stronger implementation of school-wide strategies to address the need for mastering basic skills, problem-solving, and concepts and procedures in order to increase achievement in mathematics. This included a strong emphasis on RDW, RACE, and CUBES (Circle, Underline, Box, Evaluate (Eliminate), Solve) strategies implementation.

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

All of Baker's budgeted expenditures were in alignment with the implementation of the school plan. As purchases and expenditures were being placed, the school plan was analyzed to ensure that all items met the goals articulated in the plan as well as the integrity of the implementation.

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

At this moment, there are no significant changes to the plan. To reduce the current skill level and encourage student improvement in mathematics, Baker will continue to provide targeted intervention for students throughout the school day. Teachers will collaborate to develop lessons that engage students in a Problem of the Day / Week to promote critical thinking; Emphasis will be placed on the C.U.B.E.S (Circle, Underline, Box, Evaluate (Eliminate) Solve) strategy in third through 6th-grade classes; lower elementary classes will implement the Read, Draw, Write (RDW) strategy. Teachers will use supplemental materials including math software and web-based applications like Math Shelf, Freckle, Big Brainz, XtraMath, IXL, and NextGen Math. Additionally, formative and diagnostic assessments at the school and district levels will continue to be used as traditional measures to track students' reading development and academic success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All K-6th grade English learners will be English Proficient by the end of 6th grade to fully access and engage in grade-level curriculum.

Goal 3

By June 2024, Baker English Learners meeting or exceeding the standard on the SBAC ELA assessment will increase from 12% to 16%.

Identified Need

Although a number of English Language Learners continue to make yearly progress based on ELPAC data results, Baker English Learners continue to underperform the English Only and Reclassified English Learner student population. Based on the 2022-2023 Language Arts Data Comparisons--English Learners scored 89% below the standard in comparison to English Only at 73% below the standard and Reclassified at 25% below the standard. The greatest areas of need for the ELPAC were Reading and Writing with only about 8% scoring Well Developed. In order to accelerate the progress in the work done with EL students, teachers will continue to level students by proficiency level and utilize both integrated and designated ELD on a daily basis. Instructional strategies such as SEAL, GLAD, Constructing Meaning, Thinking Maps, Collaborative Conversations, and Close Reading are to be implemented consistently as a regular part of the teachers' instructional day to support EL reading comprehension, writing, speaking, and listening skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standards-based achievement as measured by the SBAC, Diagnostic, and teacher-directed formative assessments in the area of ELA.	(22-23) 12% of students in grades 3-6 met/exceeded standard in ELA. DORA Fall 2023 Overall Weighted Score 3rd--2.60 4th--3.50 5th--4.91 6th--5.60	By June 2024, 16% of students in grades 3-6 will meet or exceed the standard as measured by SBAC ELA DORA Spring 2024 Overall Weighted Score 3rd--3.60 4th--4.50 5th--5.91 6th--6.60

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Strategies and Professional Development:

Baker has focused heavily on aligning instruction to the California Common Core State Standards (CCSS). During professional development, teachers share successful ELD strategies and how they are put into practice. Collaborative Conversations, monitoring, differentiating instruction, and assessing student performance were all given priority. Sentence structures and visual cues will support EL students' oral language and writing development.

Implementation:

- Meet weekly, in addition to grade level regularly scheduled staff meeting, to discuss the implementation of our alignment process, discuss student data, effective strategies:
- Principal will provide teachers with opportunities for grade level articulation to develop, implement GLAD strategies, and refine a standards based plan for EL Learners.
- Review ELD standards, and ELD/ELA Correlation Guide, curriculum materials, ELPAC assessments, ELlevation results and Blueprints.
- Teachers will team teach during ELD/RTI time to better provide for the individual student's needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Materials, copying/ink costs, Poster generator
peripherals, maintenance and agreement fees,
color paper, supplies, and other products

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Strategies and Supports:

Teachers and classified staff will be supported through staff development and practices in the following:

- . Sobrato Early Academic Language (SEAL) TK-3rd grade classes. Emphasis will be placed on the Language Function Wall practice.
- Teachers will utilize School-wide ELA/ELD strategy agreements across content areas to support language and content acquisition: Emphasis on Informative Text in all grade levels, Sentence frames, Thinking Maps, Stoplight (writing & comprehension- Make a point, back it up, wrap it up), GLAD strategies, and Think-Pair-Share Writing strategies.
- Teachers will utilize total group, small group, and individual assessments as needed.

* Teachers, with the Principal coordinate and support writing opportunities at all grade levels throughout the school year. The activities may include the following: District Writing Assessments, essay contests, Journalism Program, etc.

- Students will use the Edpuzzle, Padlet, Quizzes, and Quizlet platforms for interactive communication across all subject areas.

* Teachers will use additional materials to benefit all sub-groups for reading/language development. These may include the following: Thinking Maps, Scholastic News, and resources, including highlighters, and notebooks.

*.To provide EL students with real-world experiences and background knowledge, virtual reality (VR) headsets will be purchased. With the use of virtual reality technology, EL students will engage in realistic scenario simulations. By engaging in real-world scenarios, students will gain experiences that will augment their language learning and allow them to hone their language abilities in genuine settings. This exposure to language usage in the real world can enhance their fluency and comprehension. Teachers participate in training on the use of VR technology to enhance instruction in the classroom.

* Poster generators and other instructional media such as wireless microphones will be purchased to enhance instruction and instructor lesson delivery.

* Material such as binders, dividers, markers, pencil pouches, student back organizers, desk organizers, etc will be purchased to support organization and management for students.

- Provide release time for teachers to collaborate, secure consultants for training, and purchase resources to continue staff development.

* Incorporate Language Functions Strategies to writing into all ELD/RTI levels.

- SST will meet to assist teachers with strategies and interventions with identified students.
- SST will recommend additional testing for students who do not respond to interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
36,556	Title I Part A: Allocation 4000-4999: Books And Supplies VR Classroom Sets & online platforms such as Edpuzzle, Padlet, Quizzes, Quizlet, wireless microphones.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Support and Parent Involvement:

Baker actively promotes parents and families participation and support of student success through:

- To support after-school participation, the Think Together after-school program is provided for students in TK-6. Approximately 120 students will be served during 2023-2024 school year.
- To facilitate the transition of students between schools, the principal and 6th-grade teachers coordinate the end-of-the-year transition program between elementary and middle school.
- To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

[illegible]

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring program implementation and results:

Through the SSC and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored. The SSC council will meet a

minimum of 5 times this year to discuss program implementation and current results.

Additionally, to ensure the integrity of our process, we will ensure the following:

- Analyze data from SBAC, and ELPAC.
- Assessment results, as well as the academic program, are presented to all parents at the Title I Annual Parent Meeting, at parent conferences, SSC, PAT, and parent meetings held throughout the year.
- The Assessment Assistant clerk will ensure all assessments (benchmarks, ELPAC, ELD) are administered, recorded, and results given to all parties to ensure that each child is receiving the appropriate instructional program.
- Workshop will be held for Parents to address strategies such as:
 - Annotating text for understanding (Literacy Academy)
 - Stoplight Writing
 - RICE/RDW writing strategy
 - Mathematics (Number Sense)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The careful and strategic implementation of the AVID Elementary Instructional Framework:

To ensure the integrity of our process, we will ensure the following:

- AVID Elementary teachers will meet at least quarterly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective AVID strategies.
- AVID teachers and administrators will collaboratively identify resources and materials to support our focus on reading comprehension.
- Administrators will regularly visit classrooms to observe the implementation of AVID strategies that support Reading Comprehension and English language development.

- AVID Elementary teachers will collect AVID work samples and disaggregate data according to timelines, to inform and drive instruction.
- Through student reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations.
- Provide time and resources to continue staff development and training on AVID strategies. This may be done as follows: AVID Conferences, AVID Strand and Content-based training, meetings, Grade level meetings, and data reflection sessions.
- Incorporate AVID Tutorials to support daily content-based learning in the classroom, given that we can secure the support of AVID Tutors
- Students will have the opportunity to participate in additional study trips to colleges, universities, and any college-going-culture events.
- The AVID site team will nominate and elect a dedicated AVID representative for our school Leadership team to participate in the school's budget development process.
- Purchase materials and resources to promote a college-going culture

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
AVID Summer Institute Attendance, College
Going Culture Supplies, Parent AVID
Workshops

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The overall implementation and effectiveness of the strategies/activities were limited due to MVSD COVID protocols of instruction for the 2021-2022 school year. The certificated employees and literacy assistants delivered the targeted intervention in a less-than-ideal context (students being isolated or in quarantine). Safety protocols in place, which may have affected student learning (use of barriers and masks)

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

All budgeted expenditures were in alignment with the implementation of the school plan. As purchases and expenditures were being made, the school plan was analyzed to ensure that all items met the goals articulated in the plan as well as the integrity of the implementation.

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

Baker will continue to support our students with targeted intervention in the area of writing during the day to mitigate the learning loss due to our school closure, distance learning, and the hybrid model of instruction to promote student growth in the area of writing. Teachers will collaborate to set specific goals for students and measure progress toward these goals on a daily, weekly, and monthly basis, teachers will gather concrete evidence about the effectiveness of their teaching and how to make adjustments to better serve their students. Furthermore, traditional metrics to monitor student writing and academic growth will also remain in place in the form of formative and diagnostic assessments at both the school and district levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Climate/Behavior

LEA/LCAP Goal

Goal 3: Supports for Learning: Each student will be provided a nurturing, safe, innovative, and well-maintained learning Environment.

Goal 4

By June 2024, Baker will see an improvement in attendance, behavior, and academics through the creation of a stronger, positive school culture. Attendance will improve from 92% to 95%.

Identified Need

Based on school data the overall suspension rate remained constant over the 2022-2023 academic year. However, the students with Disabilities subgroup increased by 1 point. The student with disabilities subgroup has seen an increase in the last 5 years. This indicates that SEL lessons, as well as revised PBIS routines, are having a positive effect on the overall school student climate, but certain student subgroups need more targeted strategies and interventions.

School attendance reports indicate that the overall Chronic absenteeism increased, with Students with Disabilities and Socioeconomically Disadvantaged subgroups at a level "Red". These results demonstrate a continued need for outreach to targeted subgroups and parent training on the importance of school attendance.

Healthy Kids Survey report indicates that the overall student connectedness is at 62%. The findings show that, in addition to PBIS training for staff and students, the school site still needs to provide activities that foster a sense of community and belonging.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Attendance Percentage % Measure	For the 2022-2023 Aeries Attendance Percentage 92%	For the 2023-2024 Aeires Attendance % will increase to 95%
Healthy Kids Survey Connectedness Indicator	Healthy Kids Survey Connectedness Indicator 62%	Healthy Kids Survey Connectedness % will increase to 70%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Strategies and Supports:

The careful and strategic implementation of our Behavioral Framework: PBIS in Tier 1 will be part of our plan to support the use of appropriate, expected behavior for all students in an effort to improve academic achievement.

- * SEL lessons will be introduced weekly by the counselor and/or counseling interns.
- * Climate (PBIS) Team will meet at least quarterly to discuss ways to address the behavioral gaps of students, discuss student referral data, and collaborate on effective PBIS/SEL strategies, such as proximity control, redirection cues, and choices offered.
- * Climate (PBIS) Team will create and execute a targeted plan for Staff Bulletin messages that provides Tier 1 intervention suggestions.
- * With input from staff and students, our existing PBIS rewards system will be revised and fully implemented.
- * The PBIS program will continue with a monthly principle of focus. Students will be rewarded for positive behavior at monthly assemblies. Additional implementation of the program will be added based on school needs.
- * Incorporate a Tier 1 Schoolwide PBIS student challenge related to our PBIS Matrix of Expectations.
- * Update positive school-wide behavioral expectations to target at-risk students. Materials and equipment will be purchased to create a calming classroom corner. A calm classroom corner is a designated space intentionally structured to help students take a break, defuse anger, and re-center outside of the classroom.
- * With input from staff and the Climate Committee, we will refine our existing Office Data Referral system (ODR) that includes minor and major student offenses.
- * To support school climate, safety, and student success, materials, resources, professional development opportunities, and incentives will be purchased to implement PBIS activities and

student recognition programs. School Assemblies that reinforce Safety, Respect, Responsibility, Kindness, and Anti-Bullying will be scheduled throughout the year.

* To support school climate, safety, and student academic success the MindUP For Schools program will continue to be implemented. The Mindup For Schools program is an evidence-based program that has been shown to increase pro-social actions, decrease aggressive behaviors, and improve academic achievement, especially in math and language arts. The counselor will present Parent Mindup Academy, culminating in a SEL field trip to practice self-awareness strategies.

* The counselor will provide parent training in mental health, SEL, and anti-bullying to support school/home connections with behavior.

* Recommendations on effective practice will be communicated to the staff, in effect to minimize and/or eliminate the behavior problem.

* To assist in implementing Playworks, campus monitors will get together once a week to plan structured play for students. During lunch and recess, the campus monitor will teach students about safe play guidelines and provide them with opportunities to practice problem-solving skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7,000

Title I Part A: Allocation
4000-4999: Books And Supplies
Mindup program, calming corner supplies/and equipment, books and supplies for parent workshops, Bullying Student Assemblies, Playworks supplies/equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students

Strategy/Activity

Instructional Strategies, Supports, and Parent Involvement:

Chronic Absenteeism impacts students' achievement, thus further positive incentives including quarterly attendance incentive events, the SART and SARB process, and further review of data through the A2A system to identify absenteeism and intervention are necessary to provide appropriate intervention.

* Administrator and attendance clerk will monitor the attendance of targeted students.

- * Administrator, attendance clerk, and the counselor will provide parent training on the impact of attendance and academic achievement.
- * School counselor and counseling intern will assist in the outreach of targeted students and their families.
- * The Community Liaison, through phone calls, home visits, and direct contact, assists families with SSTs, health needs, and welfare needs. A portion of her day will focus on at-risk individuals.
- * Office Manager and Attendance Clerk and Community Liaison support families by monitoring attendance, communication with the school, and student support.
- * Incentives will be purchased to recognize students for their attendance improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Certificates, pencils, shirts, etc. for attendance improvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies/activities are in the implementation stage. Strategies have shown positive gains in community and student engagement.

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

I budgeted expenditures were in alignment with the implementation of the school plan. As purchases and expenditures were being made, the school plan was analyzed to ensure that all items met the goals articulated in the plan as well as the integrity of the implementation.

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

Playworks games will be introduced to students and staff throughout the year. The school counselors will continue to support our students with targeted behavior intervention. Traditional metrics to monitor school climate (survey and attendance) and behavior will remain in place.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$265,167
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$265,167.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$261,167.00
Title I Part A: Parent Involvement	\$4,000.00

Subtotal of additional federal funds included for this school: \$265,167.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$265,167.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Title I Part A: Allocation	261,167.00
Title I Part A: Parent Involvement	4,000.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	36,000.00
2000-2999: Classified Personnel Salaries	60,388.00
3000-3999: Employee Benefits	31,991.00
4000-4999: Books And Supplies	134,638.00
5000-5999: Services And Other Operating Expenditures	2,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	36,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	60,388.00
3000-3999: Employee Benefits	Title I Part A: Allocation	31,991.00
4000-4999: Books And Supplies	Title I Part A: Allocation	131,638.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,150.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,000.00

5000-5999: Services And Other
Operating Expenditures

Title I Part A: Parent Involvement

1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	167,611.00
Goal 2	36,000.00
Goal 3	51,556.00
Goal 4	10,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Leticia Cortez-McCorkle Ongoing	Principal
Edita Vasquez. 6/2025	Other School Staff
Laura Brumby. 6/2025	Classroom Teacher
Sandra Villanueva. 6/2025	Classroom Teacher
Sandra Wuence 6/2025	Other School Staff
Jessica Castanon 6/2025	Parent or Community Member
Brenda Acosta. 6/2025	Parent or Community Member
Sonia Suon. 6/2025	Parent or Community Member
Lluvia Cornelio 6/2025	Parent or Community Member
Teresa Vega 6/2025	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Leticia Cortez-McCorkle on
SSC Chairperson, Lluvia Cornelio on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

E.R.M.

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Leticia Cortez-McCorkle on

SSC Chairperson, Lluvia Cornelio on

11/16/23

Lluvia Cornelio 11-16-23