THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT BAKER ELEMENTARY SCHOOL

2014-16

37-68338-6039150
CDS Code

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

Principal: Gallagher, Kathleen
Contact Person: Gallagher, Kathleen
Position: Principal
Telephone Number: 619/266-4500;
Address: 4041 T St, Baker Elementary, San Diego, CA, 92113-1808,
E-mail Address: kgallagher1@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: **Baker Elementary**

DUE March 13, 2015

SITE CONTACT PERSON: Kathleen L. Gallagher

PHONE: 619-344-4800   FAX: 619-344-4849   E-MAIL ADDRESS: kgallagher1@sandi.net

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

☒ Quality Education Investment Act (QEIA)   ☒ Title 1 Schoolwide Programs (SWP)   ☒ Program Improvement (PI)
☐ Y1 ☐ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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

1.   The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2.   The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

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

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

☒ English Learner Advisory Committee (ELAC)   Date of presentation: 3/10/15

☒ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: 3/5/15

☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: 3/5/15

☒ Site Governance Team (SGT)   Date of presentation: 3/13/15

☒ Other (list): _____   Date of presentation: _____

4.   The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

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

6.   The site plan or revisions to the site plan were adopted by the SSC on: 3/10/15

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

Kathleen L. Gallagher	_Signature_	3/13/15
Type/Print Name of School Principal	Signature of School Principal	Date
SARA L JACOBS	_Signature_	3-13-15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Shirley Wilson	_Signature_	3-19-15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

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

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

NURSE:

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

Enrollment/Days Per Week

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

1,186-1,774   =   3 days per week

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

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

HEALTH TECHNICIAN
Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students, which requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.   Schools that close the achievement gap demand effective professional learning focused on substantive results. We artfully combine deep understanding of content, research-based pedagogy, and cultural responsiveness to the students we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school-wide goals. Professional learning is embedded in our vision and is considered a core function of our school. With this understanding, professional development time is provided within the structure of Professional Learning Communities. We analyze student data through the lens of both SDUSD's learning cycle foci and our own vision. We develop students who take an active stance in their own learning to become actively literate, contributing members of society and who make a positive difference in the world. The school year is divided into four learning cycles, each cycle building student capacity around these goals. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others? Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction focused on Common Core State Standards. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC will analyze the academic performance of all student groups and consider the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards. Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Kathleen L. Gallagher	Principal
Janeth Salazar	Parent
Sara Jacobs	Co-Chair-Classroom Teacher
Mayra Torres	Other School Personnel
Ana Sanchez	Parent-ELAC President
Martha Tolentino	Parent
Jorge Garcia	Parent
Ana Flores	Parent
Bernice Pinson	Classroom Teacher
Clarissa Villena	Classroom Teacher
Jaqueline Escobar	Classroom Teacher
Alma Perez	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 07/21/2016, 41 % of Baker Elementary Students will meet Common Core grade-level standards in SBAC

Closing the Gap SMART Goal:
* By 07/21/2016, 41 % of Baker Elementary English Learner, Students will meet Common Core grade-level standards in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Instructional Reading Levels
Monthly on-demand writing prompts
Common Formative Assessments
District Assessments aligned with Common Core Standards
Initial Achievement Levels from SBAC Field Test For ELA.

Progress and Growth Monitoring:

Professional development time is provided monthly and in Professional Learning Communities. Analysis of student data through the lens of SDUSD's learning cycle focus, are directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:

* By 07/21/2016, 36 % of Baker Elementary Students will meet Common Core grade-level standards in SBAC

Closing the Gap SMART Goal:

   2.2 By 07/21/2016, 36 % of Baker Elementary English Learners will meet Common Core grade-level standards in SBAC for Math.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Common Formative Assessments
Initial Achievement Levels from SBAC Field Test For Math.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
* By 07/21/2016, 80 % of Baker Elementary English Learner, Students will Improve one language proficiency level or reach EA/Advanced level in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 07/21/2016, 41 % of Baker Elementary Students will meet Common Core grade-level standards in SBAC

Closing the Gap SMART Goal:
* By 07/21/2016, 41 % of Baker Elementary English Learner, Students will meet Common Core grade-level standards in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Instructional Reading Levels
Common Formative Assessments in ELA and Math
Initial Achievement Levels from SBAC Field Test For ELA and Math.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: * By 07/21/2016, 75 % of Baker Elementary Parents/Guardians will participate in at least three school events in Parent and Community Engagement
Targeted Population: Parents of students in grades 4 & 5 are least represented at school events. Parents need additional support in understanding Common Core State Standards and effective parent engagement strategies. We will strive for at least 75% parent participation in at least 3 events duirng the school year (Family Fridays/Principal Coffees/Committee Membership/Parent University/School Smarts Classes) **What data did you use to form these goals?**: A review of sign-in sheets, survey results, event evaluations, and conversations generated in parent meetings were used to form these goals.
Progress and Growth Monitoring: Attendance Records and Sign-in sheets

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)
· All teachers will use the units of study in English Language Arts, Common Core grade level standards in designing and differentiating instruction.
· Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
· Teachers will provide balanced literacy instruction including daily guided reading.
· Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Interim Assessments, and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
· Staff will analyze on demand and other student writing using grade level writing rubrics aligned with Common Core State Standards and provide students with concrete feedback and direction as it relates to grade level writing standards.
· Teachers will use content objectives, language objectives and language frames to ensure and scaffold student understanding.
· All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
· Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
· Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor student attendance and ensure SART meetings are documented and goals are monitored to ensure improvement.
· Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
· All teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interim assessments and common PLC assessments to plan instruction, monitor student progress, adjust instruction accordingly
· All teachers will participate in on site and district professional development to strengthen literacy and mathematics instruction

Strategic Support (Tier 2)
· Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis (Intervention Classes).
· Targeted additional small flexible group instruction will be used to address specific needs in literacy (Non-Classroom Teacher Hourly)
· Teachers will make a home contacts (i.e. progress reports, point sheets, phone calls, and home visits) to discuss and monitor the progress of their at risk students. This is logged by teacher on Student Learning Contracts.
· Educational specialists will provide supplemental small group/individualized instruction for students with IEPs and support the RTI process in the identification/support of students at risk..
· Speech/language Pathologist will align goals with the academic language and expectations of Common Core State Standards.
· ELST/District resource teachers will consult with teachers to provide supports for targeted English Learners.
· Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

· Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts (Learning Upgrade/Achieve 3000/ Accelerated Reader/ Raz kids/ Starfall).

· Teachers and/or support staff will provide a Double Dose of daily guided reading for targeted students.

· Teachers will support small groups of targeted students to provide additional focused support and to strengthen and clarify understanding prior to sending students off to work independently.

· SEA/SETs will provide appropriate modifications of students work consistent with students' IEP goals and clarify concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

· Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for to general education teachers.

· Counselor, Guidance Assistant, and support mentors will provide ongoing check-ins with at risk students.

· Support by Intervention Teacher (if available) to address literacy needs of students who are two or more years below proficiency (Non-Classroom Teacher Hourly).

· Speech and language pathologist will provide supplemental support to English learners with language needs.

· Psychologist will push into classes, observe, and collaborate with classroom teachers to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.7500	$21,146.25	0011-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Academic and Social/Emotional Support for Students.
Position Elem Prep Teacher/Pe,	0.1000	$7,560.80	0011-30100-00-1118-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Physical Education Instruction to support Professional Teacher Collaboration.
Position Regular Teacher,	0.4000	$29,761.20	0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	This will provide release time for teachers to do Professional development. Enrichment Class: Music/ Drama to support verbal development connected to Common Core State Standards.
Position Regular Teacher,	0.4000	$29,761.20	0011-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	This will provide release time for teachers to do Professional development. Enrichment Class: Literacy to support active verbal and physical development connected to Common Core State Standards (Reader's Theater).
Non Clsrm Tchr Hrly	-	$6,000.00	0011-30100-00-1957-2140-0000-01000-0000	Title I Basic Program	01, 02, 03	Instructional Leadership Team (ILT) to support relevant and timely whole school professional development.
Prof&Curriclm Dev Vist Tchr	-	$5,800.00	0011-30100-00-1192-1000-1110-01000-	Title I Basic Program	01, 02, 03	Visiting Teacher to Support teacher Collaboration and professional development

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Supplies	-	$126.00	0011-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Instructional Supplies to support Common Core Instruction and incentives for students.
Software License	-	$12,000.00	0011-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05	Learning Upgrade/Achieve 3000/Starfall/Accelerated Reader to provide individualized tutorials aligned with Common Core State Standards.
Classroom Teacher Hrly	-	$3,000.00	0011-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05	Hourly pay for Grant writing to support community engagement and access to supplemental funding sources.
Software License	-	$4,000.00	0011-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05	Learning Upgrade/Achieve 3000/Starfall/Accelerated Reader to provide individualized tutorials aligned with Common Core State Standards.
Prof&Curriclm Dev Vist Tchr	-	$1,500.00	0011-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Sub release time for teachers to attend participate in professional development.
Supplies	-	$475.00	0011-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Supplemental instructional classroom supplies to support Common Core Learning.
Interprogram Svcs/Field Trip	-	$3,000.00	0011-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	03	Extracurricular experiences to build background knowledge related to Common Core State Standards
Inservice supplies	-	$642.00	0011-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	03, 05	Light refreshments to support parent engagement.
Other Support Prsnl PARAS Hrly	-	$1,500.00	0011-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	01	Hourly Support to maintain visits to the library.

Local Control Funding Formula Goals

Goal 1: Intervention Supports
Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal:
Afterschool intervention classes, push in support (Non-classroom teacher hourly), and extended access to the computer lab aftershool will provide an extra level of support for students not accessing the Tier 1 core curriculum. On-line interventions will be accessible at school and at home.
Identified Need:
When students cannot access the core curriculum through Tier 1 instruction, interventions are required to accelerate and support student learning.
Target Group:
Students identified as being in need of Tier 2 and Tier 3 instructional supports.
Monitoring:
Ongoing progress monitoring is necessary to evaluate the effectiveness of interventions. Teachers will collect weekly data samples (running records, Anecdotal notes, exit slips, formative assessments, etc.) to ensure students are making adequate progress toward grade-level standards.
Personnel Responsible:
Classroom teachers will be responsible for identifying students who qualify for additional intervention supports by participation in the RTI process. Teachers will monitor progress with agreed-upon data to show evidence of growth. If the teacher is not providing the supports/interventions themselves, they will clearly communicate student needs to support staff (non-classroom teacher hourly). The principal is responsible for ensuring the interventions are meeting student needs effectively.

Goal 2: Classroom Supports
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:
Provide access to broad and challenging curriculum consistent with Common Core State Standards.
Identified Need:
In order to meet the rigor required by the Common Core State Standards in English/Language Arts and mathematics, students must have access to current, relevant, engaging, complex texts and tasks, which are not currently included in our core curriculum materials. The current adoptions occurred prior to the implementation of the Common Core State Standards and teachers are required to integrate materials from a variety of resources.
Target Group:
TK-5 Tier 1 instruction
Monitoring:
Principal walk throughs and classroom observations will be used to monitor implementation of the core curriculum and comply with SDEA contract guidelines. Cross-classroom visitations will facilitate consistent grade level instruction and supports for all students. Interim assessments, instructional

reading and math levels, and common formative assessments will be used to monitor the progress of all students.

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

Goal 3: Professional Development
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

Target Group:
The most important factor related to improving student achievement is to improve instruction in the classroom. All teachers have access to monthly

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

Monitoring:

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

Personnel Responsible:

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

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Noon Duty Assistant,	0.0125	$269.81	0011-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	Safety/Supervision
Position Noon Duty Assistant,	0.0125	$269.81	0011-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	Safety/Supervision
Position Noon Duty Assistant,	0.2000	$4,317.00	0011-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	Safety/Supervision
Position Noon Duty Assistant,	0.2000	$4,317.00	0011-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	Safety/Supervision
Position Noon Duty Assistant,	0.2000	$4,317.00	0011-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	Safety/Supervision
Supplies	-	$3,008.00	0011-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 2	Instructional supplies to support implementation of Common Core State Standards
Prof&Curriclm Dev Vist Tchr	-	$10,000.00	0011-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	03, LCFF 2	CELDT Testing for English learners.
Classroom Teacher Hrly	-	$12,000.00	0011-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Intervention classes/push-in support for students
Software License	-	$8,000.00	0011-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Individualized Instruction/Intervention for students.

Non Clsrm Tchr Hrly	-	$3,000.00	0011-09800-00-1957-2120-0000-01000-0000	LCFF Intervention Support	LCFF 2	Grant Writing for classroom supports
Other Support Prsnl PARAS Hrly	-	$1,500.00	0011-09800-00-2281-2420-0000-01000-0000	LCFF Intervention Support	LCFF 2	Distribution of Library books for students
Prof&Curriclm Dev Vist Tchr	-	$5,000.00	0011-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Sub release time for teachers to attend participate in professional development.

APPENDICES

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

A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning,*

Monitoring and Accountability Department)

D. 2014-15 SPSA Addendum

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)

Baker Elementary School
TITLE I PARENT INVOLVEMENT POLICY

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

Baker has developed a written Title I parental involvement policy with input from Title I parents. *This plan was developed with community input during Family Friday, Principal's Coffee, and the English Learner Advisory Council.*

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

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

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This occurs on Back to School Night in a meeting prior to parents visiting classrooms.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These include Family Friday on the last Friday of every month, Principal's Coffee on the second Friday of every month, and at ELAC committee meetings held 4 times throughout the year.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. This occurs in dialogue between the SSC and ELAC. Baker voted to combine these meetings as needed to ensure active participation in both.

- The school provides parents of Title I students with timely information about Title I programs.
  Information is shared primarily thought connect Ed Phone calls and fliers sent home with all students.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. SGT and ILT members share this information with the principal and the principal shares it at Monthly SSC meetings

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. We continually seek parent input on all aspects of school management through an open-door policy and providing a meaningful forum for questions and discussion at all parent gathterings

It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.

The policy must be updated periodically to meet changing needs of parents and the school. *If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children.* [20 *USC* 6318 Section 1118(c) (3)]

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

BAKER ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during school year 2015-2016.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES
Baker Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
2. Hold parent-teacher conferences (2 per year) during which this compact will be discussed as it relates to the individual child's achievement.
   - November 17-21: Academic concerns and interventions will be discussed at this meeting
   - March 23-27: Decisions to retain or promote will be discussed at this meeting
3. Parents or teachers may request an additional parent conference at any time throughout the school year.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

   - *Learn about Common Core State Standards at each Family Friday*

   - *Participate in classroom walkthroughs with ELAC*

   - *Assist teachers by volunteering in the classroom*

   - *Consult with the teacher if concerns arise*

   - *Observe learning in the classroom*

   - *Attend PTA meetings*

   - *Assist with fundraisers*

   - *Attend Movie Night with your child on the second Friday of every month*

PARENT RESPONSIBILITIES

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

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

STUDENT RESPONSIBILITIES

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

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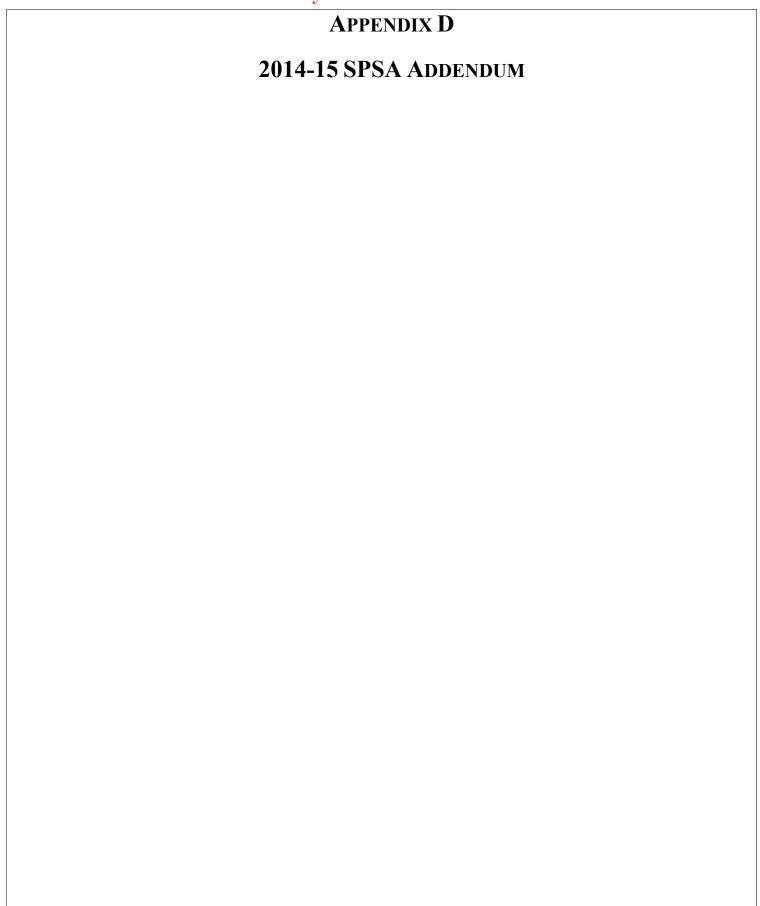
Principal's Signature: _____

Parent's Signature: _____

Student's Signature: _____

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		159,372.00		2,491.00
		159,372.12		2,491.50
		(0.12)		(0.50)
Certificated Salaries / Monthly	**0.90**	**67,083.20**	**-**	**-**
2000 Regular Teacher	0.80	59,522.40	-	-
2016 Elem Prep Teacher/Pe	0.10	7,560.80	-	-
Classified Salaries / Monthly	**0.75**	**21,146.25**	**-**	**-**
6425 Guidance Asst	0.75	21,146.25	-	-
Certificated Salaries		**16,300.00**		**-**
1157 Classroom Teacher Hrly		3,000.00		-
1192 Prof&Curriclm Dev Vist Tchr		7,300.00		-
1957 Non Clsrm Tchr Hrly		6,000.00		-
Classified Salaries		**-**		**1,500.00**
2281 Other Support Prsnl PARAS Hrly		-		1,500.00
Employee Benefits		**35,241.67**		**349.50**
Books and Supplies		**601.00**		**642.00**
4301 Supplies		601.00		-
4304 Inservice supplies		-		642.00
Services and Other Operating		**19,000.00**		**-**
5735 Interprogram Svcs/Field Trip		3,000.00		-
5841 Software License		16,000.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Baker

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 60 % of Baker Elementary Students will meet Common Core grade-level standards in English/Language Arts. By 07/21/2015, 50 % of Baker Elementary English Learner, Students will meet Common Core grade-level standards in English/Language Arts
Mathematics	By 07/21/2015, 85 % of Baker Elementary Students will meet Common Core grade-level standards in Mathematics. By 07/21/2015, 85 % of Baker Elementary English Learner, Students will meet Common Core grade-level standards in Mathematics
English Language Development	By 07/21/2015, 60 % of Baker Elementary English Learner, Students will Improve one language proficiency level or reach EA/Advanced level in California English Language Development Test.
Graduation/Promotion Rate	By 07/21/2015, 40 % of Baker Elementary Grade 03, English Learner, Students will meet Common Core grade-level standards in English/Language Arts.
Parent Involvement and Community Engagement	By 07/21/2015, 75 % of Baker Elementary Parents/Guardians will participate in at least three school events in Parent and Community Engagement.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following pages.

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		145,586.00		1,944.00	
2000 Regular Teacher	0.40	30,162.40	-	-	This resource teacher will provide intervention groups for students at risk of not achieveing grade level standards. She/he will also support teachers' professional development.
2040 Inschool Resource Tchr	0.50	40,135.50	-	-	The ELST will provide tier 2 interventions for our English Learners and will assit teachers in the implementation of Integrated and focused ELD Instruction.
2605 School Counselor	0.20	15,422.20	-	-	Socio/Emotional Support to ensure academic progress or all students.
6425 Guidance Asst	0.40	11,350.80	-	-	Socio/Emotional Support to ensure academic progress or all students.
6472 Library Asst	0.38	9,544.13	-	-	Access to literary resources to support scholarly behaviors and ELA development.
1957 Non Clsrm Tchr Hrly		10,877.00		-	After school Intervention groups/Intersession for students at risk of not meeting grae level standards.
Employee Benefits		**27,826.60**		**109.96**	Mandated employee benefit costs
4301 Supplies		267.37		1,334.00	Supplemental Instructional materials to strengthen Common Core instruction.

2014-15 Elementary Core

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

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

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

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

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

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

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