



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
Albert Baxter Elementary	19-64303-6011605	10/31/2023	12/14/2023

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

Additional Targeted Support and Improvement

The purpose of the Albert Baxter Elementary School Plan is to empower students to become lifelong learners and responsible citizens through a challenging curriculum in a positive and supportive atmosphere. It is the vision of the Albert Baxter community to closely work together toward continuous academic excellence in a safe and rigorous learning environment. We strive to have every student progress and achieve measurable growth in all academic areas. All students are taught by highly qualified teachers who skillfully use best instructional practices to ensure that all students learn. As a learning community, we work collaboratively to expand our knowledge through professional development, parent education, and public outreach to strengthen the partnership among all community members.

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI). Baxter is eligible for ATSI based on the low performance and chronic absenteeism for the following student group: Students with Disabilities. The Albert Baxter Elementary School Plan addresses the ATSI identified student group through goals, strategies, and budget allocations.

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.

The Albert Baxter Elementary School Plan for Student Achievement will include the following items: 1) a comprehensive needs assessment that includes an analysis of verifiable state data, consistent with state priorities, including state-determined long term goals and local data, 2) an identification process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals, 3) stakeholder involvement, 4) goals to improve student outcomes, including addressing the needs of student groups, 5) evidence-based strategies, actions and services, and 6) proposed expenditures.

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).

Parent/Staff Surveys

The 2022-2023 Spring Title I Fall Parent Evaluation Survey was distributed to all parents in English and Spanish. Approximately 39% of the parents returned surveys results. There were a total of 108 Respondents.

Goal 2

Q4. I attended the annual Title I parent meeting. 50.5% Responded Yes.

Q5. I have received information about the Title I program and services this school year. 78.5% Responded Yes

Q6. I am aware that parents are involved in the planning, reviewing, and improvement of the Title I programs through School Site Council. 85.8% Responded Yes

Q7. I have received timely information on my child's academic progress throughout the year. 94.3% Responded Yes

Q9. I have been provided with information about the curriculum, assessments, and the levels of proficiency that students are expected to achieve during Back to School Night and at parent conferences. 88.6% Responded Yes

Q12. I have received specific information informing me of the level of achievement of my child in each state assessment in grades 3-8 and 11. 84.1% Responded Yes

Q15. The school provides many opportunities for parents to be involved with the education of their children. 93.5% Responded Yes.

Goal 3

Q1. I am aware that parents at the school are involved in the development of parental involvement activities through PTA or other committees. 95.3% Responded Yes.

Q2. I received a copy of the Title I school parent involvement policy as part of data confirmation at the beginning of the school year. 81.1% Responded Yes.

Q3. I am aware that an annual Title I parent meeting informed parents of the Title I program at the beginning of the school year, usually at Back to School Night. 86.9% Responded Yes.

Q8. I am aware that parents were involved in the annual review of the school-parent compact through School Site Council. 85.8% Responded Yes.

Q10. The school has effective ways of communicating with parents. 97.2% Responded Yes

Q11. Parents are able to communicate with school staff and administration. 97.2% Responded Yes

Q13. I have received a copy of the Rights and Responsibilities of Parents or Guardians of Minor Pupils document as part of data confirmation at the beginning of the year. 90.7% Responded Yes.

Q14. I am aware that information is provided to parents in English and Spanish. 99.1% Responded Yes.

Q16. Parent meetings are held at a convenient time for parents. 90.7% Responded Yes.

Q17. I prefer to attend parent meetings: 34.6% responded After School; 30.6% responded In the Evening; 17.8% responded During School; 11.29% responded Before School; 5.6% responded I Do Not Attend Meetings

The 2023-2024 Fall Title I Needs Assessment Survey was distributed to all parents and staff in English and Spanish. Approximately 31% of the parents returned surveys results. There were a total of 91 Respondents.

Goal 1

Q1. Our school is a safe place for students to learn- 95.7% of respondents responded Strongly Agree/Agree

Q2. Our school emphasizes the importance of student attendance- 98.9% of respondents responded Strongly Agree/Agree

Q3. Our school offers support for social-emotional learning to students through: Counselor 87.9%, Wellness Room 53.8%, Case Manager 41.8%, PBIS 49.5%, Restorative Practices 33%, and SEL 35.2%.

Goal 2

Q4. Instruction at our school is guided by California Standards and students learn using the adopted curriculum.-89% of respondents responded Strongly Agree/Agree

Q5. Our school provides academic support for students through: Intervention Teacher 69.2%, Instructional Aides 57.1%, Tutoring 46.2%, Digital Learning Platforms 71.4%, and Expanded Learning Programs 75.8%.

Q6. Our school provides professional development to support instructional practices and district initiatives-85.8% of respondents responded Strongly Agree/Agree

Goal 3

Q7. Our school uses various methods for home/school communication, which includes: Website/Social Media 80.2%, Blackboard Messages 53.8%, Marquee 49.5%, Phone Calls 85.7%, Letters/Fliers 78%, Dojo Messages 91.2%, and Email 82.4%.

Q8. I am aware of various parent involvement and engagement opportunities at both the school and district levels, which include: Back to School/Open House 92.3%, Parent Conferences/IEPs 80.2%, Family Nights/PTA Events 74.7%, Advisory Committees 51.3%, PTA/ 68.1%, Parent Education 53.8%, Volunteer 41.8%

Q9. Our school effectively communicates with parents and includes them in their child's education-95.7% of respondents responded Strongly Agree/Agree

Student Surveys

The 2022-2023 California Healthy Kids Survey was administered to all fifth graders in the Spring of 2023.

School Connectedness (Highly and Moderately) 72% (Down 5% from 21-22)

62% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Do you feel close to people at school? (Up 1% from 21-22)

64% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Student is happy to be at this school. (Down 17% from 21-22)

62% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Student feels part of the school. (Down 7% from 21-22)

Staff-Student Relationships (Highly and Moderately) 65% (Down 13% from 21-22)

68% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults at school care about me. (Down 16% from 21-22)

60% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults make an effort to get to know me. (Down 5% from 21-22)

68% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults at school listen when I have something to say. (Down 17% from 21-22)

Meaningful Participation (Highly and Moderately) 33% (Down 14% from 21-22)

19% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students given a chance to help decide school activities or rules. (Down 8% from 21-22)

15% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students given a chance to help decide class activities or rules. (Down 12% from 21-22)

43% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students have a chance to solve school problems. (Down 22% from 21-22)

Bullying not allowed

97% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults make it clear that bullying is not allowed. (Down 3% from 21-22)

40% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students try to stop bullying when they see it. (Down 33% from 21-22)

A Panorama Back-to-School Survey was conducted with all Grade 3-6 Students in the Fall 2023

Topic	Percent Favorable	Compared to Spring 2023
Teacher Student Relationships Grades 3–5	73%	-7%
Teacher Student Relationships Grade 6	83%	+4%
Sense of Belonging Grades 3-5	65%	-2%
Sense of Belonging Grade 6	60%	-4%

Classroom Observations

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

All probationary and temporary teachers receive three formal observations per year. Permanent teachers receive one formal observation every other year. After 15 years in the district, permanent teachers receive one formal observation every five years. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. The Instructional Rounds Tool collects data of site/district administrator visits and walk-throughs. Site and/or district based professional development is designed based on the data collected during the observations.

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)

Statewide testing results (CAASPP scores) and local assessments (NWEA Fluency, NWEA MAP Growth Reading, NWEA MAP Growth Language, NWEA MAP Growth Math and District Writing Assessment) are used to determine if all students are making progress. The data are also used to determine if the achievement gap is closing for identified groups, subgroups, and individual students. Ongoing analysis of assessment results throughout the school year by the SSC, advisory committees, teachers and administrators is conducted at regular meetings to monitor the progress in academic achievement by individual students and subgroups. If the achievement gap is not closing for all identified groups and subgroups, new research-based strategies are identified and implemented to address the gaps. The progress of English learners toward attaining English proficiency and in meeting grade-level standards is monitored through the ELPAC, site assessments and writing assessments. The progress of reclassified students is monitored for two years to ensure appropriate instructional placement and to determine any needs for academic support. Parents are provided with information in English/Spanish (written/verbal) at meetings or through written communications on the results of state and local assessments.

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

Teachers meet by grade levels weekly in PLCs to review curriculum-based assessment results. Student work samples are reviewed and analyzed in regard to meeting grade-level standards and district performance expectations. Individual and subgroup progress toward proficiency is determined through the data analysis. Areas of weakness made apparent by the analysis are determined for the purpose of sharing effective practices and ascertaining needs for struggling students. Each trimester, grade level teaching teams meet with the administrator to review student progress in ELA and Math and plan for intervention in ELA and math.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Albert Baxter Elementary teachers meet the requirements as highly qualified staff.

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

Staff members are recruited as needed, trained, and assisted to ensure the effectiveness of the instructional program. Highly qualified teachers are hired to fill vacant positions. Teachers with the appropriate authorizations provide ELD and use SDAIE strategies to provide English learners with access to the core curriculum. New teachers participate in the BTSA program. All teachers have sufficient SBE-adopted materials in their classrooms. On-going staff development is being provided on the SBE-adopted science materials through district TOSA trainings, TOSA office hours, and site professional development Wednesdays.

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

District and site professional development is offered based on the results of staff surveys, data from the Instructional Rounds data tool and the analysis of student assessment data. Professional development focuses on standards-based programs and standards-aligned strategies and practices that have demonstrated effectiveness through research in improving the academic achievement of the targeted students at the school. Current professional development includes the following: SII, ELA word work, Math Standards Shifts in Practices, Thinking Maps, UDL, data analysis, MTSS, SEL, and PBIS. Professional development is of sufficient intensity and duration to have a positive and lasting impact on teacher performance and student achievement.

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

A school site 100% ELA Intervention Teacher provides instructional assistance and support daily to teachers in ELA. A school site Math Intervention TOSA provides instructional assistance and support daily to teachers. An Instructional Specialist provides coaching, staff development, data analysis, and curriculum planning support. The TOSAs attend grade level PLC meetings to analyze student assessment data and provide intervention support. A district ELD TOSA provides regular support and assistance to staff in meeting the instructional needs of EL students. Additional district Science, Technology, and Math TOSAs provide additional support.

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

All teachers meet in grade level PLCs weekly and grade level planning bi-weekly. Additionally, grade level planning opportunities are provided 3 times a month during shortened Wednesdays. Once a month K-6 articulation occurs during Wednesday staff development.

Teaching and Learning

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

All subject areas, report cards and testing are aligned to the California State Content Standards. All curriculum materials are SBE-adopted and align to the content and performance standards. Instruction in the classroom is standards-aligned and includes a variety of research-based instructional strategies.

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

All teachers create an instructional schedule that meets or exceeds the recommended instructional minutes for reading/language arts and mathematics. The district standard for grades K- 3 is ELA daily minutes - 150 and mathematics daily minutes- 50-60. The district standard for grades 4-6 is ELA daily minutes- 120 and mathematics daily minutes- 50-60.

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

District committees consisting of grade level teachers, district administrators, and site administrators have developed curriculum pacing guides for all teachers. For the ELA adoption, teachers are utilizing the publisher pacing guide, the word work 10-day lesson plans and creating cohesive units within grade level planning time. Baxter teachers have created instructional schedules that allow for Response to Intervention time at least three times a week for struggling students.

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

All teachers and students have access to standards-based instructional materials, including special education students.

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

There is full implementation of the SBE-adopted and standards-aligned instructional materials at all grade levels. All intervention materials are SBE-adopted as well.

Opportunity and Equal Educational Access

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

All students have equitable access to all programs, classrooms, and services as required by law. Title I schoolwide services are provided to students using district and site guidelines. Eligible students are identified based on multiple measures for each grade level, which include teacher recommendations. Grade K-2 students are placed in leveled phonics instruction based on NWEA Fluency assessment results as well as teacher assessments. Grade 4-6 students are placed in Tier 2 Reading Intervention based on the results of NWEA MAP Growth Reading Assessments and teacher assessments. English learners are assigned to an appropriate instructional setting based on their English fluency levels and receive thirty minutes of ELD instruction each day.

Evidence-based educational practices to raise student achievement

School reform strategies are based on scientific research and designed to ensure that all students meet or exceed the standards. The implemented research-based strategies are: Structured Interactive Instruction, Cognitively Guided Instruction, Universal Design for Learning and Thinking Maps. All supplementary programs and services support standards-based instruction and the district-adopted curriculum. Implementation of supplementary services are meant to close any academic achievement gaps. These include: ST Math, Smarty Ants, Rewards, Fast ForWord, ELOP and small group instruction. Strategies to determine the needs of struggling and underserved populations include: Student Success Team where an MTSS model is beginning to be implemented.

Parental Engagement

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

Training and materials to help parents work with their children to improve academic achievement are provided. The following opportunities are available to parents to assist them to acquire skills to help their children with the academic coursework: Kindergarten Visitation Day, Latino Family Literacy Project, Math Parent Workshop, Student Success Team, ELOP, and parent conferences. Parents and families are connected to needed community service agencies to assist families to overcome barriers to success, so that students will come to school ready to learn. The school's Caring Connections case manager meets with families to assess needs and make referrals to service-providing agencies for medical (including insurance enrollment), dental, vision care, food and clothing, counseling, and other services. Follow up services will also be provided to ensure that families are receiving and accessing services. Two school site guidance counselors are available daily to provide counseling services to students as well. The school website allows parents to access academic resources to support student achievement.

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)

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs. School Site Council (SSC) continually reviews data on the effectiveness of core and categorical school programs, to monitor and evaluate SPSA plan implementation, determine needs for modification, and to revise, as needed, the plan. The SSC reviews and approves annually the School Safety Plan and submits it to the District Office for review and approval in consultation with a representative from the Los Angeles County Sheriff's Department and the district consultant. The plan is submitted for review and approval by the Board of Education. Parents participate on advisory committees, including the English Learner Advisory Committee to provide input into the development of the SPSA. Parents of all students are invited to attend the annual Title I meeting where they participate in planning, review, and improvement of the school's Title I programs. Parents are encouraged to become involved in the school to improve student academic achievement. Parents are invited to serve as volunteers, to attend principal meetings, to participate in the PTA, participate in parent committees, and attend parent classes.

Funding

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

Instructional assistants support small group ELA and math instruction during school day Response to Intervention. Technology devices allow struggling students access to core and supplementary curriculum. Identified target students attend intervention four days a week to improve reading achievement. Supplementary software programs such as Smarty Ants and ST Math enhance students' language skills. A case manager arranges social services such as counseling, food, clothing, medical insurance and tutoring because healthy kids learn better. District categorical funding provides: a Math Intervention TOSA, an ELA Intervention Teacher, an Instructional Specialist, Chromebooks, and professional development.

Fiscal support (EPC)

The school receives the following fiscal support: Title I, Supplementary Grant, Concentration Grant, SISS, grants and donations. In addition to the school site Title I allocations the district also provides additional services. The district provides an ELA intervention teacher, a Math TOSA, an Instructional Specialist, a case manager, a library media aide, and preschool services.

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

The Albert Baxter Elementary School Site Council is made up of one administrator, one classified staff member, three teachers and five parents. The SSC will meet on the following dates: September 21, 2023, October 31, 2023, November 28, 2023, December 19, 2023, February 13, 2024, March 26, 2024 and April 16, 2024. The SSC reviewed and analyzed school budgets, student achievement data, parent, student, and staff surveys, effectiveness of school plan actions and suggestions for school goals. Parents from the English Learner Advisory Committee provided input for the School Plan at meetings on September 14 and October 20, 2023.

The School Site Council considered the input and approved the revised School Plan on October 31, 2023.

Resource Inequities

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

Goal #1 Whole Child Approach

On the Spring 2023 California Healthy Kids Survey, results indicate that students need to increase adult relationships and feel that there is meaningful participation for them at school:

Staff-Student Relationships (Highly and Moderately) 65% (Down 13% from 21-22)

Meaningful Participation (Highly and Moderately) 33% (Down 14% from 21-22)

Additionally, data from the Fall 2023 Panorama Survey indicate that students need to feel a connection and a sense of belonging to the school: Teacher Student Relationships Grades 3–5 73% favorable down 7% from Spring 2023; Sense of Belonging Grades 3-5 65% favorable down 2% from Spring 2023; Sense of Belonging Grade 6 60% favorable down 4% from Spring 2023.

CA Dashboard Data indicate that Chronic Absenteeism is Very High for all students at Baxter, including the subgroups of Hispanic, English Learner, Socio-Economically Disadvantaged, Students with Disabilities, and Black/African American.

These results indicate that students need to have greater access to meaningful relationships with adults who know them and to whom they feel accountable and that the school needs to increase opportunities to build student connection to increase attendance.

Goal #2 Early Intervention

Spring 2023 ELA CAASPP data indicate that the majority of students need intervention to be successful in ELA:

Baxter students scoring advanced/proficient in ELA 41.95% down 3.3% from Spring 2022.

Additionally, subgroup data from the 2022 California Dashboard ELA Equity Report indicate an achievement gap for the following subgroups: English Learners- 18.4 points below the standard, African American- 17.1 points below the standard, Hispanic- 11.6 points below the standard and Students with Disabilities- 50.0 points below the standard as compared to Students Overall- 5.2 points below the standard.

These results indicate a need to provide access to early intervention supports and to increase collaboration between interventionists and teachers to ensure that intervention supports are integrated and aligned with core instruction.

Goal #3 Family Academic Engagement

On the Fall 2023 Title I Needs Assessment Survey question 5, results indicate that the school needs to communicate to parents the instructional supports available to students so parents may assist with their student's learning goals:

Q5. Our school provides academic support for students through: Intervention Teacher 69.2%, Instructional Aides 57.1%, Tutoring 46.2%, Digital Learning Platforms 71.4%, and Expanded Learning Programs 75.8%.

Additionally, to truly engage parents in the academic lives of their children, parent outreach is needed to inform parents of school involvement opportunities beyond Back to School or Open House Night, as evidenced by the results to question 8 on the Fall 2023 Title I Needs Assessment Survey:

Q8. I am aware of various parent involvement and engagement opportunities at both the school and district levels, which include: Back to School/Open House 92.3%, Parent Conferences/IEPs 80.2%, Family Nights/PTA Events 74.7%, Advisory Committees 51.3%, PTA/ 68.1%, Parent Education 53.8%, Volunteer 41.8%

These results support the need for increased family outreach and academic engagement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0.35%	.68%	0	1	2
African American	6.25%	6.74%	6.76%	19	19	20
Asian	3.95%	4.96%	3.38%	12	14	10
Filipino	1.64%	1.42%	1.01%	5	4	3
Hispanic/Latino	81.91%	78.37%	80.74%	249	221	239
Pacific Islander	1.64%	2.48%	1.35%	5	7	4
White	2.96%	3.55%	3.04%	9	10	9
Multiple/No Response	1.64%	2.13%	3.04%	5	6	9
Total Enrollment				304	282	296

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	38	25	40
Grade 1	42	41	32
Grade 2	43	43	45
Grade3	36	41	45
Grade 4	44	34	43
Grade 5	46	50	42
Grade 6	55	48	49
Total Enrollment	304	282	296

Conclusions based on this data:

1. Albert Baxter Elementary has had consistent enrollment for the last three years.
2. The Hispanic population at Albert Baxter Elementary has been the majority of students for three years.
3. The percentage of most other student groups has remained about the same, with a slight increase in enrollment for American Indian for 2023-2024.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	77	81	84	25.3%	28.7%	28.4%
Fluent English Proficient (FEP)	24	22	13	7.9%	7.8%	4.4%
Reclassified Fluent English Proficient (RFEP)	14	20	13	4.6%	7.1%	4.4%

Conclusions based on this data:

1. The percentage of English Learners has increased slightly since 2021-2022.
2. The percentage of Fluent English Proficient students has decreased significantly over the last three years.
3. The percentage of Reclassified Fluent English Proficient students has remained about the same since 2021-2022 but is lower than last year.

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	45	37	43	0	37	43	0	37	43	0.0	100.0	100.0
Grade 4	42	45	34	0	45	34	0	45	34	0.0	100.0	100.0
Grade 5	52	46	49	0	46	49	0	46	49	0.0	100.0	100.0
Grade 6	58	52	48	0	51	48	0	51	48	0.0	98.1	100.0
All Grades	197	180	174	0	179	174	0	179	174	0.0	99.4	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		2388.	2381.		16.22	9.30		8.11	20.93		32.43	25.58		43.24	44.19
Grade 4		2469.	2429.		24.44	11.76		26.67	23.53		22.22	8.82		26.67	55.88
Grade 5		2502.	2508.		15.22	26.53		32.61	26.53		26.09	18.37		26.09	28.57
Grade 6		2539.	2527.		15.69	14.58		37.25	31.25		33.33	29.17		13.73	25.00
All Grades	N/A	N/A	N/A		17.88	16.09		27.37	25.86		28.49	21.26		26.26	36.78

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		8.11	4.65		64.86	60.47		27.03	34.88
Grade 4		8.89	5.88		73.33	64.71		17.78	29.41
Grade 5		17.39	14.29		63.04	63.27		19.57	22.45
Grade 6		13.73	14.58		62.75	60.42		23.53	25.00
All Grades		12.29	10.34		65.92	62.07		21.79	27.59

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		10.81	6.98		51.35	55.81		37.84	37.21
Grade 4		20.00	2.94		55.56	64.71		24.44	32.35
Grade 5		17.39	18.37		67.39	61.22		15.22	20.41
Grade 6		19.61	18.75		66.67	56.25		13.73	25.00
All Grades		17.32	12.64		60.89	59.20		21.79	28.16

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		8.11	6.98		70.27	79.07		21.62	13.95
Grade 4		17.78	8.82		66.67	73.53		15.56	17.65
Grade 5		8.70	8.16		76.09	75.51		15.22	16.33
Grade 6		15.69	12.50		72.55	75.00		11.76	12.50
All Grades		12.85	9.20		71.51	75.86		15.64	14.94

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		10.81	4.65		59.46	62.79		29.73	32.56
Grade 4		22.22	2.94		62.22	67.65		15.56	29.41
Grade 5		15.22	22.45		73.91	59.18		10.87	18.37
Grade 6		19.61	14.58		76.47	72.92		3.92	12.50
All Grades		17.32	12.07		68.72	65.52		13.97	22.41

Conclusions based on this data:

1. Overall ELA progress for all students has decreased 3.3% from 45.25% met or exceeded standards to 41.95% met or exceeded standards.
2. The highest percentage of students below the standard in ELA is in the area of reading and writing with 27.59% below the standard and 28.16% below the standard, respectively.
3. The number of Grade 4 students not meeting the standard in ELA overall has significantly increased from 26.67% to 55.88%.

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	45	36	43	0	36	43	0	36	43	0.0	100.0	100.0
Grade 4	42	45	34	0	45	34	0	45	34	0.0	100.0	100.0
Grade 5	52	46	49	0	46	49	0	46	49	0.0	100.0	100.0
Grade 6	58	52	48	0	51	48	0	51	48	0.0	98.1	100.0
All Grades	197	179	174	0	178	174	0	178	174	0.0	99.4	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		2432.	2427.		22.22	13.95		25.00	39.53		19.44	18.60		33.33	27.91
Grade 4		2468.	2473.		17.78	17.65		28.89	20.59		33.33	47.06		20.00	14.71
Grade 5		2489.	2525.		10.87	36.73		28.26	12.24		23.91	26.53		36.96	24.49
Grade 6		2500.	2497.		5.88	6.25		23.53	25.00		41.18	33.33		29.41	35.42
All Grades	N/A	N/A	N/A		13.48	18.97		26.40	24.14		30.34	30.46		29.78	26.44

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		30.56	27.91		47.22	48.84		22.22	23.26
Grade 4		31.11	23.53		35.56	58.82		33.33	17.65
Grade 5		17.39	32.65		50.00	48.98		32.61	18.37
Grade 6		11.76	6.25		56.86	56.25		31.37	37.50
All Grades		21.91	22.41		47.75	52.87		30.34	24.71

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		27.78	16.28		47.22	58.14		25.00	25.58
Grade 4		15.56	20.59		62.22	55.88		22.22	23.53
Grade 5		13.04	24.49		47.83	48.98		39.13	26.53
Grade 6		5.88	8.33		54.90	54.17		39.22	37.50
All Grades		14.61	17.24		53.37	54.02		32.02	28.74

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		16.67	16.28		63.89	69.77		19.44	13.95
Grade 4		15.56	17.65		55.56	61.76		28.89	20.59
Grade 5		2.17	30.61		71.74	48.98		26.09	20.41
Grade 6		5.88	4.17		68.63	70.83		25.49	25.00
All Grades		9.55	17.24		65.17	62.64		25.28	20.11

Conclusions based on this data:

1. Overall math progress for all students has increased from 39.88% met or exceeded standards to 43.11% met or exceeded standards.
2. The percentage of students below the standard decreased in the math areas of Concepts and Procedures from 30.34% to 24.71%, Problem Solving & Modeling/Data Analysis from 32.02% to 28.74%, and Communicating Reasoning from 25.28% to 20.11%.
3. The percent of students who met or exceeded standards in math increased significantly in grades 3 and 5 from 47.22% to 53.48% and from 39.13% to 48.97%, respectively.

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	*	*	*	*	*	*	*	*	*	7	7	5
1	1428.7	*	1467.6	1442.3	*	1467.8	1414.6	*	1467.1	19	9	11
2	*	1461.7	*	*	1477.6	*	*	1445.2	*	9	20	9
3	1515.9	*	1487.1	1524.9	*	1496.7	1506.5	*	1477.0	11	6	23
4	1530.3	1551.4	*	1539.0	1567.6	*	1521.0	1534.5	*	12	11	8
5	1521.3	1563.4	1611.4	1513.7	1566.9	1627.2	1528.3	1559.5	1595.0	12	14	11
6	1525.8	*	1587.5	1519.0	*	1601.1	1532.1	*	1573.6	17	9	14
All Grades										87	76	81

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	5.26	*	9.09	36.84	*	63.64	10.53	*	27.27	47.37	*	0.00	19	*	11
2	*	5.00	*	*	45.00	*	*	25.00	*	*	25.00	*	*	20	*
3	36.36	*	13.04	36.36	*	30.43	27.27	*	43.48	0.00	*	13.04	11	*	23
4	33.33	36.36	*	50.00	45.45	*	16.67	18.18	*	0.00	0.00	*	12	11	*
5	25.00	28.57	72.73	33.33	64.29	18.18	33.33	7.14	9.09	8.33	0.00	0.00	12	14	11
6	11.76	*	57.14	35.29	*	35.71	52.94	*	7.14	0.00	*	0.00	17	*	14
All Grades	17.24	19.74	29.63	39.08	43.42	37.04	29.89	27.63	28.40	13.79	9.21	4.94	87	76	81

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	21.05	*	18.18	21.05	*	63.64	15.79	*	18.18	42.11	*	0.00	19	*	11
2	*	25.00	*	*	40.00	*	*	35.00	*	*	0.00	*	*	20	*
3	45.45	*	26.09	45.45	*	39.13	9.09	*	34.78	0.00	*	0.00	11	*	23
4	75.00	72.73	*	0.00	18.18	*	25.00	9.09	*	0.00	0.00	*	12	11	*
5	33.33	42.86	90.91	58.33	57.14	0.00	0.00	0.00	0.00	8.33	0.00	9.09	12	14	11
6	23.53	*	78.57	58.82	*	21.43	17.65	*	0.00	0.00	*	0.00	17	*	14
All Grades	35.63	35.53	45.68	34.48	42.11	34.57	16.09	21.05	17.28	13.79	1.32	2.47	87	76	81

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	0.00	*	9.09	26.32	*	45.45	21.05	*	36.36	52.63	*	9.09	19	*	11
2	*	0.00	*	*	45.00	*	*	25.00	*	*	30.00	*	*	20	*
3	0.00	*	4.35	45.45	*	17.39	45.45	*	39.13	9.09	*	39.13	11	*	23
4	8.33	18.18	*	41.67	36.36	*	33.33	36.36	*	16.67	9.09	*	12	11	*
5	8.33	14.29	45.45	33.33	42.86	27.27	41.67	42.86	27.27	16.67	0.00	0.00	12	14	11
6	11.76	*	42.86	17.65	*	14.29	47.06	*	35.71	23.53	*	7.14	17	*	14
All Grades	4.60	7.89	18.52	31.03	39.47	28.40	37.93	36.84	35.80	26.44	15.79	17.28	87	76	81

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	*	*	*	*	*	*	*	*	*	*	*	*
1	26.32	*	36.36	36.84	*	63.64	36.84	*	0.00	19	*	11
2	*	20.00	*	*	75.00	*	*	5.00	*	*	20	*
3	36.36	*	21.74	63.64	*	65.22	0.00	*	13.04	11	*	23
4	58.33	63.64	*	33.33	36.36	*	8.33	0.00	*	12	11	*
5	8.33	42.86	72.73	83.33	57.14	18.18	8.33	0.00	9.09	12	14	11
6	17.65	*	42.86	70.59	*	57.14	11.76	*	0.00	17	*	14
All Grades	26.44	34.21	32.10	59.77	57.89	61.73	13.79	7.89	6.17	87	76	81

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	*	*	*	*	*	*	*	*	*	*	*	*
1	15.79	*	18.18	47.37	*	72.73	36.84	*	9.09	19	*	11
2	*	30.00	*	*	65.00	*	*	5.00	*	*	20	*
3	63.64	*	34.78	27.27	*	56.52	9.09	*	8.70	11	*	23
4	75.00	81.82	*	25.00	9.09	*	0.00	9.09	*	12	11	*
5	66.67	78.57	90.91	33.33	21.43	9.09	0.00	0.00	0.00	12	14	11
6	64.71	*	85.71	29.41	*	14.29	5.88	*	0.00	17	*	14
All Grades	50.57	50.00	51.85	35.63	46.05	43.21	13.79	3.95	4.94	87	76	81

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	*	*	*	*	*	*	*	*	*	*	*	*
1	15.79	*	18.18	26.32	*	72.73	57.89	*	9.09	19	*	11
2	*	0.00	*	*	65.00	*	*	35.00	*	*	20	*
3	0.00	*	13.04	81.82	*	34.78	18.18	*	52.17	11	*	23
4	8.33	9.09	*	66.67	72.73	*	25.00	18.18	*	12	11	*
5	16.67	21.43	36.36	58.33	71.43	63.64	25.00	7.14	0.00	12	14	11
6	11.76	*	35.71	29.41	*	35.71	58.82	*	28.57	17	*	14
All Grades	10.34	10.53	20.99	52.87	57.89	51.85	36.78	31.58	27.16	87	76	81

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	*	*	*	*	*	*	*	*	*	*	*	*
1	0.00	*	18.18	55.56	*	72.73	44.44	*	9.09	18	*	11
2	*	25.00	*	*	40.00	*	*	35.00	*	*	20	*
3	18.18	*	13.04	72.73	*	52.17	9.09	*	34.78	11	*	23
4	8.33	27.27	*	83.33	72.73	*	8.33	0.00	*	12	11	*
5	8.33	21.43	63.64	91.67	78.57	36.36	0.00	0.00	0.00	12	14	11
6	17.65	*	42.86	82.35	*	57.14	0.00	*	0.00	17	*	14
All Grades	9.30	25.00	29.63	72.09	63.16	55.56	18.60	11.84	14.81	86	76	81

Conclusions based on this data:

1. On the 2022-2023 ELPAC, the percentage of students scoring at 4 on Overall Language increased from 19.74% to 29.63%.

2. The percentage of students scoring at Level 1 decreased from 9.21% to 4.94%.
3. On the 2022-2023 ELPAC, the lowest scoring domain was Reading with 27.16% of students scoring Beginning and the highest scoring domain was Speaking with 51.85% of students scoring Well Developed.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
304	82.6	25.3	2.0
Total Number of Students enrolled in Albert Baxter Elementary.	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	77	25.3
Foster Youth	6	2.0
Homeless	1	0.3
Socioeconomically Disadvantaged	251	82.6
Students with Disabilities	32	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	6.3
American Indian		
Asian	12	3.9
Filipino	5	1.6
Hispanic	249	81.9
Two or More Races	5	1.6
Pacific Islander	5	1.6
White	9	3.0

Conclusions based on this data:

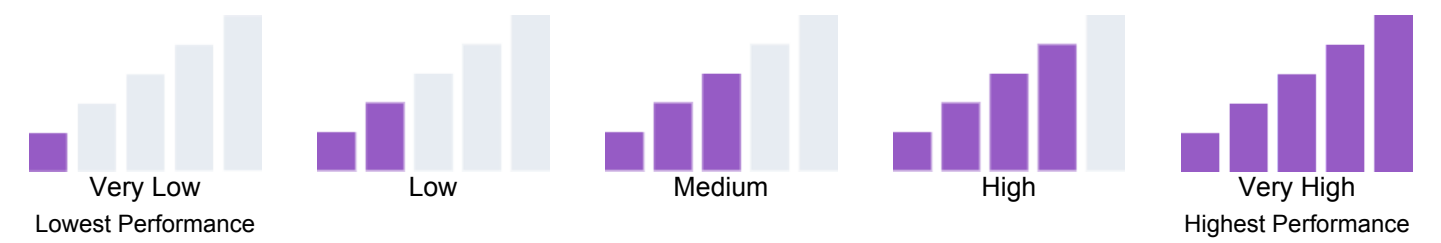
- 1. Socioeconomically Disadvantaged (82.6%) is the largest sub-group of students at Albert Baxter Elementary.
- 2. There are two other sub-groups higher than 10%- English Learners at 25.3% and Students with Disabilities at 10.5%.
- 3. The second largest sub-group at Albert Baxter continues to be Hispanic at 81.9%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Medium</div>		

Conclusions based on this data:

1. ELA and Math academic performance is low. Action is needed to increase All Students academic achievement in ELA and Math.
2. The suspension rate for All Students is medium. Action is needed to reduce the suspension rate to a low level for All Students.

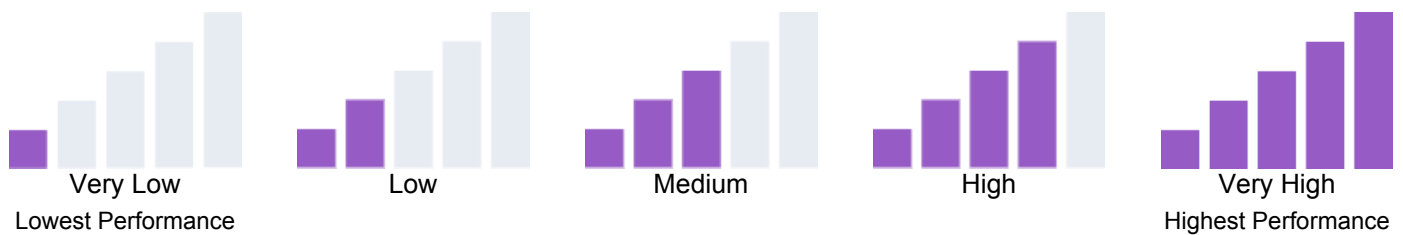
3. Chronic absenteeism is very high. Action is needed to decrease the number of All Students chronically absent.

School and Student Performance Data

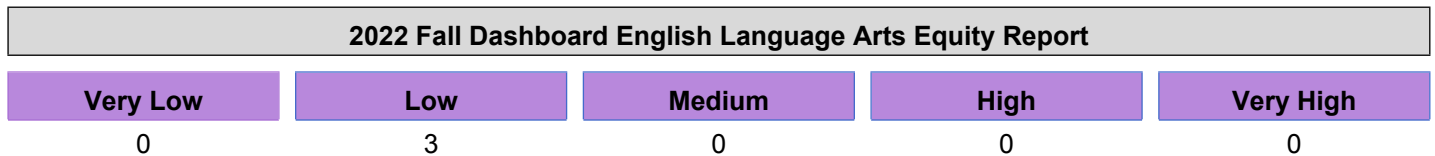
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

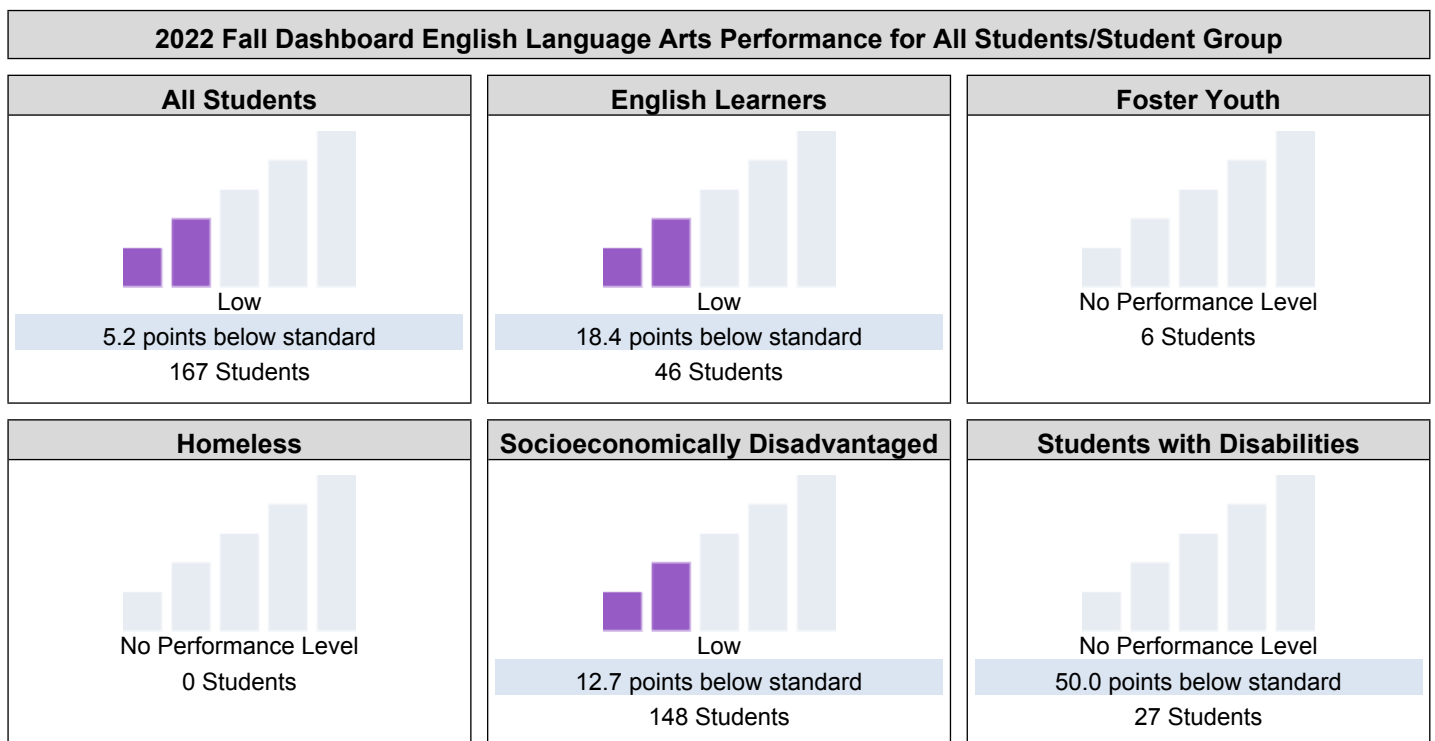
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



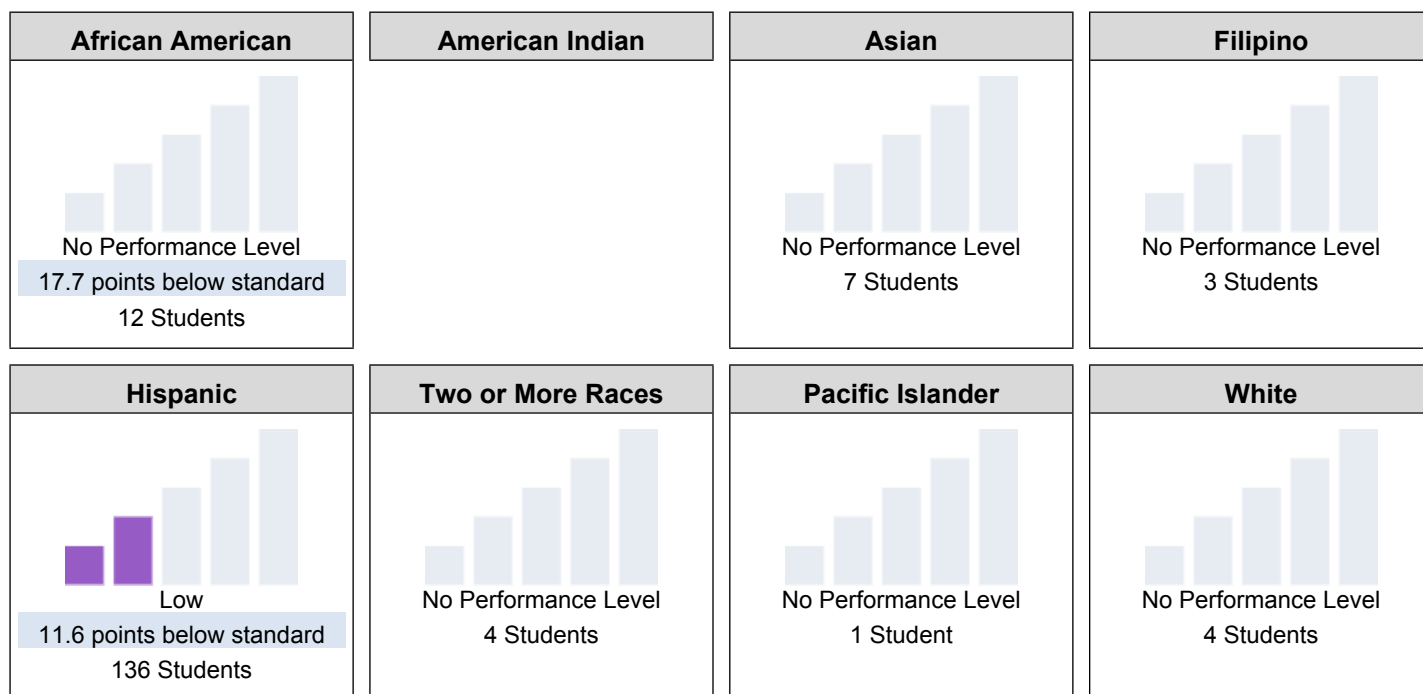
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
32.4 points below standard	7 Students	3.6 points below standard
39 Students		111 Students

Conclusions based on this data:

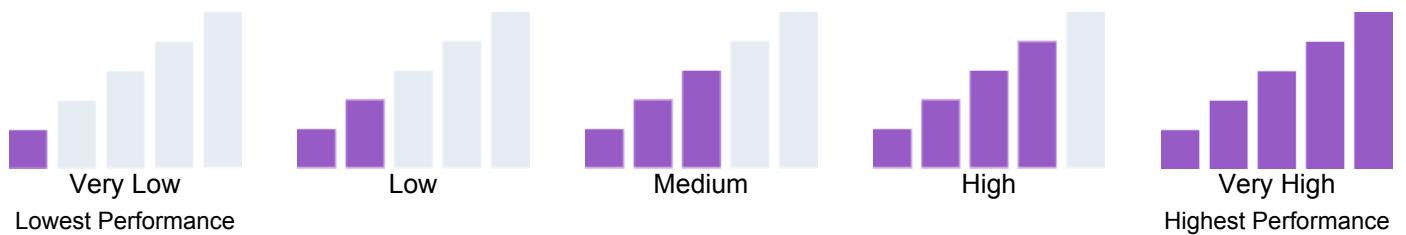
1. All Students scored 5.2 points below the standard in the low range on the ELA state test. Action is needed to increase All Students academic achievement and move to a high level of academic achievement.
2. English Learners scored 18.4 points below the standard and SED students scored 12.7 points below the standard in the low range on the state ELA test. There is a learning gap in ELA for our English Learners and SED students. Action is needed to increase English Learners and SED students academic achievement and move to a medium level of academic achievement in ELA.
3. Students with disabilities scored 50 points below the standard in the low range on the state ELA test. Action is needed to increase SWD students academic achievement in ELA and move to a medium level of achievement.

School and Student Performance Data

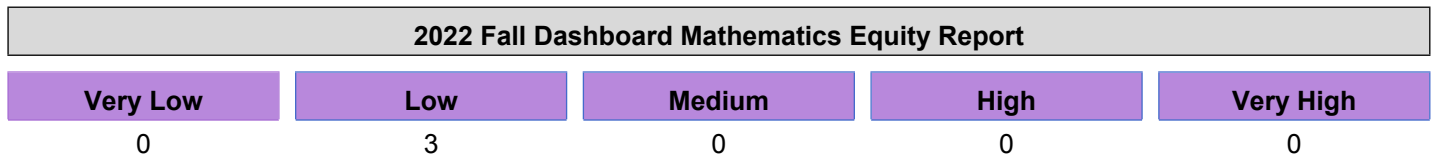
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

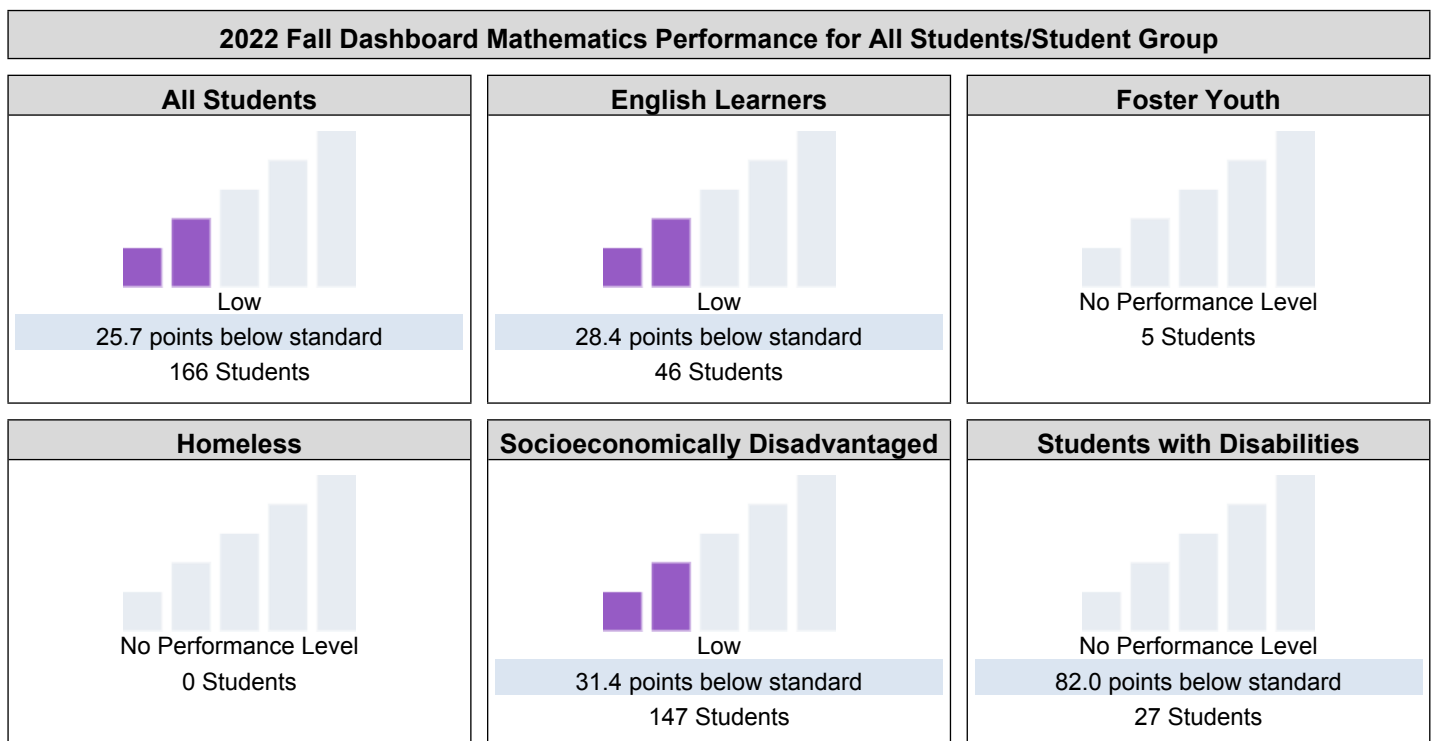
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



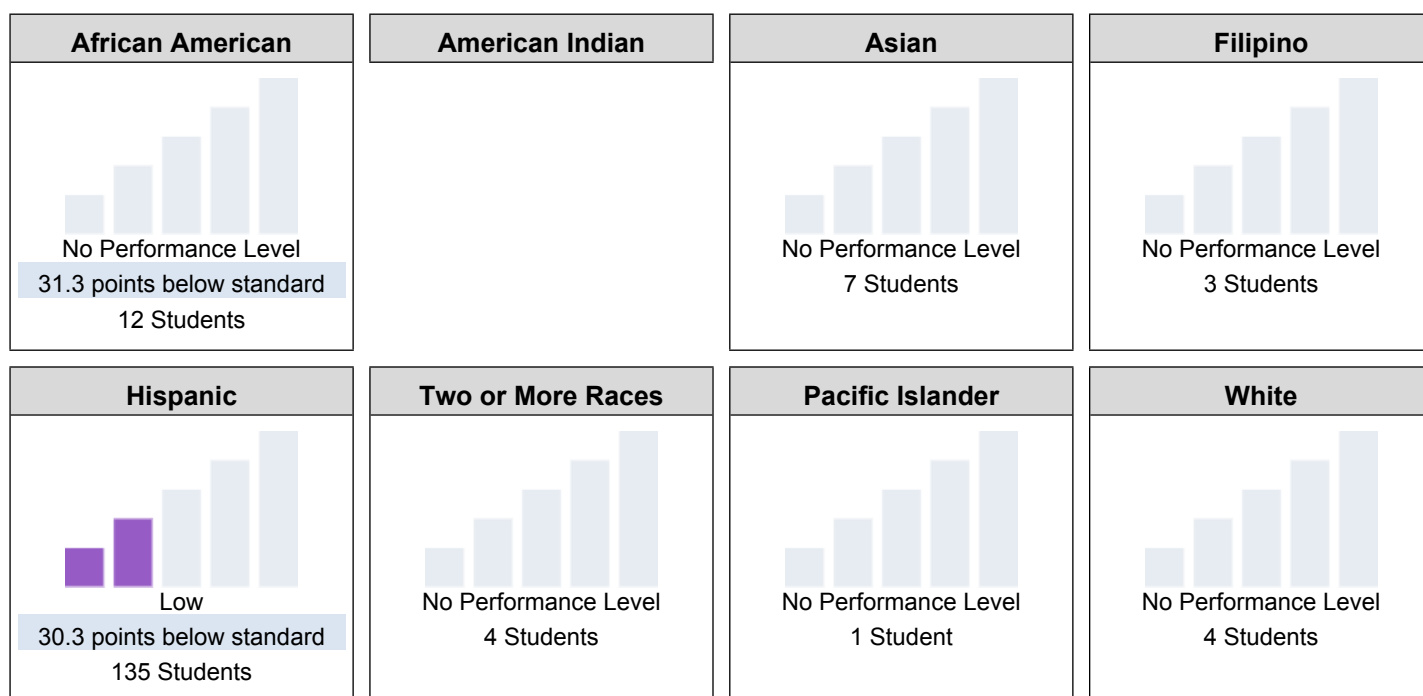
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
44.3 points below standard 39 Students	7 Students	29.8 points below standard 110 Students

Conclusions based on this data:

1. All Students scored 25.7 points below the standard in the low range on the math state test. Action is needed to increase All Students academic achievement and move to a high level of academic achievement in Math.
2. English Learners scored 28.4 points below the standard and SED students scored 31.4 points below the standard in the low range on the state math test. There is a learning gap in math for our English Learners and SED students. Action is needed to increase English Learners and SED students academic achievement and move to a medium level of academic achievement in math.
3. Students with disabilities scored 82 points below the standard in the low range on the state math test. Action is needed to increase SWD students academic achievement in math and move to a medium level of achievement.

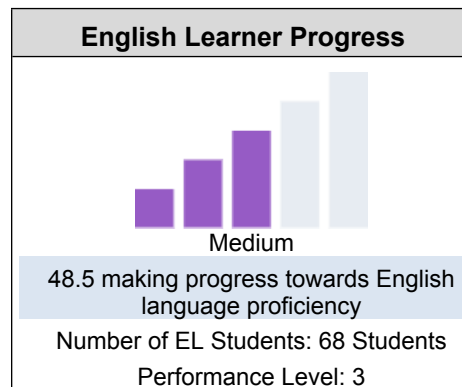
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
20.6%	30.9%	10.3%	38.2%

Conclusions based on this data:

1. 48.5 percent of our English Learners are making progress towards English language proficiency placing our students at a medium performance level.
2. 10.3 percent of English Learners are maintaining at ELPI Level 4. These students need to be Reclassified or areas preventing Reclassification need to be identified in order to provide needed academic support.
3. 38.2 percent of English Learners moved one ELPI level as the year before. Action is needed to move all students one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

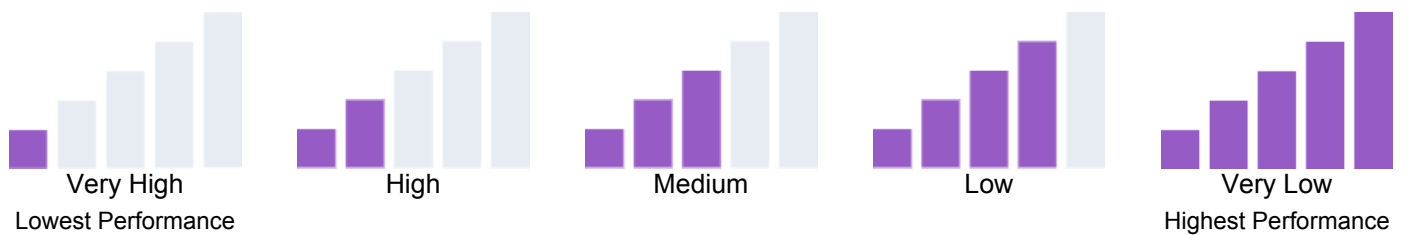
- | | |
|----|-----|
| 1. | N/A |
| 2. | N/A |
| 3. | N/A |

School and Student Performance Data

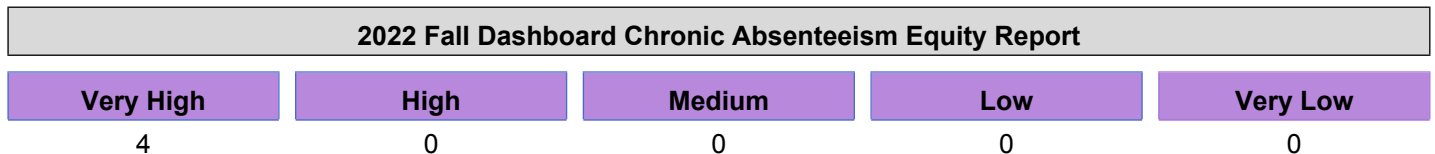
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

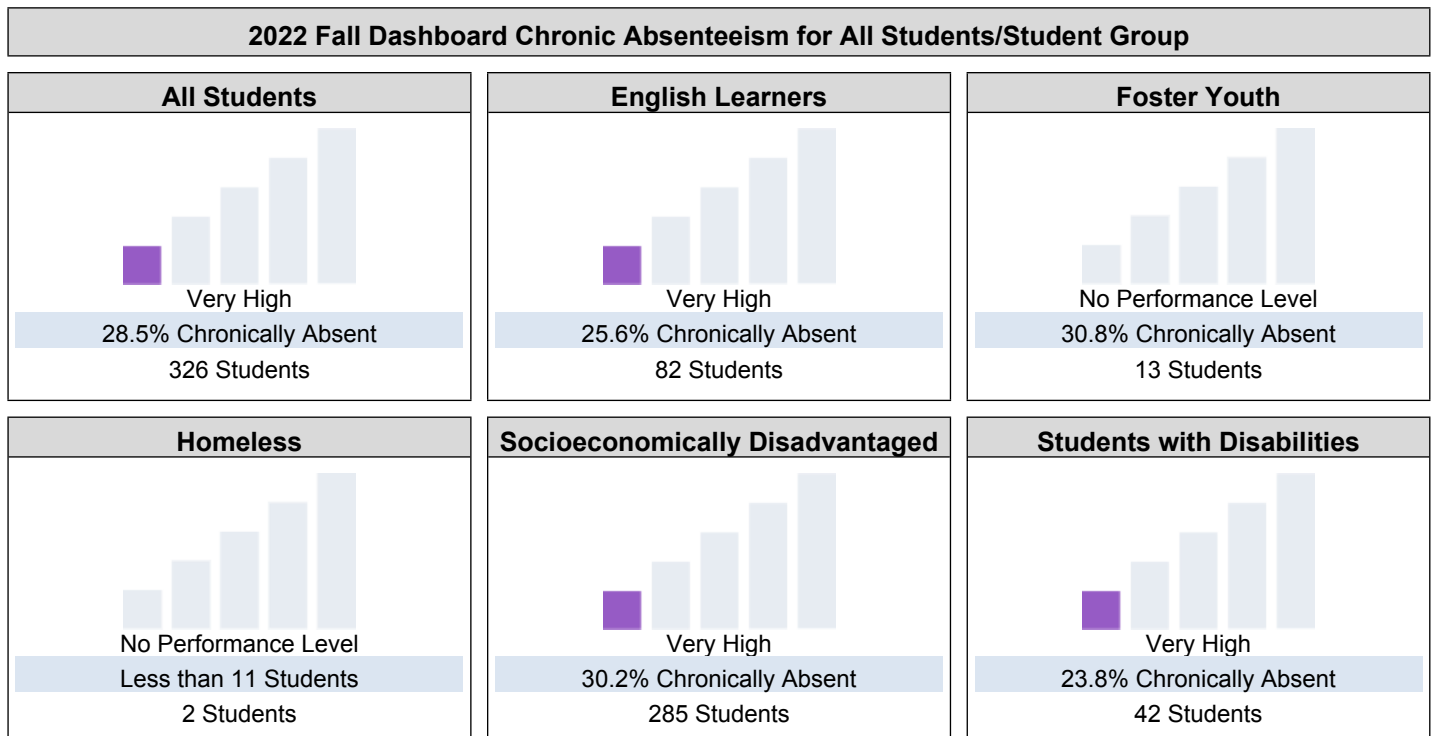
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



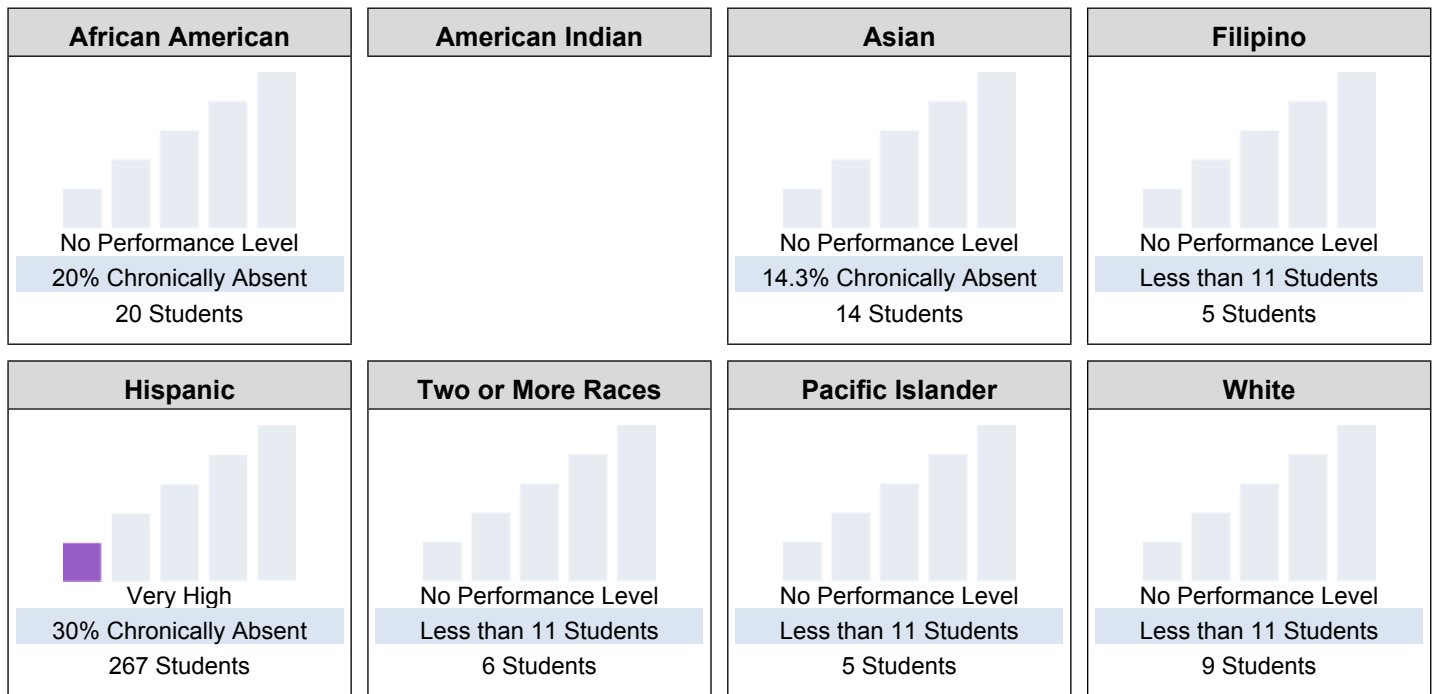
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. The percentage of All Students chronically absent was 28.5% in the very high range. Action is needed to reduce the number of All Students chronically absent.
2. The percentage of English Learner students chronically absent is 25.6% and the percentage of SED students chronically absent is 30.2%, putting both in the very high range. Action is needed to reduce the number of English Learner and SED students chronically absent.
3. The percentage of Students with Disabilities chronically absent is 23.8% in the very high range. Action is needed to reduce the number of Students with Disabilities chronically absent to the low range.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 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:

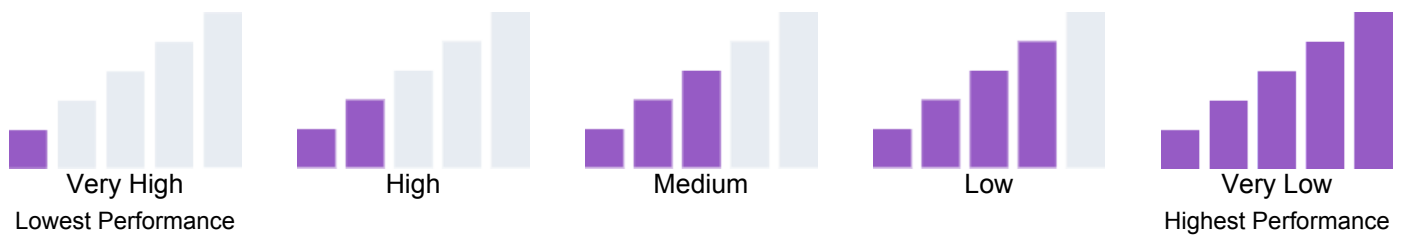
1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



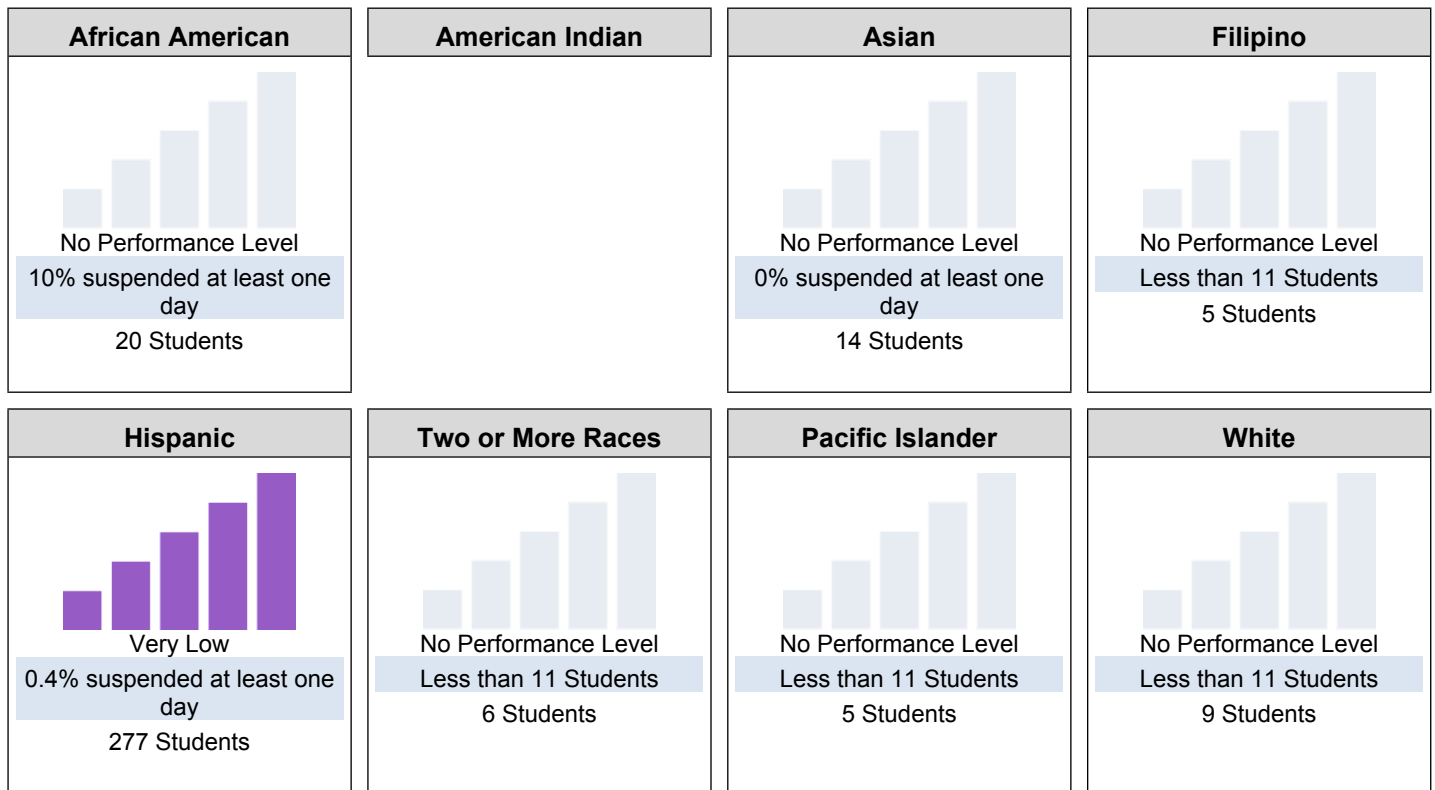
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	1	0	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Medium 1.5% suspended at least one day 336 Students	English Learners Very Low 0% suspended at least one day 86 Students	Foster Youth No Performance Level 0% suspended at least one day 13 Students
Homeless No Performance Level Less than 11 Students 3 Students	Socioeconomically Disadvantaged Medium 1.7% suspended at least one day 294 Students	Students with Disabilities Very Low 0% suspended at least one day 43 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. 1.5% of All Students were suspended which resulted in a rating of medium level. Action is needed to reduce All Student suspensions.
2. 10% of African Americans were suspended, indicating a disparity between All Students and African American students in suspension rate. Action is needed to reduce African American suspensions.
3. 1.7% of Socioeconomically Disadvantaged students were suspended, resulting in a rating of medium level. Action is needed to reduce the SED student suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students safe, collaborative conditions for learning.

Goal 1

Albert Baxter students will learn in a healthy, safe and secure learning environment where students demonstrate appropriate behaviors, persist with learning challenges, and utilize effective problem-solving skills.

Identified Need

All students will feel that they are a valued member of the school community and will attend school consistently.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A chronic and severe chronic data	23.84% of Baxter students have been identified as chronically absent for the 2022-2023 school year.	By spring 2024, students will decrease their chronic absenteeism from 23.84% to under 20% as measured by A2A monthly reports.
Aeries monthly attendance data	Aeries Attendance Summary Report 2022-2023 Overall 92.84%	By spring 2024, students will increase their average monthly attendance rate from 92.84% to 94% as measured by Aeries monthly reports.
Panorama SEL survey	Fall 2023 73% of students responded favorably regarding Teacher Student Relationships (grades 3-5) Fall 2023 83% of students responded favorably regarding Teacher Student Relationships (grade 6)	By spring 2024, students will increase their favorable perception regarding Teacher Student Relationships from 73% to 76% (grades 3-5) and from 83% to 86% (grade 6)
Panorama SEL survey	Fall 2023 65% of students responded favorably regarding Sense of Belonging (grades 3-5) Fall 2023 60% of students responded favorably regarding Sense of Belonging (grade 6)	By spring 2024, students will increase their favorable perception regarding Sense of Belonging from 65% to 68% (grades 3-5) and from 60% to 63% (grade 6)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS	Staff-Student Relationships scoring (Highly and Moderately) by fifth graders at 65%	By spring 2024, fifth grade students will increase their feeling of positive Staff-Student Relationships from 65% to 68%.
CHKS	School Connectedness scoring (Highly and Moderately) by fifth graders at 72%	By spring 2024, fifth grade students will increase their feeling of positive School Connectedness from 72% to 75%.
CHKS	Meaningful Participation scoring (Highly and Moderately) by fifth graders at 33%	By spring 2024, fifth grade students will increase their feeling of positive Meaningful Participation from 33% to 36%.
FIT Inspection	Exemplary rating	By 2023, the FIT rating will result in an exemplary score.

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)

Targeted students with chronic attendance problems, with a focus on ATSI group- Students with Disabilities

Strategy/Activity

A tiered response plan will be developed and implemented consistently for all students who are chronically absent. The school counselor and Community Services Worker will conduct family conferences for all chronic absentees. Needed services will be provided to families by the CSW and counselor. Students without improved attendance after a conference will be referred to SARB. Counselor will meet with case carriers for targeted follow up on absences for SWD subgroup.

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)
2,800	Concentration Grant 2000-2999: Classified Personnel Salaries CSW Extra Duty
440	Concentration Grant 3000-3999: Employee Benefits

	CSW Extra Duty Benefits
	District Funded 1000-1999: Certificated Personnel Salaries Counselor to oversee attendance meetings, interventions and awards; monitor and analyze student attendance data

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students to improve schoolwide attendance

Strategy/Activity

The school will implement the five recommended strategies from Attendance Works to improve schoolwide attendance. Additional research-based strategies added to increase attendance: Increase Attendance on Mondays and Fridays through Spirit Days as well as high attendance absence days, Reward Activities, attendance brochures sent home to parents, and postcards for all absent students. All students with unexcused absences will receive a daily personal phone call to follow up on the absence.

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)
6,977	Concentration Grant 2000-2999: Classified Personnel Salaries Instructional Assistant Extra Duty
2,957	Concentration Grant 3000-3999: Employee Benefits Instructional Assistant Extra Duty Benefits
1,353	Other 4000-4999: Books And Supplies ink, cardstock, paper

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

The school will implement a cohesive, systematic, school-wide PBIS/SEL program. The Baxter Five (Be Safe, Be Kind, Be Respectful, Be Responsible, and Be Ready to Learn) will be implemented and expectations will be consistent school-wide. Baxter Bear Jamboree activities and the Baxter Bear Cart will support positive behavior interactions. Teachers will embed Second Step SEL lessons into class time and align with the School Engagement Action Plan. Monthly SEL activities will be planned to engage students during lunch recess including Red Ribbon, anti-bullying,

Hispanic Heritage month, VIP lunches, etc. The monthly school events will be promoted through added signage and displays on campus. A Student Wellness Center to teach SEL skills and strategies will be open each lunchtime. PE coaches will offer Sports Clubs at recess times to encourage student engagement. A variety of counseling services will be available to students through two school counselors, a guidance intern, 2 Community Family Guidance interns and Asian Pacific Counseling.

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)
4,729	Supplemental (EL) Grant 4000-4999: Books And Supplies SEL/PBIS Materials
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary
1,621	Donations 4000-4999: Books And Supplies Baxter Bear Cart and Jamboree materials

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

The school builds caring connections with students through Morning Greet, Anchor Point Adults, Calm corners for each classroom and an SEL library with emotion regulating tools. Teachers will provide opportunities for students to decide school activities and solve school problems.

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)
3,921	Other 4000-4999: Books And Supplies Wellness supplies

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

Albert Baxter will maintain a safe, healthy, and collaborative learning environment. The school will purchase custodial equipment, office equipment, office supplies, health supplies, classroom supplies, and laminator and printing services in order to keep the school in good repair and quickly address site needs. Equipment will be purchased and maintained to improve instruction and increase access to the core curriculum. The campus will be equipped with signage and postings to support SEL. Our district has installed security cameras, which have greatly reduced the off-hours vandalism and graffiti that inundated our campus. Students feel safer arriving at a clean campus without signs of vandalism and gangs. Classrooms and offices will be neat, orderly, and clean, with updated furniture. A visitor check in system will be implemented in the fall. New safety procedures and a closed campus will support a safe learning environment.

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)
6,685	SISS 4000-4999: Books And Supplies Classroom, health, custodial, and office supplies
495	SISS 5800: Professional/Consulting Services And Operating Expenditures Laminator service

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

Technology will be utilized to support collaborative conditions for learning. Each classroom will use technology display devices such as ViewSonics, teacher laptops, sound systems, document cameras, and needed software to run the system. Software to support student reading. Students will have Chromebooks at home and at school to provide access to core curriculum programs as well as supplemental academic programs. Additionally, ancillary technology materials such as mice and headphones will be provided to increase student access to programs.

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	Supplemental (EL) Grant 4000-4999: Books And Supplies Ancillary tech- headphones, cables, microphones, doc cameras, etc.

6,500	Supplemental (EL) Grant 4000-4999: Books And Supplies Supplementary Laptops
6,000	Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Supplemental educational software

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.

Goal 1 identifies the need to decrease chronically absent students, support students in regulating their own emotions, connect students with adults at school, increase bystander intervention against bullying, maintain excellent facilities, and increase Clarifying What Students Must Learn on the PLC rubric. Here is the March update of progress towards these goals:

A2A chronic and severe chronic data: Baseline- 25% of Baxter students have been identified as chronically absent; March- 23.57% of Baxter students have been identified as chronically absent. This number is decreasing slightly. 69 parent conferences held. Daily attendance- Month 1 Aeries Attendance Summary Report: K-3 93.64%, 4-6 93.96%, Overall 93.79%; February K-3 92.06%, 4-6 93.20%, Overall 92.58%. Attendance has decreased slightly.

California Healthy Kids Survey data: Baseline- 77% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: When asked, "Do the teachers and other grown-ups at school make an effort to get to know you?"; March- 60%

California Healthy Kids Survey data: Baseline-73% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students try to stop bullying when they see it. March- 40%
Both of these indicators decreased.

Panorama SEL Survey data: Baseline-Fall 2021 53% of students felt they can regulate their own emotions and Spring 2022 50% of students felt they can regulate their own emotions (grades 3-5); Fall 2022-48%

Panorama SEL Survey data: Baseline- Fall 2021 58% of students felt they can regulate their own emotions and Spring 2022 46% of students felt they can regulate their own emotions (grade 6); Fall 2022-41%

This goal is still in progress and new data will be available after the spring Panorama SEL Survey is administered.

FIT Inspection data: Baseline-Exemplary rating; 2022-2023- Exemplary rating. This goal was met.

High Reliability Schools Survey data: Baseline- Two of the grade levels have identified essential standards in ELA.

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

Strategy #1- A tiered response plan will be developed and implemented consistently for all students who are chronically absent. This has been fully implemented- letters have been sent and conferences have been held.

Strategy #2- The school will implement the five recommended strategies from Attendance Works to improve schoolwide attendance. This has been partially implemented: attendance brochures were sent; postcards were printed but not sent yet; some recognitions were distributed.

Strategy #3- Teachers will embed Second Step SEL lessons into class time and align with school wide focus. Partially implemented- most teachers are regularly teaching Second Step lessons.

Strategy #4- The school will create a Student Wellness Center to teach SEL skills and strategies. In progress- materials have been ordered.

Strategy #5- The school will implement a cohesive, systematic, school-wide PBIS/SEL program. Implemented- data examined at each PBIS/Safety meeting

Strategy #6- Maintain a safe, healthy, and collaborative learning environment. Implemented fully

Strategy #7- Technology will be utilized to support collaborative conditions for learning. In progress- materials on order

Strategy #8- Improve the quality of Tier I instruction in all classrooms through effective essential standard identification and focus on written SMART goals and planning in PLCs. In progress- 2 grade levels have identified essential standards in ELA.

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.

Strategy #1 and #2- Additional staff added to increase follow up with parents for absences, streamline the Independent Study system, and increase the attendance rewards. Targeted follow up on absences for SWD subgroup. Additional research-based strategies added to increase attendance: Increase Attendance Days on Mondays and Fridays through Spirit Days, Reward Activities, Greeters on Mondays and Fridays based on targeted students, Create Jr. Coach Team, and Good Choices Club.

Strategy #5- Calm corner for each classroom is on order along with SEL library and emotion regulating tools.

Strategy #7- Technology order was increased to replace headphones with microphones. Supplemental grant funding was transferred into this area to purchase additional teacher laptops.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Goal 2

Albert Baxter Elementary will provide all students with a guaranteed, viable curriculum in ELA and Math through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Identified Need

ELA

Students can read and comprehend grade level texts and communicate their understanding through written or oral language. Through targeted assistance and academic supports, we will close the achievement gap in ELA for students in the following subgroups: English learners, students with disabilities, socio-economically disadvantaged, and African Americans.

Math

Students will participate in math fluency daily during math instruction to develop math knowledge.

ELD

Students will speak in complete sentences and use structured language scaffolds as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math MAP Growth Grade 1	Percentile Achievement: 24th	Percentile Achievement: 30th
NWEA Math MAP Growth Grade 2	Percentile Achievement: 44th	Percentile Achievement: 50th
NWEA Math MAP Growth Grade 3	Percentile Achievement: 33rd	Percentile Achievement: 40th
NWEA Math MAP Growth Grade 4	Percentile Achievement: 42nd	Percentile Achievement: 50th
NWEA Math MAP Growth Grade 5	Percentile Achievement: 34th	Percentile Achievement: 40th
NWEA Math MAP Growth Grade 6	Percentile Achievement: 46th	Percentile Achievement: 50th
NWEA Foundational Skills Grade 1	Percent of Students meeting expectations in Phonological Awareness 59% and Phonics 69%	Percent of Students meeting expectations in Phonological Awareness 65% and Phonics 72%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Fluency Grade 2	Percent of Students having Oral Reading Scores 58%	Percent of Students having Oral Reading Scores 65%
NWEA Reading MAP Growth Grade 3	Percentile Achievement: 38th	Percentile Achievement: 43rd
NWEA Reading MAP Growth Grade 4	Percentile Achievement: 24th	Percentile Achievement: 28th
NWEA Reading MAP Growth Grade 5	Percentile Achievement: 32nd	Percentile Achievement: 32nd
NWEA Reading MAP Growth Grade 6	Percentile Achievement: 52nd	Percentile Achievement: 55th
ELPAC	Reading Level Well Developed: 20.99%	Reading Level Well Developed: 23.99%
CAASPP ELA	Percent of Students Scoring Exceeded/Met Standard: 41.95%	Percent of Students Scoring Exceeded/Met Standard: 45%
CAASPP Math	Percent of Students Scoring Exceeded/Met Standard: 43.11%	Percent of Students Scoring Exceeded/Met Standard: 47%
NWEA Foundational Skills Kindergarten	Percent of Students meeting expectations in Phonological Awareness 46% and Phonics 65%	Percent of Students meeting expectations in Phonological Awareness 50% and Phonics 75%
NWEA Math MAP Growth Kindergarten	Percent of students who are meeting expectations: 36th	Percent of students who are meeting expectations: 40th
CAASPP ELA English Learners	Percent of Students Scoring Exceeded/Met Standard: 26.53%	Percent of students meeting or exceeding: 36.%
CAASPP ELA Students With Disabilities	Percent of students meeting or exceeding: 11.11%	Percent of students meeting or exceeding: 22%
CAASPP ELA Socioeconomically Disadvantaged	Percent of students meeting or exceeding: 39.18%	Percent of students meeting or exceeding: 49%

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

ELA instruction will be focused on the following research-based strategies: 1) Teacher clarity: using measurable content and language objectives, 2) Comprehension strategies to support central idea, key details, text structure, 3) Incorporate best explicit vocabulary instruction practices, and 4) Use Thinking Maps for comprehension and collaborative conversations and writing. Supplemental ELA materials to support implementation of these strategies.

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)
5,000	Supplemental (EL) Grant 4000-4999: Books And Supplies Supplemental ELA/Math/Science materials
16,800	Concentration Grant 2000-2999: Classified Personnel Salaries Instructional Assistant
2,646	Concentration Grant 3000-3999: Employee Benefits Instructional Assistant Benefits
9,596	Concentration Grant 2000-2999: Classified Personnel Salaries Library/Media Aide Extra Duty
4,067	Concentration Grant 3000-3999: Employee Benefits Library/Media Aide Extra Duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and students struggling with reading

Strategy/Activity

Teachers will provide systematic phonics and phonological awareness instruction (Fast ForWord- Tier 3, 10 day Word Study plan- Tier 1, Second Dose Word Study- Tier 2, Rewards- Tier 2, explicit syllabification instruction Tier 1.) K-2 Students will use phonics skills to decode text during reading. Grade 3-6 Students will decode multisyllabic words using word analysis skills and be able to fluently read grade level text. Supplemental ELA materials to support implementation of these strategies.

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	Supplemental (EL) Grant

	5800: Professional/Consulting Services And Operating Expenditures Printing Supplemental ELA materials
17,201	Title I 2000-2999: Classified Personnel Salaries Instructional Assistant
7,290	Title I 3000-3999: Employee Benefits Instructional Assistant Benefits
	District Funded 1000-1999: Certificated Personnel Salaries ELA InterventionTeacher Salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Targeted students struggling in ELA

Strategy/Activity

Students will receive systematic Tier 2 ELA interventions for 30 minutes at least four days a week. Targeted students will receive research-based ELA intervention during the school day based on an RtI model. Additional Tier 3 ELA intervention for targeted students during the school day through FastForWord.

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)
16,865	Title I 2000-2999: Classified Personnel Salaries Instructional Assistant
7,148	Title I 3000-3999: Employee Benefits Instructional Assistant Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and targeted students struggling in math

Strategy/Activity

Teachers will incorporate math fluency instruction into daily math instruction. The Math Intervention Teacher will support fluency implementation through co-plan, co-teach methods. Additional support through ST Math, CGI Math strategies, math accountable talk strategies, and integrating technology in math will provide support for student achievement. Instructional assistants will

support targeted math intervention during the school day. Supplemental math materials to support these strategies.

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)
5,000	Supplemental (EL) Grant 4000-4999: Books And Supplies Supplemental ELA/Math/Science materials
17,201	Title I 2000-2999: Classified Personnel Salaries Instructional Assistant
7,290	Title I 3000-3999: Employee Benefits Instructional Assistant Benefits
6,845	Title I 1000-1999: Certificated Personnel Salaries Instructional Assistant Extra Duty
2,901	Title I 2000-2999: Classified Personnel Salaries Instructional Assistant Extra Duty Benefits
3,500	Concentration Grant 2000-2999: Classified Personnel Salaries Instructional Assistant Extra Duty
1,484	Concentration Grant 3000-3999: Employee Benefits Instructional Assistant Extra Duty Benefits
	District Funded 1000-1999: Certificated Personnel Salaries Math Intervention Teacher Salary
	District Funded 5800: Professional/Consulting Services And Operating Expenditures ST Math Program

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

Professional Development is offered for teachers and other staff members to improve Tier 1 and Tier 2 instruction and meet the needs of diverse learners on campus. Teachers will participate in

ongoing PD opportunities to improve learning opportunities for students. Teachers will improve the quality of Tier 1 instruction through professional development and effective planning. Teachers will implement effective strategies (as evidenced by research) learned at professional development opportunities as appropriate to their instructional program. All instructional strategies and materials used to close the achievement gap will be standards-based, research-based, and aligned with the school goals and district initiatives. Staff development opportunities in the subject areas taught including integrating the use of technology through the implementation of computer-based and standards-based programs will be offered. Teachers will participate in ongoing PD opportunities in order to better serve their students. Instructional Specialist, Intervention Teachers, and TOSAs will provide support for teachers and students including English learners by modeling/coaching best practices for instruction and designated and integrated ELD.

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)
3,400	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty
974	Title I 3000-3999: Employee Benefits Teacher Extra Duty Benefits
11,200	Concentration Grant 1000-1999: Certificated Personnel Salaries Substitutes
3,205	Concentration Grant 3000-3999: Employee Benefits Substitutes Benefits
	District Funded 1000-1999: Certificated Personnel Salaries Instructional Specialist Salary

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

Classroom and school libraries will be kept current to introduce literature and provide supplementary literary opportunities to students. Book Club opportunities will be available to 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.

Amount(s)	Source(s)
5,000	Supplemental (EL) Grant 4000-4999: Books And Supplies Supplemental ELA materials
1,500	Supplemental (EL) Grant 4000-4999: Books And Supplies Supplemental Flexible Seating
3,874	Concentration Grant 4000-4999: Books And Supplies Supplemental Reading Materials
	District Funded 2000-2999: Classified Personnel Salaries Library/Media Assistant Salary

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

The school will increase the connection and readiness to middle and high school STEAM courses through K-6 STEAM classes offered during the school day.

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)
25,000	Supplemental (EL) Grant 5800: Professional/Consulting Services And Operating Expenditures Supplemental STEAM classes

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Staff will provide additional targeted support for SWD by signing up all RSP students for the ST Math and Fast Forward (reading) programs. The RSP teacher and Intervention teachers will monitor skills and progress to ensure that students are making progress and attaining the needed skills to continue growing toward grade-level standards. Additional opportunities will be offered for these students to interact with the programs and ensure that they are able to have dedicated time for learning within the programs.

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)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
FastForWord Program Services

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

English learners will receive a program of instruction in ELD with daily lessons to assist them in developing proficiency in English as rapidly as possible. Designated ELD will take place for 30 minutes each day. Teachers will use language supports such as language frames, word banks, sound-spelling cards, and Thinking Maps across all subject areas. Teachers will provide opportunities for students to cite evidence using academic language with reading multiple texts. Frequent, scheduled writing practice will be scheduled throughout the school week. EL students in Grades 4-6 who are at risk of becoming LTELs or are LTELs will receive Tier 3 ELA intervention through FastForWord.

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)

District Funded
1000-1999: Certificated Personnel Salaries
EL TOSA Salary

District Funded
1000-1999: Certificated Personnel Salaries
EL Instructional Leader Stipend

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.

Goal 2 identifies the need to increase student achievement in math, reading and language on district and state testing. Here is the March update of progress towards these goals:

NWEA Growth: Math- About half of the math scores have increased.

Term	Grade Percentile: 1st-20th	21st-40th	41st-60th	61st-80th	>80th
Winter 2022-2023 0	4%	32%	32%	14%	18%
Winter 2022-2023 1	21%	16%	28%	26%	9%
Winter 2022-2023 2	35%	26%	7%	23%	9%
Winter 2022-2023 3	33%	19%	22%	21%	5%
Winter 2022-2023 4	29%	29%	18%	15%	9%
Winter 2022-2023 5	27%	14%	21%	21%	17%
Winter 2022-2023 6	34%	17%	21%	21%	7%

NWEA Growth: Reading- Almost all of the reading scores have increased.

Term	Grade Percentile: 1st-20th	21st-40th	41st-60th	61st-80th	>80th
Winter 2022-2023 0	4%	32%	32%	14%	18%
Winter 2022-2023 1	21%	16%	28%	26%	9%
Winter 2022-2023 2	35%	26%	7%	23%	9%
Winter 2022-2023 3	33%	19%	22%	21%	5%
Winter 2022-2023 4	29%	29%	18%	15%	9%
Winter 2022-2023 5	27%	14%	21%	21%	17%
Winter 2022-2023 6	34%	17%	21%	21%	7%

NWEA Growth: Language- Half of the language scores have increased.

Term	Grade Percentile: 1st-20th	21st-40th	41st-60th	61st-80th	>80th
Winter 2022-2023 3	43%	24%	14%	9%	10%
Winter 2022-2023 4	23%	35%	18%	12%	12%
Winter 2022-2023 5	21%	12%	23%	29%	15%
Winter 2022-2023 6	22%	32%	21%	21%	4%

State test scores are not available for comparison yet.

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

Strategy #1 Targeted students will receive research-based math/ELA intervention during the school day based on an RtI model. Fully implemented

Strategy #2 Students in grades K-3 will receive Tier 1 phonics instruction through the district 10-Day Word Study lesson plans. Fully implemented

Strategy #3 Additional math/ELA intervention for targeted students during the school day. Partially implemented

Strategy #4 Supplementary materials- Teachers will utilize materials to support standards-based instruction and that align with the SBE adopted math/ELA/science curriculum. Materials are on order

Strategy #5 Continue to improve the capacity of teachers and staff to better support the academic and social emotional needs of all students through professional development in UDL, MTSS, literacy, and math. Almost all PD completed; additional dates scheduled for MTSS

Strategy #6 Revision of school-wide MTSS plan to support research-based first instruction for Tier I and add comprehensive, systematic Tier 2 interventions. Partially implemented; MTSS PD upcoming and in June

Strategy #7 Increase the connection and readiness to middle and high school STEAM courses through K-6 STEAM classes. Partially implemented; additional classes in April and May

Strategy #8 Provide additional reading opportunities to improve student ELA achievement; Materials on order

Strategy #9 English learners will be assigned to an appropriate instructional setting based on their English fluency levels to receive 30 minutes of designated ELD per day as well as integrated ELD. Fully implemented

Strategy #10 EL students in Grades 4-6 who are at risk of becoming LTELs or are LTELs will receive Tier 2 ELA intervention. Fully implemented

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.

Strategy #3 Change from IA providing intervention to the Library/Media aide.

Strategy #5, #9 & #10 Additional PD materials for ELD added to these strategies.

Strategy #7 Supplemental funding moved from technology to support STEAM classes.

Strategy #11 SWD will receive additional Tier 3 instruction through the use of research-based strategies: Fast ForWord.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

Goal 3

Albert Baxter Elementary will build strong relationships with students, families, and the community to increase trust, parent participation, and shared responsibility for school programs and student achievement goals.

Identified Need

Parent outreach activities will take place throughout the year to truly engage parents in the academic lives of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Workshop Sign In Sheets/Agendas	3 Parent Workshops	4 Parent Workshops
Parent Participation Tracker	46.17 (parents per 100 students each month) Average Parent Participation Rate 2022-2023	80 (parents per 100 students each month) Average Parent Participation Rate 2023-2024
Instagram	June 2023- 125 posts	June 2024-250 posts
BlackBoard Monthly Message Tracking Report	2022-2023 averaged approximately 30 messages per month sent by BlackBoard	2023-2024- average 40 messages per month sent by BlackBoard
Title I Fall Parent Needs Assessment Survey	On the 2023 Title I Parent Needs Assessment Survey, Q8. I am aware of various parent involvement and engagement opportunities at both the school and district levels, which include: Back to School/Open House 92.3%, Parent Conferences/IEPs 80.2%, Family Nights/PTA Events 74.7%, Advisory Committees 51.3%, PTA/ 68.1%, Parent Education 53.8%, Volunteer 41.8%	On the 2024 Title I Parent Needs Assessment Survey, Q8. I am aware of various parent involvement and engagement opportunities at both the school and district levels, which include: Parent Education will increase to 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)

Students in need of services and Students with Disabilities

Strategy/Activity

The school will continue to provide community services such as food, clothing, dental, vision, counseling, etc. services through Caring Connections referrals to increase student attendance especially among students with disabilities.

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)

District Funded
2000-2999: Classified Personnel Salaries
Community Service Worker Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Targeted students, Students with Disabilities, EL students

Strategy/Activity

The school will increase parent participation with academic initiatives by providing morning and evening topic-specific forums. The Latino Family Literacy workshops will support EL families. A FastForWord parent workshop will be held to support families of students with disabilities. Instructional Specialist and Intervention Teacher will support families with ST Math, Word Study and PAPER tutoring workshops.

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)

2,000

Supplemental (EL) Grant
1000-1999: Certificated Personnel Salaries
Teacher extra duty- parent workshops

572

Supplemental (EL) Grant
3000-3999: Employee Benefits
Teacher extra duty- parent workshops

6,000

Supplemental (EL) Grant

	4000-4999: Books And Supplies Supplemental Parent Resource Center
1,450	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials for parent education workshops
1,500	Concentration Grant 2000-2999: Classified Personnel Salaries CSW Extra Duty
236	Concentration Grant 3000-3999: Employee Benefits CSW Extra Duty Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL students and Hispanic students

Strategy/Activity

Provide translation services for phone calls to and parent meetings with Spanish-speaking parents. The guidance team and school staff members in concert with district partnerships will support this population by providing community resources, such as health insurance, vision services, counseling services, tutoring, clothes, shoes, and food. Translators are available for all Spanish-speaking parents during parent conferences, SSTs, 504s, and IEPs. Instructional Assistants will support parents with communication and other needs. Materials and supplies will be purchased to support the translation of different languages between families and school personnel at the school site. Materials will be sent out for printing to be distributed to parents to facilitate communication between the school and the home.

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)
1,500	Concentration Grant 2000-2999: Classified Personnel Salaries Instructional Assistant Extra Duty
636	Concentration Grant 3000-3999: Employee Benefits Instructional Assistant Extra Duty Benefits
	District Funded 2000-2999: Classified Personnel Salaries Secretary Salary- weekly Blackboard messages
	District Funded 4000-4999: Books And Supplies Blackboard messaging program and website hosting program

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

The school will increase parent communication in order to increase parent knowledge of school events, academic workshops and academic resources through flyers, marquee messages, website, and social media postings.

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)

District Funded
2000-2999: Classified Personnel Salaries
Clerk Salary- flyers, marquee and social media postings

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 school will continue to recruit, train and empower parents for School Site Council, Safety/PBIS Committee and English Learner Advisory Committees in order to develop a school plan that increases student achievement. The SSC annually reviews and approves the School Safety Plan and submits it to the District Office for review and approval in consultation with a representative from the Los Angeles County Sheriff's Department. The plan is submitted for review and approval by the Board of Education. Parents will participate on advisory committees, including SSC to provide input on the safety plan as part of the SWP.

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)

8,354

Supplemental (EL) Grant
4000-4999: Books And Supplies
Supplemental Parent Resource Center

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.

Goal 3 identifies the need to increase the number of parent workshops, increase the amount of parent participation at school events, and decrease the percentage of parents needing information about school programs and resources. Here is the March update of progress towards these goals:

Parent Workshops: Baseline- 3 Parent Workshops; March- 1 Parent workshops Latino Family Literacy Project-in progress and 1 Family Reading Night; Goal Partially Implemented

Parent Participation Tracker: Baseline- 54.01% Parent Participation; March- Data unknown Goal still in progress

Instagram: Baseline-53 Posts; March- 122 Posts. Goal Exceeded

Title I Survey: Baseline- On the 2022 Title I Parent Needs Assessment Survey, Q9. Our school effectively communicates with parents and includes them in their child's education-89% of respondents responded Strongly Agree/Agree; Current survey data in progress

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

Strategy #1- Continue to provide community services such as food, clothing, dental, vision, counseling, etc. services through Caring Connections referrals. Fully implemented

Strategy #2- Increase parent participation with academic initiatives by providing a minimum of four workshops. Partially implemented due to loss of personnel.

Strategy #3- Continue the use of a technology based multiple communication platform to engage and increase communications with all school stakeholders. Exceeded implementation

Strategy #4- Parent communication- Increase parent knowledge of school events, academic workshops and academic resources through flyers, marquee messages, website, and social media postings. Fully implemented

Strategy #5- Continue to provide interpretation and translation for parent conferences, parent committees, school events and school workshops. Fully implemented

Strategy #6- Continue to recruit, train and empower parents for School Site Council and English Learner Advisory Committees in order to develop a school plan that increases student achievement. Fully implemented

Strategy #7- Increase parent participation with academic initiatives by providing morning and evening topicspecific forums. In Progress- May installation

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.

Strategy #6 Recruit parent for Safety Committee.

Strategy #7 Supplemental grant funding moved from materials and supplies to parent academic initiatives to support installation of updated technology.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$255,713.00

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	\$87,115.00
Title I Part A: Parent Involvement	\$1,450.00

Subtotal of additional federal funds included for this school: \$88,565.00

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 (\$)
Concentration Grant	\$73,418.00
Donations	\$1,621.00
Other	\$5,274.00
SISS	\$7,180.00
Supplemental (EL) Grant	\$79,655.00

Subtotal of state or local funds included for this school: \$167,148.00

Total of federal, state, and/or local funds for this school: \$255,713.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kiley Algra	Classroom Teacher
Julie Porter	Classroom Teacher
Marisela Hooker	Classroom Teacher
Octavio Tapia	Other School Staff
Blanca Cisneros	Parent or Community Member
Heather Coleman	Parent or Community Member
Shenequa Hughes	Parent or Community Member
Josefina Macias	Parent or Community Member
Angela Higuera	Parent or Community Member
Susan Curtiss	Principal

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 10/31/2023.

Attested:



Principal, Sue Curtiss on 11/01/2023



SSC Chairperson, Blanca Cisneros on 11/01/2023

Albert Baxter Elementary
English Learner Advisory Committee (ELAC)
AGENDA

Date: 10/20/2023

Time: 9:00 am

Location: Room 53

Mandated Topics: (Check the topic(s) that were discussed at the meeting)

	1. Assist in the development of the schoolwide needs assessment
	2. Assist with efforts to make parents aware of the importance of regular attendance
X	3. Advise on the effectiveness of the school's program for English learners
X	4. Provide input to the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)
	5. Receive training to assist members in carrying out their legal responsibilities
	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)
	7. Other

- I. Welcome and Introductions. Guest: Exchange Club Family Support Center
- II. Call to Order
- III. Meeting Records
 - A. Approval of Proposed Agenda: Friday, October 20, 2023
 - B. Approval of Minutes: Thursday, September 14, 2023
- IV. DELAC Report (brief summary of DELAC meeting)
- V. ELAC Mandated Topics
 - Advise on the effectiveness of the school's program for English learners
 - Provide input to the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)
 - A. ELAC Discussion/Recommendation(s)
- VI. Other Presentation(s): Exchange Club Family Support Center
- VII. Unfinished or New Business
- VIII. Public Comments
- IX. Announcements
- X. Adjournment

Albert Baxter Elementary
English Learner Advisory Committee (ELAC)
AGENDA

Date: 9/14//23
Time: 9:00AM
Location: Room 53

Mandated Topics: (Check the topic(s) that were discussed at the meeting)

X	1. Assist in the development of the schoolwide needs assessment
X	2. Assist with efforts to make parents aware of the importance of regular attendance
	3. Advise on the effectiveness of the school's program for English learners
	4. Provide input to the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)
	5. Receive training to assist members in carrying out their legal responsibilities
	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)
	7. Other:

- I. Welcome and Introductions: Guest: Cerritos College
- II. Call to Order:
- III. Meeting Records
 - A. Approval of Proposed Agenda
 - B. Approval of Minutes
- IV. DELAC Report
- V. ELAC Mandated Topics:
 - Discuss parents' suggestions for encouraging regular attendance. Explain the importance of attendance, its impact on student achievement, impact on ADA, etc.
 - Title I Needs Assessment: <https://forms.gle/UKvjfZ1bkfz79v2T7>
 - A. ELAC Discussion/Recommendation(s)
- VI. Other Presentation(s): Guest: Cerritos College
- VII. Unfinished or New Business
- VIII. Public Comments
- IX. Announcements
- X. Adjournment

The agenda must be posted at least 72 hours in advance of the meeting

Albert Baxter Elementary

ELAC Recommendation Form/Formulario de Recomendación del ELAC

To/Para:

- ~~SSC/Concilio Escolar~~
- ~~Principal/Director~~
- Other/Otro: _____

ELAC Meeting Date: 10/20//2023

Topic/Tema:

SPSA / Plan Escolar
Needs Assessment / Encuesta necesidades
Student Attendance / Asistencia del
estudiante
Other / Otro _____

ELAC Recommendation(s)/ Recomendación(es): Goal #2

- An implementation for the program could be that teachers choose a book to finish weekly. At the end of the reading students can create a map/ piece of writing so students can comment a summary of what the reading was about and share it within groups
- Teachers should ask more questions about the book in a group setting so students can better understand the books contents
- Teachers should be more compassionate with students when they are having difficulties completing a task/classwork. A student's stress can lead them to be unsuccessful Goal #1
- Motivate students with entertaining novels/themes that catch their attentions
- Give them challenges to read with incentives
- Make language arts online programs mandatory and obligate students to complete it like Math programs, also create time limits on programs
- Make sure teachers are on the same page when it comes to to implementing language arts programs so students do not face difficulties in the next school year

ELAC President/ Presidente: _Soledad Botello_____

Date/Fecha: _10/20/23_

Principal/ Directora: Susan Curtiss

Date/Fecha: _10/20/23_

Response to/Respuesta al ELAC

Date: 10/31/23

Insert response here: Suggestions added to Goal 2 Strategies #1 & 9

Name of Person/Nombre de la persona: _____

Date/Fecha: 10/31/23

Signature/Firma: _____

Principal/ Directora: Susan Marie Curtiss

Date/Fecha: 10/31/23

Attach a copy of the SSC Minutes reflecting ELAC recommendations discussed and SSC response to ELAC recommendations

Albert Baxter Elementary

ELAC Recommendation Form/Formulario de Recomendación del ELAC

To/Para:

- ☒ SSC/Concilio Escolar
☒ Principal/Director
☐ Other/Otro: _____

Topic/Tema:

- ☐ SPSA / Plan Escolar
☐ Needs Assessment / Encuesta necesidades
☐ Student Attendance / Asistencia del estudiante
☐ Other / Otro _____

ELAC Meeting Date: 09/14/2023

ELAC Recommendation(s)/ Recomendación(es): Goal #1

- Parent meeting- compare good attendance and poor attendance and show impact of poor attendance- examples of how attendance pays off
- Require a mandatory packet of homework with Independent Study and insist parents participate; virtual teaching- require attendance when student is out
- Follow legal requirements
- SART meetings- mention the process and inform parents

ELAC President/ Presidente: _Soledad Botello_____

Date/Fecha: _09/14/23_

Principal/ Directora: Susan Marie Curtiss

Date/Fecha: _09/14/23_

Response to/Respuesta al ELAC

Date: _10/31/23_____

Insert response here Suggestions added to Goal 1 Strategy 1 & 2

Name of Person/Nombre de la persona: _____

Date/Fecha: _10/31/23_

Signature/Firma: _____

Principal/ Directora: Susan Marie Curtiss

Date/Fecha: _____

Attach a copy of the SSC Minutes reflecting ELAC recommendations
discussed and SSC response to ELAC recommendations

Albert Baxter Elementary

English Learner Advisory Committee/Comité Asesor para los Estudiantes Aprendiendo Inglés (ELAC)

Sign-in Sheet

October 20, 2023

Parent/Guardian Name Nombre del Padre/Tutor	Student Name Nombre de su estudiante	English Learner (EL) Parent/Guardian Padre/Tutor de un estudiante aprendiendo inglés	Other Parent/Guardian Padre/Tutor de otro estudiante	Staff Member Miembro del personal	Guest Invitado
Marra Almodovar	Isabella A.				
Sandra L Ayala	Daniel Ayala				
Patricia Rodriguez	Pablo Ayala				
Patricia Rodriguez	Isaac Rodriguez				
ADRIANA TROJANO	VALERIA TROJANO				
Soledad Botello	Teimy Botello				
Sonia Alvarado	Jared Menjivar				
Jessica Corrallo	Malakén Rodriguez				
Thalia Espinoza	Leo Espinoza				
Cathy Lion	Diego Contreras				
Bianca Eisneros	Bianca Jesus Robles				
				Annabelle	Downey Exchange

Sign-in Sheet

September 14, 2023

[illegible]

School Site Council (SSC)
Albert Baxter Elementary School
Meeting ID meet.google.com/phw-seve-twd

AGENDA for SSC Meeting October 31, 2023

Legal Requirements

	1. Training		8. Safety Plan
	2. Parent Involvement Policy	X	9. SPSA Development
	3. Uniform Complaint Procedures	X	10. SPSA Budget
	4. Parent Education Opportunities	X	11. SPSA Review / Recommend
	5. Consolidated Programs Overview		12. Needs Assessment
	6. Home-School Compact		13.
X	7. Assessment/Curriculum/ Program Effectiveness		14.
			15.

I. Welcome and Introductions- Blanca Cisneros, Chair

- a. Introduce all members

II. Call to Order- Blanca Cisneros, Chair Time ____

Members present:

- a. Approval of Minutes- September 21, 2023

III. Committee Reports- Blanca Cisneros, ELAC

IV. Legal Requirements- Sue Curtiss, Principal

- a. Review summative data results, including analyzing student needs
- b. Update SPSA Goals
- c. Revise Budgets to support student achievement

V. Unfinished Business

VI. New Business

VII. Public Comment

VIII. Adjournment- Blanca Cisneros, Chair Time ____

First name	Last name	Email	Duration	Time joined	Time exited
Kiley	Algra	kileyalgra@busd.k12.ca.us	58 min	3:14â€PM	4:12â€PM
rachell	cisneros	rach*****@***.com	3 min	3:22â€PM	3:25â€PM
Sue	Curtiss	scurtiss@busd.k12.ca.us	1 hr 2 min	3:11â€PM	4:12â€PM
Angela	Higuera	abhi*****@***.com	55 min	3:18â€PM	4:12â€PM
Marisela	Hooker	mariselahooker@busd.k12.ca.us	1 hr 1 min	3:11â€PM	4:12â€PM
Josie	Macias	maci*****@***.com	57 min	3:16â€PM	4:12â€PM
Julie	Porter	jpor***@***.us	56 min	3:16â€PM	4:12â€PM
Octavio	tapia	octa*****@***.com	1 hr 1 min	3:11â€PM	4:12â€PM

School Site Council (SSC)
Albert Baxter Elementary School
Meeting ID meet.google.com/phw-seve-twd

Minutes for SSC Meeting October 31, 2023

Legal Requirements

	1. Training		8. Safety Plan
	2. Parent Involvement Policy	X	9. SPSA Development
	3. Uniform Complaint Procedures	X	10. SPSA Budget
	4. Parent Education Opportunities	X	11. SPSA Review / Recommend
	5. Consolidated Programs Overview		12. Needs Assessment
	6. Home-School Compact		13.
X	7. Assessment/Curriculum/ Program Effectiveness		14.
			15.

I. Welcome and Introductions- Blanca Cisneros, Chair

- a. Introduce all members - *Principal welcomed all members in attendance.*

II. Call to Order- Blanca Cisneros, Chair/Sue Curtiss Time 3:18p.m

Members present:

Kiley Algra, RSP teacher

[Sue Curtiss](#), Admin

Julie Porter, Teacher

Octavio Tapia, Classified Staff

Josie Macias, Parent

Marisela Hooker, Teacher

Blanca Cisneros, Parent

Angela Higueroa, Parent

Principal asked for a motion to approve the agenda for today. Ms. Macias made the motion and Ms. H seconded the motion to approve the agenda for today. None opposed to the approval of the agenda.

- a. Approval of Minutes- September 21, 2023 - *Motion to approve was moved by Julie Porter and seconded by Marisela Hooker. None opposed to the approval of minutes.*

III. Committee Reports- Blanca Cisneros, ELAC

Principal shared that ELAC committee looked at school plan goals and had recommendations to incorporate into the action plan. Principal shared the specific recommendations and how they are incorporated into our goals/plan.

IV. Legal Requirements- Sue Curtiss, Principal

- a. Review summative data results, including analyzing student needs - *Principal Curtiss reviewed state testing data from Baxter and the district as a whole. Baxter went down a total of 3% in ELA which the Principal shared a concern about. Principal reviewed*

equity report and student groups. She shared results of an achievement gap between some student groups (EL, SWD, hispanic, black, etc.) and student groups overall. Principal shared that we are wanting to work towards moving student groups outside the red into green and blue. Principal reviewed math state testing results from Baxter and the district as a whole. Baxter was almost double what the district average is and shared that we saw an increase in testing results. Principal shared student groups that had gaps for math - sees a need for English learners and SWD students. Principal reviewed California dashboard and the results show chronic absenteeism is very high for every subgroup including overall. Principal shared that we have improved from last year, however, we still need to focus on improvement in this area. SWD is a subgroup that we have identified as a subgroup that we need to focus on in this area. Principal shared SEL survey data and shared areas that the school wants to improve in. The percent favorable for teacher-student relationships is 73% which is down for Baxter this year by 7 points. The percent favorable for sense of belonging is 65% which is down this year by 4 points.

- b. *Update SPSA Goals - SSC reviewed the new SPSA goals. Principal reviewed how the school team has been reviewing the action plan, equity plan, and student engagement plan to inform these new SPSA goals. Principal shared our 3 goals in detail and talked about strategies that are in our action plan that will help us achieve these goals. Principal asked if the team had any questions. Rachel Cisneros had a question about volunteers with no form of identification after our new system is put in place for scanning ID's. Principal shared that parents will need to have a form of ID in order to be on campus. Principal asked for any suggestions from team members. Rachel Cisneros shared that she wanted to suggest a reading club for students. Julie Porter suggested to create a place for students to have a place to read during recess times. Team agreed to adding that idea into strategy 6 for SPSA goal #2. Principal shared that Julie Porter will lead an introduction night for parents on interventions that students will be using. Josie Macias shared that having the ST Math night will be helpful for parents. Principal shared that we are looking for additional parent volunteers for the safety committee and ELAC committee. Principal asked for feedback, suggestions, or questions. No questions from team.*
- c. *Revise Budgets to support student achievement - Principal reviewed budget for this year and which goal each thing purchased with that money was aligned to. Principal shared our supplemental grant money for the year and shared what was purchased with that money and which goals they align to. Principal shared our concentration grant money for the year and shared what was purchased with that money and which goals they align to. Principal shared our SISS money for the year and shared what was purchased with that money and which goals they align to. Principal asked for questions or suggestions. Team had no questions or suggestions.*

V. Unfinished Business

VI. New Business

Principal asked for a motion to approve the school plan. Julie Porter moved to approve the school plan. Blanca Cisneros seconded the motion. No team members opposed and the motion carried.

VII. Public Comment

Team had no comments.

VIII. Adjournment- Blanca Cisneros, Chair Time 4:12

Title I School Parent and Family Engagement Policy
Albert Baxter Elementary

Albert Baxter Elementary, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- School Site Council (SSC) collaborates to write and review the Title I School Parent and Family Engagement Policy annually.
- Title I School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families at Title I schools at the beginning of the year.
- Title I School Parent and Family Engagement Policy is discussed during the annual Title I Parent Meeting at the beginning of each school year.
- The school uses the Blackboard system for notifying parents of the need to review the Title I School Parent and Family Engagement Policy through Data Confirmation.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the Title I School Parent and Family Engagement Policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The LEA Title I Parent and Family Engagement Policy will be reviewed and updated annually. The LEA policy will be updated with the LEA level Parent Advisory Committee and shared with site level SSCs at all Title I schools to receive input.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Citizen's Task Force, and District English

Title I School Parent and Family Engagement Policy
Albert Baxter Elementary

Language Advisory Committee. During each presentation of the LCAP, diligent notes are taken with respect to parent comments and discussions.

- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partners feedback section.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

- Albert Baxter Elementary's annual Title I Parent Meeting is held at the beginning of each school year during Back to School Night, as this is an event with maximum attendance.
- The annual Title I Parent Meeting presentation explains Title I requirements and regulations in detail. It also provides specific information about site Title I funds and expenditures, parent notifications and participation, and parent involvement opportunities.
- Title I services for students are discussed at ELAC, SSC, and Title I Parent meetings and include: RtI reading and math intervention services, Instructional Assistant services, parenting education, and teacher professional development.
- Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):
- The site Title I informational meeting is held in the evening and in the morning at the school site. Interpretation is provided at both meetings.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

- During the annual Title I Parent Meeting, specific details regarding Title I services are reviewed. We also review the process for writing and reviewing the School Plan for Student Achievement. The Annual Title I Parent Meeting also reviews all of the parent

Title I School Parent and Family Engagement Policy
Albert Baxter Elementary

notification requirements for Title I, including the family engagement policy. Specific information about the school's Title I program and services is shared and reviewed.

Parents are welcome and encouraged to provide input.

- All parents are welcome to attend English Learning Advisory Committee (ELAC) meetings. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. ELAC reviews and provides input for the School Plan for Student Achievement, which includes the Title I program and services.
- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services, and the Title I School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

- During the annual Title I Parent Meeting, specific information is shared about the Title I program and services, the adopted curriculum, academic assessments, and analysis of school data which includes achievement levels as measured by California state content standards.
- During Back to School Night, teachers share about the Title I program and services, the adopted curriculum, and academic assessments with the parents of students in their individual classes.
- During annual parent conferences, teachers discuss the Title I program and services, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California state content standards and how they pertain to each individual student.
- During regular meetings of school SSC and ELAC, parents have opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.


Describe how the schoolwide program plan, ESSA Section 1114(b), if not satisfactory to the parents of participating children in Title I, Part A programs, can submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

Title I School Parent and Family Engagement Policy
Albert Baxter Elementary

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services. Parent input and comments are documented on the SSC minutes, which are submitted with the School Plan for Student Achievement, for review by district administration and the Board of Education.

Albert Baxter Elementary's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on February 7, 2023. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before August 10, 2023.

Typed Name of Principal: Sue Curtiss

Signature of Principal: 

Date: February 7, 2023

Title I School-Parent Compact
Albert Baxter Elementary

The Albert Baxter Elementary, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the 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 the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Albert Baxter Elementary will be responsible for:

- Providing highly qualified teachers who meet ESEA requirements.
- Teaching the adopted curriculum, which aligns with California State Standards.
- Providing all students safe, collaborative conditions for learning (BUSD LCAP Goal 1).
- Providing a challenging standards-based instructional program that addresses the individual needs of all students.
- Providing student scaffolds, services, and resources to support students to become college and career ready.
- Assigning appropriate homework with clear instructions.
- Encouraging students to read daily at school and at home.

As a parent, I will be responsible for:

- Supporting my child's learning by providing a quiet place for completing homework, monitoring homework completion, and communicating with the teacher with any questions regarding homework.
- Participating, when able, in school events and the school community to understand academic expectations and support my child's education.
- Encouraging my child to participate in enrichment opportunities that expand learning during extra-curricular time.
- Supporting the school's homework, discipline and attendance policies.
- Encouraging students to read daily at school and at home.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;

- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Albert Baxter Elementary will be responsible for:

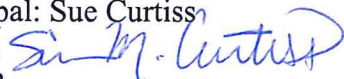
- Parent-teacher conferences are conducted at the beginning of each school year and the Title I School-Parent Compact is discussed. Additionally, parents and teachers will complete one of the following forms: Parent Conference Guide, IEP, AIP, GATE-IPD or a teacher developed form. Spring parent-teacher conferences are held for all students who are performing below grade level standards to review progress and update conference forms.
- Report Cards are distributed to parents three times per year.
- Progress Reports are distributed to parents of students who are performing below grade level or whose grades have dropped two times per year.
- Parents who would like to volunteer in class can do so with the teacher's permission and upon completion of the volunteer application process.
- Parents who would like to observe classroom instruction can do so, but must follow the BUSD Visitor's Policy.
- Broadly recruit parents to serve on task forces, advisory committees, action teams and other participatory activities through Blackboard notices, our school website, Instagram, school flyers and events, and Class Dojo.
- Establishing regular, two-way translated communication with families that focuses on the child's academic progress in reaching proficiency in grade-level standards through Blackboard notices, our school website, Instagram, school flyers and events, and Class Dojo.

As a parent, I will be responsible for:

- Attending and actively participating with parent-teacher conferences.
- Reviewing Report Cards and always encouraging my child to try his/her best on all academic tasks.
- Reviewing Progress Reports and always encouraging my child to try his/her best on all academic tasks.
- Contacting the school and communicating with all school staff and my child's teacher as needed.
- Volunteering to serve on task forces, advisory committees, action teams and other participatory activities, as able.

This Compact was established by Albert Baxter Elementary on February 7, 2023, and will be in effect for the period of August 2023-June 2024. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on or before August 10, 2023.

Typed Name of Principal: Sue Curtiss

Signature of Principal: 

Date: February 7, 2023