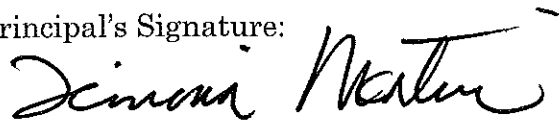


Baird Middle

10621666006084

Principal's Name: Timona Martin

Principal's Signature:

A handwritten signature in black ink, appearing to read "Timona Martin", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Timona Martin	X				
2. Chairperson – Mary Janzen		X			
3. Charles Rocha		X			
4. Fermin Magana		X			
5. Amy Schmidt				X	
6. Maricela Limon					
7. Jennelle Pitt-Parker				X	
8. Kelly Telles				X	
9. Brayden Carter					X
10. Semai Paulos					X
11. Gianna Chavez					X
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date N/A .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Timona Martin		3/30/23
SSC Chairperson	Mary Janzen		3/30/23

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

Baird - 0030

ON-SITE ALLOCATION

3010	Title I	\$27,720 *
7090	LCFF Supplemental & Concentration	\$93,532
7091	LCFF for English Learners	\$8,160
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$6,432</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$135,844

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,056
Remaining Title I funds are at the discretion of the School Site Council	<u>\$26,664</u>
Total Title I Allocation	<u>\$27,720</u>

Baird Middle 2023-2024 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓		16 pts	2021-2022	26 pts
SBAC ELA - percentage of students met/exceeded standard	✓		59.39 %	2021-2022	100 %
SBAC Math - Average distance from standard	✓		-28 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		36.14 %	2021-2022	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

SBAC 2021-2022 overall percentage of students not meeting or nearly meeting standards in **ELA** is 40.6%.
5th - 43.5%
6th - 44.2%
7th - 32.6%
8th - 41.6%
Though Baird students performed 16 points above standard, some sub-groups performed below grade level.
English Learners - 97 points below standard (distance from standard)
Reclassified English Learners - 27.3 points below
African American - 47.8 points below

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Baird historically has the challenge of being a school of "Singletons". Though PLC's plan vertically, they do not develop CFA's, which are an integral part pf the PLC process, planning, and reviewing student achievement data. Also, with our limited resources and budget, Baird does not utilize TSA's, Literacy Coaches etc.,. Last, we have less than full implementation of Tier 2 embedded supports in all classes.

SWD - 79.4 points below
SED - 9.3 points below
SBAC 2021-2022 overall percentage of students not meeting or nearly meeting grade level standards in **Math** is 63.8%
5th - 60%
6th - 68%
7th - 63.7%
8th - 63.5%
Overall Baird students performed 27.9 points below standard, and specific student group performance is noted below:
English Learners - 148 points below standard (distance from standard)
Reclassified English Learners - 63.1 points below
African American - 77.0 points below
Asian - 24.8 points below
Two or more races - 39.3 below standard
SWD - 103.8 points below
SED - 51.6 points below

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

As this was the first full academic year following the COVID pandemic, we encountered challenges that were both expected and unexpected. We expected students to struggle with academics but we did not fully realize the SEL impact on learning. We did not budget for SEL supports nor an Academic Coach specifically for Math. Funds allocated for expanded learning experiences (before and after school programs) did meet the intended outcome but more funds should have been allocated to meet the math gaps & SEL needs of students following the pandemic. As Baird does not have a RP counselor or a Transition Teacher, we will have to contract with an Independent contractor to provide oversight of our Student Support Center to serve students with SEL needs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Baird will continue to provide high-quality educational experiences for ALL students focusing on mind, body, and spirit by using engaging instructional strategies, rigorous standards aligned curriculum, and systematic intervention to ensure all students learn at high levels and are college and career ready. For the 2023-2024, we will continue to develop and refine our SSC (Student Support Center) as a resource for students that need SEL support, alternatives to suspension, reflection opportunities, and restorative opportunities with a team of experienced staff (full time academic counselor, social worker, RCA, Transition teacher or someone to act in that capacity).
- In addition, the Baird Math Department will work with an Tier 2 Intervention Specialist, Instructional Coach either through MLD or with a Math Coach on a "support as needed" basis. The Support Team will attend PLC meetings, conduct classroom walks, and support the Admin. team in planning and developing feedback for teachers

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: No feedback	2 ELAC: N/A	3 Staff: 1. Professional learning for staff and how to maximize instructional time in a block schedule to provide Tier 2 supports. 2. Invest in a laptop/device student monitoring software.
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Action 1

Title: Goal 1 Actions - Baird MTSS for ALL students

Action Details:

Baird aims to provide high-quality educational experiences for ALL students focusing on mind, body, and spirit by using engaging instructional strategies, rigorous standards aligned curriculum, and systematic intervention to ensure all students learn at high levels and are college and career ready. Through a multi-tiered approach, Baird will provide Tier 1, 2 and 3 instructional strategies through the following means:

- Tier 1:
- Universal Screening (SBAC, i-Ready)
 - Cultural Proficiency professional learning
 - Camp WINK during the first week of school (Binder organization, Agenda Planner, Note taking support)
 - Schoolwide Scholars Program that focuses on the following: Developing leadership, JEDI (Social Justice, Equity, Diversity and Inclusion through WICOR, developing academic language using grade level literacy standards as an extension of literacy in each content area
 - The Baird Way (PBIS)
 - New Student and Parent Orientation
 - SEL Professional Development for staff
 - SEL weekly student lessons in Advisory classes
 - Baird Literacy Challenges to promote/encourage reading literacy via access to current, engaging independent reading material for students at all levels and to increase
 - Baird Math Challenge to address gaps in foundational math skills and to also provide acceleration opportunities for students
 - Provide access for all students to current, innovative technology (Minecraft eSports, TOT, Rocket league,
 - Schoolwide protocol for identifying power standards and literacy standards assessments
 - Minimum days for teacher collaboration/PLC work
 - Department Planning Days
 - 3 week Summer Enrichment Academies for all Baird students
- Tier 2:
- Tier 2 for intervention on grade level standards and acceleration built into each block
 - Transportation costs to be provided for teachers attending conferences
 - Availability of intervention for "will" during Before School Program, Bk. 8, Sat. Academy, and AST
 - Providing RTI tutors assigned to some math and ELA classes
 - Academic Support Time MF, 8:45-9:15 a.m.
 - Cultural Arts classes Block 8

- *Ethnic Studies class grades 7-8 during block 8*
- *JEDI (Social Justice, Equity, Diversity, and Inclusion) experiences offered in Block 8 classes*
- *One-on-One goal setting and grade chats with academic counselor*
- *High School credit classes offered to 7th and 8th grade students (Algebra, Span. 1&2, Native Speakers 1&2)*
- *Targeted Parent Workshops (English- and Spanish-speaking)*
- *Schoolwide protocol for Tier 2 reteaching and acceleration*
- *Spanish 1 offered to 8th grade students*
- *Offer access to the Bullard region "Wellness Hub" , to be utilized for SEL support services (counseling etc.)*
- *SSC (Student Support Center) staffed with a transition teacher and or RCA to offer RP conversations, Circles, Reset Room, Social Emotional Learning(SEL) support for students, staff, and families*
- *Extended Learning and Enrichment opportunities for students during After school, Winter Session, and Summer Session*
- *Schoolwide protocol for identification and monitoring of Tier 2 & 3 students/intervention effectiveness*
- *Work with Academic coaches (MLD or Math Coaches & ELD)*

Tier 3:

- *Hybrid YMA and YWA / Leadership classes with tutors*
- *ELA and Math Intervention with RTI tutors utilizing vendors such as "Teaching Fellows", "ELF", "Moreno Institute" etc.*
- *Designated ELD with ELA teacher*
- *SEL (Standard English Learner) Independent Contractor/Consultant/Coach*
- *ELD Afterschool tutoring*
- *i-Ready support*
- *Additional teachers and supports for After School Tutoring utilizing vendors such as "Teaching Fellows", "ELF", "Moreno Institute" etc.*
- *Parent Workshops*
- *Offer access to the Bullard region "Wellness Hub" . to be utilized for SEL support services (counseling etc.)*
- *Schoolwide protocol for identification and monitoring of Tier 3 students/intervention effectiveness*
- *Work with Academic coaches (MLD or Math Coaches , ELD & SPED)*

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Data used to monitor effectiveness of Tier 1, 2 & 3 implementation is as follows:

- iReady (2x/year)
- SBAC (end of year)
- ELPAC (Spring)
- RFEP monitoring
- EL goal setting
- Teacher developed assessments & CFA's
- FIAB's, IAB's
- Grades (monthly/quarterly)
- D/F reports
- Dept..and grade level PLC assessment data (monthly or as needed)
- IPG walks (weekly)
- Classroom Observations and Feedback (weekly)
- IEP goals

Owner(s):

- ILT
- dept. PLC
- grade level PLC
- Admin. team
- Student support team
- Resource Specialist

Timeline:

- *See info at left

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Universal screeners administered to all students at start of school year; iReady assessments administered pre-/mid-/post for 5th & 6th grade students); RTI tutors in ELA and Math RTI classes; Before School homework help, Academic Support Time; Block 8 Tier 3 support at least 2x/week; Designated ELD; after school tutoring for ELD students, Alliance/Leadership classes, 7th/8th grade Ethnic Studies classes, elective wheel, and Academic Support Time. Incentives will be offered to students that make significant gains in the areas of reading and math as indicated on district, state, and school assessments. Also, professional development in research-based instructional strategies for teachers.

Funds allocated within this action will be used for tutors, teacher and administrative subs, tech maintenance, and professional learning conferences and travel.

Specify enhanced services for EL students:

MTSS, Schoolwide Scholars, Designated ELD

Specify enhanced services for low-performing student groups:

Underserved student groups: SPED, EL, African American, SED

Additional Strategies to Support:

- SEL (Standard English Learner) *Consultant/Coach*
- ELA department teachers will provide Designated ELD and RFEP monitoring to students at their grade level
- Math department to work with a Math Coach through either MLD or through weekly coaching
- An increase in the number of Spanish-speaking *parent workshops* (from 3 to 4)
- Summer Literacy Program for SELs*
- *Summer Literacy Winter and Summer Program*
- Redesign of RSP push-in support
- Independent Contractor/Consulting/Coaching for Literacy, Math and SEL support
- RTI with certificated tutors
- COST referrals

Action 2

Title: All students will excel in Mathematics

Action Details:

Baird will implement mathematics support for all students aligned to the CCSS with an emphasis on conceptual understanding through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice and utilizing CAASPP and district aligned resources.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Common Formative Assessments (FIAB's and IAB's)	Teachers	quarterly
Daily progress monitoring (i.e.. classroom observations, feedback, reflective conversations, Tier 2 supports, lesson plans,)	ILT	ongoing
IPG data collection	Admin	ongoing
Math coaching support		

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- District adopted math curriculum
- FIAB's
- PLC planning
- Professional development in research-based instructional strategies
- Web based resources and materials to support achievement in mathematics (i-Ready, MLD etc.)
- Supplemental materials to support professional learning and implementation of tier 1 instructional practices
- Supplemental contracts for teachers to provide academic tutoring, plus contracted tutoring
- Supplemental contracts for teachers to plan instruction prior to the beginning of the year
- Supplemental contracts for teachers to attend Unbound ED Math Pathway and/or other innovative math instruction professional development
- Substitutes for teacher planning days
- Technology - purchase, replace, update and repair
- Provide Tier 1,2, and Tier 3 supports at all grade levels embedded into class blocks to include RTI tutors in all math classes
- Supplemental web based resources for the monitoring of student activity during Tier 2 instruction (HP classroom, Go Guardian etc.)
- Supplemental contract for classified staff/tutor to support in a before school program that will focus on homework help, academic chats, grade trackers etc.

Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:
Equal access to all available resources to identified students	Equal access to all available resources to identified students
Differentiated instruction and professional development to support the implementation	Differentiated instruction and professional development to support the implementation
Continued PL in the areas of Cultural Proficiency and JEDI	Continued PL in the areas of Cultural Proficiency and JEDI

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Guevara Arts and Leadership : Vendor to support at all Tiers 1,2, and 3 in both academic and behavior. Vendor #30116 Spilt funded with Units 7090 & 7099	17,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs	3,602.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin. subs	4,801.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies, student incentives, and PL to support EL students	2,160.00
G1A1	LCFF: EL	Instruction	Direct Trans			Travel and registration for conferences that focus on EL learners	3,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Technology resources for classroom (Go Guardian, headphones, software, programs etc.)	3,000.00
G1A2	Sup & Conc	Instruction	Subagreements			Guevara Arts and Leadership : Vendor to support at all Tiers 1,2, and 3 in both academic and behavior. Vendor #30116 Spilt funded with Units 3010 & 7099	10,568.00
G1A2	Sup & Conc	In-House Instructional Staff Development	Travel			Conferences and registration	8,015.00
G1A2	One-time School	Instruction	Subagreements			Guevera Arts and Leadership : Vendor to support at all Tiers 1, 2, and 3 in both academic and behavior. Vendor split funded with Units 3010 & 7090.	6,432.00

\$59,078.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	100 %	77.96 %	2022-2023	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The overall implementation of the actions for Goal 2, had full implementation at all three Tiers. Baird will continue to increase students' experiences in the realm of technology and science. Student participation has increased with the addition of the TOT elective, clubs (Minecraft eSports, Rocket league, and Extended Learning STEM vendors). We also have a Science Olympiad team, only one of two Middle School teams in FUSD. All Science classes have embedded Science Faire curriculum into their classes to increase student access to this competition. We plan to develop a pool of qualified teachers, staff and outside vendors that are committed to growing and sustaining our teams for the future. In addition Baird's offers Agriculture Science to all students in grades 5-8. 7th and 8th graders have the option to take both TOT and Ag electives as a year-long course.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Baird has a small pool of teachers that are interested in being coaches for these extra-curricular teams. We recognize that we need to recruit former students or work outside of the system and bring in vendors to help support. Having additional funding then becomes critical as we will need to find ways to compensate outside coaches.

We also learned that in order to provide access to students that do not live in the Baird vicinity, we will need to offer practices during the regular school day when possible.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There are no major differences to the implementation to this goal, except an increase in expenditures to address the need for additional team coaches to account for an increase in student participation. Increased funding will also provide for incentives, materials and supplies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Recruit more students from various ethnicities, backgrounds, and genders. Increase funding to provide for incentives, coaches, materials and supplies. We will offer more field trips to industries, colleges, and to non FUSD

schools that offer similar programs and opportunities.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: Consider offering Ethnic Studies field trips to 5th/6th grade students to promote the class and build interest	2 ELAC: N/A	3 Staff: 1. Funding for STEMcompetitions, materials and supplies 2. Develop vertical articulation with Sunnyside High School in order to align our Ag programs
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Action 1

Title: Goal 2 Actions - STUDENTS: Expand learning experiences

Action Details:

Tier 1: Baird Middle School will provide Tier 1 support to expand student engagement through the following means:

- Supporting development of student skills, including use of technology relevant to the demands of both college and career
- Hands-on Elective Wheel class components (robotics, coding, agriculture and agribusiness, college trips, guest speakers, etc.)
- Grade Level Enrichment Field Trips
- Time scheduled during staff meetings to capture club attendance in ATLAS
- Club Rush in Quarters 1 & 3
- Support with the purchase of relevant materials in order to enhance student interactions with STEM careers and pathways
- Conferences (Climate & Culture, Campus Culture, CTE)
- Supplemental contract for Parent Engagement Coordinator
- Add more CTE program offerings

Tier 2: Baird Middle School will provide Tier 2 support to expand student engagement through the following means:

- One-on-One goal setting and grade chats with academic counselor
- Targeted Parent Workshops (Spanish-speaking)
- Know More Program
- Social Skills classes
- Seasonal Sports Teams
- Leadership/School Site Council
- 5th Grade Enrichment Trip
- 6th Grade Camp
- Clubs and Club Field Trips
- 8th Grade Civic Learning
- Offer Ethnic Studies as an elective to 7th & 8th grade students with the potential to earn high school credit
- Ethnic Studies Field Studytrips
- Saturday Academy events and field trips

Tier 3: Baird Middle School will provide intensive support to expand student engagement through the following means:

- Young Men's Alliance
- Young Women's Alliance
- Wonder Valley Ranch
- Extended Learning Opportunities (Winter Session, Summer Session, After-School)
- Campus Culture Recruitment of underserved student groups

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Goal 2 engagement documentation in ATLAS, parent participation, additional CTE support for staff, addition of an Extended Learning Coordinator	Student Support Coordinator, ILT, Admin. team, CTE department	Fall - Spring 2022-2023 Monthly review of data to assess inventory needs.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Instruction via Science Olympiad, Tournament of Technology, Academic Pentathlon, sports teams, field trips, leadership conferences, parent workshops, Block 8 enrichment classes, Camp WINK, Know More, Social Skills classes, and civic learning.
- Materials, training, technology and programs around TOT, STEM, CTE

Specify enhanced services for EL students:

- Spanish-language parent workshops and enrichment trips,
- Spanish literacy instruction
- Translation Services
- RFEP monitoring
- Materials and training
- Parent workshops

Specify enhanced services for low-performing student groups:

- Low performing student groups: Latino, African American, Low SES
- Young Men's & Women's Alliance
 - Leadership Recruitment
 - Block
 - BSU
 - Ethnic Studies elective for 7th/8th grade students
 - offer Span. 1 to 8th grade students
 - Parent workshops

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics to support printing of handbooks and student materials	2,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: CTE misc. funding, CTE vehicle maintenance, supplemental materials	3,786.00

\$5,786.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	1 %	14.61 %	2022-2023	14.01 %
Suspension Rate - Semester 1	✓	1 %	1.99 %	2022-2023	1.66 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

As of March 2023, attendance data per the California Dashboard by student groups:

- SWD: 52 students 21.2 % chronically absent
- SED: 258 students 23.3 % chronically absent
- African American: 30 students 16.7% chronically absent
- Hispanic: 311 students 17.7% chronically absent
- White: 192 students 10.9% chronically absent

As of March 2023, suspension data (suspended at least one day) per the California dashboard by student groups:

- African American: 9 students 9.7%
- Hispanic: 321 students 2.8%
- SED: 266 students 2.3%
- SWD: 53 students 3.8%
- White: 194 students 2.6%

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

As Baird does not have a Home School Liaison to meet regularly with students, this task has been assigned to our part-time academic counselor and or our attendance clerk. Neither makes homes visits or consistently conducts SARB meetings with parents as their other job responsibilities make it difficult to complete or follow-up on.

Our AA male students encounter challenges that are unique to their group (retention at Baird, implicit bias, isolation/feelings of not belonging etc.). Acknowledging there is a need to address these concerns, but lacking consistent support for this group of students has been a key factor impacting disproportionality.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Funding for a part-time Home School Liaison to help support with chronically absent students, students on IS or Home Hospital would no doubt increase daily attendance.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Utilize a part-time office assistant to conduct parent meeting for chronically absent students
- Conduct quarterly goal setting with identified students
- Provide quarterly recognition to students with improved attendance
- Conduct home visits with a Home School Liaison or Child Welfare Attendance staff person to connect with families and offer support and resources

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: No feddback	2 ELAC: N/A	3 Staff: 1. Provide materials and supplies for recognition and rewards for improved attendance. 2. Develop a school-wide system to report "Citizenship" grades in the form of a rubric, so that it is consistent from one grade to the next.
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Action 1

Title: Goal 3 Actions - STUDENTS: Increase student engagement

Action Details:

Tier 1: Baird Middle School will provide Tier 1 support through the following means so that all students will stay in school on target to graduate:

- Universal Screening
- Schoolwide Scholars Program (Scholars classes, WICOR, Academic Language)
- Camp WINK (orientation, engagement)
- Block 8 Enrichment Classes (Art, Music, Dance, Mosaics , Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Xello - career exploration assessments
- Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- No-cut sports (Track & Field, Cross Country, Wrestling)
- Field Trips
- Hire an Extended Learning Coordinator
- Parent Workshops
- Schoolwide PLI
- PBIS/SEL Professional Development for Teachers
- PLC Professional Development for Teachers
- High Leverage EL Strategies Professional Development for all Teachers

- EdTech Conferences
- Continue offering weekly SEL lessons that addresses (anti-bullying, discrimination, harassment, and inclusivity)
- Summer Academies and Enrichment

Tier 2: Baird Middle School will provide Tier 2 support through the following means so that all students will stay in school on target to graduate:

- Know More
- Social Skills classes
- Seasonal Sports Teams
- Leadership/School Site Council
- Clubs and Club Field Trips
- Khan Academy
- Tutor.com
- Parent Workshops
- Ethnic Studies elective 7th/8th grade students

Tier 3: Baird Middle School will provide intensive support through the following means so that all students will stay in school on target to graduate:

- RTI Tutors for Math and ELA
- Young Men's Alliance
- Young Women's Alliance
- Explore Time Intervention twice each week for ELA and Math
- Designated ELD after school tutoring with an ELA teacher
- After School Tutoring
- Parent Workshops
- Wonder Valley Ranch peer bonding
- Intramurals
- Campus Culture Directors
- Small Group Counseling
- Social Skills small group with school psych or school social worker

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Club participation, before school tutoring rosters, after school enrichment program, grade monitoring, D/F weekly reports, Student Support Center logs

Owner(s):

ILT, student support Team

Timeline:

Fall to Spring 2023-2024

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Universal screeners administered to all students at start of school year; iReady assessments administered pre-/mid-/post); RTI tutors in ELA and Math RTI classes; Academic Support Time; Tier 3 support by ELA and Math teachers 2x/week; Designated ELD; after school tutoring, Alliance classes, Scholars classes, elective wheel, Academic Support Time professional learning, materials and supplies.

Specify enhanced services for EL students:

Pyramid Response to Intervention, Schoolwide Scholars, Designated ELD, After school tutoring

Specify enhanced services for low-performing student groups:

Under served groups: African American, SWD, SED, EL

Small group counseling, social skills classes, parent workshops and family trips, Designated ELD extra time and support, civic learning instruction

Ethnic Studies elective 7th/8th grade students

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Improve attendance %, reduce suspensions %, improve climate/culture, provide student incentives, hire a part-time RCA	9,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies to support student engagement	2,646.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Ethnic Studies PL and curriculum for 7th/8th grade elective	7,000.00

\$19,146.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	100 %	97.64 %	2022-2023	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal (District defined): Spring Climate & Culture staff survey – percent favorable in organizational culture domain. Data from the School Climate Survey shows two specific areas where there was a decrease in the organizational culture domain from the previous survey administration.

- Culture that provides staff with recognition for the work they do is 90%, a ten point drop from the last survey administration.
- Culture that provides staff with the following feedback to improve and grow is 93%, a seven point drop from the last survey.

Staff Goal (Site defined)

- Baird will seek to hire highly qualified teachers and staff that reflects the diversity of our community.
- By the Fall of 2023, **98%** staff will respond positively in the Organizational Environment domain.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Baird does not have all baseline supports (with only a part-time academic counselor, school psychologist, social worker, no TSA's, RP counselor etc.) afforded other secondary sites. Site administration fills various roles and responsibilities limiting opportunities for connections and relationship building with staff.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There was a decline in the percent favorable response of staff in the Organizational Environment domain from the Fall 2022 survey administration.

- Culture that provides staff with recognition for the work they do was 90%, a ten point drop from the last survey administration.
- Culture the provides staff with the following feedback to improve and grow was 93%, a seven point drop from the last survey administration.

This can be attributed to the new hire of a Vice Principal and the former Vice Principal promoted as principal. Adjustment time was needed to ensure the team was fully onboarded and integrated into the Baird culture. Staff is still adjusting to new leadership styles, and site leadership has been without a key member of the team since October.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Provide more opportunities for teacher voice and input in professional development tailored to their goals, needs, and aspirations. Routinely seek input and consider multiple viewpoints from those who will be responsible for direct implementation.
- Routinely seek feedback from those that have expertise related to the decisions being made.
- Hire a 1.0 Campus Culture Director

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: No feedback	2 ELAC: N/A	3 Staff: 1. Continue to utilize ILT for equity of voice. Ensure clarity when surveys will be utilized for staff input and consensus on school matters. 2. Create more opportunities to celebrate and recognize staff.
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Action 1

Title: Goal 4 Actions - STAFF: Diversity

Action Details:

Tier 1: Baird Middle School will provide Tier 1 support to increase recruitment and retention of staff reflecting on the diversity of our community.

- Equity Consultant - Equity Focused Coaching for Teachers and Staff
- Equity Walk (An observational walkthroughs of the school and classrooms) for purposes of identifying evidence of equitable educational practices system wide.
- Hire a 1.0 Campus Culture Director
- Cultural Proficiency PL
- Ethnic Studies curriculum elective course and ongoing PL for teacher
- Health & Wellness PL for staff
- Conferences for staff on JEDI (Social Justice, Equity, Diversity and Inclusion)
- FSU Teacher recruitment
- Hire a full-time Extended Learning Coordinator to ensure equitable opportunities for all students
- Hire a Family Engagement Facilitator to increase student, staff and family involvement in the school
- Health and wellness classes on site for staff
- Offer access to the Bullard region "Wellness Hub", to be utilized for SEL support services (counseling etc.)

Tier 2: Baird Middle School will provide Tier 2 support to increase recruitment and retention of staff reflecting on the diversity of our community.

- Recruitment of Bilingual Tutors
- Recruitment of Community Ed Teachers

- Baird Staff to attend educational conferences on equitable instructional practices (grading etc.)

Tier 3: Baird Middle School will provide intensive support to increase recruitment and retention of staff reflecting on the diversity of our community:

- Baird Staff to work with FUSD HR to recruit and retain teachers of color by influencing policies and removing barriers

Reasoning for using this action:

☐

Strong Evidence

☒

Moderate Evidence

☐

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Admin Staff: Black 50%, Latina 25%, White 25%

Teaching Staff: Asian <1%, Black 1%, Latino 33%, White 67%

Classified Staff: Native American 8%, White 8%, Black 0%, Latino 34%, Asian 42%

Owner(s):

Admin Team, ILT

Timeline:

June 2024

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Cultural Proficiency Training
- Equity Consultant
- Ethnic Studies curriculum and PL
- Community Ed Teachers to bring diverse opportunities for student engagement
- Conferences (Unbound Ed, Solution Tree)
- Work with FUSD HR to recruit and hire staff and teachers of color

Specify enhanced services for Staff in support of EL students:

- Cultural Proficiency Training
- Equity Consultant
- Ethnic Studies curriculum and PL
- Community Ed Teachers
- Conferences

Specify enhanced services for Staff to support low-performing student groups:

- Cultural Proficiency Training
- Equity Consultant
- Ethnic Studies curriculum and PL
- Community Ed Teachers
- Conferences

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			National Center for Urban School Transformation (NCUST) : To support an inclusive and diverse workplace at Baird, we will continue to offer PL opportunities to staff and teacher. NCUST facilitated by San Diego State.	3,720.00

\$3,720.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	100 %	82.46 %	2022-2023	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Baird will strive to include opportunities for all families to engage in their students’ education.

79% of families responded favorably in this domain. Our goal by the Spring of 2024, is for 90% or more of our families to respond favorably in the family engagement domain.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

As last year provided an opportunity to gradually resume pre-pandemic activities, there were still fewer in-person events and parent conferences. Also, Baird has historically utilized a Parent Facilitator that supported our efforts in the area of parent engagement. Another function of this role was to act as a member of the PTA (we no longer have one). This position was not approved for the past three years, and we have seen a sharp decline in parent engagement as a result.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Baird will continue to utilize surveys to target specific needs of our families. With our Climate and Culture team, we will identify ways, resources, and people to help us increase positive responses.
- Baird will continue to strive to include and involve families in a variety of ways to increase parent engagement. Site leadership and the Climate and Culture team will participate in district provided PL and attend conferences, survey families on related and relevant topics.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Baird will continue to prioritize and promote family involvement and engagement through a variety of avenues:

- quarterly academic and character counts awards assemblies
- quarterly athletic awards dinner
- Awards ceremony for Academic Pentathlon, TOT, Minecraft eSports, Science Olympiad etc.

- Fall and Spring Festivals
- Events for parents/guardians (Pastries with Peeps etc.)
- School Site Council
- Parent, Teacher, Student organization (PTO)
- Saturday parent workshops
- Focus groups
- Hire a part-time parent facilitator
- Employ equitable practices in all application and matriculation procedures for new families
- Making the Baird campus accessible and inviting through Showcase events
- Making the Baird campus accessible and inviting when hosting either requested or scheduled tours

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: No feedback	2 ELAC: N/A	3 Staff: 1. More intention when it comes to recruitment of staff and students to promote our magnet program and diversity on campus. 2. More intention when it comes to translation services to also include written materials needed for Spanish speaking parents.
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Action 1

Title: Goal 5 Actions - FAMILIES: Increase opportunities

Action Details:

Tier 1: Baird Middle School will provide Tier 1 support to increase inclusive opportunities for families to engage in their students' education:

- Work with an Equity Consultant (i.e.. NUCUST)
- Camp WINK for all new and returning students (orientation, re-engagement)
- Block 8 Enrichment Classes (Art, Music, Dance, Mosaic , Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- No-cut sports (Track & Field, Cross Country, Wrestling)
- Hire a 1.0 Campus Culture
- Fall & Spring Festivals
- Mom's Tea, Dad's Breakfast, Jog-a-thon, etc.
- 6th Greek Olympics

- 7th Medieval Fair or similar activity
- Ethnic studies elective course for 7th and 8th graders
- Back to School Night
- Fundraisers
- Grade Level Field Trips
- 6th Grade Camp
- Clubs that promote family involvement (Adventure Club, BSU, Pride Club etc.)
- Ag program brings in families - AG EXPO, Idea Fest, mobile Farmer's market
- Updated sound system for Baird Amphitheater and cafeteria
- Supplemental/Independent contracts for Parent Engagement Coordinator

Tier 2: Baird Middle School will provide Tier 2 support to increase inclusive opportunities for families to engage in their students' education:

- Parent meetings with Academic Counselor
- Targeted Parent Workshops (Spanish-speaking, Parenting Skills, SEL, etc.)
- School Site Council
- 5th Grade San Francisco Trip
- Clubs and Club Field Trips
- 8th Grade Civic Learning
- Science Olympiad
- Academic Decathlon
- Tournament of Technology
- Minecraft eSports, Rocket league, Science Olympiad, TOT etc.
- Sports Banquets

Tier 3: Baird Middle School will provide intensive support to increase inclusive opportunities for families to engage in their students' education:

- Young Men's Alliance
- Young Women's Alliance
- Summer Literacy Program
- After School Program
- Saturday Academy
- .4 Instructional Coach
- EL Consultant

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Climate and Culture Survey - Parent & Student Responses

[Owner\(s\):](#)

Student Support Coordinator, ILT. site admin. climate and culture

[Timeline:](#)

Fall - Spring 2023-2024

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Family Engagement parent participation information, sign-up information for various activities, family surveys, feedback

[Owner\(s\):](#)

Campus Culture Directors, Student Support Coordinator, site admin. Team, ILT

[Timeline:](#)

Ongoing 2023-2024

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Engagement via Extended Learning Coordinator
- Student Support Center Coordinator
- Campus Culture Directors
- On/Off Site Family Events & Engagement Opportunities
- Books, workshops, refreshments, incentives, classified staff supplemental support,etc.

Specify enhanced services for Families of EL students:

Spanish-language parent workshops and enrichment trips

Spanish literacy instruction

Spanish club

BSU

Moreno tutors and coordinators

Interact Teaching Fellows

Specify enhanced services for Families of low-performing student groups:

Underserved student groups: Latino, African American, SWD, SED

Young Men's & Women's Alliance

Leadership Recruitment

Block 8

AASL Cohort/BSU

Interact Fellows or Moreno tutors

Saturday Academy

Independent Contractors to provide PL on wellness (social emotional etc.)

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			: PL resources for family engagement	2,000.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts for ELPAC Assessors, supporting students and family engagement activities.	17,248.00
G5A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental to support students and families (parent meetings, Magnet Nights, Special events, orientation etc.	19,666.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent engagement	6,200.00
G5A1	LCFF: EL	Parent Participation	Direct Trans			: EL parent educational trips	3,000.00

\$48,114.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0030 Baird Middle (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Guevara Arts and Leadership : Vendor to support at all Tiers 1,2, and 3 in both academic and behavior. Vendor #30116 Spilt funded with Units 7090 & 7099	17,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs	3,602.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin. subs	4,801.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies, student incentives, and PL to support EL students	2,160.00
G1A1	LCFF: EL	Instruction	Direct Trans			Travel and registration for conferences that focus on EL learners	3,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Technology resources for classroom (Go Guardian, headphones, software, programs etc.)	3,000.00
G1A2	Sup & Conc	Instruction	Subagreements			Guevara Arts and Leadership : Vendor to support at all Tiers 1,2, and 3 in both academic and behavior. Vendor #30116 Spilt funded with Units 3010 & 7099	10,568.00
G1A2	Sup & Conc	In-House Instructional Staff Development	Travel			Conferences and registration	8,015.00
G1A2	One-time School	Instruction	Subagreements			Guevara Arts and Leadership : Vendor to support at all Tiers 1, 2, and 3 in both academic and behavior. Vendor split funded with Units 3010 & 7090.	6,432.00
G2A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics to support printing of handbooks and student materials	2,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: CTE misc. funding, CTE vehicle maintenance, supplemental materials	3,786.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Improve attendance %, reduce suspensions %, improve climate/culture, provide student incentives, hire a part-time RCA	9,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies to support student engagement	2,646.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Ethnic Studies PL and curriculum for 7th/8th grade elective	7,000.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			National Center for Urban School Transformation (NCUST) : To support an inclusive and diverse workplace at Baird, we will continue to offer PL opportunities to staff and teacher. NCUST facilitated by San Diego State.	3,720.00
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			: PL resources for family engagement	2,000.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts for ELPAC Assessors, supporting students and family engagement activities.	17,248.00
G5A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental to support students and families (parent meetings, Magnet Nights, Special events, orientation etc.	19,666.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent engagement	6,200.00
G5A1	LCFF: EL	Parent Participation	Direct Trans			: EL parent educational trips	3,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$27,720.00
Sup & Conc	7090	\$93,532.00
LCFF: EL	7091	\$8,160.00
One-time School	7099	\$6,432.00
Grand Total		\$135,844.00

\$135,844.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$59,078.00
G2 - Expand student-centered and real-world learning experiences	\$5,786.00
G3 - Increase student engagement in their school and community	\$19,146.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$3,720.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$48,114.00
Grand Total	\$135,844.00