

**Moreland School District**  
**Gussie M. Baker Elementary**  
**2021-2022 School Accountability Report Card**

**SCHOOL ADMINISTRATION**

Christopher Barbara  
cbarbara@moreland.org

**SCHOOL INFORMATION**

43695756047807  
4845 Bucknall Road  
San Jose, CA 95130  
(408) 874-3200  
<http://www.baker.moreland.org>

**SUPERINTENDENT**

Dr. Clover Codd  
ccodd@moreland.org

**DISTRICT INFORMATION**

Moreland School District  
4711 Campbell Avenue  
San Jose, CA 95130  
(408) 874-2901

**BOARD OF EDUCATION**

Heather Sutton  
Shelly Hong  
Ryan Sales  
Sriram Chatrathi  
Brian Penzel

**DISTRICT ADMINISTRATION**

Clover Codd, Ed.D.  
Superintendent  
superintendent@moreland.org  
Destiny Ortega  
Assistant Superintendent,  
Educational Services  
Jennifer Baldwin  
Assistant Superintendent,  
Human Resources  
Evangeline Reyes  
Chief Business Official

**SARC INFORMATION**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**DATAQUEST**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**CALIFORNIA SCHOOL DASHBOARD**

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



**MORELAND  
SCHOOL  
DISTRICT**



## SCHOOL STATEMENTS

School Mission:

At Baker, We make Connections, Explore our world, and Contribute globally.

To address this mission, Baker Elementary School will:

- Provide a safe, respectful, caring climate where all students can learn and excel.
- Establish high standards of student learning by aligning curriculum to Common Core Standards.
- Focus on using quality, research-based instructional methods to meet the needs of ALL students.
- Administer and analyze common assessments to determine areas of need and to inform instruction.
- Provide support (intervention) for those students who have not achieved performance standards and provide enrichment opportunities for those students who have exceeded standards.
- Maintain high levels of collaboration and communication within our learning community.
- Promote professional development to ensure a highly qualified teaching staff.

## SCHOOL PROFILE

Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make the school the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors. The school is committed to providing a rigorous and challenging academic program.

## ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	48.4
Male	51.6
Non-Binary	
American Indian or Alaska Native	0.2
Asian	40.3
Black or African American	3.4
Filipino	1.7
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	
White	24.2
Two or More Races	11.3
EL Students	22.1
Foster Youth	0.2
Homeless	
Military	
Socioeconomically Disadvantaged	14.8
Migrant Education	
Students with Disabilities	8.6

## ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	71
1st	59
2nd	69
3rd	96
4th	80
5th	92
6th	0
Total	467

## CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	91.30	177.10	90.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.69	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.20	2.16	12115.80	4.41
Unknown	2.00	8.70	12.50	6.42	18854.30	6.86
Total Teaching Positions	23.00	100.00	195.20	100.00	274759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	90.48	173.30	93.11	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	0.40	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.90	1.05	4.28	4.28
Unknown	2.00	9.52	10.10	5.43	15831.90	5.67
Total Teaching Positions	21.00	100.00	186.10	100.00	279044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

#### FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/05/2022
Data Collected:	November 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Classroom 2, Classroom 6: Floor is in fair condition but need schedule replacement in near future. Classroom 3, Classroom 7: Carpet needs replacement in near future. Classroom 5: Restroom needs painting. Kindergarten Restroom: Restroom need painting. Library, Classroom 11, Classroom 16, Classroom 21, Classroom 28, Student Restroom in Office: Wall needs painting.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Classroom K1: Restroom needs deep cleaning, walls need cleaning, sinks need cleaning. Classroom K4: Walls need cleaning, Ceiling tile needs cleaning.
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Classroom 5: Urinal needs adjustments. Student Restroom in Office: Toilet seat need adjustment.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**SCHOOL FACILITIES**

Baker Elementary was originally constructed in 1961 and is currently comprised of 33 classrooms, a cafeteria, three playgrounds, grassy play areas, a library/media center, and a STEAM lab.

**Cleaning Process**

Baker Elementary provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

**Maintenance and Repair**

A scheduled maintenance program is administered by Baker Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Moreland Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

**INSTRUCTIONAL MATERIALS**

Pursuant to the settlement of Williams vs. the State of California, Moreland Elementary School District thoroughly inspected each of its school sites at the start of the 2019-20 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 22, 2020.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

**TEXTBOOKS**

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5 / Course: English/Language Arts / Publisher: Benchmark Education Co. / Series: Benchmark Advance / Adoption: 2017	Yes	0
Mathematics	Grades: K-5 / Course: Mathematics / Publisher: McGraw-Hill / Series: Eureka Math / Adoption: 2016	Yes	0
History / Social Science	Grades: K-5 / Course: Social Science/History / Publisher: Savvas Learning Company / Series: myWorld Social Studies / Adoption: 2022	Yes	0
Science	Grades: K-5 / Course: Science / Publisher: STEMscopes / Series: STEMscopes / Adoption: 2019	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

**PUPIL ACHIEVEMENT AND OUTCOMES**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

**CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS**

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

**ASSESSMENT RESULTS**

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

<b>Assessment Results by Subject</b>			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	76	65	47
Mathematics (Grades 3-8 and 11)	77	57	33
Science (Grades 5, 8, and 10)	65	51	29

<b>Assessment Results by Student Group - English Language Arts</b>					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	276	268	97.10	2.90	76.12
Male	143	139	97.20	2.80	70.50
Female	133	129	96.99	3.01	82.17
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	116	110	94.83	5.17	92.73
Black or African American	13	13	100.00	0.00	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	48	46	95.83	4.17	41.30
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	61	61	100.00	0.00	83.61
Two or More Races	35	35	100.00	0.00	77.14
EL Students	37	31	83.78	16.22	41.94
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	39	95.12	4.88	35.90
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	40	38	95.00	5.00	21.05

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	276	273	98.91	1.09	76.92
Male	143	141	98.60	1.40	75.89
Female	133	132	99.25	0.75	78.03
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	116	116	100.00	0.00	90.52
Black or African American	13	12	92.31	7.69	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	48	46	95.83	4.17	43.48
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	61	61	100.00	0.00	85.25
Two or More Races	35	35	100.00	0.00	80.00
EL Students	37	37	100.00	0.00	54.05
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	38	92.68	7.32	31.58
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	40	37	92.50	7.50	27.03

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	94	93	98.94	1.06	64.52
Male	42	42	100.00	0.00	69.05
Female	52	51	98.08	1.92	60.78
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	35	35	100.00	0.00	74.29
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	17	16	94.12	5.88	31.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	22	22	100.00	0.00	81.82
Two or More Races	13	13	100.00	0.00	61.54
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	14	13	92.86	7.14	23.08
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	13	12	92.31	7.69	16.67

#### OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

#### PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	92	92	93	95	94

#### PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

#### CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	492	491	69	14.1
Female	233	233	27	11.6
Male	259	258	42	16.3
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	197	196	8	4.1
Black or African American	20	20	2	10
Filipino	8	8	1	12.5
Hispanic or Latino	89	89	36	40.4
Native Hawaiian or Pacific Islander	0	0	0	0
White	114	114	16	14
Two or More Races	55	55	4	7.3
EL Students	109	109	11	10.1
Foster Youth	1	1	0	0
Homeless	1	1	0	0
Military				
Socioeconomically Disadvantaged	77	77	24	31.2
Migrant Education	0	0	0	0
Students with Disabilities	62	62	19	30.6

#### PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site



**PARENT INVOLVEMENT**

Parents and the community are very supportive of the educational programs at Baker Elementary. Parents are encouraged to volunteer at the school, chaperone field trips, serve as art docents, organize fundraisers, and participate in the ABC Reading Program. Additional opportunities for involvement include: Home and School Club, School Site Council, and English Learner Advisory Committee.

The school receives additional support from the Moreland Educational Foundation, local business, and community service organizations throughout the San Jose area.

**SCHOOL CLIMATE**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**SCHOOL SAFETY**

Safety of students and staff is a primary concern of the school. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Safety Committee. All revisions are communicated to the both the classified and certificated staff. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop off and pick up. Additionally, visitors must check in at the school office before entering the school campus.

**SUSPENSIONS AND EXPULSIONS**

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.32	0	0.81	0	0	0
District	0.83	0	0.98	0	0	0.02
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.81	0
Female	0	0
Male	1.54	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.25	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	3.64	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	2.6	0
Migrant Education	0	0
Students with Disabilities	6.45	0

#### OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Tracy and Mountain House, which contain numerous computer workstations.

#### PROFESSIONAL DEVELOPMENT

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff.

Teachers are provided with three professional development days during the school year that focus on district initiatives and needs identified by staff. Throughout the year, teachers have six district collaboration meetings that are used for professional development and collaboration using a menu of options. This professional development model is created using teacher and administrator feedback.

#### PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	10	10	10

#### ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

#### AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.2

#### COUNSELING AND SUPPORT SERVICES

In addition to academics, the staff at Gussie M. Baker Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals.

The school offers a variety of programs to students who are struggling to meet grade-level standards. Once students are identified as academically at-risk, an improvement program is developed that may include after-school intervention or instruction from specialized personnel. Students may be referred to Special Education for further evaluation. The school also staffs five intervention aides to support students that are at-risk of not meeting grade level standards. In addition the school site houses an after school care through the Extended Care Program for all students.

Students are identified as English Learners (EL) during the enrollment process and through the English Language Proficiency Assessments for California (ELPAC). Gussie M. Baker Elementary provides English Language Development (ELD) through a push-in program during the regular school day as well as designated ELD instruction. Teachers incorporate SDAIE (Specially Designed Academic Instruction in English) methods throughout their lessons to better support EL students. Intervention aides are also available to assist EL students in their acquisition of the English language.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team (SST) develops a Problem Solving Plan for students with emotional, social, and/or developmental disabilities who have been referred by staff or parents. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, the Resource Specialist Program, and/or sessions with other members of the support staff.

**CLASS SIZE DISTRIBUTION**

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.  
 \*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	30	27	18			2	3	3	2	1	1	
1st	25	23	20			3	4	3				
2nd	24	24	23				4	4	3			
3rd	23	21	23				4	4	4			
4th	25	30	25	1			2	3	3			
5th	21	32	29	2			3	3	3			
6th												
Other	8	9	7	2	2	2						

**DISTRICT REVENUE SOURCES**

In addition to general state funding, Moreland Elementary School District received state and federal categorical funding for the following support programs:

- Class Size Reduction
- Economic Impact Aid
- Drug, Alcohol and Tobacco Prevention Education
- Gifted and Talented Education
- Peer Assistance and Review
- School Improvement Program
- Title I

**SCHOOL AND DISTRICT EXPENDITURES**

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 6,648
School: From Supplemental/Restricted Sources	\$ 283
School: From Basic/Unrestricted Sources	\$ 6,365
District: From Basic/Unrestricted Sources	\$ 6,305
Percentage of Variation between School & District	0.95 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-3.47 %

#### TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 59,078	\$ 51,591
Mid-Range Teachers	\$ 83,075	\$ 79,620
Highest Teachers	\$ 110,324	\$ 104,866
Elementary School Principals	\$ 168,238	\$ 131,473
Middle School Principals	\$ 177,565	\$ 135,064
High School Principals	\$ 0	\$ 137,679
Superintendent	\$ 274,157	\$ 205,661
Teacher Salaries	34 %	33 %
Administrative Salaries	7 %	6 %

#### SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 98,364
District	\$ 87,838
Percentage of Variation between School & District	11.98 %
All Similar School Districts	\$ 84,612
Percentage of Variation between School & State	16.25 %