



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **BAY PARK ELEMENTARY SCHOOL**

2018-19

37-68338-6039200
CDS Code

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

Principal: Barnes, Leslie

Contact Person: Barnes, Leslie

Position: Principal

Telephone Number: 619/276-1471

Address: 2433 Denver St, Bay Park Elementary, San Diego, CA, 92110-3338,

E-mail Address: lbarnes@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: *Bay Park Elementary*

SITE CONTACT PERSON: *Leslie Barnes*

PHONE: *619-276-1471* FAX:

E-MAIL ADDRESS: *lbarnes@sandi.net*

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

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

Title 1 Schoolwide Programs (SWP)

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | |
|--|-------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <i>4/3/18</i> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <i>4/3/18</i> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: *4/3/18*

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

Leslie Barnes

Type/Print Name of School Principal

Leslie Barnes

Signature of School Principal

4/4/18

Date

Manissa Rivera

Type/Print Name of SSC Chairperson

Manissa Rivera

Signature of SSC Chairperson

4/4/18

Date

Sofia Freire

Type/Print Name of Area Superintendent

Sofia Freire

Signature of Area Superintendent

4/11/18

Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The Bay Park Learning Community joyfully inspires all of its members to pursue excellence in teaching and learning in a child-centered atmosphere. Academic rigor is valued within an environment designed to support the growth of each individual. We share the vision of empowering learners to reach their full potential as capable, healthy citizens of strong character. Staff, students, and families embrace responsibility for building and maintaining a culture of respect in which diversity is celebrated.

Bay Park students are learners! They:

- take risks, try new learning on, reflect on their progress, and never give up.
- ask lots of questions and use challenges to push their thinking.
- connect new learning to past learning and experiences.
- make their own meaning by practicing and experimenting with what they have learned.
- understand that learning is hard work with great rewards.

Academic rigor is valued within an environment designed to support the growth of each individual. We share the vision of providing rich experiences focused on our Bay Park Core Beliefs and empowering learners to reach their full potential as capable, healthy citizens of strong character. Staff, students, and families embrace responsibility for building and maintaining a culture of respect, structure, dedication, unity of purpose, and self-discipline.

Bay Park Core Beliefs

- Modeling (providing clear models of the academic and social outcomes for students)
- Providing opportunities for student conversations to build meaning
- High expectations for all learners
- Utilizing various instructional approaches based on student need
- Community building with all members of our Bay Park Community

Input from our School Site Council, Site Governance Team, ILT (Instructional Leadership Team), PTA Board Members, and staff helped to tailor the development of our SPSA. The ILT also guides our professional development plan that emphasizes grade level collaboration and planning to ensure that Common Core State Standards are met.

Student Performance Data

2016-17 CAASPP Bay Park Elementary students exceeded the district and state percentages of students who met/exceeded standards in both ELA and Mathematics. In ELA 75% (50 students) of third graders met/exceeded standards; 76% (42 students) of fourth graders met/exceeded standards; and 73% (48 students) in fifth grade met/exceeded standards. Combining third-fifth grade, in ELA, 74% (140 students) met/exceeded standards. In Mathematics, 75% (50 students) of third graders met/exceeded standards; 73% (40 students) of fourth graders met/exceeded standards; and 64% (42 students) in fifth grade met/exceeded standards. Combining third-fifth grade, in Mathematics, 70% (132 students) met/exceeded standards. Our

Bay Park Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Students with a Disability were our lowest performing subgroup. 52% of 21 students met/exceeded standards in ELA and 40% of 20 student's met/exceeded standards in Math. We will continue to target our English Learner subgroup. 54% of 13 students met/exceeded standards in ELA to close the achievement gap while maintaining a focus upon the improvement of all students at Bay Park Elementary. English Learners have been clustered using ELPAC data for student placement so that teachers can target specific language acquisition needs when engaging in FELD (Focused English Language Development). To develop the goals for this plan, we used 20116-17 SABAC data. To determine the approximate number of third grade students for each goal we used the current enrollment for second grader. To determine the approximate number of fifth grade students for each goal, we used the current enrollment for fourth grade.

SCHOOL VISION AND REALITY

Analysis of our current reality reveals that all stakeholders are developing toward the ideal state. It is often said by parents, students, staff, community members and visitors that Bay Park has a warm friendly atmosphere that can be felt when on campus. Though we have worked hard to reach this level, we still have work to do before I can honestly say that ALL stakeholders have developed 'habits of mind' in all areas to meet our ideal state. We continue to work toward the ideal state to have all teachers set and maintain high academic expectations for all students throughout the entire school day five days a week. In the 2018-19 school year, we will continue to focus on increasing teacher knowledge of Critical Concepts, Proficiency Scales and Common Core State to ensure that all students will meet or exceed grade level expectations. We will continue strengthening the Five Dimensions of Teaching and Learning (Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning and Classroom Environment and Culture) through our work together. Support will be provided to teachers in modified day professional development, during ILT (Instructional Leadership Team) and PLCs (Professional Learning Communities) as well as professional development with Toler Elementary, another school in our cluster. Teachers will also have the opportunity to attend trainings/workshops provided by the district.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

| | |
|-------------|---------|
| Grades K-3: | 1:24 |
| Grade 4-5: | 1:32.13 |

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

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

With this understanding, professional development time is provided within the structure of Professional Learning Communities and whole group professional development. Most of our professional development is in collaboration with Toler Elementary school. Professional development includes analysis of student data (formative assessments and student work samples such as writing pieces, etc.) to monitor student progress toward goals, and work around grade level standards and Critical Concepts. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC). Professional development includes English Language Arts, Mathematics and Science.

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet or exceed standards. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

- Teachers will participate in monthly professional development
- Teachers will participate in professional development with teachers at Toler Elementary School
- Purchasing of professional texts for teachers
- Purchasing of instructional materials and supplies
- Visiting Teachers to allow teachers to work in PLCs (Professional Learning Communities)
- Visiting Teachers to allow teachers to attend district provided trainings as well as local workshops/trainings/conferences

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Multiple groups provided input this year to develop Bay Park's budget and SPSA.

School Site Council and Site Governance Team:

- Sept. 11, 2017, Oct. 2, 2017, Nov. 13, 2017, Jan. 8, 2018, Feb. 5, 2018, Mar. 12, 2018, April 2, 2018 - all meetings included updates on current school budget, current student needs determined by looking at performance data, including subgroup data and projecting to the coming school year how we can continue to better support our students to close achievement gaps.
- Feb. 5, 2018, March 12, 2018 and April 2, 2018- Single Plan for Student Achievement Assessment and Evaluation Survey and SPSA goal input
- Feb. 5, 2018 - SSC reviewed and approved the 2018-19 budget

Principal's Coffees:

- Discussed, brainstorm and shared ideas on how best to support our students.

PTA Board Meetings:

- Principal's report included brief update on budget and student performance data. The principal always solicits ideas for continual improvement and what the parents/families would like to see in the coming months and the following school year. Information was included in the Survey for Parent/Community Involvement.

School Safety Committee (group comprised of parents and teachers):

- We discussed current campus needs to strengthen student, campus and neighborhood safety as well as disaster preparedness. This group's work and input is taken into consideration regarding expenditures of Bay Park's school budget.

Staff Meetings:

- During our staff meetings throughout the year, we discussed student needs/student supports needed, needed instructional materials, priorities for spending monies and looking forward to what is needed for the school year. Information was included in the survey and summary.

- To gain input, during the staff meeting on February 5, 2018, the principal shared the draft school budget for the next school year; staff discussed and provided input.

PLCs and ILT Meetings:

- Discussion at each meeting included student performance data and closing the achievement gap as well as needed materials/resources for the coming months and school year. This information was used to help construct this SPSA including the budget for the next school year.

| SCHOOL SITE COUNCIL MEMBERSHIP | |
|---------------------------------------|-----------------|
| Member Name | Role |
| Meg Fegan | Parent |
| Cyril Reinicke | Parent |
| Casey Roth | Parent |
| Scott Yoffe | Parent |
| Andree Webb | Parent -DAC |
| Leslie Barnes | Principal |
| Marissa Rivera | Teacher - Chair |
| Julie Aquino | Teacher |
| Curtis Doerner | Teacher |
| Maria Rodriguez | Other |

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 79% (approx. 74 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 77% (approx. 545th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: Hispanic/Latino students

By June 2019, 78% (approx. 21 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 9 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 56% (approx. 7 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 38% (approx. 4 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Economically Disadvantaged students

By June 2019, 60% (approx. 15 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 13 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze DRA achievement 3 times per year. Analysis will inform subsequent instruction. Student performance data and work samples are analyzed during PLCs (Professional Learning Communities).

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 79% (approx. 74 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 68% (approx. 47 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school.

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 19 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 28% (approx. 6 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 47% (approx. 6 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Economically Disadvantaged students

By June 2019, 60% (approx. 10 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 51% (approx. 11 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments a minimum of 4 times per year during PLCs. Teachers also meet monthly for grade level meetings to discuss and analyze student performance data and to use results to plan instruction.

Area 3: English Learner

English Learner SMART Goal:
 By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data including work samples and formative assessments are included during each PLC. We closely monitor the progress of our English Learners to accelerate their English Language acquisition with the goal of reclassification. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Empty space for additional information or notes.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 84% (approx. 79 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 81% (approx. 56 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and principal will meet by grade level to analyze end of unit assessments and DRA data a minimum of 3 times per year. Teachers discuss and analyze student work and formative assessments during PLCs and monthly grade level meetings. Analysis informs subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 436 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80% of families will attend 2 parent meetings, workshops, trainings, school committee meetings and/or parent conferences to increase the milestones necessary for meaningful graduation.

Targeted Population:

Although we have continued to build our community involvement, we still need to increase our parent involvement with our English Learner families. We will target families of English Learners by making sure that they sign up to receive our school to home communication via Konstella and the Stingray Splash eBlast. We will continue to send messages via School Messenger as well as send home our weekly newsletter, the Park Press. Teachers will be encouraged to make a special effort to contact English Learner families to encourage them to attend PTA association meeting as well as other school events and activities.

What data did you use to form these goals?:

Sign In Sheets from Bay Park Elementary's PTA Association meetings, parent conferences, Principal's Coffees, Family Nights, Back to School Night, Spring Open House, etc.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and principal will meet a minimum of three times per year to analyze family participation. All families are contacted and encouraged to attend Fall Parent Teacher Conferences to discuss their child's progress. Families are kept informed and encouraged to attend school activities, events and trainings/workshops via our weekly parent newsletter, the school website, Konstella, School Messenger, PeachJar and the PTA's website and Facebook Page. Student progress using site developed criteria.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the Lucy Calkins Reading and Writing Units, units of study in English Language Arts and/or Engage New York ELA Units, ELA Framework and grade level California Common Core Standards in designing and differentiating instruction.
- All teachers will use the Critical Concepts and Proficiency Scales provided by the district.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment to monitor progress and adjust instruction based upon the needs of students. This includes ongoing/in the moment assessments such as the use of individual whiteboards, hand signals, exit slips, etc.
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards. Students may also utilize student checklists and/or rubrics for each writing unit.
- Teachers will use graphic organizers to support student understanding.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of formative assessments and student writing to plan instruction, monitor student progress and adjust instruction accordingly.
- Teachers will participate in professional development to strengthen literacy instruction and have an opportunity to participate in district trainings/workshops.
- Teachers will participate in professional development with Toler Elementary teachers to strengthen reading writing and math instruction.

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy and mathematics.
- Teachers will make home contacts i.e. progress report, phone call, home visit to discuss the progress of their at risk student. These will be logged by teacher.
- Educational specialists will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction
- Counselor will provide support in targeted small groups

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor will provide check in with at risk students
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

How will you monitor these strategies/activities?:

DRA2, formative assessments, pre and post On Demand Writing Assessments for each Calkins Writing Unit, ELPAC, SBAC, end of topic math assessments.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

How will you monitor these strategies/activities?:

DRA2, formative assessments, pre and post On Demand Writing Assessments for each Calkins Writing Unit, ELPAC, SBAC, end of topic math assessments.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.

How will you monitor these strategies/activities?:

DRA2, formative assessments, pre and post On Demand Writing Assessments for each Calkins Writing Unit, ELPAC, SBAC, end of topic math assessments.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

How will you monitor these strategies/activities?: *Phone calls home

*SARB letters

*Counselor interventions such as individual and group meetings

*Student Study Team meeting with teachers, parents, support staff...etc.

Academic Monitoring: DRA2, formative assessments, pre and post On Demand Writing Assessments for each Calkins Writing Unit, ELPAC, SBAC, end of topic math assessments.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the curriculum.

How will you monitor these strategies/activities?:

Sign-in sheets including PTA Association Meetings, Parent-Teacher Conferences, Family Nights, Back to School Nights, Spring Open House, Principal's Coffees, etc.

| Local Control Funding Formula Goals and Budget |
|--|
| <p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p> |
| <p>Intervention Support Goal:: Provide visiting teachers to allow teachers time to collaborate as well as attend workshops/trainings/conferences and other professional development. Instructional materials will be purchased to support student learning for all students including Students with Disabilities, English Learners and students who are performing below grade level expectations.</p> <p>Identified Need:: Provide support to Students with Disabilities, English Learners and students performing below grade level expectations.</p> <p>Target Group:: Students with Disabilities and English Learners and students performing below grade level expectations.</p> <p>Monitoring:: DRA2, formative assessments, pre and post On Demand Writing Assessments for each Calkins Writing Unit, ELPAC, SBAC, end of topic math assessments.</p> <p>Personnel Responsible:: Classroom Teachers, Principal</p> |
| <p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p> |
| <p>Classroom Support Goal:: Provide visiting teachers to allow teachers time to collaborate as well as attend workshops/trainings/conferences and other professional development. Instructional materials will be purchased to support student learning for all students including Students with Disabilities, English Learners and students who are performing below grade level expectations.</p> <p>Identified Need:: Provide support to English Learners and students performing below grade level expectations.</p> <p>Target Group:: Students with Disabilities and English Learners and students performing below grade level expectations.</p> <p>Monitoring:: DRA2, formative assessments, pre and post On Demand Writing Assessments for each Calkins Writing Unit, ELPAC, SBAC, end of topic math assessments.</p> <p>Personnel Responsible:: Classroom Teachers, Principal</p> |

Goal 3: Professional Development

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

Professional Development Goal:

Provide visiting teachers to allow teachers time to collaborate as well as attend workshops/trainings/conferences and other professional development. Instructional materials will be purchased to support student learning for all students including Students with Disabilities, English Learners and students who are performing below grade level expectations.

Identified Need::

Provide support to Students with Disabilities, English Learners and students performing below grade level expectations.

Target Group::

Students with Disabilities, English Learners and students performing below grade level expectations.

Monitoring::

DRA2, formative assessments, pre and post On Demand Writing Assessments for each Calkins Writing Unit, ELPAC, SBAC, end of topic math assessments.

Personnel Responsible::

Classroom Teachers, Principal

LCFF Intervention Supports

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|--------------------------------|-----|-------------|----------------|---|---------------------------|--------------|---|
| Prof&Curriclm Dev Vist Tchr | | \$4,730.00 | \$5,694.45 | 0021-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 3 | Visiting teachers to release teachers for professional development including PLCs and district trainings/workshops. |
| Supplies | | \$10,728.00 | \$10,728.00 | 0021-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 2 | Materials to supplement the instructional program including pencils, paper, books, batteries, etc. |

APPENDICES

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

- A. Data Reports
- B. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. /MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bay Park
All Grades Combined

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 164 | 68.9 | 173 | 81.5 | 190 | 74.7 | 5.8 | -6.8 | 164 | 63.4 | 174 | 68.4 | 190 | 70.5 | 7.1 | 2.1 |
| Female | 78 | 73.1 | 77 | 83.1 | 81 | 75.3 | 2.2 | -7.8 | 78 | 65.4 | 78 | 65.4 | 81 | 65.4 | 0.0 | 0.0 |
| Male | 86 | 65.1 | 96 | 80.2 | 109 | 74.3 | 9.2 | -5.9 | 86 | 61.6 | 96 | 70.8 | 109 | 74.3 | 12.7 | 3.5 |
| African American | 3 | - | 6 | - | 5 | - | - | - | 3 | - | 6 | - | 5 | - | - | - |
| Asian | 2 | - | 2 | - | 3 | - | - | - | 2 | - | 2 | - | 3 | - | - | - |
| Filipino | 4 | - | 1 | - | 1 | - | - | - | 4 | - | 1 | - | 1 | - | - | - |
| Hispanic | 44 | 36.4 | 45 | 57.8 | 49 | 57.1 | 20.7 | -0.7 | 44 | 29.5 | 46 | 50.0 | 49 | 46.9 | 17.4 | -3.1 |
| Indochinese | 2 | - | 4 | - | 4 | - | - | - | 2 | - | 4 | - | 4 | - | - | - |
| Native American | 1 | - | 2 | - | 2 | - | - | - | 1 | - | 2 | - | 2 | - | - | - |
| Pacific Islander | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | - | - |
| White | 88 | 83.0 | 93 | 90.3 | 105 | 86.7 | 3.7 | -3.6 | 88 | 78.4 | 93 | 74.2 | 105 | 81.9 | 3.5 | 7.7 |
| Multiracial | 19 | 73.7 | 20 | 90.0 | 21 | 71.4 | -2.3 | -18.6 | 19 | 78.9 | 20 | 80.0 | 21 | 71.4 | -7.5 | -8.6 |
| English Learner | 15 | 13.3 | 13 | 38.5 | 9 | - | - | - | 15 | 13.3 | 14 | 50.0 | 9 | - | - | - |
| English-Speaking | 149 | 74.5 | 160 | 85.0 | 181 | 78.5 | 4.0 | -6.5 | 149 | 68.5 | 160 | 70.0 | 181 | 73.5 | 5.0 | 3.5 |
| Reclassified† | 10 | 80.0 | 6 | - | 13 | 69.2 | -10.8 | - | 10 | 60.0 | 6 | - | 13 | 61.5 | 1.5 | - |
| Initially Eng. Speaking | 139 | 74.1 | 154 | 84.4 | 168 | 79.2 | 5.1 | -5.2 | 139 | 69.1 | 154 | 68.8 | 168 | 74.4 | 5.3 | 5.6 |
| Econ. Disadv.* | 61 | 55.7 | 66 | 69.7 | 59 | 55.9 | 0.2 | -13.8 | 61 | 50.8 | 67 | 58.2 | 59 | 49.2 | -1.6 | -9.0 |
| Non-Econ. Disadv. | 103 | 76.7 | 107 | 88.8 | 131 | 83.2 | 6.5 | -5.6 | 103 | 70.9 | 107 | 74.8 | 131 | 80.2 | 9.3 | 5.4 |
| Gifted | 61 | 95.1 | 56 | 96.4 | 59 | 89.8 | -5.3 | -6.6 | 61 | 90.2 | 56 | 94.6 | 59 | 84.7 | -5.5 | -9.9 |
| Not Gifted | 103 | 53.4 | 117 | 74.4 | 131 | 67.9 | 14.5 | -6.5 | 103 | 47.6 | 118 | 55.9 | 131 | 64.1 | 16.5 | 8.2 |
| With Disabilities | 26 | 26.9 | 22 | 40.9 | 31 | 41.9 | 15.0 | 1.0 | 26 | 30.8 | 22 | 31.8 | 31 | 29.0 | -1.8 | -2.8 |
| WO Disabilities | 138 | 76.8 | 151 | 87.4 | 159 | 81.1 | 4.3 | -6.3 | 138 | 69.6 | 152 | 73.7 | 159 | 78.6 | 9.0 | 4.9 |
| Homeless | 6 | - | 0 | - | 0 | - | - | - | 6 | - | 2 | - | 0 | - | - | - |
| Foster | 1 | - | 1 | - | 0 | - | - | - | 1 | - | 1 | - | 0 | - | - | - |
| Military | 4 | - | 5 | - | 8 | - | - | - | 4 | - | 5 | - | 8 | - | - | - |

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bay Park
Grade 3

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|-------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|-------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 70 | 64.3 | 58 | 79.3 | 69 | 75.4 | 11.1 | -3.9 | 70 | 67.1 | 58 | 72.4 | 69 | 75.4 | 8.3 | 3.0 |
| Female | 29 | 51.7 | 27 | 77.8 | 30 | 73.3 | 21.6 | -4.5 | 29 | 58.6 | 27 | 74.1 | 30 | 70.0 | 11.4 | -4.1 |
| Male | 41 | 73.2 | 31 | 80.6 | 39 | 76.9 | 3.7 | -3.7 | 41 | 73.2 | 31 | 71.0 | 39 | 79.5 | 6.3 | 8.5 |
| African American | 0 | - | 1 | - | 3 | - | - | - | 0 | - | 1 | - | 3 | - | - | - |
| Asian | 2 | - | 0 | - | 1 | - | - | - | 2 | - | 0 | - | 1 | - | - | - |
| Filipino | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | - | - |
| Hispanic | 18 | 27.8 | 17 | 64.7 | 14 | 71.4 | 43.6 | 6.7 | 18 | 27.8 | 17 | 58.8 | 14 | 64.3 | 36.5 | 5.5 |
| Indochinese | 0 | - | 3 | - | 1 | - | - | - | 0 | - | 3 | - | 1 | - | - | - |
| Native American | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 40 | 80.0 | 30 | 83.3 | 42 | 83.3 | 3.3 | 0.0 | 40 | 80.0 | 30 | 76.7 | 42 | 85.7 | 5.7 | 9.0 |
| Multiracial | 9 | - | 6 | - | 8 | - | - | - | 9 | - | 6 | - | 8 | - | - | - |
| English Learner | 6 | - | 8 | - | 0 | - | - | - | 6 | - | 8 | - | 0 | - | - | - |
| English-Speaking | 64 | 68.8 | 50 | 82.0 | 69 | 75.4 | 6.6 | -6.6 | 64 | 71.9 | 50 | 72.0 | 69 | 75.4 | 3.5 | 3.4 |
| Reclassified† | 4 | - | 0 | - | 2 | - | - | - | 4 | - | 0 | - | 2 | - | - | - |
| Initially Eng. Speaking | 60 | 68.3 | 50 | 82.0 | 67 | 74.6 | 6.3 | -7.4 | 60 | 71.7 | 50 | 72.0 | 67 | 74.6 | 2.9 | 2.6 |
| Econ. Disadv.* | 20 | 45.0 | 21 | 76.2 | 16 | 50.0 | 5.0 | -26.2 | 20 | 45.0 | 21 | 61.9 | 16 | 50.0 | 5.0 | -11.9 |
| Non-Econ. Disadv. | 50 | 72.0 | 37 | 81.1 | 53 | 83.0 | 11.0 | 1.9 | 50 | 76.0 | 37 | 78.4 | 53 | 83.0 | 7.0 | 4.6 |
| Gifted | 23 | 100.0 | 16 | 87.5 | 16 | 75.0 | -25.0 | -12.5 | 23 | 91.3 | 16 | 81.3 | 16 | 75.0 | -16.3 | -6.3 |
| Not Gifted | 47 | 46.8 | 42 | 76.2 | 53 | 75.5 | 28.7 | -0.7 | 47 | 55.3 | 42 | 69.0 | 53 | 75.5 | 20.2 | 6.5 |
| With Disabilities | 13 | 30.8 | 7 | - | 11 | 45.5 | 14.7 | - | 13 | 38.5 | 7 | - | 11 | 36.4 | -2.1 | - |
| WO Disabilities | 57 | 71.9 | 51 | 86.3 | 58 | 81.0 | 9.1 | -5.3 | 57 | 73.7 | 51 | 78.4 | 58 | 82.8 | 9.1 | 4.4 |
| Homeless | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 2 | - | 0 | - | - | - |
| Foster | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | - | - |
| Military | 1 | - | 2 | - | 5 | - | - | - | 1 | - | 2 | - | 5 | - | - | - |

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bay Park
Grade 4

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|-------|------|-------|------|------|----------|-------|-------------|-------|------|-------|------|------|----------|-------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 42 | 83.3 | 67 | 80.6 | 55 | 76.4 | -6.9 | -4.2 | 42 | 71.4 | 67 | 70.1 | 55 | 72.7 | 1.3 | 2.6 |
| Female | 24 | 87.5 | 24 | 83.3 | 25 | 76.0 | -11.5 | -7.3 | 24 | 75.0 | 24 | 66.7 | 25 | 64.0 | -11.0 | -2.7 |
| Male | 18 | 77.8 | 43 | 79.1 | 30 | 76.7 | -1.1 | -2.4 | 18 | 66.7 | 43 | 72.1 | 30 | 80.0 | 13.3 | 7.9 |
| African American | 3 | - | 1 | - | 1 | - | - | - | 3 | - | 1 | - | 1 | - | - | - |
| Asian | 0 | - | 2 | - | 0 | - | - | - | 0 | - | 2 | - | 0 | - | - | - |
| Filipino | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Hispanic | 10 | 30.0 | 19 | 47.4 | 18 | 66.7 | 36.7 | 19.3 | 10 | 30.0 | 19 | 47.4 | 18 | 61.1 | 31.1 | 13.7 |
| Indochinese | 1 | - | 0 | - | 3 | - | - | - | 1 | - | 0 | - | 3 | - | - | - |
| Native American | 1 | - | 0 | - | 1 | - | - | - | 1 | - | 0 | - | 1 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 23 | 100.0 | 36 | 97.2 | 26 | 88.5 | -11.5 | -8.7 | 23 | 82.6 | 36 | 83.3 | 26 | 76.9 | -5.7 | -6.4 |
| Multiracial | 4 | - | 8 | - | 6 | - | - | - | 4 | - | 8 | - | 6 | - | - | - |
| English Learner | 3 | - | 5 | - | 3 | - | - | - | 3 | - | 5 | - | 3 | - | - | - |
| English-Speaking | 39 | 87.2 | 62 | 87.1 | 52 | 80.8 | -6.4 | -6.3 | 39 | 74.4 | 62 | 74.2 | 52 | 75.0 | 0.6 | 0.8 |
| Reclassified† | 2 | - | 4 | - | 5 | - | - | - | 2 | - | 4 | - | 5 | - | - | - |
| Initially Eng. Speaking | 37 | 86.5 | 58 | 86.2 | 47 | 83.0 | -3.5 | -3.2 | 37 | 73.0 | 58 | 72.4 | 47 | 72.3 | -0.7 | -0.1 |
| Econ. Disadv.* | 17 | 76.5 | 25 | 64.0 | 21 | 66.7 | -9.8 | 2.7 | 17 | 70.6 | 25 | 56.0 | 21 | 57.1 | -13.5 | 1.1 |
| Non-Econ. Disadv. | 25 | 88.0 | 42 | 90.5 | 34 | 82.4 | -5.6 | -8.1 | 25 | 72.0 | 42 | 78.6 | 34 | 82.4 | 10.4 | 3.8 |
| Gifted | 14 | 100.0 | 24 | 100.0 | 17 | 88.2 | -11.8 | -11.8 | 14 | 100.0 | 24 | 100.0 | 17 | 88.2 | -11.8 | -11.8 |
| Not Gifted | 28 | 75.0 | 43 | 69.8 | 38 | 71.1 | -3.9 | 1.3 | 28 | 57.1 | 43 | 53.5 | 38 | 65.8 | 8.7 | 12.3 |
| With Disabilities | 2 | - | 10 | 40.0 | 9 | - | - | - | 2 | - | 10 | 30.0 | 9 | - | - | - |
| WO Disabilities | 40 | 82.5 | 57 | 87.7 | 46 | 80.4 | -2.1 | -7.3 | 40 | 70.0 | 57 | 77.2 | 46 | 78.3 | 8.3 | 1.1 |
| Homeless | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 2 | - | 0 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 1 | - | 1 | - | 2 | - | - | - | 1 | - | 1 | - | 2 | - | - | - |

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bay Park
Grade 5

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|-------|------|-------|----------|-------|-------------|------|------|-------|------|------|----------|-------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 52 | 63.5 | 48 | 85.4 | 66 | 72.7 | 9.2 | -12.7 | 52 | 51.9 | 49 | 61.2 | 66 | 63.6 | 11.7 | 2.4 |
| Female | 25 | 84.0 | 26 | 88.5 | 26 | 76.9 | -7.1 | -11.6 | 25 | 64.0 | 27 | 55.6 | 26 | 61.5 | -2.5 | 5.9 |
| Male | 27 | 44.4 | 22 | 81.8 | 40 | 70.0 | 25.6 | -11.8 | 27 | 40.7 | 22 | 68.2 | 40 | 65.0 | 24.3 | -3.2 |
| African American | 0 | - | 4 | - | 1 | - | - | - | 0 | - | 4 | - | 1 | - | - | - |
| Asian | 0 | - | 0 | - | 2 | - | - | - | 0 | - | 0 | - | 2 | - | - | - |
| Filipino | 3 | - | 0 | - | 1 | - | - | - | 3 | - | 0 | - | 1 | - | - | - |
| Hispanic | 16 | 50.0 | 9 | - | 17 | 35.3 | -14.7 | - | 16 | 31.3 | 10 | 40.0 | 17 | 17.6 | -13.7 | -22.4 |
| Indochinese | 1 | - | 1 | - | 0 | - | - | - | 1 | - | 1 | - | 0 | - | - | - |
| Native American | 0 | - | 1 | - | 1 | - | - | - | 0 | - | 1 | - | 1 | - | - | - |
| Pacific Islander | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | - | - |
| White | 25 | 72.0 | 27 | 88.9 | 37 | 89.2 | 17.2 | 0.3 | 25 | 72.0 | 27 | 59.3 | 37 | 81.1 | 9.1 | 21.8 |
| Multiracial | 6 | - | 6 | - | 7 | - | - | - | 6 | - | 6 | - | 7 | - | - | - |
| English Learner | 6 | - | 0 | - | 6 | - | - | - | 6 | - | 1 | - | 6 | - | - | - |
| English-Speaking | 46 | 71.7 | 48 | 85.4 | 60 | 80.0 | 8.3 | -5.4 | 46 | 58.7 | 48 | 62.5 | 60 | 70.0 | 11.3 | 7.5 |
| Reclassified† | 4 | - | 2 | - | 6 | - | - | - | 4 | - | 2 | - | 6 | - | - | - |
| Initially Eng. Speaking | 42 | 71.4 | 46 | 84.8 | 54 | 81.5 | 10.1 | -3.3 | 42 | 61.9 | 46 | 60.9 | 54 | 75.9 | 14.0 | 15.0 |
| Econ. Disadv.* | 24 | 50.0 | 20 | 70.0 | 22 | 50.0 | 0.0 | -20.0 | 24 | 41.7 | 21 | 57.1 | 22 | 40.9 | -0.8 | -16.2 |
| Non-Econ. Disadv. | 28 | 75.0 | 28 | 96.4 | 44 | 84.1 | 9.1 | -12.3 | 28 | 60.7 | 28 | 64.3 | 44 | 75.0 | 14.3 | 10.7 |
| Gifted | 24 | 87.5 | 16 | 100.0 | 26 | 100.0 | 12.5 | 0.0 | 24 | 83.3 | 16 | 100.0 | 26 | 88.5 | 5.2 | -11.5 |
| Not Gifted | 28 | 42.9 | 32 | 78.1 | 40 | 55.0 | 12.1 | -23.1 | 28 | 25.0 | 33 | 42.4 | 40 | 47.5 | 22.5 | 5.1 |
| With Disabilities | 11 | 9.1 | 5 | - | 11 | 27.3 | 18.2 | - | 11 | 9.1 | 5 | - | 11 | 9.1 | 0.0 | - |
| WO Disabilities | 41 | 78.0 | 43 | 88.4 | 55 | 81.8 | 3.8 | -6.6 | 41 | 63.4 | 44 | 63.6 | 55 | 74.5 | 11.1 | 10.9 |
| Homeless | 5 | - | 0 | - | 0 | - | - | - | 5 | - | 2 | - | 0 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 2 | - | 2 | - | 1 | - | - | - | 2 | - | 2 | - | 1 | - | - | - |

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B**PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**

Bay Park Elementary School
TITLE I PARENT INVOLVEMENT POLICY 2017-18

In the fall, an annual meeting will be held to share with parents a description of school programs and their requirements. Bay Park does not receive Title I Funding.

Bay Park Elementary has developed a written Non-Title I parental involvement policy with input from Title I parents and Non-Title I parents during SSC meetings, PTA Board meetings and Principal Coffee's.

The policy is sent home to all families at the beginning of the school year.

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

Involvement of Parents in the Title I Program:

To involve parents in the program at Bay Park Elementary School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program at the beginning of the school year before Back to School Night.
- ◆ The school offers a flexible number of meetings for parents, such as meetings in the morning or evening to allow for parent involvement. These meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings may include:
 - improving communication between the school and home;
 - discussing current student assessment data and student progress;
 - providing information about school and district resources for student academic improvement;
 - evaluating the effectiveness of the school's parent involvement policy to increase parent participation in events and activities;
 - conferencing with teachers;
 - providing training programs to help parents support and work with their children at home and at school;
 - advocating for teachers and parents; and
 - valuing cultural diversity.
- ◆ Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school provides parents of Title I students with timely information about programs.

- ◆ The weekly school wide parent newsletter (Bay Park Press), weekly e-blast (Stingray Splash), school website, marquee and School Messenger (phone/email messages); Konstella (PTA and Clairemont Cluster electronic communication) and PeachJar (electronic flyers; also posted on website) are used to inform parents/community of meetings, activities and events. These communication systems are used to advertise parent meetings, committee/advisory group meetings and training sessions offered at Bay Park, at the Ballard Parent Center and other locations throughout the district.
- ◆ During parent meetings such as Principal Coffees, SSC meetings, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- ◆ Bay Park provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet during Back to School Night, fall and spring parent conferences, Spring Open House, GATE parent meetings as well as other meetings/events.
- If requested by parents, the school provides opportunities additional meetings that allow parents to participate in decisions relating to the education of their children.

Home School-Parent Compact:

Bay Park distributes a school-parent compact to all students. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The policy was developed during SSC meetings in which all parents are encouraged to attend.

Building Capacity for Involvement:

Bay Park engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children during parent conferences, Principal Coffee’s and other parent meetings.
- The school provides parents with materials and training to help them work with their children to improve their children's achievement. We hold parent and family nights in the areas of reading and math. Materials are also provided to parents during parent conferences and individual parent meetings with families.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners during staff meetings and professional development.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. The Bay Park Press newsletter is distributed each Thursday listing the activities for the upcoming week as well as information from the school office, the principal and other stakeholders. Other means of communication include the PTA’s Stingray Splash (weekly electronic newsletter), Konstella (electronic communication for PTA and room parents), the school website, PTA website as well as School Messenger.
- The school provides support for parental involvement activities requested by all parents to ensure participation. Activities and meetings are scheduled at the beginning of the year so families may arrange their calendars to participate. Meetings are held at a variety of times to allow participation.

Accessibility

Bay Park provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

APPENDIX C

HOME/SCHOOL COMPACT

BAY PARK ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT

Bay Park Elementary School compact, which has been jointly developed with parents during SSC meetings at the beginning of each school year, outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during the 2018-19 school year.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

Bay Park Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
The teachers at Bay Park participate in professional development and work in collaboration on a regular basis. These scheduled meetings provide teachers with an opportunity to plan and discuss grade level curriculum that is aligned to Common Core State Standards. These meetings also provide teachers with an opportunity to discuss their students' academic progress and plan for instituting successful teaching strategies and effective learning environments that best support our students' individual needs.
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
Parent Conference will be held November 13-16 and March 19-22. Parents may schedule additional conferences throughout the school year with their child's teacher.
- 3. Provide parents with frequent reports on their child's progress.**
Teachers keep parents informed on their child's progress in many ways. Report Cards are distributed and discussed with parents during Parent Conferences. Bay Park teachers are available before and after school for parent meetings. Teacher use a variety of additional methods including student contracts, parent-teacher communication journals and Class Dojo.
- 4. Provide parents reasonable access to staff.**
In addition to Parent Conferences, teachers are available before and after school for parent meetings. Our teachers actively participate in school activities and events and are available to parents and families. Parents may schedule classroom visit or additional conferences.
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
Here at Bay Park we value parent contributions and working with parents as equal partners. Parents are informed at the beginning of the school year, and throughout the school year about the variety of opportunities our school offers for volunteering. Parents are informed at the beginning of the year that they are always welcome to call the school and schedule an appointment at least 24 hours in advance to meet with their child's teacher. Additional information can be found in the Community Handbook which is distributed at the beginning of the school year to all new families and is posted on our school's website, www.sandi.net/baypark.

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

| School | Resource | Account | ACT DESC | Job Code Title | Values Sum of Projected (Budget) FTE | Sum of Projected (Budget) Dollar Amount |
|---------------------|--------------------|---------|-----------------------------|----------------|---|---|
| Bay Park Elementary | 09800 | 1192 | Prof&Curriclm Dev Vist Tchr | | | \$ 4,730.00 |
| | | 3000 | Employee Benefits | | | \$ 964.45 |
| | | 4301 | Supplies | | | \$ 10,728.00 |
| | 09800 Total | | | | | \$ 16,422.45 |

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Bay Park Elementary School

TYPE OR PRINT

| ANALYSIS OF SCORES - FOCUS AREA | NOTES/ACTION/DECISIONS |
|--------------------------------------|--|
| <p>MAXIMIZING INSTRUCTIONAL TIME</p> | <p>Notes from surveys included:</p> <p>Professional development includes ideas for maximizing instructional time. Pacing guides are available on district website and the principal provided a pacing calendar that included pacing for testing and the writing units. Grade levels worked together to add the reading and math pacing schedule to the calendar. This year, teachers identified three students to target in six week blocks/student centered cycle. During this time, teachers closely monitor their performance and provide additional support. Baseline and post data is collected to inform instructional decisions. Due to budgetary constraints we do not have an additional pull-out/push-in teacher to provide interventions. We do have a RSP and a Mild/Mod teacher. Students in our boundary area who participate in the moderate/severe program attend Toler Elementary School. Teachers regularly discuss instructional strategies to support students performing below grade level expectations during professional development, PLCs (Professional Learning Communities), Grade Level Planning, SST as well as other opportunities.</p> <p>Teachers use ongoing formative assessments throughout the instructional day to monitor student learning. Assessments include exit slips, hand signals and personal white boards, journals, etc. Teachers also utilize ‘Brain Gyms/Crossing Midline’ activities to activate the brain to help students get ready to learn. In the area of technology, site monies are used to purchase Spelling City which can be accessed at school and at home. The PTA funds RazKids and 40 Lexia Core 5 licenses to support struggling readers.</p> <p>We continue to have a need for a math intervention program that can be accessed using</p> |

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| | <p>the student devices in TK-2nd grade classrooms. ST Math is being used but the level of use needs to be increased in some classrooms. ST math usage will continue to be monitored.</p> <p>Parents have expressed that they feel that GATE and high achieving students could use additional enrichment opportunities and funding from the district.</p> |
| <p>CLOSING THE ACHIEVEMENT GAP</p> | <p>English Learners are our lowest performing subgroup in both ELA and Math. In previous years we have been able to fund a part time teacher to provide SELD. This position was eliminated in 2015-16 due to budget cuts. We are unable to fund this position in 2018-19. We surpassed our reclassification goal at the end of last year. We placed our English Learners so that they were grouped according to their CELDT Speaking and Listening scores so that teachers at each grade level can target SELD at their specific point of need to strengthen their English acquisition. If funds become available, our teachers and parents overwhelmingly have indicated that they would like to bring this position back. Rosetta Stone is available to support our newcomer English Learners.</p> <p>Our students with disabilities receive appropriate accommodations and modifications.</p> |
| <p>PROFESSIONAL DEVELOPMENT</p> | <p>This year Bay Park has been focused on the inquiry question, “How do we ensure that every student leaves our classroom a proficient reader?” Most of our professional development is conducted with the teachers at Toler Elementary School. This allows for collaboration across school sites and deepens the discussions in grade level meetings and PLCs. The majority of staff members have found this helpful. They have met other teachers at their same grade level and have shared ideas, learned from each other and have enjoyed working together. Due to budget cuts, we were not able to increase the amount of PLCs for the 2018-19 school year. We have allocated monies for visiting teachers to release teachers for two rounds of PLCs in addition to what we are planning to receive from the district (Educator Effectiveness Grant). We will continue implementing our collaboration professional development model with Toler Elementary next year.</p> <p>Professional texts will continue to be purchased for teachers. Due to budget cuts, monies have not been allocated for teachers to attend local conferences, trainings or workshops for professional growth in the 2018-19 school year. Teachers will attend district trainings where substitutes are provided as they have this school year.</p> |

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| <p>GRADUATION/PROMOTION</p> | <p>On the 2016-17 CAASPP in ELA, 75% (50 students) of third graders met or exceeded the achievement standard. This is a loss of 4% but a gain of five students in comparing 2016-17 third graders from 2015-16's third graders. In Mathematics, 75% (50 students) of third graders met or exceeded the achievement standard. This is a loss of 3% but a gain of 9 students in comparing 2016-17 third graders with 2015-16's third graders. We will continue to target our third graders to ensure student progress.</p> |
| <p>PARENT ENGAGEMENT</p> | <p>We have worked hard to continue to build our parent involvement at Bay Park. Parents feel informed of school events and activities. In regards to school to home communication, families appreciate our weekly parent newsletter (The Bay Park Press), the PTA's weekly e-blast (Stingray Splash), Konstella (parent involvement/sign-ups/information for classroom and school wide communication and room parent communication), PTA's Facebook, PTA website, PeachJar and School Messenger. Our school website contains our school calendar and site information but this is an area that could be improved to inform parents and highlight the work we are doing at Bay Park. The parents have indicated that they appreciate the daily school wide morning openings. They state that it continues to build a sense of community and parent involvement. We have a new electronic marquee purchased with Prop S and Z discretionary funds. The new marquee has helped keep our community informed of Bay Park's events and activities.</p> <p>Our parent involvement goal this year is to increase the amount of parents attending our PTA meetings. So far this year, we have seen an increase at every PTA Association meeting. We will continue to build on this positive trajectory.</p> <p>Families feel that parents are involved in school decisions. Parents actively participate on our SSC, SGT and Safety Committee. The principal holds principal coffees and has an open door policy. The principal is easily accessed following our daily morning opening. We have an active PTA board and approximately 35 active association members and committee chairs. The principal seeks input regarding school decisions/policies/etc. during PTA board and association meetings.</p> <p>We have many events, activities and services to support families including Family Reading Night, Family Math Night and other academically focused events. We have a high family participation rate for Back to School Night, Open House and Parent-Teacher Conferences. The PTA holds many activities and events that have high participation rates including the Halloween Carnival, Valentines Family Dance and</p> |

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| | <p>others. We continue to work on building our participation rate for our English Learner families and our special education families.</p> <p>Parents are in great support of our partnerships, especially Mission Federal Credit Union. Mission Federal Credit Union is on site every Friday morning for the Misson2Save program. This program aligns with our PTA funded Junior Achievement program nicely.</p> |
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