

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **BAY PARK ELEMENTARY SCHOOL**

2014-16

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: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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

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

SCHOOL NAME: Bay Park Elementary

SITE CONTACT PERSON: Leslie Barnes

PHONE: 6192761471

FAX: 6192763243

E-MAIL ADDRESS: lbarnes@sandi.net

DUE March 13, 2015

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

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

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

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 03/02/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 03/02/15
- Other (list): Bay Park Staff Date of presentation: 03/02/15

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: 03/02/15

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

Leslie Barnes
Type/Print Name of School Principal

[Signature]
Signature of School Principal

3/11/15
Date

Emily Auer
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

3/12/15
Date

Sofia Freire
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

3/13/15
Date

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

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

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

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

SCHOOL VISION AND REALITY

To create a true community of learners; a place where all stakeholders are hungry for learning and demand for themselves best practices that include purposeful instruction that creates high levels of student engagement in lessons and tasks that are aligned to common core state standards; an environment that supports and enriches teaching and learning with a foundation in high expectations for all; and instructional practice that encompasses the Five Dimensions (Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning and Classroom Environment and Culture) and Thirteen Subdimensions of Teaching and Learning; a school filled with happy eager learners where all adults encourage and support each and every student.

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

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. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Moira Allbritton	Parent -DAC
Melanie Rocks	Parent
Clint Williams	Parent
Emily Auer	Parent - Chair
Jeff Brown	Parent
Leslie Barnes	Principal
Tish Williams	Teacher
Regina Serbin	Teacher
Curtis Doerner	Teacher
Maria Rodriguez	Other

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/13/2016, 70 % of Bay Park Elementary Students will perform at proficient or advanced level in DRA

Closing the Gap SMART Goal:
 * By 06/13/2016, 64 % of Bay Park Elementary English Learners Enrolled in School in the United States 12 Months or More, Students will perform at proficient or advanced level in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/15/2016, 45 % of Bay Park Elementary Students will meet or exceed proficient or mastered in District Math Benchmark Assessments

Closing the Gap SMART Goal:
 * By 06/13/2016, 50 % of Bay Park Elementary Hispanic or Latino, Students will perform at proficient or advanced level in District Math Benchmark Assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
 * By 06/13/2016, 28 % of Bay Park Elementary English Learner, Students, Intermediate will improve performance from Intermediate to Early Advanced or Advanced in California English Language Development Test , increasing from 0 % to 28 % , a gain of 28.00 %

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/13/2016, 28 % of Bay Park Elementary Grade 03, Students will achieve a proficient/mastered% in District Literacy Benchmark Assessments

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

* By 06/13/2016, 70 % of Bay Park Elementary Parents/Guardians will achieve a attend at least 4 events in Parent and Community Engagement

Targeted Population:

Although we have continued to build our community involvement, we still need to increase our parent involvement with our English Learner parent population. This population attends fun school related events, but participation is low when it comes to more academic based school events. Our goal is increase the percentage of attendance for English Learner parents for school related events by offering targeted communication including Connect Ed messages in Spanish.

What data did you use to form these goals?

Sign In Sheets from Bay Park Elementary's Events and Activities including Back to School Night, Open House, Science Fair, Family Reading Night, and Family Math Night.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

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 district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist 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 small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

Counselor will provide monthly 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.

Local Control Funding Formula Goals

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

Intervention Support Goal::
 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 English Learners and students who are performing below grade level expectations.
Identified Need::
 Provide support to English Learners and students performing below grade level expectations.
Target Group::
 English Learners and students performing below grade level expectations.
Monitoring::
 Interim Assessments, CELDT, DRA
Personnel Responsible::
 Classroom Teachers, Principal

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

Classroom Support Goal:
 Provide 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 English Learners and students who are performing below grade level expectations.
Identified Need:
 Provide support to English Learners and students performing below grade level expectations.
Target Group:
 English Learners and students performing below grade level expectations.
Monitoring:

Interim Assessments, CELDT, DRA Personnel Responsible: Classroom Teachers, Principal
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 English Learners and students who are performing below grade level expectations.
Identified Need: Provide support to English Learners and students performing below grade level expectations.
Target Group: English Learners and students performing below grade level expectations.
Monitoring: Interim Assessments, CELDT, DRA
Personnel Responsible: Classroom Teachers, Principal

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$8,260.00	0021-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Teacher collaboration; planning instruction to increase student achievement; attend workshops/trainings/site and cross site visits
Supplies	-	\$3,825.00	0021-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide students with a variety of materials and resources to improve student achievement. Materials will also be provided to support specific student needs to close the achievement gap. Materials and supplies will also be used to promote parent and family involvement.

APPENDICES

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

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-16 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

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

Bay Park Elementary
NON-TITLE I PARENT INVOLVEMENT POLICY

Bay Park has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. During SSC meetings, parents, staff and SSC members review the Parent Involvement Policy at the beginning of each school year. The Parent Involvement Policy is distributed to all student families at the beginning of each school year. The policy describes the means for carrying out the following Non-Title I parental involvement requirements. The policy is distributed to parents of Non-Title I students at the beginning of each school year.

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

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at Bay Park, the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. The Non-Title I meeting is held at the beginning of the school year. The meeting is announced in our weekly parent newsletter and on our SSC agenda that is posted at least 72 hours before the meeting.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. 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.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. This occurs during monthly School Site Council meetings, bi-monthly Principal Coffee's, PTA Board meetings and other advisory groups.
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. The weekly school wide parent newsletter (Bay Park Press), weekly e-blast (Stingray Splash), school website, marquee and School Messenger (phone/email messages are used to inform parents/community of meetings, activities and events). These communication systems are used to advertise parent meetings and training sessions offered at Bay Park, the District Advisory Council's Harold J. Ballard Parent Center, and 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.

- The school provides parents of Non-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. Bay Park provides parents with an explanation of the curriculum used at 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 of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Requests are made to the principal. If requests are made, meetings are scheduled and announced in the weekly parent newsletter.

School-Parent Compact

Bay Park distributes to parents of Non-Title I students a school-parent compact. 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 Non-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. Bay Park Elementary School compact is jointly developed with parents during SSC meetings at the beginning of each school year. The compact is distributed to parents at the beginning of each school year.

Building Capacity for Involvement

Bay Park engages Non-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 Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The teachers at Bay Park present information to parents during Back to School Night. Topics include Common Core Standards, assessments and how they monitor student academic achievement. Teachers invite each family to attend Parent-Teacher conferences in the fall and in the spring to help keep parents/guardians informed about the academic progress of their child. Teachers are available to informally meet with parents before and after school as well as arrange a conference or classroom visit with a 24 hour notice.

- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. Materials and training are available through the Ballard Parent Center in Old Town. At school we hold parent nights such as Family Math Night where students engage in mathematics and take home a packet of materials so that families can continue the learning at home.
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. 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.
- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other parent involvement activities. We have a dedicated space on campus for our parent volunteers and PTA members to work out of. We encourage parent volunteers to work in classrooms to read with children and provide additional support. We have activities such as Picnic and Play where parents are encouraged to come to school to eat lunch with their child and then play with them on the playground.
- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand in a variety of ways including:
 - The Bay Park Community Handbook
 - The Park Press, weekly newsletter
 - Stingray Splash weekly e-blast
 - School Messenger, phone system/robo calls
 - Back to School Night and Spring Open House
 - Parent-Teacher Conferences
 - Community Meetings such as School Site Council and GATE Parent Meetings
- The school provides support for parental involvement activities requested by Non-Title I parents. The principal and staff encourage parents to provide input and ideas to continually improve parent involvement. The principal has an open door policy; input is taken during Principal Coffee's, PTA board meetings, PTA association meetings, SSC, and during school and PTA events and activities.

Accessibility

Bay Park provides opportunities for the participation of all Non-Title I 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 as much as possible through the district's translation department.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

San Diego Unified School District
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 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.

- 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



Building Capacity for Involvement

Bay Park Elementary engages 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 parent with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The teachers at Bay Park work in collaboration on a regular basis. These scheduled meetings provide all of the 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.
- The school provides parents with materials and training to help them work with their children to improve their children's achievement. Materials and training are available through the Ballard Parent Center in Old Town. At school we hold parent nights such as Family Math Night where students engage in mathematics and take home a packet of materials so that families can continue the learning at home.
- 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.

- The school distributes information related to school and parent programs, meetings, and other activities to parents in a variety of ways including:
 - The Bay Park Community Handbook
 - The Park Press, weekly newsletter
 - Stingray Splash weekly e-blast
 - School Messenger, phone system/robo calls
 - Back to School Night and Spring Open House
 - Parent-Teacher Conferences
 - Community Meetings such as School Site Council and GATE Parent Meetings
- We ask that families support their child's learning by:
 - ☆ ensuring that they have a nutritious breakfast every morning;
 - ☆ ensuring that they have adequate sleep every night (10-12 hours);
 - ☆ making sure that they arrive to school on time every day;
 - ☆ making sure that they complete their homework and home reading each day;
 - ☆ monitoring the amount of screen-time they watch;
 - ☆ volunteering at Bay Park when possible;
 - ☆ participating in decisions relating to my child's education;
 - ☆ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate (and looking in their backpacks every night);
 - ☆ serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Committee for Compensatory Education, or other school or district advisory groups; and
 - ☆ ensuring that the school office has current contact information (phone numbers, address, etc.) in case of an emergency.



APPENDIX C

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

San Diego Unified School District				
Site: 0021 Bay Park Elementary				
As of Date 03-30-2015				
Extended Summary				
	0000 Discretionary Alloc		09800 LCFF Intervention Support	
Name	FTE	TOTAL	FTE	TOTAL
		38,568.00		13,343.00
		38,568.89		13,343.00
		(0.89)		-
1192 Prof&Curriclm Dev Vist Tchr		4,300.00		8,260.00
Employee Benefits		654.89		1,258.00
4301 Supplies		16,889.00		3,825.00
4310 Software Purchase		3,000.00		-
4491 Equipment Non Capitalized		800.00		-
5209 Conference Local		300.00		-
5614 Lease of Printer/Duplicator		7,000.00		-
5721 Interprogram Svcs/Duplicating		500.00		-
5733 Interprogram Svcs/Paper		4,500.00		-
5735 Interprogram Svcs/Field Trip		25.00		-
5915 Telephone Svc - Additional		300.00		-
5920 Postage Expense		300.00		-

APPENDIX D

2014-16 SPSA ADDENDUM

Bay Park

Area Goals for 2014-15 SY	
English Language Arts:	By 6/15/15, 65% of Bay Park Elementary students will perform at the Proficient/Advanced level on the DRA.
Mathematics	By 6/15/15, 41% of Bay Park Elementary students will perform at the Proficient/Mastered level on the District Mathematics Interim 3 assesement.
English Language Development	By 6/15/15, 21% of Bay Park Elementary English Learners scoring Intermideiate on the CELDT will perform at the Early Advanced or Advanced levels on the CELDT.
Graduation/Promotion Rate	By 6/15/15, 21% of Bay Park Elementary third graders will achieve proficient/mastered level on the District Literacy Interim 3 assesment.
Parent Involvement and Community Engagement	By 6/15/15, 65% of Bay Park Elementary parents/guardians will attend at least four school events.

Academic Program Description:	Please see the base program model in the following four pages.
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APPENDIX E**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**