

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BAY PARK ELEMENTARY SCHOOL**

2020-21

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 Evaluation of LCFF Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Bay Park Elementary

SITE CONTACT PERSON: Leslie Barnes

PHONE: 619-994-4515

FAX:

E-MAIL ADDRESS: lbarnes@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP) CSI School

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:

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- 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: 10-5-2020_ _____
- 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: 10-5-2020 _____

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, 10-5-2020
Leslie Barnes, 10-5-2020 (Oct 5, 2020 11:46 PDT)
Signature of School Principal /

Oct 5, 2020

Date

Marissa Rivera

Type/Print Name of SSC Chairperson

Marissa Rivera
Marissa Rivera (Oct 5, 2020 11:48 PDT)
Signature of SSC Chairperson

Oct 5, 2020

/ Date

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Lamont Jackson



10/6/20

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of the non-Title I school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Multiple groups provided input this year to develop Bay Park's budget and SPSA. In spring 2020, the SSC reviewed the 2020-21 budget and then approved the SPSA in October 2020.

School Site Council and Site Governance Team:

- During the last school year all meetings included updates on current school budget and current student needs determined by analyzing student performance data, which included subgroup data. Team discussions how we could support our vulnerable students this year and next year as we build the school budget and goals to continue to better support our students and to close achievement gaps.
- The SSC and SGT analyzed the Single Plan for Student Achievement Assessment and Evaluation Survey and SPSA goal input
- SSC reviewed and approved the 2020-21 budget
- Agendas and Minutes are posted on the Bay Park Elementary School website

Principal's Coffees and Zoom with the Principal (during online learning):

- Communicated district and site information to families
- Discussed, brainstorm and shared ideas on how best to support our students.
- Sought feedback and new ideas to support a cycle of ongoing improvement

PTA Board Meetings:

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

Parent Surveys (formal and informal):

- Throughout the school year, parents had several opportunities to provide feedback via QR Code and Google Surveys. Survey results were brought back to stakeholders and groups such as SSC, SGT, and site Wellness Team as well as to smaller groups such as the office staff. All surveys were in the spirit of continual improvement.

Wellness Team

- The School Safety Committee has been combined with the site Wellness Team for the 2019-20 school year and the beginning of the 2020-21 school year during online learning. This may change when we return to onsite learning.

- During the last school year, this team discussed current campus needs to strengthen student and staff wellness, 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 and areas that need strengthening.

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 while online learning and what will be needed when we return to onsite learning. Information was included in the survey and summary.

- To gain staff input during the budget build period, during a staff meeting 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 for individual students, subgroups and grade levels. We discussed what was needed and planned professional development as well as what materials/resources will be needed for the coming months while online learning and for when we return to site. This information was used to help construct this SPSA and the budget.

RESOURCE INEQUITIES**Student Performance Data**

The most recent CAASPP data we have is for the 2018-2019 school year. On the 2019 CAASPP, Bay Park Elementary students exceeded the district and state percentages of students who met/exceeded standards in both ELA and mathematics. Combining third through fifth grade results in ELA, 71% (215 students) met/exceeded standards. 67% (85 students) of third graders met/exceeded standards, 65% (64 students) of fourth graders met/exceeded standards, and 81% (66 students) in fifth grade met/exceeded standards. Combining third through fifth grade results in Mathematics, 73% (217 students) met/exceeded standards. 75% (86 students) of third graders met/exceeded standards, 70% (65 students) of fourth graders met/exceeded standards, and 72% (66 students) in fifth grade met/exceeded standards.

English Learners, Students with Disabilities, Economically Disadvantaged and Hispanic students are our lowest performing subgroups in ELA and mathematics. The table below shows the percent and number of students who met/exceeded standards for each group.

- English Learners: ELA 0% (4 students) - Math 75% (4 students)

- Students with Disabilities: ELA 24% (7 students) - Math 20% (6 students)
- Economically Disadvantaged: ELA 64% (33 students) - Math 63% (34 students)
- Hispanic: ELA 64% (37 students) - Math 65% (39 students)

To develop the goals for this plan, we used 2018-19 CAASPP data. To determine goal percentages, we used cohort data (e.g. to determine the goal for this year's fifth graders, we used 2018-19 fourth grade data).

Root Cause Analysis

Student performance data was analyzed and stakeholders reflected on the 2018-19 school year to identify the following possible root causes for a student's under performance. After listing possible causes, we grouped them into three different categories to better develop an action plan to support our students and to close the achievement gap. The categories are (1) Correcting mismatches between learner and classroom demands; (2) Reading comprehension; and (3) Safe, collaborative and inclusive culture.

Correcting Mismatches Between Learner and Classroom Demands

- Lesson plans do not consistently take into account the individual support needs of individual learners
- Some teachers are using a deficit model when discussing/problem solving underperforming students
- Though this has improved, we still have a large number of students being referred for SST/IEPs
- Some teachers struggle with articulating how to move students forward, targeting only a few specific intervention strategies to support learners which leads to very little variance in intervention strategies.

Reading Comprehension

- Many underperforming students are getting stuck in one F&P level; some teachers need support to articulate HOW to move them forward
- Majority of lessons aren't purposefully planned to include instructional steps when students don't 'get it' the first time as well as anticipating individual student needs
- Teachers aren't embracing and utilizing the Critical Concepts at the desired level
- Teachers tend to use the same and broad sweeping, interventions for all students
- Many vulnerable readers do not receive multiple GR/small group instruction on a weekly basis
- Underperforming students are struggling with the language/comprehending math word problems

Safe, Collaborative and Inclusive Culture

- Some students have behaviors that are getting in the way of learning
- SWD and EL subgroups are underperforming
- Teachers tend to think of students with IEPs as a special education problem to solve; lack ownership; need to build the bridge between Spec Ed and Gen Ed
- Our small population of ELs can go unnoticed/blend in; need to bring them to the forefront
- Many teachers use deficit thinking when discussing underperforming students

- Instruction is not differentiated to the degree that ensures all students supports as needed
- Student empowerment and natural peer supports needs to increase
- Paraeducators have varied degrees of expertise and effectiveness with SWD

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Cyril Reinicke	Parent
Valerie Torres	Parent
Scott Yoffe	Parent
Kristen Beatty	Parent
Leslie Barnes	Principal
Marissa Rivera	Teacher
Julie Aquino	Teacher
Annie Pecina	Teacher
Holly Gibbard	Other
Tom Hnasko	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

We were able to put in place our plans but were not able to see them through the end of the 2019-20 school year because of school closures due to COVID-19.

Outcomes/Effectiveness

Because of school closing in March, we do not have state data for 2020 around absenteeism and suspensions. The goals we set in 2019-2020 was to decrease overall chronic absenteeism and suspension rates. We also set AMOs for Hispanic or Latino, Students with Disabilities, and the White student groups. While we do not have CA Dashboard data for 2020, we do have data for 2019, which is an update from the data that used to set our goals. In both the indicator for Chronic Absenteeism Rate and the indicator for Suspension Rate, Bay Park has improved. We moved from orange to green in the Chronic Absenteeism Rate and from yellow to green in our Suspension Rate.

*Major Differences

We do not have any major budget issues with this goal. Our counselor allocation remains the same for this school year, one and a half days per week. We have started the year with fewer students with attendance issues. This will free up some of the counselors time so that she is able to spend additional time working with individuals, groups of students and/or in classrooms (via Zoom while online teaching) teaching Second Step lessons. Last year, before Distance Learning, we did not have any suspensions.

***Changes**

The 2020-21 school year is starting via online learning is requiring some shifts in our plans. The counselor’s role for the school year will shift slightly to support our online learning and additional needs of our families. Our counselor will assist our attendance team to track down families that have a poor participation rate and encourage, provide resources, provide an incentive program, etc. to promote positive regular attendance. She will also teach Second Step lessons in classrooms (via Zoom during online learning) where students need social emotions support and the classrooms that have students with attendance issues.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	8.6%	6%	Chronic Absenteeism	Annually
June 2021	TK-5	Decrease the overall school wide suspension rate.	1%	0%	Suspension	Annually
June 2021	TK-5	increase overall attendance rate	baseline	90%	Attendance	Annually

***Identified Need**

In 2018 on the California Dashboard, the areas not green or blue are Chronic Absenteeism and Suspension Rates. As stated above, they are now green on the 2019 CA Dashboard. A challenge at Bay Park is that our subgroup numbers are relatively small so even a single student can greatly affect how our school is represented on the CA Dashboard. As a site, we understand the importance of students being at school on a regular basis so they have access to all of the instructional and social-emotional supports that Bay Park has to offer for its students. By focusing on these two data points, we hope to continue to improve the culture and climate at our site.

Chronic Absenteeism:

The overall school chronic absenteeism rate is 8.6%. This is an improvement of 0.8% from the previous year. The subgroups that are not green or blue on the 2019 CA Dashboard are Students with Disabilities (10.8%), Hispanic (14.1%), and Socioeconomically Disadvantaged (16.9%). These groups are in the yellow range. We have one subgroup in the orange range, White, 7.5%.

Suspension Rate:

The overall school suspension rate is 1% of all students were suspended at least once. This is an improvement of 0.2% even though the 2019 CA Dashboard states that we maintained. The subgroups that are not green or blue are Hispanic, 1.6%, and White, 1%. These two subgroups are in the yellow range. We have two subgroups in the orange range: Socioeconomically Disadvantaged, 2.4%, and Students with Disabilities, 5.4%.

In support of district-wide initiatives, we are also including attendance AMOs for our English Learners and Black or African American student groups. Our English Learners do not have a performance color on the CA Dashboard for 2019. Their data shows that 0% of students in this student group were

chronically absent which is a decrease of 12% from the previous year. For Suspension Rate, English Learners were at 4.8%, which was an increase from 2018 by 4.8%. Historically our population of Black or African American youth has been small. At this time, their numbers are so few that no data is reported for them at the state level. We will use site-based metrics to support them in this goal.

*Online Learning Implications

- During online learning, we have put into place a variety of supports for students in the areas of mental health and emotional well-being. We are incorporating Social Emotional Learning into both our synchronous and asynchronous lessons that students receive from their teachers. We are also using the counselor to Support the physical and mental well-being of our students by including social emotional learning instruction through the Second Step curriculum lessons.
- When we return to onsite learning, social emotional learning and support will be embedded into the instructional core.
- Our Wellness Team will continue to meet during online learning via Zoom. We will continue to address concerns and brainstorm activities to strengthen the connection between school and students/families. We will take advantage of our district’s Trauma Informed Care & Resilience Education training to support students as needed.
- During online learning, we will closely monitor student attendance and chronic absenteeism. We have developed a process to monitor daily student attendance, identify and support students/families who have low participation in online learning and those students who have chronic absenteeism.
- To track student attendance, classroom teachers are required to take attendance daily in PowerSchool. Parents of students who are absent are notified through School Messenger that their child was absent from the day’s learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- We have created an Attendance Team consisting of the principal, school clerk and counselor who will monitor attendance and participation rate on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent. Attendance team and teachers have access to a document to log parent contacts, attempts to contact parents and supports provided.
- The District’s Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- To support positive attendance, the principal and school clerk include positive reminders, data points, articles etc. in our school-to-home newsletter, The Park Press.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	14.1%	7%	Chronic Absenteeism	Annually
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	10.8%	9%	Chronic Absenteeism	Annually

Bay Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-5	Students with Disabilities	Decrease suspension rate.	5.4%	2%	Suspension	Annually
June 2021	TK-5	White	Decrease suspension rate.	1%	0%	Suspension	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	16.9%	8%	Chronic Absenteeism	Annually
June 2021	TK-5	White	Decrease chronic absenteeism rate	7.5%	3%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	Decrease suspension rate.	1.6%	0%	Suspension	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease suspension rate.	2.4%	0%	Suspension	Annually
June 2021	TK-5	English Learner	Maintain chronic absenteeism rate	0%	0%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	increase attendance	baseline	90%	Attendance	Annually

School Counselor

*Students to be served by this Strategy/Activity

All students will be served by this strategy including the English Learners, Students with Disabilities, Black or African American, Hispanic, and White student groups.

*Strategy/Activity - Description

To support this goal, the school counselor facilitates:

- Second Step lessons in classrooms
- Coordinates the student Peace Patrol (students helping their peers solve problems on the playground peacefully); during onsite learning
- Buddy Bench (students sit on the bench when they need a friend to play with or feeling a bit sad; students are trained to help support students who sit on the bench); during onsite learning
- Meets with individual and small groups of students to promote a safe and inclusive environment for all students

Principal, School Counselor and School Clerk meet regularly to review attendance data. Each are assigned students/families to follow up to promote positive attendance. We are bringing back our monthly perfect attendance recognition for the 2020-21 as a student and family incentive for positive attendance when we return to campus for onsite learning. The importance of everyday and bell-to-bell attendance will also be included in school-to-home communication.

Additional Supports for this Strategy/Activity*Safe, Collaborative and Inclusive Culture**

- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
- Intentional Planning: planning questions, supports, etc. for all learners
- Formative Assessments/Checkpoints throughout the lesson to adjust instruction at the moment to ensure students feel safe and confident throughout the instructional day
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social-emotional component and intervention strategies
- Broaden teachers' intervention toolbox to support vulnerable learners
- Restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Special Education and General Education teachers are equally responsible; integrated delivery of related services; paraeducator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, PD, grade level inquiries, etc.
- Co-teaching (students/staff); student empowerment/agency
- Promote student agency and goal setting
- Ensure all ELs receive daily ELD instruction
- Social emotional; promote a sense of belonging; positive behavioral supports; teacher selected school-wide tag line: "You Belong Here"
- Discontinue all green/red behavioral systems and focus on the positive
- Continue school-wide Character Ed program and classroom presentations during morning opening
- Continue morning opening presentations for the character trait of the month, recognizing students, etc.
- Continue positive parent communication
- Use Instagram to highlight positive happenings at school to promote our safe, collaborative and inclusive culture

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

We were able to put into place our plans but were not able to see them through the end of the 2019-20 school year because of school closures due to COVID-19. To support ELA, resources were used for visiting teachers to release classroom teachers from the classroom for Professional Learning Communities (PLCs) for professional learning. Teachers worked in collaboration to analyze student work and data, design lessons, develop formative assessments to strengthen Tier 1 instruction, and to support struggling students with Tier 2 interventions and English Learners. Professional learning also included strengthening guided reading/small group instruction, linking lessons to standards, and intervention strategies. Resources were also used to purchase instructional materials.

Outcomes/Effectiveness

Determining the effectiveness of our strategies is challenging for the 2019-2020 school year due to school closures/Distance Learning because of COVID-19. For the 2019-2020 school year, the ELA goals that Bay Park set were for 74% of our 3-5th grade students to meet or exceed standards on the CAASPP ELA. We also set AMOs for three student groups: Hispanic or Latino, Students with Disabilities, and English Learners. We do not have June 2020 CAASPP ELA data or DRA data from the end of the year so we will be moving these goals forward. We are also adding a site-based metric for ELA achievement.

***Major Differences**

We did not have any major differences. The work being done at the site would have been nicely supported by more frequent PLCs for teacher collaboration and professional learning but this was not possible due to our limited funds. Teacher collaboration time is built into all onsite professional learning.

***Changes**

Unfortunately, our funds continue to be reduced year after year making it difficult to schedule release days for teachers to work collaboratively with their grade level teams. To carry on the work from last year, the professional learning plan has been restructured. In addition to the one PLC day, we will have four inquiry cycles during the school year where all teachers will working together in grade level teams. This structure worked well during last year and we plan to continue this structure when we return to onsite learning.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	71%	74%	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	baseline	+10%	DRA 2	Annually

***Identified Need**

On the 2019 CA Dashboard, Bay Park is in the Green Performance Level for ELA for All Students. They are 44.5 points above standard. They increased by 1.4 points, which was maintenance at this level. There are no student groups in the red, orange, or yellow levels.

In support of district-wide initiatives, we are also including attendance AMOs for our Students with Disabilities, English Learners, and Black or African American student groups. Our Students with Disabilities group does not have a performance color on the 2019 CA Dashboard but they do have data. For 2019, they were 74.7 points below standard, which was a decrease of 34.8 points from 2018. Our English Learners and Black or African American student groups do not have a large enough group for 2019 to have reported data on CA Dashboard for 2019. Historically our population of Black or African American youth has been small. At this time, their numbers are so few that no data is reported for them at the state level. We will use site-based metrics to support them in this goal.

Analysis of the 2019 CAASPP data shows that the percentage of "all students" meeting or exceeding standards has decreased from last year - 74% to 71%. While our 5th grade students were able to meet the goals set in the 2018-2019 SPSA, the 3rd grade students were not. The data shows that overall our students' CAASPP ELA performance decreased as did the performance of our English Learner, and Students with Disabilities subgroups.

*Online Learning Implications

- During online learning, all teachers will continue to provide robust instruction in the area of English Language Arts. ELA lessons are incorporated into both synchronous and asynchronous learning.
- For the 2020-21 school year, we have modified our assessment plan to accommodate both online and onsite learning. Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.
- We feel that during online learning, it is critical that summative assessments be used to assess mastery toward grade level standards to inform instruction and to be used in determining student grades. Multiple assessment opportunities are embedded throughout lessons that allow teachers to provide feedback and supports to students. Grading continues to be standards-based during online learning and onsite learning.
- During online learning, teachers continue to have the flexibility to provide whole group, small group, and individual instruction. Teachers participate in monthly professional development and are encouraged to participate in district-provided training and workshops.
- English Learners continue to be supported during online learning. Both Integrated and Designated English Language Development are provided for our ELs. Instruction includes strategies for differentiation and scaffolding for ELs.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	63%	70%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	24%	34%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	0%	100%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	baseline	100%	CAASPP ELA	Annually

Professional Learning, ELA

*Students to be served by this Strategy/Activity

Unduplicated students/All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, Students with Disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

To support underperforming students, we will focus on reading comprehension during teacher professional development opportunities in a variety of ways including early release days throughout the year. The supplemental supports put in place using our LCFF dollars are for the primary benefit of our unduplicated students as these groups are traditionally low performing in core content areas. The supplemental support for professional development will focus on lessons aligned with CCSS for ELA, integrating grade level inquiries, and strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include (1) correcting mismatches between learner and classroom demands and (2) reading comprehension. Through these professional development opportunities, teachers will be able to prepare vital classroom supports and interventions to support learners at Bay Park. We are using LCFF funds to offer additional funding to our professional development work. The UPP at Bay Park is 24.1%, and while the number of English learners at Bay Park is low, this population has increased for the 2019-20 school year. When we return to onsite learning, we will use visiting teachers to release classroom teachers for these opportunities. During online learning, staff are participating in professional development during their flextime.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00214C	Prof&Curriclm Dev Vist Tchr	\$2,453.00	\$2,999.78	0021-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Funding for teacher professional development.

Instructional ELA Materials

***Students to be served by this Strategy/Activity**

Unduplicated students/All students.

***Strategy/Activity - Description**

As a site, we determined that we have a need to provide supplemental classroom and intervention support for our unduplicated students in the form of Instructional supplies such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. Based on work done by teachers during professional development around classroom supports and intervention, LCFF money may also be used to provide additional funding for the purchase of supplemental materials and classroom books to support ELA.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00218N	Supplies	\$4,623.00	\$4,623.00	0021-09800-00-4301-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Classroom and intervention support for ELA.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

We were able to put into place our plans but were not able to see them through the end of the 2019-20 school year because of school closures due to COVID-19.

- Teachers in grades TK-5 utilized the Envision Math program
- Students utilized ST Math online program
- Students have access to the online program IXL funded by Bay Park's PTA

Outcomes/Effectiveness

Determining the effectiveness of our strategies is challenging for the 2019-2020 school year due to school closures/Distance Learning because of COVID-19. The Math goals that Bay Park set for the 2019-2020 school year were for 78% of all students to meet or exceed standards on the Math on the SBAC exam. We also set AMOs for three student groups: Hispanic or Latino, Students with Disabilities, and English Learners. We do not have June 2020 CAASPP Math data so we will be moving these goals forward. We will also be adding a site-based metric for math achievement.

*Major Differences

No major differences occurred.

*Changes

No major changes for the 2019-20 school year.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	73%	78%	CAASPP Math	Annually
*Identified Need						
<p>On the 2019 CA Dashboard in the area of mathematics, Bay Park has improved. We moved from the Green Performance Level (28.3 points above standard) in 2018 to the Blue Performance Level (42.4 points above standard) in 2019. There are no student groups in the red, orange, or yellow levels. In support of district-wide initiatives, we are also including attendance AMOs for our Students with Disabilities, English Learners, and Black or African American student groups. Our Students with Disabilities group does not have a performance color on the 2019 CA Dashboard but they do have data. For 2019, they were 53.6 points below standard, which was maintenance from 2018. (-0.7points) Our English Learners and Black or African American student groups do not have a large enough group for 2019 to have reported data on CA Dashboard for 2019. Historically our population of Black or African American youth has been small. At this time, their numbers are so few that no data is reported for them at the state level. We will use site-based metrics to support them in this goal.</p>						
*Online Learning Implications						
<ul style="list-style-type: none"> • During our current online learning, and when we return to on-site learning, all teachers will continue to provide robust instruction in the area of Mathematics. Math lessons are incorporated into both synchronous and asynchronous learning. • In the area of mathematics, our comprehensive assessment plan only needed small revisions for online learning. We will continue to use end of unit assessments but these will be done virtually during online learning. Assessments are and will continue to be used to assess mastery toward grade level standards and in determining student grades. • Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. • During online learning, teachers will continue to have flexibility with their instruction to meet the needs of their students. This includes whole group, small group and individual instruction. Structures and digital tools to support student engagement and collaboration are incorporated into lessons. Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery. • To promote a culture on-going improvement, teachers participate in site professional development, are provided professional texts, work together in grade level teams and are encouraged to participate in district provided workshops and trainings. 						

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	65%	75%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	20%	30%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	75%	30%	CAASPP Math	Annually

Computer-Based Math Programs

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

At Bay Park, we are using a variety of computer-based math programs to help all of our students be successful in mathematics. We are utilizing ST Math, a district funded math program that is at no cost to the school. ST Math focuses on the conceptual component, which is critical for why certain algorithms are utilized in math. The PTA has funded an additional online program, IXL, which can also be accessed at home. Both of these programs are aligned with state math standards and have an assessment component to monitor growth and individualize instruction. They both provide opportunities for students to practice their math skills at their individual instructional level and support their progress towards meeting or exceeding grade level standards.

Supplemental Math Instructional Materials

***Students to be served by this Strategy/Activity**

Unduplicated students/all students will be served by this strategy

***Strategy/Activity - Description**

Knowing that our unduplicated student population (24.1%) historically underperforms in core content areas such as math, the site determined a need to use LCFF monies to offer supplemental math supports for the primary benefit of our low income and EL students. In math, we are going to use the money to purchase supplemental instructional supplies include basic classroom needs such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics based on teachers determining what students need.

Bay Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00219D	Supplies	\$2,000.00	0021-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Classroom and intervention support for math.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

During the last school year, teachers participated in professional development focused on strengthening Tier I instructional practices and intervention strategies for Tier 2. Supporting all students, including English Learners, were included in professional learning. Teachers focused on students who were outside the Sphere of Success including English Learners and how best to support them to accelerate their progress. Discussion, professional learning and collaborative planning included how to support our ELs such as frontloading lessons, daily Integrated ELD, and monitoring their progress using formative assessments to determine needed supports and next instructional steps. All teachers who have English Learners in their classrooms include ELD on their daily schedules to support and accelerate their English language acquisition.

Effectiveness

We were able to put into place our plans but were not able to see them through the end of the 2019-20 school year because of school closures due to COVID-19. Last year we set goals for this student group around their summative ELPAC and qualifying for reclassification. Because of school closing in March, we do not have data for 2020 for the ELPAC. We do have access to the 2019 CA Dashboard, which is an update from what we used for planning last year. We will be moving our CAASPP ELA and math goals forward for this student group and adding in new site-based metrics in ELA and math using the FAST.

<p>*Major Differences</p> <p>No major differences for the EL-focused work we will be doing this year though we are anticipating we will have a greater number of English Learners for this school year.</p>
<p>*Changes</p> <p>English Learners will be monitored at reporting periods by analyzing their FAST assessment scores.</p>
<p>*Integrated English Language Development</p> <p>We will ensure English Learners are supported multiple ways including:</p> <ul style="list-style-type: none"> - dELD and English Development is taught every day in classrooms with English Learners. - While online learning, the principal will conduct "walkthrough classroom visits" via Zoom. Classroom walkthroughs to show evidence of integrated ELD - dELD schedules are collected from teachers to create walkthrough classroom visits during dELD instruction - Observing and providing teacher feedback on dELD lessons and instructional strategies that support ELs during all lessons - Monitoring FAST assessment levels during reporting periods - During PLCs and Grade Level Inquiry work, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners and the planning of ELD; this will be done via Zoom during online learning
<p>*Designated English Language Development</p> <p>In order to provide designated ELD at Bay Park, the following activities and plans will be implemented:</p> <ul style="list-style-type: none"> - Teachers will implement the Benchmark curriculum - Classroom teachers will adjust lessons and instructional practice as needed to support student learning. - ELD schedules will be collected from teachers and used to inform principal's walkthrough schedule/classroom walkthroughs to show evidence of designated ELD - Providing teacher feedback on ELD lessons - Monitor the FAST assessment levels for English Learners during reporting periods - During PLCs and Grade Level Inquiry work, teachers will analyze student work, discuss progress and plan next instructional steps to support English Learners and the planning of dELD - All teachers with English Learners in their classroom will teach designated ELD a minimum of 30 minutes per day

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Students will advance at least one proficiency band.	Level 1: 4 students; Level 2: 6 students; Level 3: 5 students	15 students, 100%	Summative ELPAC	Annually
June 2021	3-5	English Learner	increase percentage of meeting or exceeding standard	0	100%	CAASPP ELA	Annually
June 2021	3-5	English Learner	increase percentage of meeting or exceeding standard	75	30%	CAASPP Math	Annually
*Identified Need							
<p>Due to our small numbers of English Learners, no percentage data was reported on the 2019 CA Dashboard for this subgroup. For English Learner Progress, the Dashboard indicates 11 EL students' data was used. Of the 11 English Learners, 54.5% are making progress towards ELA proficiency. This is considered "Medium" progress. The data shows:</p> <ul style="list-style-type: none"> • ELs who progressed at least one ELPI Level = 54.5% • ELs who maintained ELPI Levels = 27.2% • ELs who decreased at least one ELPI level = 18.1 <p>Some students who are not yet meeting standards may be overlooked. Additionally, the school needs to calculate the data for this subgroup of students manually to better determine trends and future needs.</p>							
*Online Learning Implications							
<ul style="list-style-type: none"> • During online learning, we will continue to support our English Learners in multiple ways. We will continue to use the Integrated Model approach to build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. • Teachers will use the online professional development modules with iELD (integrated English Language). Teachers will be encouraged to attend district provided professional development to strengthen their practice... • Teachers will use formative assessment data to help determine next instructional steps and to ensure students are making progress. • The principal and classroom teachers will analyze student data to inform instruction. The progress and support of our English Learners may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or to advise. 							

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	English Learner	Qualify for Reclassification	2 students	100% (all two students)	Other (Describe in Objective)	Annually
June 2021	2	English Learner	Qualify for Reclassification	1 student	100% (1 student)	Other (Describe in Objective)	Annually
June 2021	TK-5	English Learner	increase percentage of EL eligible for reclassification that reclassify	baseline	95%	Summative ELPAC	Annual

ELPAC Testing Support

***Students to be served by this Strategy/Activity**

All unduplicated students/English Learners.

***Strategy/Activity - Description**

The site decided that in an effort to not take valuable instructional minutes away from English learners and to provide them with a consistent testing environment, that we would use LCFF monies to fund an ELPAC testing coordinator. We will use a visiting/retired teacher to test our English Learners using the ELPAC assessment in both the fall and the spring. This will keep our classroom teachers in their classes so that no students miss instruction.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00212S	Non Clsrm Tchr Hrly	\$2,453.00	\$2,999.78	0021-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Funding for ELPAC testing coordinator.
N00219B	Non Clsrm Tchr Hrly	\$3,107.00	\$3,799.55	0021-09800-00-1957-3160-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Additional funding for testing support as needed

Supplemental Instructional Materials - ELs

***Students to be served by this Strategy/Activity**

Unduplicated students/All English Learners

***Strategy/Activity - Description**

In addition to the Benchmark materials for ELD, teachers will be work together to determine what additional supplemental Instructional materials they will need for the school year to support of the English Learners in their classrooms. This includes materials such as picture cards, books, and additional vocabulary resource as determined by teachers based on student need. These supplemental materials will support both classroom instruction and intervention activities for this student group.

*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies		0021-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00218N	Classroom and intervention supports for English Learners.
Professional Learning and Teacher Collaboration							
*Students to be served by this Strategy/Activity							
Unduplicated students/all students							
*Strategy/Activity - Description							
<p>In order to support English Learners at Bay Park:</p> <ul style="list-style-type: none"> - Teachers engage in professional learning that will include analysis of student data including work samples and formative assessments (PLCs and Grade Level Inquiry work). We will focus on students engaging in a variety of collaborative discussions and sustained dialogue on a variety of topics and content areas (explaining their thinking, constructing arguments and justifying their positions with sound evidence, etc. Professional development and teacher collaboration will be done via Zoom while online learning. - Formative assessments are used to adjust instruction in the moment and results are used to inform planning for subsequent lessons. - We closely monitor the progress of our English Learners to accelerate their English language acquisition with the goal of reclassification. 							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
	Prof&Curriclm Dev Vist Tchr	0021-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00214C	Funding to support teacher professional development.	

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

We were able to put into place our plans but were not able to see them through the end of the 2019-20 school year because of school closures due to COVID-19. We had set goals for our Students with Disabilities to be measured by their performance on the CAASPP for ELA and Math. With site closures, those assessments did not take place so the goals will be moved forward to this school year. During online learning in the spring, we were able to support all of our students to be online and engaged. We are seeing similar success this fall as well. We hope that with our IEP system changing platforms, we will be better able to track student progress towards goals.

Outcomes/Effectiveness

Determining the effectiveness of our strategies is challenging for the 2019-2020 school year due to school closures/Distance Learning because of COVID-19. The Students with Disabilities goals that Bay Park set for the 2019-2020 school year were for more of these students to meet or exceed standards on the CAASPP ELA and Math. We also set AMOs for Students with Disabilities by grade level. We do not have June 2020 CAASPP data so we will be moving these goals forward. We will also be adding a site-based metric for math achievement.

*Major Differences

There were no major differences to what we planned for the 2019-2020 school year save for the site closures in March.

***Changes**

We are continuing all of the strategies that we put in place last year. We are modifying the strategies to fit the online learning model and the site-based appointment model that is starting in the fall. All Paraeducators were invited to the same week of professional learning as their colleagues so that all educators started with similar learning around student social-emotional needs as well as academic supports in virtual environments.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the Percentage of students meeting or exceeding the standard in ELA CAASPP	24.1%	25.1%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the Percentage of students meeting or exceeding the standard in Math CAASPP	20%	30%	Other (Describe in Objective)	Annually
June 2021	TK-5	meet IEP goals	baseline	90%	Progress Reports on IEP Goals	Annually

***Identified Need**

On the 2019 CA Dashboard, the Students with Disabilities student group does not have performance colors. For ELA, this group was 74.7 points below standard, which declined 34.8 points from 2018. In math, this group was at 53.6 points below standard and they maintained (-0.7 points from 2018). The small students with disabilities group at Bay Park is not reaching their full academic potential. For the 2019 assessments, 24.1% of students with disabilities met or exceeded the standard on the CAASPP ELA, and 20% of students with disabilities met or exceeded standard on CAASPP Math.

***Online Learning Implications**

- During online learning, we feel that it is essential to monitor the progress of our students with disabilities and to make sure that their IEPs are being followed including providing services and supports.
- Educators have received professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). Educators will be encouraged to participate in other district provided trainings and workshops.
- As when students are onsite, all students with IEP's have access to assistive technology support. Assistive technology is used to provide access to online learning as needed. Some students with equipment needs, such as our Visually Impaired students, will have access to this equipment in their homes.
- Our integrated team consists of general education teachers, educational specialists, related services providers and paraeducators. All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the Percentage of students meeting or exceeding the standard in ELA CAASPP	25%	35%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the Percentage of students meeting or exceeding the standard in ELA CAASPP	24.1%	34.1%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the Percentage of students meeting or exceeding the standard in ELA CAASPP	40%	50%	Other (Describe in Objective)	Annually

Student Monitoring

***Students to be served by this Strategy/Activity**

Students with disabilities.

***Strategy/Activity - Description**

- Education Specialists will co-plan with teachers in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. This will include data analysis to inform instruction and to align provided support and differentiated instructional support. This will be done via Zoom while during online learning.
- Education Specialist and principal will encourage paraprofessionals to attend district provided trainings. Many paraeducators attended district provided trainings during the first week of school.
- Paraeducators will meet with the principal several times throughout the school year to discuss both operational and instructional items to strengthen their practice and support of students.
- At the beginning of the year, the principal and Ed Specialists met with all teachers that have students with disabilities on their rosters for an "IEP Dive" (highlighting goal, reviewing accommodations/modifications, BIP, etc.).
- Student progress will be monitored at the end of each reporting period by analyzing their FAST assessments.
- Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	meet or exceed grade level expectations	baseline	75%	Grades	Annual

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Bay Park site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Bay Park will develop and implement a site-specific system for tracking classroom referrals.
3. Bay Park will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Bay Park will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Bay Park will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Bay Park is to maintain or increase the percentage of diverse educators from current year to the following school year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

The population of Black or African American students (or those who identify as Two or More Races) has historically been very small at Bay Park. While this group is too small for state level data reporting, the site collects many data points to support student monitoring for classroom and intervention

supports. We will work as a site to develop metrics for this population that will help us determine how to best support them both academically and meet their social emotional needs.

***Online Learning Implications**

- During online learning currently, and when we return to on-site learning, we will focus on supporting black youth on our campus and in our community.
- The district will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- We will continue to create a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
- Teachers, the principal and other educators at our school will encourage black youth to become leaders through participating in opportunities including student council, the peacemaker program, safety patrol, etc.
- Office staff and the principal will ensure that black youths are represented in our home-to-school communication, photographs, Instagram, etc.
- The principal will also conduct student focus groups to hear from our black youth and other groups how things are going and to hear their ideas for improving our school and community.

Site Equity Team

***Students to be served by this Strategy/Activity**

Students identified as Black Youth (Black, African American, Two or More Races)

***Strategy/Activity - Description**

This year we will establish our Site Equity Team that will be composed of the site principal, the counselor, school clerk, classroom teachers and education specialists who will work together to determine what is needed at our site to do the equity and anti-racist work our district is supporting.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Bay Park is fortunate to have a large active parent base. Families participate in school activities, participate on committees and groups and volunteer in classrooms (when learning onsite). Because of the school closures last spring due to COVID-19, we do not have any CAL-SCHLS parent survey data. We will roll our last school year's goal forward. While students are learning online, the principal has been conducting Zoom with the Principal meetings and holding office hours for families on Zoom in a three-week cycle. To measure the number of families we are reaching with this structure, we have written a site-based goal for improving the number of participating families logging in for Zoom with the Principal. When we return to onsite learning, we will promote the survey with greater enthusiasm and frequency to boost our participation rate. We will continue to conduct our site-based Google Surveys to continue our cycle of ongoing improvement.

Implementation

Again, we were able to put into place our plans but were not able to see them through the end of the 2019-20 school year because of school closures due to COVID-19.

While online learning this year the principal will continue holding Zoom with the Principal and Office Hours for parents in a three-week cycle. We will continue sending out Google surveys to our families seeking feedback, input and ideas to make sure we are meeting the needs of our learning community.

Outcomes/Effectiveness

Determining the effectiveness of our strategies is challenging for this school year due to school closures/Distance Learning because of COVID-19. The Family Engagement goals that Bay Park set for the 2019-2020 school year were to increase the percentage of parents feeling that the school actively seeks their input before making decisions and increase the percentage of parents who reported feeling that the school allows input and welcomes parent contributions as measured on the CAL-SCHLS CSPA. We do not have data for the CAL-SCHLS surveys for the 2019-2020 school year so we will be moving these goals forward.

*Major Differences					
No major differences except the lack of data due to school closures last spring due to COVID-19.					
*Changes					
We will increase our notifications around the Parent Survey for the CHKS in an effort to increase the number of participating families.					
*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	To increase the percentage of parents who think that the school actively seeks the input of parents before making big decisions.	35%	50%	CAL - SCHLS (CSPS)
*Identified Need					
We do not have updated CAL-SCHLS survey results for the 2019-2020 school year. We have set these goals based on the 2018-2019 survey results and site needs. After a review of the CAL-SCHLS parent survey, we saw that this Parent Involvement category was the lowest percentage. The two goals we are setting this year are related to each other and overlap in their scope. It is important to have parents know that they are valued and their opinions are taken into account during the decision making process.					
*Online Learning Implications					
<ul style="list-style-type: none"> • During online learning, we understood that we needed to begin the school year with building relationships with our students and families since we were not altogether at school. Instead of the traditional Back to School Night, teachers met with each family via Zoom. This allowed teachers to connect with families in a more personal way, to learn about the strengths and parents' view of where their child needs support. During the meeting teachers also shared about how online learning was going to work, technology support, and more. • In addition to the one-on-one meetings with teachers and families, the district also held a Welcome Week for students, parents and educators. The Welcome Week included virtual lessons, training, and professional development. Family training includes Social and Emotional Learning (the introduction to SEL competencies, identification of emotions in self and others, expression of emotions), Wellness Practices and Health and Safety recommendations. These training opportunities were held during the first week of school and were recorded to allow families to watch them throughout the school year via the District Website and Parent Leadership groups. • To support students with their online learning, all students have received a district issued device to ensure access to curriculum while in a distance learning format. Along with student devices, internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning. • For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process. This process empowered principals to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs. 					

Bay Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- To help keep families informed and connected to school, the principal holds Office Hours on Zoom for families one to two times a month, holds a Zoom with the Principal one to two times a month, and is available by phone or email. We are also continuing to send home our Bay Park Press newsletter.
- In the spirit of ongoing improvement, information may be shared with school staff, ELAC (English Learner Advisory Committee), and/ or SSC in order for parents to consult, provide feedback and/ or to advise.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	PTA	To increase the percent of parents who feel that they are informed, that the school allows input and welcomes parents' contributions as measured by attending Zoom with the Principal meetings	baseline	70%	Meeting Attendance

Parent Involvement and Communication

*Families to be served by this Strategy/Activity

All families.

*Strategy/Activity - Description

To increase parent feedback, input and participation in the decision making process we will publicize Zoom with the Principal meetings on our multiple school-to-home communication methods to increase participation rate. We will conduct mini-surveys to gage the degree of effectiveness of our efforts to draw parents in on the decision making process. The site will utilize multiple avenues to communicate the results of the mini surveys back to families (website, Stingray Splash, Bay Park Press, etc. to share survey results with stakeholders. We will also communicate information about SSC and appropriate SGT decisions in the principal's school-to-home communication to increase transparency and to make the information public.

Family Communication

To continue to keep our families informed about decisions and school happenings, we will utilize the following:

- Weekly Bay Park Press (half sheet containing the following week's calendar and informational items on the reverse)
- The Stingray Splash, weekly e-blast
- Daily Morning Opening (when return to site learning)
- Automated phone calls/emails (School Messenger)
- School Website, including a Calendar of events and activities
- Marquee
- Principal's Instagram
- Peach Jar (electronic flyers)
- School website
- PTA's Facebook and Website

Goal 8- Graduation/Promotion Rate
Call to Action Belief Statement
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.
District LCAP Goals
<ol style="list-style-type: none"> 1: Closing the Achievement Gap with High Expectations for All 2: Access to Broad and Challenging Curriculum 3. Quality Leadership, Teaching and Learning 4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child
Annual Review of This Goal: SPSA Reviewed 2019-20
*Analysis
We were able to put into place our plans but were not able to see them through the end of the 2019-20 school year because of school closures due to COVID-19. To support ELA, resources were used for visiting teachers to release classroom teachers from the classroom for Professional Learning Communities (PLCs) for professional learning. Teachers worked in collaboration to analyze student work and data, design lessons, develop formative assessments to strengthen Tier 1 instruction, and to support struggling students with Tier 2 interventions and students with disabilities. Professional learning also included strengthening guided reading/small group instruction, linking lessons to standards, and intervention strategies. Resources were also used to purchase instructional materials.
<u>Outcomes/Effectiveness</u>
Determining the effectiveness of our strategies is challenging for the 2019-2020 school year due to school closures/Distance Learning because of COVID-19. For the 2019-2020 school year, the ELA goals that Bay Park set were for 74% of our 3-5th grade students to meet or exceed standards on the CAASPP ELA. We also set AMOs for Students with Disabilities. We do not have June 2020 CAASPP ELA data or DRA data from the end of the year due to school closure so we will be moving these goals forward. We are also adding a site-based metric for ELA achievement.
*Major Differences
No major differences.
*Changes
DRA and Founts and Pinnell levels will be analyzed during the first reporting period to establish goals and student monitoring for the school year. Students not meeting expectation will be closely monitored throughout the school year to ensure progress on meeting their individual goals.

*Goal 8- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3	Student will meet or exceed end of the year expectation on the DRA	75%	80%	Grade 3 ELA Reading	Annually	
June 2021	5	Student will meet or exceed end of the year expectation on teacher reported Fountas and Pinnell levels	79%	81%	Grade 3 ELA Reading	Annually	
*Identified Need							
Neither our 3rd or 5th grade students were able to meet their DRA goals set for last year. We have reviewed student data including performance on the CAASPP, DRA and Fountas and Pinnell and other classroom-based goals and developed new target goals for the 2019-2020 school year and crafted strategies to support those goals.							
*Online Learning Implications							
<ul style="list-style-type: none"> During online learning and onsite learning, the work of our counselor is to support the varying needs of students. This may be wide ranging and beyond the educational realm of the counselor. Our counselor ensures that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in the areas of student attendance, behavior, and graduation. She also provides resources to families and educators. Additional attendance information is included in Goal 1. 							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	students will meet or exceed grade level expectations as measured on the SBA, ELA	25%	35%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	students will meet or exceed grade level expectations as measured on the SBA, ELA	40%	50%	CAASPP ELA	Annually
ELA Intervention Support							
*Students to be served by this Strategy/Activity							
Unduplicated students/All students							

***Strategy/Activity - Description**

To support underperforming students we will continue to support student progress in ELA in a variety of ways including teachers' professional learning. During professional learning, we will focus on lessons that are aligned with standards, integrating grade level inquiries, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include: (1) Correcting mismatches between learner and classroom demands and (2) Reading comprehension. Teachers will work in collaboration with the Ed Specialists during PLCs and Grade Level Inquiries. Grade Level Inquiry work will include supporting students with disabilities.

Professional learning will be supported by only one round of PLCs per teacher due to limited funds. Visiting teachers are funded so that teachers have a full day to meet in their PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries. Both PLC and Grade Level Inquiry work will include supporting all readers with an emphasis on supporting students with disabilities to ensure their progress. Instructional supplies include basic classroom needs such as writing utensils, paper, and other items, which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials and classroom books to support ELA.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0021-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00214C	funding to support teacher professional development
	Supplies	0021-09800-00-4301-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00218N	funding to support classroom and intervention supports focused on ELA

***Additional Supports for this Strategy/Activity**

The PTA funds RazKids, Spelling City, IXL and a selection of periodicals for student use to support ELA for use in the classroom and for strategic intervention support.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. Fostering a Culture of STEAM

- TK-2nd grade STEAM classrooms highlighted the STEAM work students will be engaged in during this school year during their one-on-one meetings with families the first two weeks of school. Student STEAM work and projects will be highlighted during Open House if we are back to onsite learning. If we are still online learning, this work will be shared with families electronically during Spring Open House on Zoom. The principal uses Instagram, parent letters, School Messenger, and other electronic methods to inform parents of the STEAM work being done on campus. Teachers also post photos of their students' work on their classroom Google Sites.
- When onsite learning, Bay Park's annual Science Fair is held during Spring Open House. All fifth graders are required to participate and other grade levels are encouraged to participate. Our Science Fair is so popular with students and the community it fills the auditorium, interior hallways, and all of the fourth and fifth grade classrooms.
- Our community has a strong interest in STEAM. In the past, our PTA funded Mystery Science for all grade levels but this year Mystery Science will be funded by the district. PTA will continue to fund periodicals (all with an electronic component for online learning) and fieldtrips (virtual during online learning) for classrooms. They also fund at least one school wide assembly related to STEAM each school year during onsite learning.
- During onsite learning, we extend our STEAM focus after school hours by offering several after school classes related to STEAM (these are fee based and optional for families if they would like to participate).
- During Grade Level Inquiry work, some of the grade levels focus on strengthening readers by using STEAM related texts and work/projects as an entry point. Students are enthusiastic about STEAM and teachers build on their enthusiasm for the genre.

2. Building Capacity to ensure fidelity and sustainability of STEAM

- This is the third year Bay Park is participating in the STEAM Innovations Initiative. All of our TK, K and 1st teachers have participated in all district provided trainings. They have received instructional materials provided by the district. The district has also painted the interior of their classrooms and provided new furniture, rugs and seating to create maker-spaces. This has transformed the learning environments. All second grade teachers are participating in district provided STEAM training during the 2020-21 school year.
- Each year the district rolls out a grade level for training, we will participate.
- Teachers in grades 3-5 are using the new NGSS standards and modifying their FOSS kits and materials to meet the new standards.
- Teachers will be attending the district's Science Capacity Builders trainings if offered this school year.

3. Supporting teachers in implementing STEAM lessons a minimum of 4 hours per week.

- Assurance of implementation is demonstrated by daily schedules showing STEAM lessons four hours a week.
- Principal will include STEAM lessons on her walkthrough schedule and provide feedback to teachers.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Implementation of SPSA- This SPSA was created using the current data and a root cause analysis. The following priorities, strategies, and leadership actions will be implemented school wide at Bay Park to meet or exceed the SPSA goals. The site principal and the SSC will monitor the implementation of the priorities and strategies outlined in the SPSA. The principal will work with all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following is in place:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom walkthroughs/observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- All teachers are able to articulate student learning needs and can recognize if instruction is affecting learning.

Monitoring Student Learning and Providing Support

The site administrator and all teachers will take responsibility in monitoring student learning and providing appropriate support. This includes

- Modifying our Comprehensive Assessment Plan for online learning and an additional modification when we return to onsite learning if needed.
- Monitoring student reading levels during reporting periods via the FAST assessment.
- Administering common formative and summative assessments and utilizing the data to lead teacher teams (PLCs and Grade Level Inquiries) in designing effective lessons and targeted interventions based on student needs.
- Ensuring that reteach and reassessment opportunities are provided to students.
- Ensuring that all students have access to rigorous and standards-based lessons.

Targeted Professional Learning and Implementation

The site administrator will focus on creating a collaborative risk-taking environment for teachers and students. Through their work, the ILT will continue to support grade-level teams and students as well as build teacher leaders.

The site administrator will:

- Use data from classroom observations and common assessments to inform professional learning opportunities.
- Identify teacher's instructional strengths and areas to grow to develop multiple and differentiated professional learning opportunities grounded in current

research and based on students' needs.

- Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
- Promote positive and productive relationships with staff, students, parents, and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View work through an appreciative lens and focus on what is working at the school.
- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.
- Cultivate positive relationships with parents and the community.
- Implement systems and structures that engage, teach, and support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.
- Strengthen and fine-tune current instructional practices.
- Provide professional learning focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance, and Social Emotional learning (safe, supportive, and collaborative school culture).
- Ensure learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for all students.
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Online Learning

What system does your site have for pupil outreach and re-engagement?

All teachers take attendance daily in PowerSchool. Our attendance team (principal, school clerk, and counselor) track absent students. The team identifies students who are chronically absent and who are in danger of becoming chronically absent. A Google doc is used to track interventions such as emails to families, calls to families, helping families overcome barriers, teacher reaching out, counseling support, incentives, etc. to support positive attendance and re-engagement. District support for students who are chronically absent will be utilized as needed.

How are staff being trained to engage students? Relationship building via online learning?

Structures have been modified to strengthen relationship building during online learning. For example, instead of a traditional Back to School Night, teachers met individually with each family during the first two weeks of school. The principal's Coffee with the Principal has been modified to a three week cycle - week 1 Zoom with the Principal; week 2 Office Hours for families on Zoom - this also allows for any needed follow up from week 1, and week three does not have a meeting. This three-week cycle will continue as long as we are learning online. To maintain a relationship with our students,

the principal holds Bedtime Stories for Stingrays every two weeks and reads novels in the afternoons, which are recorded in case students miss a session. She also posts on Instagram and conducts focus groups with students.

The principal has ongoing discussions with educators about strengthening the relationship piece between teacher and student(s), between student-to-student, student to school, and families to school. These discussions and work in this area include professional development, the district provided professional development, Staff Updates, professional books and articles, sharing of ideas/best, practices lesson observation feedback, and one-on-one conversations.

Consider how the School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages)?

Our school-to-home communication has remained the same with a few modifications. We have continued sending home our weekly newsletter but it is now sent electronically. We have a Google calendar on our website and our marquee is kept up to date to help keep families informed and connected to the school as much as possible. The principal holds Zoom with the Principal meetings as well as holds office hours. the principal works closely with the PTA Board to make sure that all parents are informed of school and PTA activities and events - Stingray Splash e-blast, Konstella, School Messenger, PTA Facebook page, etc.

We track students to ensure that they all have a district-provided device at home and a hotspot if needed to access the internet. Periodically teachers distribute instructional materials to families. Each grade level identifies the same day for pick up. Each family receives the same materials across the grade level. Teachers track who did not pick up materials and arrangements are made to make sure that the student has the materials (arrange another pickup day, deliver the materials, another parent picks them up and delivers them, etc.)

What specific leadership action will you take to meet SPSA during online learning?

The principal will ensure electronic documents are used to collect assessment data for analysis and the planning of next steps. She will continue to:

- modify structures and procedures as necessary to gather feedback from stakeholders;
- modify structures and procedures to be able to gather and analyze assessment data;
- meet with SSC, ILT, and other site committees via Zoom;
- utilize online assessments such as the FAST so that we can monitor student progress;
- be aware of what is called out in the plan so that we can continue to build support in needed areas and continue in our ongoing cycle of growth; and
- use the Staff Update page to share both operational and instructional information.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Bay Park Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 0

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 16,442.11

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$16,865.10

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$16,442.11
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 16,442.11

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$16,442.11

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Bay Park Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 2,453.00
			1957	Non Clsrm Tchr Hrly		\$ 5,560.00
			3000			\$ 1,786.11
			4301	Supplies		\$ 6,623.00
	09800 LCFF Intervention Support Total					\$ 16,422.11
Grand Total						\$ 16,422.11

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Bay Park Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2020-21

Bay Park Elementary School has developed a written parent & family engagement policy with input from parents. All parents are invited to our School Site Council Meeting where we review, discuss, and revise the *Parent and Family Engagement Policy*. Through collaborative conversations where we ask clarifying questions and provide critical feedback, we come to consensus about what we will include in our policy.

Once approved by the Bay Park School Site Council, the *Parent and Family Engagement Policy* is disseminated in the following ways:

- School Messenger phone call and email attachment from the principal
- Presentation at the following Principal's Coffee
- Discuss at the following PTA Board and Association Meetings
- Upload to our school website
- Hard copy posted on the Parent Information bulletin board in the main office hallway with additional copies available in the office upon request when we return to onsite learning.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

- TK and Kindergarten Orientation the Friday before school begins, via Zoom due to online learning
- 'Boo Hoo Breakfast' on the first day of school for all new families to Bay Park, via Zoom due to online learning
- Principal's Coffee in September focus on new families to Bay Park, via Zoom due to online learning
- September and October School Site Council Meeting includes the parent and family engagement policy as a topic on the agenda; meetings held on Zoom while online learning
- Back to School Night held the first week in September
- PTA Association Meeting held in September

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

- School Website Calendar lists meetings, activities and events for the year
- The *Bay Park Press*, newsletter is sent home every Thursday (sent electronically during online learning) listing the calendar for the upcoming week and informational items on the back side
- PTA meetings are held after school in the evenings to support working parents
- School staff are available to meet with parents before and after school; later meetings are possible when scheduled with school staff.
- Parent-Teacher conferences are scheduled both before and after school
- SSC meetings are held after school

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

- Parents are provided an opportunity to give feedback through parent surveys. Results from surveys are used to provide parent workshops on topics of interests through Principal Coffees and additional evening presentations
- All parents are invited via School Messenger, the *Stingray Splash* weekly e-blast, the *Bay Park Press* weekly newsletter, Konstella, flyers and/or email to participate in school committees such as School Site Council, GATE Parent Meetings, English Learner Advisory Committee Meetings, Principal/Parent Coffees, and Parent Teacher Association Meetings and committees to provide ongoing feedback of our programs and parent involvement policies.
- The principal has an open door policy and welcomes feedback and suggestions to continually improve our school; during online learning, the principal holds scheduled Zoom with the Principal meetings and has scheduled office hours for Bay Park families.
- During onsite learning, Bay Park has a School Wide Morning Opening every day attended by students, staff and many of our parents. Upcoming meetings, events and activities are announced.

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

- All parents are invited to attend meetings regarding school programs throughout the year using School Messenger, Konstella, Bay Park Press newsletter, Stingray Splash e-blast, email, flyers, and personal invitation. These meetings are held before school, during school, after school, and/or in the evening.
- Meetings are specifically to talk about the following programs—*English Learner, GATE, and Special Education*.

The school provides parents 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. How does the school provide the information?

- Back to School Night teacher presentations include what curriculum is being used and what students are expected to know and be able to do by the end of the school year. During online learning teachers met one-on-one with their families to communicate this information to families.
- Workshops designed from parent survey feedback are another opportunity for parents to learn and ask questions.
- Bi-yearly parent-teacher conferences provide detailed feedback on student progress, proficiency levels, and assessment data. Additional parent meetings are held upon parent and/or teacher requests.
- Principal/Parent Coffees provide information on curriculum, assessments, and proficiency levels

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Parents may request meetings with their child's teacher and/or support staff such as the school counselor, to answer questions, review student progress, develop goals/interventions, and to problem solve
- School staff makes every attempt to return parent emails and phone calls within 24-48 hours
- Parents may request meetings with the principal to discuss concerns and problem solve

The school engages parents in meaningful interactions with the school. The Compact 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.

- Resources are often included in the *Bay Park Press* weekly newsletter, and the *Stingray Splash* weekly e-blast
- Parent workshops focus on academic content standards, assessment, monitoring and improving student achievement
- Resources for parents are shared via the school website and are distributed during Parent-Teacher Conferences

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- All students check out books from our school library each week; our library contains a wide range of literature and non-fiction texts
- Families are encouraged to take their children to the local public library
- All students have access to RAZ Kids—an online reading program with a variety of books at their reading level
- All students have access to IXL – an online reading and math program funded by the PTA
- All students have access to ST Math – an online math program funded by the district

- All students have access to Mystery Science – an online science program funded by the district
- Teachers provide parents with additional online resources, strategies and materials to help them work with their child

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- During staff meetings and professional development conferences, we discuss effective strategies for engaging parents as equal partners in the work of the school
- Principal and support staff work with school staff to resolve concerns
- For problem solving, parent concerns are discussed during staff meetings and professional learning communities

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- PTA board members and principal works with parents to support and encourage their involvement
- TK/Kindergarten liasons support new families throughout the school year
- The D.O.G.S. (Dads Of Great Students) group encourages adult male school involvement

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- The school website features a Google Translate button to present content in many different languages
- We use the Translation Department at SDUSD to provide translation services for Response to Intervention Team Meetings, IEPs, and parent meetings whenever possible
- School messages are crafted carefully to consider format and language needed for a diverse audience

The school provides support for parental involvement activities requested by parents.

- Parent requests for involvement activities in alignment with our school mission and vision are considered
- Requests are granted based on maximum impact, fiscal feasibility, and capacity building

The school 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.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

This policy was adopted by Bay Park Elementary School on October 3, 2019 and will be in effect for the 2019-2020 School Year.

The school will distribute the policy to all parents of students on, or before: October 16, 2020.

Leslie Barnes

Signature of Authorized Official here

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

BAY PARK ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Bay Park Elementary School distributes to parents and family members a school-parent compact. This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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.

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.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

Bay Park Elementary School will:

- **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.*

- *Fostering a nurturing, learning environment where all students feel safe to share their ideas and take risks; a learning environment that has rigorous academic standards and high expectations for all children to succeed.*
- *We recognize that parents, teachers, and community members function as genuine partners in education of all children. A variety of programs encourage collaboration in development of each every child while maintaining the highest expectation for all children. We respect diversity and promote the development of each child as a lifelong learner and a global citizen. Students are challenged to strive for excellence in a supportive, nurturing and interactive environment.*
- *To create global citizens, we believe we must provide students with opportunities to solve problems in innovative (outside the box) ways. Thus, students will become problem solvers who think critically.*
- *We provide programs to meet the needs of every student. All of our upper grade teachers are all certified to teach GATE (Gifted and Talented Education). We have supportive Special Education programs and staff. Our students also have many opportunities to discover their talents. Through the Arts and Education Program provided by Visual and Performing Arts Department, all grade 4 and 5 students participate in band or orchestra music. The Bay Park PTA funds music instruction to TK-3rd grade students. All music instruction is held via Zoom during online instruction.*
- *Students in grades TK, Kindergarten and first grade experience hands on learning through our STEAM curriculum that addresses Science, Technology, Engineering and Mathematics. The district will continue to rollout this program each year to the following grade level. During online learning, teachers include STEAM materials in student materials kits for STEAM lessons.*
- *Our campus has a library that is staffed by the district one day a week. The Bay Park PTA funds an additional day so that all of our students can visit the school library each week. During online learning, our library tech conducts read alouds for classe and, records read alouds that the teachers may access when it works best with their schedules.*
- *Parental Involvement at the site including but not limited to School Site Council, Site Governance Team and Foundation. Bay Park Elementary School is fortunate to have a very active PTA. The PTA provides additional funding to purchase instructional materials, provide assemblies, field trips, as well as provide several activities and events throuout the school year. Our School Site Council and Site Governance Team provide guidance to the principal in budgetary decisions as it relates to student achievement and school facilities, staffing, maintenance and operations.*

- **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 Conferences will be held November 16-20 and March 23-26. All parents are offered a parent-teacher conference in the first reporting period. Minimum days for parent-teacher conferences are calendared in the spring after the second reporting period. Parents may schedule additional conferences throughout the school year with their child's teacher.*
- **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. Teachers use a variety of additional methods including student contracts, parent-teacher communication journals and Class Dojo.*
- *Student Study Team meetings are held as an intervention to support students who are struggling academically and/or behaviorally.*
- *504 meeting are held to support students with an identified disability or medical condition.*
- *IEP (Individualized Educational Plan) meetings are held to support students with special needs (annually or upon request).*
- **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.*
- *Parents can also contact the administration in order to support their student academically, socially and emotionally*
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- *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 posted on our school's website, www.sandiegounified.org/schools/bay-park.*

During onsite learning:

- *All classroom regular volunteers and parent chaperones must have a TB clearance and pass a security clearance. Please contact the main office for more information.*
- *Room parents serve as parent representatives in all classrooms to coordinate the flow of information between the teacher and the parents.*
- *Bay Park Elementary welcomes all parents to visit our classes. If you are interested in visiting our classes, please contact your child's teachers to make an appointment to visit your student's classes.*

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

The Bay Park Elementary School Staff will:

- *Outline academic and behavior expectations by creating a Back-to-School Night Power-Point Presentation.*
- *Organize events such as Back to School Nights and Spring Open House (held via Zoom while online learning).*
- *Provide ongoing feedback regarding student achievement.*
- *Provide individual Parent-Teacher Conferences annually and others if needed to discuss progress.*

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

The Bay Park Elementary School Staff will:

- *Organize events such as Back to School Nights and Spring Open House (held via Zoom while online learning).*
- *Provide opportunities to support families in health and wellness and being eco-friendly.*

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

The Bay Park Elementary School Staff will:

- *Continue to learn ways to build relationships with students and parents via professional development meetings, staff bulletin, etc.*
- *Plan professional development around parental involvement and how to increase student engagement such as reaching your focus students, meeting all student needs through an equity lens.*

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

At Bay Park Elementary we have multiple opportunities to support our families such as:

- *School Tours (held virtually during online learning)*
- *Kindergarten and New Student Orientation (held virtually during online learning)*
- *School-to-Home communication including the weekly Bay Park Press newsletter, weekly Stingray Splash e-blast, the school website, the Bay Park PTA website and the principal's Instagram*
- *Daily school wide morning openings when we return to onsite learning.*

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

At Bay Park Elementary, we will:

- * Distribute information via School Messenger, text message and email in the student's home language when possible.*
- * Distribute written information to parents in the student's home language when possible.*
- * Provide information in the main office provided in multiple languages.*
- * Update the Bay Park Elementary website and marquee with current information.*
- * Utilize School-to-Home communication including the weekly Bay Park Press newsletter, weekly Stingray Splash e-blast, the school website, the Bay Park PTA website and the principal's Instagram.*

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

At Bay Park Elementary, we will provide:

- * Individual parent/teacher meetings (upon request)*
- * Student Study Teams - this meeting is an intervention to support students who are struggling academically and behaviorally (upon request)*
- * 504 Meetings - This meeting supports students with an identified disability (upon request)*
- * Individualized Educational Education Program meetings - This meeting supports students with special needs (annually or upon request).*
- * Provide parents with report on their student's progress as needed.*

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

At Bay Park Elementary, we will:

- * Distribute information via School Messenger, text message and email in the student's home language.*
- * Distribute written information to parents in the student's home language.*
- * Notify parents of the translation button on the website.*
- * Provide translation services as needed.*

This Compact was adopted by the Bay Park Elementary SSC on October 5, 2020, and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 16, 2020.

Leslie Barnes, principal

Signature of Authorized Official here

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

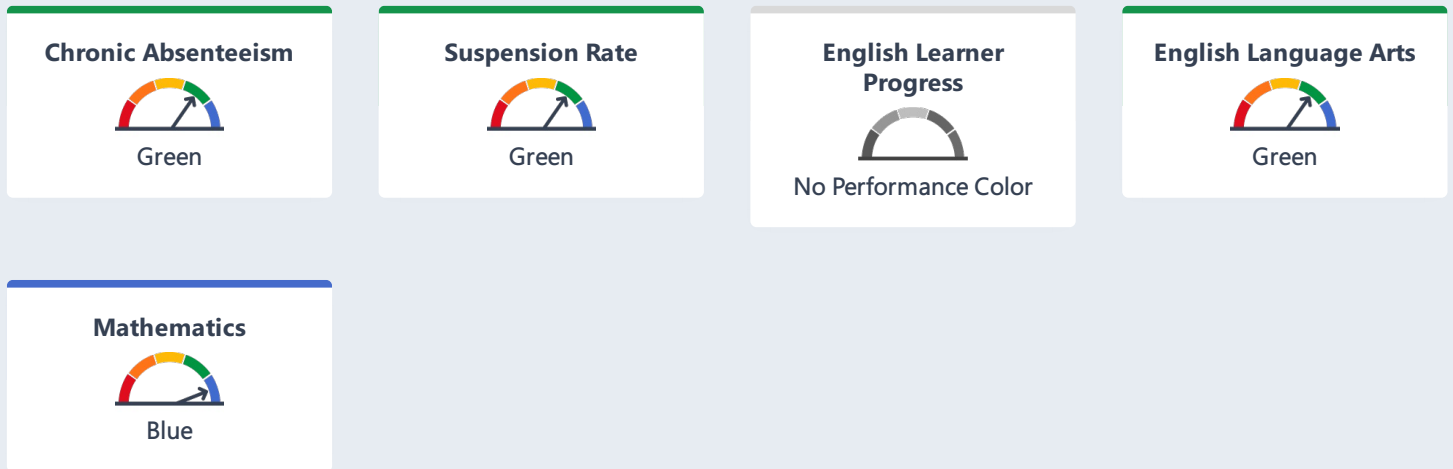
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Bay Park Elementary

Explore the performance of Bay Park Elementary under California's Accountability System.

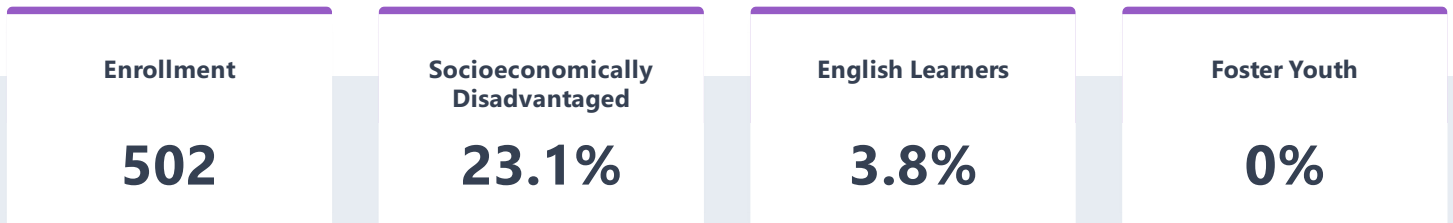


School Details

NAME Bay Park Elementary	ADDRESS 2433 Denver Street San Diego, CA 92110-3338	WEBSITE http://www.sandi.net/ba...	GRADES SERVED K-5
------------------------------------	--	---	-----------------------------

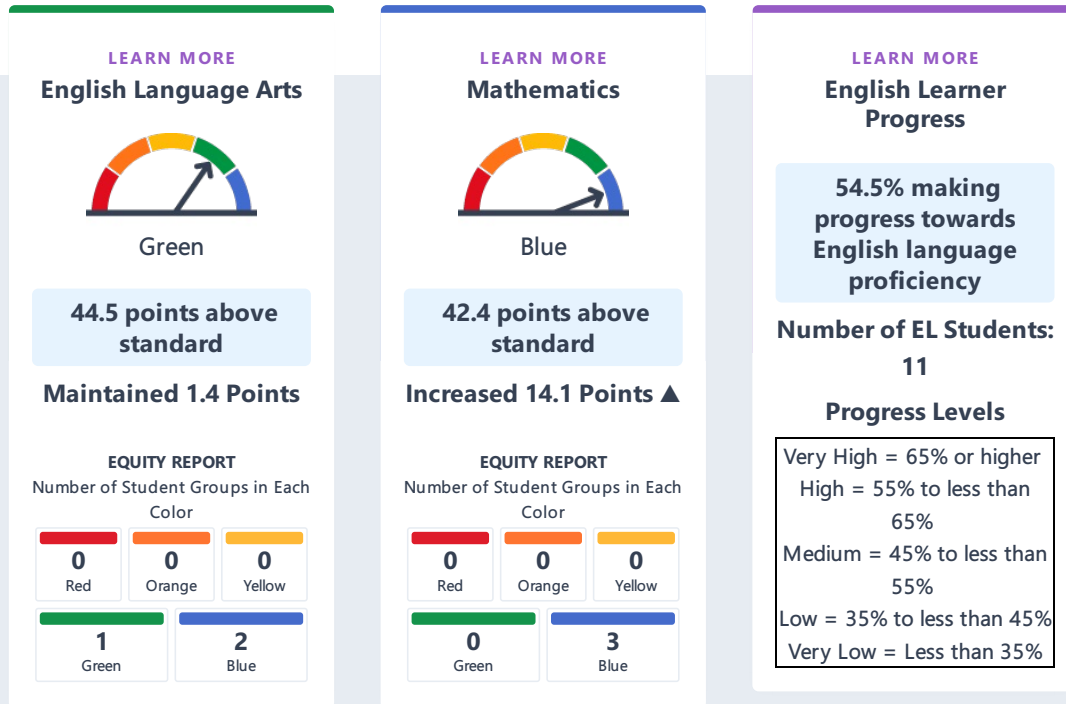
Student Population

Explore information about this school's student population.



Academic Performance

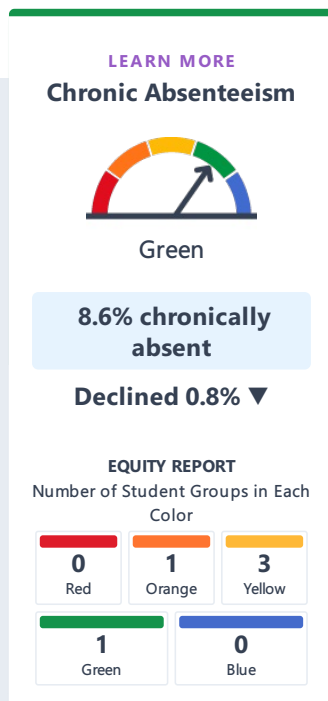
View Student Assessment Results and other aspects of school performance.



BAY PARK ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1% suspended at least once

Maintained -0.2%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	2 Yellow
0 Green	1 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

44.5 points above standard

Maintained 1.4 Points

Number of Students: 215

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

White



Blue

Hispanic
Socioeconomically Disadvantaged



No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

55.4 points above standard

Increased 14.8 Points ▲

Number of Students: 22

Students with Disabilities



No Performance Color

74.7 points below standard

Declined 34.8 Points ▼

Number of Students: 29

White



Green

53.6 points above standard

Declined 10.1 Points ▼

Number of Students: 122

Hispanic



Blue

25.8 points above standard

Increased 17.9 Points ▲

Number of Students: 59

Socioeconomically Disadvantaged



Blue

16.9 points above standard

Increased 19.6 Points ▲

Number of Students: 52

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 46.7 points above standard

43.1 points above standard

44.5 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
No Data	No Data	44.5 points above standard
No Data	No Data	Maintained -1.7 Points
Number of Students: 4	Number of Students: 5	Number of Students: 203

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

42.4 points above standard







Increased 14.1 Points ▲

Number of Students: 215

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

 Red No Students	 Orange No Students	 Yellow No Students
 Green No Students	 Blue Hispanic Socioeconomically Disadvantaged White	 No Performance Color African American Asian English Learners Filipino Homeless



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

49.2 points above standard

Increased 42.1 Points ▲

Number of Students: 22

Students with Disabilities



No Performance Color

53.6 points below standard

Maintained -0.7 Points

Number of Students: 29

Hispanic



Blue

26.7 points above standard

Increased 22.8 Points ▲

Number of Students: 59

Socioeconomically Disadvantaged



Blue

19 points above standard

Increased 25.2 Points ▲

Number of Students: 52

White



Blue

49.3 points above standard

Increased 3.4 Points ▲

Number of Students: 122

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	34.1 points above standard	28.3 points above standard	42.4 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	41.9 points above standard
No Data	No Data	Increased 11.7 Points ▲
Number of Students: 4	Number of Students: 5	Number of Students: 203

English Learner Progress Indicator

All English Learner Students

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

[LEARN MORE](#)

English Learner Progress

54.5% making progress towards English language proficiency

Number of EL Students: 11

Performance Level: Medium

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	18.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	27.2%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	54.5%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Green

8.6% chronically absent

Declined 0.8% ▼

Number of Students: 510

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

White



Yellow

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged



Green

Two or More Races



Blue

No Students



No Performance Color

American Indian

Asian

African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners



No Performance Color

0% chronically absent

Declined 12% ▼

Number of Students: 20

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

White



Orange

7.5% chronically absent

Increased 2.7% ▲

Number of Students: 306

Students with Disabilities



Yellow

10.8% chronically absent

Declined 2.7% ▼

Number of Students: 74

Hispanic



Yellow

14.1% chronically absent

Declined 4.5% ▼

Number of Students: 128

Socioeconomically Disadvantaged



Yellow

16.9% chronically absent

Declined 6.9% ▼

Number of Students: 124

Two or More Races



Green

3.4% chronically absent

Declined 7.7% ▼

Number of Students: 59

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

1% suspended at least once

Maintained -0.2%

Number of Students: 518

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

Hispanic

White



Green

No Students



Blue

Two or More Races



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners



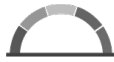
No Performance Color

4.8% suspended at least once

Increased 4.8% ▲

Number of Students: 21

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Socioeconomically Disadvantaged



Orange

2.4% suspended at least once

Increased 0.9% ▲

Number of Students: 125

Students with Disabilities



Orange

5.4% suspended at least once

Increased 2.7% ▲

Number of Students: 74

Hispanic



Yellow

1.6% suspended at least once

Maintained 0%

Number of Students: 129

White



Yellow

1% suspended at least once

Increased 0.3% ▲

Number of Students: 310

Two or More Races



Blue

0% suspended at least once

Declined 3.6% ▼

Number of Students: 61

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	1.1%	1.2%	1%



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	164	68.9	173	81.5	190	74.7	197	74.1	215	71.2	2.3	-2.9	164	63.4	174	68.4	190	70.5	197	64.5	217	73.3	9.9	8.8
Female	78	73.1	77	83.1	81	75.3	88	77.3	101	77.2	4.1	-0.1	78	65.4	78	65.4	81	65.4	88	64.8	102	75.5	10.1	10.7
Male	86	65.1	96	80.2	109	74.3	109	71.6	114	65.8	0.7	-5.8	86	61.6	96	70.8	109	74.3	109	64.2	115	71.3	9.7	7.1
African American	3	-	6	6.7	5	-	6	-	4	-	-	-	3	-	6	-	5	-	6	-	4	-	-	-
Asian**	2	-	2	89.5	3	-	0	-	4	-	-	-	2	-	2	-	3	-	0	-	4	-	-	-
Filipino	4	-	1	53.3	1	-	3	-	3	-	-	-	4	-	1	-	1	-	3	-	3	-	-	-
Hispanic	44	36.4	45	57.8	49	57.1	53	62.3	58	63.8	27.4	1.5	44	29.5	46	50.0	49	46.9	53	56.6	60	65.0	35.5	8.4
Indochinese**	2	-	4	80.3	4	-	4	-	-	-	-	-	2	-	4	-	4	-	4	-	-	-	-	-
Native American	1	-	2	64.7	2	-	0	-	0	-	-	-	1	-	2	-	2	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	88	83.0	93	90.3	105	86.7	107	82.2	123	72.4	-10.6	-9.8	88	78.4	93	74.2	105	81.9	107	72.9	123	77.2	-1.2	4.3
Multiracial	19	73.7	20	90.0	21	71.4	24	62.5	23	87.0	13.3	24.5	19	78.9	20	80.0	21	71.4	24	54.2	23	78.3	-0.6	24.1
English Learner	15	13.3	13	38.5	9	-	5	-	4	-	-	-	15	13.3	14	50.0	9	-	5	-	4	-	-	-
English-Speaking	149	74.5	160	85.0	181	78.5	192	75.5	211	72.5	-2.0	-3.0	149	68.5	160	70.0	181	73.5	192	65.1	213	73.2	4.7	8.1
Reclassified†	10	80.0	6	83.3	13	69.2	10	70.0	5	-	-	-	10	60.0	6	-	13	61.5	10	50.0	5	-	-	-
Initially Eng. Speaking	139	74.1	154	84.4	168	79.2	182	75.8	206	71.8	-2.3	-4.0	139	69.1	154	68.8	168	74.4	182	65.9	208	73.1	4.0	7.2
Econ. Disadv.*	61	55.7	66	69.7	59	55.9	61	57.4	52	63.5	7.8	6.1	61	50.8	67	58.2	59	49.2	62	45.2	54	63.0	12.2	17.8
Non-Econ. Disadv.	103	76.7	107	88.8	131	83.2	136	81.6	163	73.6	-3.1	-8.0	103	70.9	107	74.8	131	80.2	135	73.3	163	76.7	5.8	3.4
Gifted	61	95.1	56	96.4	59	89.8	43	76.7	42	90.5	-4.6	13.8	61	90.2	56	94.6	59	84.7	43	74.4	43	95.3	5.1	20.9
Not Gifted	103	53.4	117	74.4	131	67.9	154	73.4	173	66.5	13.1	-6.9	103	47.6	118	55.9	131	64.1	154	61.7	174	67.8	20.2	6.1
With Disabilities	26	26.9	22	40.9	31	41.9	30	33.3	29	24.1	-2.8	-9.2	26	30.8	22	31.8	31	29.0	30	23.3	30	20.0	-10.8	-3.3
WO Disabilities	138	76.8	151	87.4	159	81.1	167	81.4	186	78.5	1.7	-2.9	138	69.6	152	73.7	159	78.6	167	71.9	187	81.8	12.2	9.9
Homeless	6	-	0	33.3	0	-	0	-	2	-	-	-	6	-	2	-	0	-	0	-	0	-	-	-
Foster	1	-	1	50.0	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Military	4	-	5	73.3	8	-	10	100.0	8	-	-	-	4	-	5	-	8	-	10	70.0	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	70	64.3	58	79.3	69	75.4	68	73.5	85	67.1	2.8	-6.4	70	67.1	58	72.4	69	75.4	68	61.8	86	75.6	8.5	13.8
Female	29	51.7	27	77.8	30	73.3	34	88.2	37	73.0	21.3	-15.2	29	58.6	27	74.1	30	70.0	34	73.5	38	78.9	20.3	5.4
Male	41	73.2	31	80.6	39	76.9	34	58.8	48	62.5	-10.7	3.7	41	73.2	31	71.0	39	79.5	34	50.0	48	72.9	-0.3	22.9
African American	0	-	1	6.7	3	-	2	-	1	-	-	-	0	-	1	-	3	-	2	-	1	-	-	-
Asian**	2	-	0	89.5	1	-	0	-	3	-	-	-	2	-	0	-	1	-	0	-	3	-	-	-
Filipino	1	-	0	53.3	0	-	3	-	1	-	-	-	1	-	0	-	0	-	3	-	1	-	-	-
Hispanic	18	27.8	17	64.7	14	71.4	16	56.3	25	68.0	40.2	11.7	18	27.8	17	58.8	14	64.3	16	50.0	26	69.2	41.4	19.2
Indochinese**	0	-	3	80.3	1	-	0	-	-	-	-	-	0	-	3	-	1	-	0	-	-	-	-	-
Native American	0	-	1	64.7	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	40	80.0	30	83.3	42	83.3	38	76.3	49	67.3	-12.7	-9.0	40	80.0	30	76.7	42	85.7	38	68.4	49	77.6	-2.4	9.2
Multiracial	9	-	6	90.0	8	-	9	-	6	-	-	-	9	-	6	-	8	-	9	-	6	-	-	-
English Learner	6	-	8	38.5	0	-	2	-	2	-	-	-	6	-	8	-	0	-	2	-	2	-	-	-
English-Speaking	64	68.8	50	82.0	69	75.4	66	74.2	83	68.7	-0.1	-5.5	64	71.9	50	72.0	69	75.4	66	62.1	84	75.0	3.1	12.9
Reclassified†	4	-	0	83.3	2	-	0	-	1	-	-	-	4	-	0	-	2	-	0	-	1	-	-	-
Initially Eng. Speaking	60	68.3	50	82.0	67	74.6	66	74.2	82	68.3	0.0	-5.9	60	71.7	50	72.0	67	74.6	66	62.1	83	74.7	3.0	12.6
Econ. Disadv.*	20	45.0	21	76.2	16	50.0	20	50.0	16	75.0	30.0	25.0	20	45.0	21	61.9	16	50.0	21	33.3	17	58.8	13.8	25.5
Non-Econ. Disadv.	50	72.0	37	81.1	53	83.0	48	83.3	69	65.2	-6.8	-18.1	50	76.0	37	78.4	53	83.0	47	74.5	69	79.7	3.7	5.2
Gifted	23	100.0	16	87.5	16	75.0	10	90.0	17	88.2	-11.8	-1.8	23	91.3	16	81.3	16	75.0	10	90.0	17	100.0	8.7	10.0
Not Gifted	47	46.8	42	76.2	53	75.5	58	70.7	68	61.8	15.0	-8.9	47	55.3	42	69.0	53	75.5	58	56.9	69	69.6	14.3	12.7
With Disabilities	13	30.8	7	40.9	11	45.5	30	33.3	12	25.0	-5.8	-8.3	13	38.5	7	-	11	36.4	30	23.3	13	38.5	0.0	15.2
WO Disabilities	57	71.9	51	86.3	58	81.0	59	84.7	73	74.0	2.1	-10.7	57	73.7	51	78.4	58	82.8	59	71.2	73	82.2	8.5	11.0
Homeless	1	-	0	33.3	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	73.3	5	-	6	-	3	-	-	-	1	-	2	-	5	-	6	-	3	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	42	83.3	67	80.6	55	76.4	67	80.6	64	65.6	-17.7	-15.0	42	71.4	67	70.1	55	72.7	67	74.6	65	70.8	-0.6	-3.8
Female	24	87.5	24	83.3	25	76.0	29	72.4	33	75.8	-11.7	3.4	24	75.0	24	66.7	25	64.0	29	65.5	33	75.8	0.8	10.3
Male	18	77.8	43	79.1	30	76.7	38	86.8	31	54.8	-23.0	-32.0	18	66.7	43	72.1	30	80.0	38	81.6	32	65.6	-1.1	-16.0
African American	3	-	1	6.7	1	-	3	-	2	-	-	-	3	-	1	-	1	-	3	-	2	-	-	-
Asian**	0	-	2	89.5	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	53.3	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
Hispanic	10	30.0	19	47.4	18	66.7	15	73.3	15	46.7	16.7	-26.6	10	30.0	19	47.4	18	61.1	15	80.0	16	62.5	32.5	-17.5
Indochinese**	1	-	0	80.3	3	-	1	-	-	-	-	-	1	-	0	-	3	-	1	-	-	-	-	-
Native American	1	-	0	64.7	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	23	100.0	36	97.2	26	88.5	39	87.2	37	67.6	-32.4	-19.6	23	82.6	36	83.3	26	76.9	39	82.1	37	73.0	-9.6	-9.1
Multiracial	4	-	8	90.0	6	-	9	-	8	-	-	-	4	-	8	-	6	-	9	-	8	-	-	-
English Learner	3	-	5	38.5	3	-	1	-	2	-	-	-	3	-	5	-	3	-	1	-	2	-	-	-
English-Speaking	39	87.2	62	87.1	52	80.8	66	81.8	62	67.7	-19.5	-14.1	39	74.4	62	74.2	52	75.0	66	74.2	63	71.4	-3.0	-2.8
Reclassified†	2	-	4	83.3	5	-	3	-	0	-	-	-	2	-	4	-	5	-	3	-	0	-	-	-
Initially Eng. Speaking	37	86.5	58	86.2	47	83.0	63	81.0	62	67.7	-18.8	-13.3	37	73.0	58	72.4	47	72.3	63	73.0	63	71.4	-1.6	-1.6
Econ. Disadv.*	17	76.5	25	64.0	21	66.7	14	71.4	21	47.6	-28.9	-23.8	17	70.6	25	56.0	21	57.1	14	64.3	22	63.6	-7.0	-0.7
Non-Econ. Disadv.	25	88.0	42	90.5	34	82.4	53	83.0	43	74.4	-13.6	-8.6	25	72.0	42	78.6	34	82.4	53	77.4	43	74.4	2.4	-3.0
Gifted	14	100.0	24	100.0	17	88.2	17	88.2	7	-	-	-	14	100.0	24	100.0	17	88.2	17	76.5	8	-	-	-
Not Gifted	28	75.0	43	69.8	38	71.1	50	78.0	57	64.9	-10.1	-13.1	28	57.1	43	53.5	38	65.8	50	74.0	57	66.7	9.6	-7.3
With Disabilities	2	-	10	40.0	9	-	11	54.5	29	24.1	-	-30.4	2	-	10	30.0	9	-	11	36.4	30	20.0	-	-16.4
WO Disabilities	40	82.5	57	87.7	46	80.4	56	85.7	57	73.7	-8.8	-12.0	40	70.0	57	77.2	46	78.3	56	82.1	58	79.3	9.3	-2.8
Homeless	0	-	0	33.3	0	-	0	-	2	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	73.3	2	-	3	-	2	-	-	-	1	-	1	-	2	-	3	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	52	63.5	48	85.4	66	72.7	62	67.7	66	81.8	18.3	14.1	52	51.9	49	61.2	66	63.6	62	56.5	66	72.7	20.8	16.2
Female	25	84.0	26	88.5	26	76.9	25	68.0	31	83.9	-0.1	15.9	25	64.0	27	55.6	26	61.5	25	52.0	31	71.0	7.0	19.0
Male	27	44.4	22	81.8	40	70.0	37	67.6	35	80.0	35.6	12.4	27	40.7	22	68.2	40	65.0	37	59.5	35	74.3	33.6	14.8
African American	0	-	4	6.7	1	-	1	-	1	-	-	-	0	-	4	-	1	-	1	-	1	-	-	-
Asian**	0	-	0	89.5	2	-	0	-	1	-	-	-	0	-	0	-	2	-	0	-	1	-	-	-
Filipino	3	-	0	53.3	1	-	0	-	0	-	-	-	3	-	0	-	1	-	0	-	0	-	-	-
Hispanic	16	50.0	9	47.4	17	35.3	22	59.1	18	72.2	22.2	13.1	16	31.3	10	40.0	17	17.6	22	45.5	18	61.1	29.8	15.6
Indochinese**	1	-	1	80.3	0	-	3	-	-	-	-	-	1	-	1	-	0	-	3	-	-	-	-	-
Native American	0	-	1	64.7	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	25	72.0	27	88.9	37	89.2	30	83.3	37	83.8	11.8	0.5	25	72.0	27	59.3	37	81.1	30	66.7	37	81.1	9.1	14.4
Multiracial	6	-	6	90.0	7	-	6	-	9	-	-	-	6	-	6	-	7	-	6	-	9	-	-	-
English Learner	6	-	0	38.5	6	-	2	-	0	-	-	-	6	-	1	-	6	-	2	-	0	-	-	-
English-Speaking	46	71.7	48	85.4	60	80.0	60	70.0	66	81.8	10.1	11.8	46	58.7	48	62.5	60	70.0	60	58.3	66	72.7	14.0	14.4
Reclassified†	4	-	2	83.3	6	-	7	-	4	-	-	-	4	-	2	-	6	-	7	-	4	-	-	-
Initially Eng. Speaking	42	71.4	46	84.8	54	81.5	53	71.7	62	80.6	9.2	8.9	42	61.9	46	60.9	54	75.9	53	62.3	62	72.6	10.7	10.3
Econ. Disadv.*	24	50.0	20	70.0	22	50.0	27	55.6	15	73.3	23.3	17.7	24	41.7	21	57.1	22	40.9	27	44.4	15	66.7	25.0	22.3
Non-Econ. Disadv.	28	75.0	28	96.4	44	84.1	35	77.1	51	84.3	9.3	7.2	28	60.7	28	64.3	44	75.0	35	65.7	51	74.5	13.8	8.8
Gifted	24	87.5	16	100.0	26	100.0	16	56.3	18	100.0	12.5	43.7	24	83.3	16	100.0	26	88.5	16	62.5	18	88.9	5.6	26.4
Not Gifted	28	42.9	32	78.1	40	55.0	46	71.7	48	75.0	32.1	3.3	28	25.0	33	42.4	40	47.5	46	54.3	48	66.7	41.7	12.4
With Disabilities	11	9.1	5	40.0	11	27.3	10	40.0	10	40.0	30.9	0.0	11	9.1	5	-	11	9.1	10	30.0	10	10.0	0.9	-20.0
WO Disabilities	41	78.0	43	88.4	55	81.8	52	73.1	56	89.3	11.3	16.2	41	63.4	44	63.6	55	74.5	52	61.5	56	83.9	20.5	22.4
Homeless	5	-	0	33.3	0	-	0	-	2	-	-	-	5	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	73.3	1	-	1	-	3	-	-	-	2	-	2	-	1	-	1	-	3	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E**2019-20 SPSA EVALUATION OF LCFF FUNDED
ACTIONS AND ACTIVITIES**

SCHOOL NAME: BAY PARK ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Professional Learning, ELA

***Strategy/Activity - Description**

To support underperforming students, we will focus on reading comprehension during teacher professional development opportunities in a variety of ways including early release days throughout the year. The supplemental supports put in place using our LCFF dollars are for the primary benefit of our unduplicated students as these groups are traditionally low performing in core content areas. The supplemental support for professional development will focus on lessons that are aligned with CCSS for ELA, integrating grade level inquiries, and strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include (1) correcting mismatches between learner and classroom demands; and (2) reading comprehension. Through these professional development opportunities, teachers will be able to prepare vital classroom supports and interventions to support learners at Bay Park.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$4,766.10	09800-1192	Monies to fund visiting teachers to release teachers for professional development.	Teachers have each spent one full day collaborating, planning and learning with their grade level. Through this process teachers have strengthened	To function as a true PLC, teachers need to meet more often with their grade level peers. Our barrier is lack of funds for visiting teachers.	We will continue to utilize other professional development opportunities for teachers to collaborate with each other (once a month PD on modified days and

Bay Park Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					their instructional practice.		extra modified days due to extra instructional minutes. We are gaining a teacher next year so we may need to purchase additional instructional materials and supplies including books for the classroom library.
--	--	--	--	--	-------------------------------	--	--

Note/Reminders (optional):

Instructional ELA Materials

*Strategy/Activity - Description

As a site, we determined that we have a need to provide supplemental classroom and intervention support for our unduplicated students in the form of Instructional supplies such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. Based on work done by teachers during professional development around classroom supports and intervention, LCFF money may also be used to purchase supplemental materials and classroom books to support ELA.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$8,712.00	09800-4301	Money to purchase instructional supplies	We have purchased needed instructional supplies to support	We have carefully budgeted supplies for the entire school year but the limited amount, it	This continues to be a concern. At its current level, our Instructional supply budget only permits

Bay Park Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					English Language Arts.	does not allow us to purchase needed classroom books, books for our guided reading book room.	us to purchase materials to cover the basic needs (paper, pencils, chart paper, markers, etc.)
--	--	--	--	--	------------------------	---	--

Note/Reminders (optional):

Goal 3 - Mathematics

Supplemental Math Instructional Materials

***Strategy/Activity - Description**

Knowing that our unduplicated student population (24.1%) historically underperforms in core content areas such as math, the site determined a need to use LCFF monies to offer supplemental math supports for the primary benefit of our low income and EL students. In math, we are going to use the money to purchase supplemental instructional supplies include basic classroom needs such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics based on teachers determining what students need.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$2,000.00	09800-4301	Money to purchase instructional materials	We have purchased needed instructional supplies to support Mathematics. This includes crayons, paper, pencils, graph chart paper, markers, student graph paper, post-its, rulers, etc. to support math instruction.	Because the district does not supply teachers with a text book to use during instruction, we purchase an extra book for each teacher (they use it as a consumable on the document camera).	No modifications have been made for the next school year. We may need to purchase additional materials (chart stand, manipulatives, etc. for an additional classroom as our allocation has increased by one teacher.

Note/Reminders (optional):

Goal 4- English Learners

ELPAC Testing Support

***Strategy/Activity - Description**

The site decided that in an effort to not take valuable instructional minutes away from English learners and to provide them with a consistent testing environment, that we would use LCFF monies to fund an ELPAC testing coordinator. We will use a visiting/retired teacher to test our English Learners using the ELPAC assessment in both the fall and the spring. This will keep our classroom teachers in their classes so that no students miss out on instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr Hrly		\$300.17	09800-1957	Money to fund a person to do ELPAC testing	This is used to help fund a certificated teacher to administer the ELPAC.	LCFF funds are not sufficient to fully fund the certificated teacher so we also use the 00000 budget.	We had to greatly increase the amount of funds allocated for a teacher to assess our English Learners on the ELPAC.

Note/Reminders (optional):

Supplemental Instructional Materials - ELs

***Strategy/Activity - Description**

Teachers will be working together to determine what additional supplemental Instructional materials they will need for the school year for the primary support of the English Learners in their classrooms such as picture cards, books, and additional vocabulary resource as determined by teachers based on student need. These supplemental materials will support both classroom instruction and intervention activities for this student group.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Bay Park Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1,000.00	09800-4301	Funds used to purchase misc. instructional materials.	Money is used to purchase materials such as picture cards, books, and other materials for ELD instruction.	Due to the size of this budget, we are limited as to what we can purchase. Teachers would greatly appreciate additional materials.	No modifications have been made for next school year; funds for supplies are only enough for the basics.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?