

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BAY PARK ELEMENTARY SCHOOL**

2022-23

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: 619/605-1100;

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

E-mail Address: lbarnes@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Bay Park Elem. PHONE: 619-605-1100 FAX: 619-276-3243
 SITE CONTACT PERSON: Holly Gibbard E-MAIL ADDRESS: hgibbard@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | | |
|-------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>10/7/22</u> |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/7/22

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

Leslie Barnes
Type/Print Name of School Principal

[Signature] 10/7/22
Signature of School Principal / Date

Kelly Jerke
Type/Print Name of SSC Chairperson

[Signature] 10/7/22
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Representative

Signature of ELAC Representative / Date

[Signature]
Type/Print Name of Area Superintendent

[Signature] 10/12/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

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

School Site Council and Site Governance Team:

- During the last school year, all meetings included updates on the current school budget and current student needs determined by analyzing student performance data, which included subgroup data. Team discussions center on how we can support our vulnerable students this year and next year as we built the school budget and identified 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 during the SSC meeting on September 27, 2021.
- SSC reviewed and approved the 2022-23 budget during the SSC meeting on February 7, 2022.
- Agendas and Minutes are posted on the Bay Park Elementary School website and in the office hallway.

Principal's Coffees and Zoom with the Principal

- Principal communicated district and site information to families via Zoom in the 2021-22 school Year. Chat with the Principal meetings will be held in person for the 2022-23 school year.
- During the meetings we discuss, brainstorm and shared ideas on how best to support our students.
- The principal sought feedback and new ideas to support a cycle of ongoing improvement and parent involvement.

PTA Board Meetings:

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

Wellness Team

- The School Safety Committee has been combined with the site Wellness Team since the 2019-20 school year. Wellness Team members include our school counselor, representatives from the grade levels, special education and classified staff. Members provide feedback and input for continuous improvement.
- 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. This conversation will continue for the 2022-23 school year.

Staff Meetings:

- During our staff meetings throughout the year, we discuss needed student supports. This includes instructional materials, priorities for spending monies and looking forward to what is needed for the school year. Additional information is 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 and shared priorities. Budgetary priorities were also discussed during Wellness Team, SSC and SGT meetings.

PLCs and ILT Meetings:

- Discussion at each meeting includes student performance data and closing the achievement gap for individual students, subgroups and grade levels. We discuss what is needed and plan professional development as well as what materials/resources will be needed for the coming months. This information was used to help construct this SPSA and the budget.

RESOURCE INEQUITIES**Student Performance Data**

Combining third, fourth and fifth graders on the 2021-22 CAASPP, in English Language Arts, 68% (150 students) Met/Exceeded the Achievement Standard and 32% (71 students) did not meet the achievement standard. 67% of third graders Met/Exceeded the Achievement Standard; 71% of fourth graders Met/Exceeded the Achievement Standard; and 63% of the fifth graders Met/Exceeded the Achievement Standard.

Combining third, fourth and fifth graders on the 2021-22 CAASPP, in Mathematics, 66% (145 students) Met/Exceeded the Achievement Standard and 34% (76 students) did not meet the achievement standard. 75% of third graders Met/Exceeded the Achievement Standard; 60% of fourth graders Met/Exceeded the Achievement Standard; and 57% of the fifth graders Met/Exceeded the Achievement Standard.

English Learners, Students with Disabilities 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% (7 students) - Math 14% (1 student)
- Students with Disabilities: ELA 24% (7 students) - Math 21% (6 students)
- Hispanic: ELA 55% (30 students) - Math 47% (26 students)

To develop the goals for this plan, we used 2021-22 CAASPP data. To determine goal percentages, we used cohort data (e.g. to determine the goal for this years fifth graders, we used 2021-22 fourth grade data).

Root Cause Analysis

Student performance data was analyzed and stakeholders reflected on the 2021-22 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 don't 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 with their reading progress
- 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; Tier 1 and 2 instruction needs to be strengthened
- 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

- SWD and EL subgroups are underperforming
- Teachers tend to think of students with IEPs as a special ed problem to solve; lack ownership; need to continue 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
- Some 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 continue to increase
- Paraeducators have varied degrees of expertise and effectiveness with SWD and how best to support them

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Leslie Barnes	Principal
Kelly Jeske	Classroom Teacher
Annie Pecina	Classroom Teacher
Andy Wright	Classroom Teacher
Holly Gibbard	Other School Rep
Kristen Beatty	Parent
Tina Ellis	Parent
Kelly Hinch	Parent
Tom Hnasko	Parent
Erin Opper	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation

We were able to put our plans in place but we were still having attendance issues due to COVID-19. Our school counselor, clerk and principal monitor attendance on a regular basis. Team members contact families who have attendance concerns. Student incentives are used to promote positive attendance as needed.

Outcomes/Effectiveness

Because of high rates of absenteeism due to COVID-19, our Chronic Attendance rate increased during the 2021-22 school year. We do not have CA Dashboard data at this time for Chronic Attendance and Suspension.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We do not have any major budget issues with this goal. Our counselor allocation increased from one and a half days per week to three days a week last school year. We have started off the year with fewer students with attendance issues. This will free up some of the counselor's time so that she is able to spend additional time working with individuals, groups of students and/or in classrooms teaching Second Step and No Place for Hate lessons. Last year we had two suspensions both for the same student. It is our goal to have zero suspensions this school year.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Our counselor, health office, teaching staff, office staff and principal continued to monitor attendance. The counselor teaches Second Step lessons, No Place for Hate lessons, coordinates our student Peace Patrol (student playground monitors) and is the team leader on our Wellness Team. For students with Chronic Attendance, the counselor provides families with resources and incentives to help students maintain positive attendance.

***Identified Need**

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 for the 2021-22 school year was 23%. This is an increase from the previous years due to COVID-19. 45% (42 students) of Hispanic or Latino students and 1 Black or African American student has Chronic Attendance. We will continue to monitor these subgroups. As soon as CA Dashboard data is available, we will analyze and monitor all subgroups with reported Chronic Attendance. As reported by the school district, Bay Park has an overall attendance rate of 93.69.

Suspension Rate:

Currently, no CA Dashboard data is available. We suspended one student two times during the 2021-22 school year. It is our goal not to suspend any students for the 2022-23 school year. Teacher, school counselor, principal and support staff will continue to support students to ensure that we have an inclusive, anti-racism and Restorative school.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate.	23%	15%	Chronic Absenteeism	Annually
June 2023	TK-5	Decrease the overall school wide suspension rate.	2 Incidents	0 Incidents	Suspension	Annually
June 2023	TK-5	increase overall attendance rate	93.69%	96%	Attendance	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	45%	30%	Chronic Absenteeism	Annually
June 2023	TK-5	Students with Disabilities	Decrease suspension rate.	2 incidents	0 incidents	Suspension	Annually
June 2023	TK-5	White	Decrease suspension rate.	0 incidents	0 incidents	Suspension	Annually
June 2023	TK-5	White	Decrease chronic absenteeism rate	15%	7%	Chronic Absenteeism	Annually
June 2023	TK-5	Hispanic or Latino	Decrease suspension rate.	0 incidents	0 incidents	Suspension	Annually
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease suspension rate.	0 incidents	0 incidents	Suspension	Annually
June 2023	TK-5	Black or African American	Decrease chronic absenteeism	33%	1%	Attendance	Annually
Supporting Black Youth - Additional Goals							
<p>1. Bay Park’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.</p> <p>2. The staff diversity goal at Bay Park is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Bay Park’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)</p> <p>3. In the 2022-23 school year, Bay Park will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.</p> <p>4. Bay Park will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.</p> <p>5. Bay Park’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.</p> <p>6. Bay Park will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.</p> <p>7. Bay Park will increase access to advanced classes--gate, seminar, advanced placement for black youth.</p> <p>8. Bay Park will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.</p>							

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 Youths, Hispanic and White subgroups.

***Strategy/Activity - Description**

The counselor will monitor daily attendance and conduct weekly phone calls to ensure families receive the supports they need to get their children to school everyday and on time. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, office staff, nurse, health tech and support staff to implement strategies that will decrease chronic absenteeism. The counselor will be an active member of our Wellness Team to support a positive school culture. The counselor will also continue to support students' social and emotional wellbeing and needs with individual counseling, in small groups, classroom lessons using Second Step curriculum as well as conduct No Place for Hate school wide and classroom activities/lessons. The counselor will coordinate and train the student Peace Patrol (students helping their peers solve problems on the playground peacefully).

The principal, school counselor and school clerk meet regularly to review attendance data and to identify students for intervention. We follow up with phone calls home, parent meetings, incentive programs, etc. with students and families as needed. The importance of everyday and bell to bell attendance is also included in school-to-home communication.

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

ID	Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N0021AP	Supplies	\$301.00	\$301.00	0021-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Books and other instructional materials for Second Step lessons, No Place for Hate lessons and activities, and other materials to promote student emotional wellness.

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

- Allocate funds to purchase incentives for getting students to school on time such as pencils, stickers, banners, books, etc.
- Allocate funds to support the student Peace Patrol program (vests for patrol members, etc.)
- Purchase school wide books to promote a positive and welcoming culture;
- The counselor will promote a sense of belonging; provide positive behavioral supports and promote our kindness tag line, Blooming with Kindness
- We will continue to focus on our Character Education/Character Traits with our students

The district counselor and staff will support this Strategy by maintaining a Safe, Collaborative and Inclusive Culture by:

- Discontinue all green/red behavioral systems and focus on restorative practices
- 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
- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation

- 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
- Promote student agency and goal setting

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation and Effectiveness

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. To monitor student progress, this year we will be using Fountas and Pinnell for K-2nd graders and the FASTtrack Reading assessment for 3rd-5th grade students.

Our goals for 2021-22 were to see increased academic performance as measured annually by the DRA and to see increased performance on the CAASPP ELA for students in grades 3-5. We also set AMOs for three student groups: Hispanic or Latino, Students with Disabilities, and English Learners. For the 2021-2022 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 did not meet this goal. Our baseline for the 2022-23 school year is 68% (150 students) met/exceeded standards of the 2022 CAASPP ELA assessment, which is 3 percentage points lower than our baseline in 2021-22. 32% (71 students) did not meet standards. The falling test scores is due to school closures/Distance Learning as a result of COVID-19/students not being on campus for a complete school year. We will be moving this goal forward for the 2022-23 school year. We will monitor student progress using the Fountas and Pinnell Benchmark Assessment for K-2nd graders and the FASTtrack Reading assessment for 3rd-5th graders.

Fountas and Pinnell 2022 End of Year Data:

- TK-Second graders (244 students), 88% (214 students) performed At/Above
- TK students (13 students), 99% (12 students) performed At/Above
- Kindergartens (76 students), 94% (71 students) performed At/Above
- First graders (82 students), 85% (69 students) performed At/Above
- Second graders (73 students), 83% (60 students) performed At/Above
- Fountas and Pinnell data will be used to monitor student progress for Kindergarten-Second grade students. UTK students will be assessed at the end of the school year.

FAST Reading Data, 2022 Spring

- Third-Fifth graders (212 students), 75% (159 students) performed Low Risk/Advanced
- Third graders (73 students), 76% (55 students) performed Low Risk/Advanced
- Fourth graders (75 students), 76% (57 students) performed Low Risk/Advanced
- Fifth graders (64 students), 73% (46 students) performed Low Risk/Advanced
- FASTtrack Reading data will be administered in the fall, winter and Spring this school year

For the Graduation/Promotion Rate, the percentage of third graders Meeting/Exceeding Standards on the CAASPP (22%, 2 students) decreased by two percentage points. The percentage of fifth graders Meeting/Exceeding Standards on the CAASPP (29%, 2 students) decreased by 11 percentage points. Due to the small number of students, percentages may be misleading. For our targets, we will significantly increase the percentages (third grade: 75%, 6 students and fifth grade: 75%, 5 students) due to the low number of students.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We did not have any major differences. Due to limited funds we are only able to release teachers 7 half days for PLCs in the 2022-23 school year. Ideally, PLCs would meet at least once a month for teacher collaboration and professional learning. Teacher collaboration time is built into all onsite professional learning.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For the 2022-23 school year, teachers will participate in PLCs where they collaborate with their grade level team. During PLCs teachers will analyze student work and performance data, co-plan lessons, discuss root causes and determine action steps to overcome obstacles and provide needed student supports. All grade levels will participate in Grade Level Inquiries as part of their professional development. This work includes components for tying the work to grade level Critical Concepts and Proficiency Scales, social and emotional learning and identifying target students. Unfortunately, our funds continue to be reduced year after year making it difficult to schedule additional release days for teachers to work collaboratively with their grade level teams.

***Identified Need - English Language Arts**

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. Historically our population of Black or African American youth and English Learners have been small. Analysis of the 2022 CAASPP data shows that the percentage of "all students" meeting or exceeding standards has decreased from the previous year, 71% to 68% (150 students) therefore, 32% (71 students) did not meet standards.

*Goal 2 - English Language Arts							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	68%	74%	CAASPP ELA	Annually	
June 2023	K-2	Increase the percentage of students performing At/Above on the end of the school year assessment.	88%	95%	Fountas and Pinnel	Annually	
June 2023	3-5	Increase the percentage of students performing at Low Risk/Advanced on the Spring assessment.	75%	85%	FAST aReading	Annually	
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	55%	70%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	24%	34%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	0%	100%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	0%	100%	CAASPP ELA	Annually
*Identified Need - Math							
<p>In support of district-wide initiatives, we are including AMOs for our Students with Disabilities, English Learners, and Black or African American student groups. Historically our population of Black or African American youth and English Learners have been small. Analysis of the 2022 Math CAASPP data shows that the percentage of "all students" meeting or exceeding standards has decreased from the previous year, 73% to 66% (145 students) therefore, 34% (76 students) did not meet standards. We will carry this goal forward for this school year.</p> <p>In Math on the CAASPP:</p> <ul style="list-style-type: none"> - The percentage of Hispanic or Latino students meeting/exceeding standards decreased from 65% to 47% (26 students). 53% (29 students) did not meet standards. This goal will be carried forward. - The percentage of Students with Disabilities increased 1% from the previous year. 21% (6 students) met/exceeded standards. However, the goal of 30% was not met therefore, this goal will be carried forward. - We have a small number of students who are English Learners. 14% (1 student) met/exceeded standards. 86% (6 students) did not meet standards. The target percentage was 30% which we did not meet so we will carry this goal forward. 							

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- Of the two Black or African American students, none met/exceeded standards. 100% (2 students) did not meet standards. We did not meet our goal so it will be carried over with an increase to 100%.

In Math on the DEMI assessment:

- Third-Fifth graders (207 students), 85% (175 students) scored Proficient/Strong
- Third graders (70 students), 87% (60 students) scored Proficient/Strong
- Fourth graders (74 students), 78% (57 students) scored Proficient/Strong
- Fifth graders (63 students), 94% (59 students) scored Proficient/Strong
- This year our target for Third-Fifth graders is 93% (192 students), an increase of 17 students scoring Proficient/Strong

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	66%	78%	CAASPP Math	Annually
June 2023	3-5	Increase the percentage of students performing Proficient/Strong	85%	93%	DEMI	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	47%	75%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	21%	30%	CAASPP Math	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	14%	30%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	0%	100%	CAASPP Math	Annually

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level ELA expectations on the CAASPP	0%	100%	Other (Describe in Objective)	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level Mathematics expectations on the CAASPP	14%	30%	Other (Describe in Objective)	Annually

***Identified Need - Graduation/Promotion Rate**
 Our 3rd or 5th grade student performance will be monitored this year through collecting and analyzing data as described above. We will closely monitor our third and fifth graders and provide supports as needed throughout the school year as well as identify trends. Teachers will participate in PLCs and Grade Level Inquiries during their professional learning.

*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	The percentage of students Meeting/Exceeding Standards increases.	67%	77%	CAASPP ELA	Annually	
June 2023	5	The percentage of students Meeting/Exceeding Standards increases.	63%	73%	CAASPP ELA	Annually	

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Students with Disabilities	students will meet or exceed grade level expectations as measured on the SBA, ELA	22%	75%	CAASPP ELA	Annually
June 2023	5	Students with Disabilities	students will meet or exceed grade level expectations as measured on the SBA, ELA	29%	75%	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**

Professional Development at Bay Park for the 2022-23 School Year will include:

- Each classroom teacher will participate in PLCs seven half days during the school year. Grade levels meet at least one additional time each month to collaborate and align their grade level.
- At least one modified day each month, teachers will conduct Grade Level Inquiries where they will work with their grade level teams to develop an inquiry question based on student data. The inquiry work will include CA standards, target students, SEL and other components.
- We have identified four additional minimum days/early release days throughout the year to continue the grade level inquiry work and for teacher/grade level collaboration..
- Each classroom teacher will identify a target group of students to study and support on an on-going cycle to strengthen their pedagogy and to support students with accelerating their literacy learning. This work is included in their Grade Level Inquiry.
- 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 cycles of study, 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 and fluency.
- Teachers will monitor student progress by logging monthly guided reading Fountas and Pinnell levels. This process will help to identify students who need additional support.

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**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00214S	Prof&Curriclm Dev Vist Tchr		\$1,615.00	\$1,999.54	0021-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Visiting teachers to release teachers for PLCs and other professional learning

Instructional ELA Materials

***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**

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, individual student white boards, read aloud books for teachers, classroom library books, guided and shared reading books 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N0021BL	Supplies	\$1,633.00	\$1,633.00	0021-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	writing utensils, paper, books for read alouds, classroom library books, guided and shared reading books and other instructional materials
N0021BP	Software License	\$10.00	\$10.00	0021-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	ELA and Math student intervention support.

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 Mathematics and ELA standards and have an assessment component to monitor growth and individualize instruction. They both provide opportunities for students to practice their Math and ELA skills at their individual instructional level and support their progress towards meeting or exceeding grade level standards.

*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N0021BM	Supplies	\$1,633.00	\$1,633.00	0021-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	supplemental math instructional materials, books, math manipulatives, math tools, graph paper, and other materials to support math instruction.
*Additional Supports for this Strategy/Activity							
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 historically under performs in core content areas such as math and ELA, the site determined a need to use LCFF monies to offer supplemental math and ELA supports for the primary benefit of our low income and EL students. For math and ELA, we are going to use the money to purchase supplemental instructional supplies include basic classroom needs such as writing utensils, paper, individual student white boards and markers, and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics and ELA based on teachers determining what students need.							
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 out on instruction.							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00212Q	Non Clsrm Tchr Hrly	\$4,442.00	\$5,499.64	0021-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners	To fund a teacher to assess our English learners on the ELPAC assessment.

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.

- In order to support English Learners at Bay Park:
- 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N0021BN	Supplies	\$500.00	\$500.00	0021-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners	picture cards, books and other materials to support English Language Development
N0021BO	Supplies	\$1,633.00	\$1,633.00	0021-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Supplies to support professional development - instructional supplies and materials

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.
- Education Specialists will have the opportunity to participate in grade level PLCs.
- Education Specialists and principal will encourage paraprofessionals to attend district provided trainings. Many paraeducators attended district provided trainings this past summer.
- Paraeducators will meet with the principal throughout the school year to discuss both operational and instructional items to strengthen their practice, their support of students and to strengthen their collegial working relationship.
- At the beginning of the year, the Ed Specialists and SLPs met with all teachers that have students with disabilities on their rosters for an "IEP Dive" (highlighting goals, reviewing accommodations/modifications, BIP, etc.).
- Student progress will be monitored at the end of each reporting period by analyzing FASTrack reading assessments and/or the Fountas and Pinnell Benchmark assessment in ELA and for math, the DEMI assessment.
- Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities.

*Proposed Expenditures for this Strategy/Activity

*Additional Supports for this Strategy/Activity

We will continue to monitor student progress and needs during grade level collaborative work/PLCs.

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

Our Site Equity Team is composed of our site Wellness Team members who will work together to determine what is needed at our site to do the equity and anti-racist work our district is supporting. Their recommendations will be forwarded to the ILT as needed. Our school counselor will track all referrals with the purpose of making sure our students are supported and collecting data. This data will be discussed during our Wellness Team/Site Equity Team meetings. We will look for celebrations, wonderings and trends that need immediate action. In the previous school year, we had two suspensions (the same student). We do not anticipate any suspensions this school year.

ELA Intervention Support
*Students to be served by this Strategy/Activity
Unduplicated students/All students
*Strategy/Activity - Description
<p>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, 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.</p> <p>Teachers will meet in PLCs 7 half days this year. Grade levels also meet at least one additional modified day to collaborate and align their grade level. In addition, we have four additional modified days for grade levels to work on their Grade Level Inquiries. Underperforming students are included in this work. Their progress is monitored throughout the inquiry.</p> <p>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.</p>
*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.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Implementation

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. Bay Park's PTA and Foundation coordinate school activities and events including Family Reading Night, Healthy Living and Safety Week, field trips, Junior Achievement, Movie Nights, and much more.

In the spirit of continuous improvement, the principal will continue mini family surveys to seek input on school activities, events, policies and procedures. The principal conducts Chat with the Principal meetings to inform families of school and district happenings as well as to answer any questions families may have. During Chat with the Principal meetings, the principal seeks new ideas and feedback to continually improve Bay Park Elementary School.

We maintain a high level of school-to-home communication with Bay Park families. We have a weekly Stingray Splash electronic newsletter as well as our website, school messenger, Peach Jar, and Konstella.

To attract new families to Bay Park, we conduct Family Tours as well as a narrated and a non-narrated virtual school tour on our website.

Outcomes/Effectiveness

We have a strong community at Bay Park. It was difficult during Distance Learning and having no visitors/volunteers on site due to COVID-19 protocols. This school year, we have seen a huge increase in parent participation.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major differences.

*Changes					
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.					
No changes.					
*Identified Need					
Using CAL-SCHLS 2021-22 survey data, we determined that the Parent Involvement category was the lowest percentage. The three 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 as an active partner, that parents feel welcome and that their opinions are taken into account during the decision making process.					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	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.	23%	50%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	To increase the percent of parents who feel welcome to participate at Bay Park as measured by the CAL - SCHLS (CSPS) survey.	42%	70%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	To increase the percent of parents who feel that the school encourages them to be an active partner as measured by the CAL - SCHLS (CSPS) survey.	42%	70%	Other - Describe in Objective
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 Chat with the Principal meetings on our multiple school-to-home communication methods to increase participation rate. We will conduct mini-surveys in an effort to continue 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, etc.). 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.					
<u>Family Communication</u>					
To continue to keep our families informed about decisions and school happenings as well as to encourage participation, we will utilize the following: - Weekly The Stingray Splash, weekly e-blast sent electronically (paper copies available in the office and by request); contains the weekly calendar,					

upcoming events and informational items.

- Monday morning school wide openings. PTA sets up an informational table and provides parents coffee each Monday morning and encourages parent participation in their many events and activities.
- Automated phone calls/emails (School Messenger)
- School Website, including a Calendar of events and activities
- Marquee
- Principal's Instagram
- Peach Jar (electronic flyers for after school activities and classes)
- PTA's Facebook and Website

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 Elementary 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)	\$ 13,209

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): \$ 0

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)	\$ 13,209
[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): \$ 13,209

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 13,209

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Bay Park Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	1,615.00	0	\$1,615.00
Bay Park Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	4,442.00	0	\$4,442.00
Bay Park Elementary			3000 Benefits			0	\$1,442.18
Bay Park Elementary			4301 Supplies	Supplies	5,700.00	0	\$5,700.00
Bay Park Elementary			5841 Software License	Software License	10	0	\$10.00
Bay Park Elementary		(blank) Total				0	\$13,209.18
Bay Park Elementary	09800 LCFF Intervention Support Total					0	\$13,209.18

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Bay Park Elementary

Parent and Family Engagement Policy 2022-23

Bay Park Elementary has developed a written parent and 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.*

The policy has been distributed to all parents and guardians via:

- *Included in the Stingray Splash, our weekly electronic family newsletter on Oct. 15 & 22*
- *School Messenger phone call and email attachment from the principal*
- *Presentation at the Principal's Chat on Oct. 10, 2022*
- *Discuss at the PTA Board and Association Meetings on Oct. 19, 2022*
- *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 practical, 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:

- UTK and Kindergarten Orientation the Friday before school begins.
- Principals Chat on the first day of school for all new families to Bay Park.
- September and October School Site Council Meeting includes the Parent and Family Engagement Policy as a topic on the agenda
- Back to School Night held the first week in September
- PTA Association Meeting held in October

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 *Stingray Splash* is emailed every Sunday afternoon listing the calendar for the upcoming week and informational items.
- 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 before 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 the Principal's chat with the principal.
- All parents are invited to the meetings via School Messenger, the *The Stingray Splash*, weekly e-blast, Konstella, flyers and/or email to participate in school committees such as School Site Council, English Learner Advisory Committee Meetings, Chat with the Principal, 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.
- Bay Park has a School Wide Morning Opening every Monday morning 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, The Weekly Stingray Splash, emails, flyers, and personal invitation. These meetings are held before school, during school, after school, and/or in the evening.
- Meetings include information about the 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.
- 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 Chats 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 to resolve problems/concerns

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 *The Weekly Stingray Splash* newsletter.
- 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 programs 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
- UTK/Kindergarten liaisons 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).

This policy was adopted by Bay Park Elementary on Oct. 7, 2022 and will be in effect for the period of October 2023.

The school will distribute the policy to all parents of students on, or before: Oct. 15, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

School-Parent Compact 2022-2023
Bay Park Elementary

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The School-Parent compact shall carry out the following:

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
 - *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 the education of all children. A variety of programs encourage collaboration in development of each and 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. Our upper grade teachers are 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 the Visual and Performing Arts Department, all grade 4 and 5 students participate in choir, band or orchestra.*
- *Students in grades UTK, through the Fifth grade experience hands-on learning through our STEAM curriculum that addresses Science, Technology, Engineering and Mathematics.*
- *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 to hear a story and check out books.*
- *Parental Involvement at the site includes but is 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 throughout the school year. Our School Site Council and Site Governance Team provides guidance to the principal in budgetary decisions as it relates to student achievement and school facilities, staffing, maintenance and operations.*

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
 - *All parents are offered a parent-teacher conference in the first reporting period. Minimum days for parent-teacher conferences are also calendared in the spring after the second reporting period. Parents may schedule additional conferences throughout the school year with their child's teacher. Parent Conferences will be held this school year November 15-18 and March 21-24*
2. Frequent reports to parents on their children'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, but not limited to, student contracts,*

parent-teacher communication journals, Konstella, Seesaw and Class Dojo.

- *Student Study Team meetings are held as an intervention to support students who are struggling academically and/or behaviorally. Team members include the parents, teacher, counselor, education specialist, nurse and principal.*
- *504 meetings are held to support students with an identified disability or medical condition that impacts learning.*
- *IEP (Individualized Educational Plan) meetings are held to support students with special needs (annually or upon request).*

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

- *In addition to Parent Conferences, teachers are available before and after school for parent meetings. Teachers may also be reached via email.*
- *Our teachers actively participate in school activities and events and are available to parents and families.*
- *Parents may contact the principal to discuss and problem solve any social, emotional or academic issues.*

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- *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.baypark.sandiegounified.org.*
- *All classroom regular volunteers and parent chaperones must complete a Volunteer Packet which includes a TB clearance and a security clearance. Please contact the main office for additional 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.*

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	173	81.5	190	74.7	197	74.1	215	71.2	221	67.9	-13.6	-3.3	174	68.4	190	70.5	197	64.5	217	73.3	221	65.6	-2.8	-7.7
Female	77	83.1	81	75.3	88	77.3	101	77.2	110	70.9	-12.2	-6.3	78	65.4	81	65.4	88	64.8	102	75.5	110	60.9	-4.5	-14.6
Male	96	80.2	109	74.3	109	71.6	114	65.8	111	64.9	-15.3	-0.9	96	70.8	109	74.3	109	64.2	115	71.3	111	70.3	-0.5	-1.0
African American	6	-	5	-	6	-	4	-	2	-	-	-	6	-	5	-	6	-	4	-	2	-	-	-
Asian	2	-	3	-	0	-	4	-	3	-	-	-	2	-	3	-	0	-	4	-	3	-	-	-
Filipino	1	-	1	-	3	-	3	-	1	-	-	-	1	-	1	-	3	-	3	-	1	-	-	-
Hispanic	45	57.8	49	57.1	53	62.3	58	63.8	55	54.5	-3.3	-9.3	46	50.0	49	46.9	53	56.6	60	65.0	55	47.3	-2.7	-17.7
Native American	2	-	2	-	0	-	0	-	0	-	-	-	2	-	2	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	93	90.3	105	86.7	107	82.2	123	72.4	136	73.5	-16.8	1.1	93	74.2	105	81.9	107	72.9	123	77.2	136	72.1	-2.1	-5.1
Multiracial	20	90.0	21	71.4	24	62.5	23	87.0	24	75.0	-15.0	-12.0	20	80.0	21	71.4	24	54.2	23	78.3	24	70.8	-9.2	-7.5
English Learner	13	38.5	9	-	5	-	4	-	8	-	-	-	14	50.0	9	-	5	-	4	-	8	-	-	-
English-Speaking	160	85.0	181	78.5	192	75.5	211	72.5	213	70.0	-15.0	-2.5	160	70.0	181	73.5	192	65.1	213	73.2	213	67.1	-2.9	-6.1
Reclassified†	6	-	13	69.2	10	70.0	5	-	9	-	-	-	6	-	13	61.5	10	50.0	5	-	9	-	-	-
Initially Eng. Speaking	154	84.4	168	79.2	182	75.8	206	71.8	204	71.1	-13.3	-0.7	154	68.8	168	74.4	182	65.9	208	73.1	204	68.1	-0.7	-5.0
Econ. Disadv.*	66	69.7	59	55.9	61	57.4	52	63.5	43	51.2	-18.5	-12.3	67	58.2	59	49.2	62	45.2	54	63.0	43	37.2	-21.0	-25.8
Non-Econ. Disadv.	107	88.8	131	83.2	136	81.6	163	73.6	178	71.9	-16.9	-1.7	107	74.8	131	80.2	135	73.3	163	76.7	178	72.5	-2.3	-4.2
Gifted	56	96.4	59	89.8	43	76.7	42	90.5	9	-	-	-	56	94.6	59	84.7	43	74.4	43	95.3	9	-	-	-
Not Gifted	117	74.4	131	67.9	154	73.4	173	66.5	212	67.5	-6.9	1.0	118	55.9	131	64.1	154	61.7	174	67.8	212	64.2	8.3	-3.6
With Disabilities	22	40.9	31	41.9	30	33.3	29	24.1	26	23.1	-17.8	-1.0	22	31.8	31	29.0	30	23.3	30	20.0	26	11.5	-20.3	-8.5
WO Disabilities	151	87.4	159	81.1	167	81.4	186	78.5	195	73.8	-13.6	-4.7	152	73.7	159	78.6	167	71.9	187	81.8	195	72.8	-0.9	-9.0
Homeless	0	-	0	-	1	-	2	-	5	-	-	-	2	-	0	-	1	-	2	-	5	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	8	-	10	100.0	8	-	9	-	-	-	5	-	8	-	10	70.0	8	-	5	-	-	-

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

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	58	79.3	69	75.4	68	73.5	0	-	79	68.4	-10.9	-	58	72.4	69	75.4	68	61.8	86	75.6	79	75.9	3.5	0.3
Female	27	77.8	30	73.3	34	88.2	0	-	38	73.7	-4.1	-	27	74.1	30	70.0	34	73.5	38	78.9	38	78.9	4.8	0.0
Male	31	80.6	39	76.9	34	58.8	0	-	41	63.4	-17.2	-	31	71.0	39	79.5	34	50.0	48	72.9	41	73.2	2.2	0.3
African American	1	-	3	-	2	-	0	-	1	-	-	-	1	-	3	-	2	-	1	-	1	-	-	-
Asian	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	3	-	0	-	-	-
Filipino	0	-	0	-	3	-	0	-	0	-	-	-	0	-	0	-	3	-	1	-	0	-	-	-
Hispanic	17	64.7	14	71.4	16	56.3	0	-	14	57.1	-7.6	-	17	58.8	14	64.3	16	50.0	26	69.2	14	57.1	-1.7	-12.1
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	30	83.3	42	83.3	38	76.3	0	-	52	71.2	-12.1	-	30	76.7	42	85.7	38	68.4	49	77.6	52	80.8	4.1	3.2
Multiracial	6	-	8	-	9	-	0	-	12	75.0	-	-	6	-	8	-	9	-	6	-	12	83.3	-	-
English Learner	8	-	0	-	2	-	0	-	1	-	-	-	8	-	0	-	2	-	2	-	1	-	-	-
English-Speaking	50	82.0	69	75.4	66	74.2	0	-	78	69.2	-12.8	-	50	72.0	69	75.4	66	62.1	84	75.0	78	76.9	4.9	1.9
Reclassified†	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	1	-	0	-	-	-
Initially Eng. Speaking	50	82.0	67	74.6	66	74.2	0	-	78	69.2	-12.8	-	50	72.0	67	74.6	66	62.1	83	74.7	78	76.9	4.9	2.2
Econ. Disadv.*	21	76.2	16	50.0	20	50.0	0	-	12	33.3	-42.9	-	21	61.9	16	50.0	21	33.3	17	58.8	12	66.7	4.8	7.9
Non-Econ. Disadv.	37	81.1	53	83.0	48	83.3	0	-	67	74.6	-6.5	-	37	78.4	53	83.0	47	74.5	69	79.7	67	77.6	-0.8	-2.1
Gifted	16	87.5	16	75.0	10	90.0	0	-	9	-	-	-	16	81.3	16	75.0	10	90.0	17	100.0	9	-	-	-
Not Gifted	42	76.2	53	75.5	58	70.7	0	-	79	68.4	-7.8	-	42	69.0	53	75.5	58	56.9	69	69.6	79	75.9	6.9	6.3
With Disabilities	7	-	11	45.5	9	-	0	-	7	-	-	-	7	-	11	36.4	9	-	13	38.5	7	-	-	-
WO Disabilities	51	86.3	58	81.0	59	84.7	0	-	72	72.2	-14.1	-	51	78.4	58	82.8	59	71.2	73	82.2	72	80.6	2.2	-1.6
Homeless	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	5	-	6	-	0	-	4	-	-	-	2	-	5	-	6	-	3	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	67	80.6	55	76.4	67	80.6	0	-	76	71.1	-9.5	-	67	70.1	55	72.7	67	74.6	65	70.8	76	61.8	-8.3	-9.0
Female	24	83.3	25	76.0	29	72.4	0	-	38	76.3	-7.0	-	24	66.7	25	64.0	29	65.5	33	75.8	38	55.3	-11.4	-20.5
Male	43	79.1	30	76.7	38	86.8	0	-	38	65.8	-13.3	-	43	72.1	30	80.0	38	81.6	32	65.6	38	68.4	-3.7	2.8
African American	1	-	1	-	3	-	0	-	1	-	-	-	1	-	1	-	3	-	2	-	1	-	-	-
Asian	2	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	1	-	-	-
Filipino	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	2	-	1	-	-	-
Hispanic	19	47.4	18	66.7	15	73.3	0	-	20	65.0	17.6	-	19	47.4	18	61.1	15	80.0	16	62.5	20	50.0	2.6	-12.5
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	36	97.2	26	88.5	39	87.2	0	-	45	77.8	-19.4	-	36	83.3	26	76.9	39	82.1	37	73.0	45	66.7	-16.6	-6.3
Multiracial	8	-	6	-	9	-	0	-	8	-	-	-	8	-	6	-	9	-	8	-	8	-	-	-
English Learner	5	-	3	-	1	-	0	-	4	-	-	-	5	-	3	-	1	-	2	-	4	-	-	-
English-Speaking	62	87.1	52	80.8	66	81.8	0	-	72	75.0	-12.1	-	62	74.2	52	75.0	66	74.2	63	71.4	72	65.3	-8.9	-6.1
Reclassified†	4	-	5	-	3	-	0	-	2	-	-	-	4	-	5	-	3	-	0	-	2	-	-	-
Initially Eng. Speaking	58	86.2	47	83.0	63	81.0	0	-	70	75.7	-10.5	-	58	72.4	47	72.3	63	73.0	63	71.4	70	64.3	-8.1	-7.1
Econ. Disadv.*	25	64.0	21	66.7	14	71.4	0	-	16	50.0	-14.0	-	25	56.0	21	57.1	14	64.3	22	63.6	16	18.8	-37.2	-44.8
Non-Econ. Disadv.	42	90.5	34	82.4	53	83.0	0	-	60	76.7	-13.8	-	42	78.6	34	82.4	53	77.4	43	74.4	60	73.3	-5.3	-1.1
Gifted	24	100.0	17	88.2	17	88.2	0	-	9	-	-	-	24	100.0	17	88.2	17	76.5	8	-	9	-	-	-
Not Gifted	43	69.8	38	71.1	50	78.0	0	-	76	71.1	1.3	-	43	53.5	38	65.8	50	74.0	57	66.7	76	61.8	8.3	-4.9
With Disabilities	10	40.0	9	-	11	54.5	0	-	12	16.7	-23.3	-	10	30.0	9	-	11	36.4	7	-	12	0.0	-30.0	-
WO Disabilities	57	87.7	46	80.4	56	85.7	0	-	64	81.3	-6.4	-	57	77.2	46	78.3	56	82.1	58	79.3	64	73.4	-3.8	-5.9
Homeless	0	-	0	-	1	-	0	-	2	-	-	-	2	-	0	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	3	-	0	-	1	-	-	-	1	-	2	-	3	-	2	-	0	-	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	48	85.4	66	72.7	62	67.7	0	-	66	63.6	-21.8	-	49	61.2	66	63.6	62	56.5	66	72.7	66	57.6	-3.6	-15.1
Female	26	88.5	26	76.9	25	68.0	0	-	34	61.8	-26.7	-	27	55.6	26	61.5	25	52.0	31	71.0	34	47.1	-8.5	-23.9
Male	22	81.8	40	70.0	37	67.6	0	-	32	65.6	-16.2	-	22	68.2	40	65.0	37	59.5	35	74.3	32	68.8	0.6	-5.5
African American	4	-	1	-	1	-	0	-	0	-	-	-	4	-	1	-	1	-	1	-	0	-	-	-
Asian	0	-	2	-	0	-	0	-	2	-	-	-	0	-	2	-	0	-	1	-	2	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	9	-	17	35.3	22	59.1	0	-	21	42.9	-	-	10	40.0	17	17.6	22	45.5	18	61.1	21	38.1	-1.9	-23.0
Native American	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	27	88.9	37	89.2	30	83.3	0	-	39	71.8	-17.1	-	27	59.3	37	81.1	30	66.7	37	81.1	39	66.7	7.4	-14.4
Multiracial	6	-	7	-	6	-	0	-	4	-	-	-	6	-	7	-	6	-	9	-	4	-	-	-
English Learner	0	-	6	-	2	-	0	-	3	-	-	-	1	-	6	-	2	-	0	-	3	-	-	-
English-Speaking	48	85.4	60	80.0	60	70.0	0	-	63	65.1	-20.3	-	48	62.5	60	70.0	60	58.3	66	72.7	63	57.1	-5.4	-15.6
Reclassified†	2	-	6	-	7	-	0	-	7	-	-	-	2	-	6	-	7	-	4	-	7	-	-	-
Initially Eng. Speaking	46	84.8	54	81.5	53	71.7	0	-	56	67.9	-16.9	-	46	60.9	54	75.9	53	62.3	62	72.6	56	60.7	-0.2	-11.9
Econ. Disadv.*	20	70.0	22	50.0	27	55.6	0	-	15	66.7	-3.3	-	21	57.1	22	40.9	27	44.4	15	66.7	15	33.3	-23.8	-33.4
Non-Econ. Disadv.	28	96.4	44	84.1	35	77.1	0	-	51	62.7	-33.7	-	28	64.3	44	75.0	35	65.7	51	74.5	51	64.7	0.4	-9.8
Gifted	16	100.0	26	100.0	16	56.3	0	-	9	-	-	-	16	100.0	26	88.5	16	62.5	18	88.9	9	-	-	-
Not Gifted	32	78.1	40	55.0	46	71.7	0	-	57	61.4	-16.7	-	33	42.4	40	47.5	46	54.3	48	66.7	57	50.9	8.5	-15.8
With Disabilities	5	-	11	27.3	10	40.0	0	-	7	-	-	-	5	-	11	9.1	10	30.0	10	10.0	7	-	-	-
WO Disabilities	43	88.4	55	81.8	52	73.1	0	-	59	67.8	-20.6	-	44	63.6	55	74.5	52	61.5	56	83.9	59	62.7	-0.9	-21.2
Homeless	0	-	0	-	1	-	0	-	2	-	-	-	0	-	0	-	1	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	1	-	0	-	4	-	-	-	2	-	1	-	1	-	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.