

# **BAY FARM SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2022-23**

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<b>Date of SSC Approval</b>	May 25, 2022
<b>Date of BOE Approval</b>	

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 school principal.

## **Districtwide Goals**

### **Vision**

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make a meaningful, positive impact in their lives, the lives of others, and the world around them.

### **Local Control and Accountability Plan (LCAP) Goals**

AUSD is maintaining the five Goals as listed below and refining some Actions and Metrics as indicated in the LCAP Goals section:

- 1) Eliminate barriers to student success and maximize learning time
- 2) Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
- 3) Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
- 4) Support parent/guardian development as knowledgeable partners and effective advocates for student success
- 5) Ensure that all students have access to basic services

## District Theory of Action

By focusing our efforts on the students who need it most, we will improve outcomes for all students.

- As an organization, we need to improve outcomes for our African American/Black students, English Learning students, and students with Individualized Educational Plans (IEPs)

<b>Student level goals</b> (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
<b>Teacher priority practices</b> (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
<b>Leadership Practices</b>	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
<b>District Goals</b>	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

## LCAP Goal 1: Eliminate barriers to student success and maximize learning time

State Priorities: Pupil Engagement and School Climate

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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AUSD's routine review of attendance and discipline data consistently identifies the need for districtwide action to improve student outcomes in both areas and to apply additional attention to the disproportionate outcomes of our focal student groups. We strive to:

- + Improve student attendance including increasing basic attendance rate and decreasing the chronic absenteeism rate. Decreasing the chronic absenteeism rate is especially important for our focal student groups as they have disproportionately high rates.
- + Decrease class time missed as a result of discipline including reducing both suspension and expulsion rates. Decreasing the suspension rate is a particular need for our focal student groups as they have disproportionately high rates.
- + Improve graduation rate including reducing middle and high school drop-out rates and increasing high school graduation rate.

## District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 (Data Quest)		2018-19 (Data Quest)		2019-20 (Schoolzilla/AERIES)	
		District	Site	District	Site	District	Site
<b>Chronic Absenteeism</b> % of students who are absent 10% of more of their enrolled days		9.1%	3.8%	8.9%	2.6%	8% (March)	4.5%
<b>Suspension Rate/Office Discipline Referrals</b> % of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.		2.8%	0.6%	2.4%	1.1%	1.3% (March)	0.3%
<b>Graduation</b> % of four-year cohort completing graduation requirements		93.2%		91.9%		93%	
<b>CHKS:</b> % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	86%	92%	85%	97%	82%	88%
	7th	62%	74%	64%	73%	60%	75%
	9th	60%		64%		60%	
	11th	63%		64%		62%	



## Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

### Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.

- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

#### Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

**Table A6.4**

***Caring Adults in School Scale Questions***

	Grade 5 %
<b>Caring adults in school</b>	
<i>Average reporting "Yes, most of the time" or "Yes, all of the time"</i>	77
<b>Do the teachers and other grown-ups at school... care about you?</b>	
No, never	0
Yes, some of the time	12
Yes, most of the time	20
Yes, all of the time	68
<b>listen when you have something to say?</b>	
No, never	2
Yes, some of the time	14
Yes, most of the time	46
Yes, all of the time	38
<b>make an effort to get to know you?</b>	
No, never	6
Yes, some of the time	35
Yes, most of the time	45
Yes, all of the time	14

*Question ES A.32, 42, 46: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.5*****Caring Relationships Scale Questions***

	Grade 7 %
<b>Caring adults in school</b>	
<i>Average reporting “Pretty much true” or “Very much true”</i>	87
<b><i>There is a teacher or some other adult from my school... who really cares about me.</i></b>	
Not at all true	5
A little true	10
Pretty much true	46
Very much true	39
<b><i>who notices when I’m not there.</i></b>	
Not at all true	5
A little true	8
Pretty much true	55
Very much true	33
<b><i>who listens to me when I have something to say.</i></b>	
Not at all true	2
A little true	10
Pretty much true	39
Very much true	49

*Question HS/MS A.51, 54, 57: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.*

*Note: Cells are empty if there are less than 10 respondents.*



## Identified Need: Using Additional Data to go Deeper

### Ask yourself:

- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypothesis?

### Avoid

- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!
- 

87% of 7th grade students reported they have a caring adult in school (Pretty much true to Very much true)  
77% of 5th grade students reported that teachers and other adults at school care about them (Most or all of

the time)

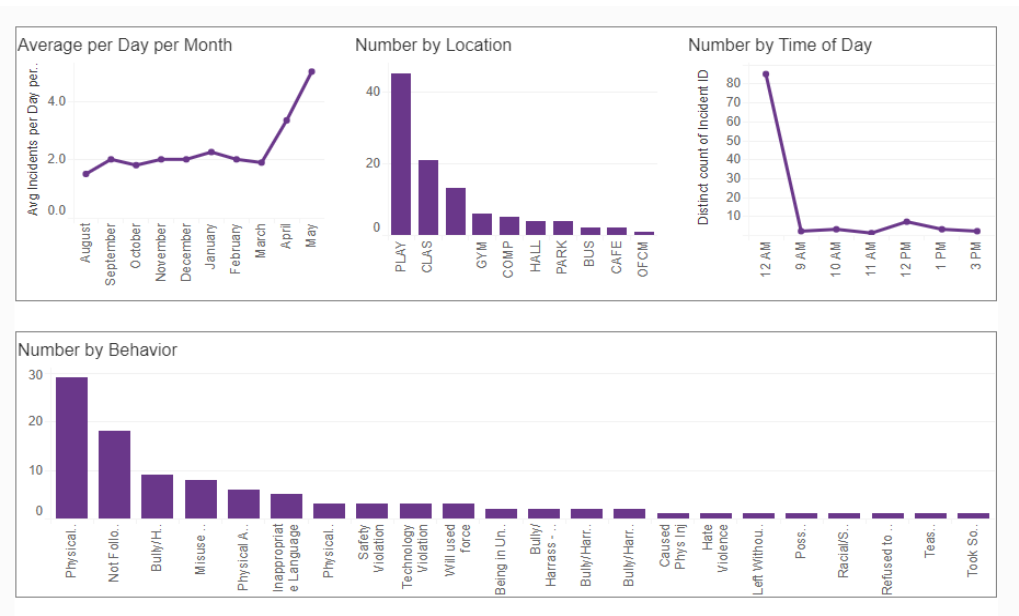
Since the return to campus post Covid, Shelter in Place and Distance Learning we have noticed an increase in social anxiety and depression as well as a decrease in peer interaction social skills. The 87% and 77% positive perception about caring adults is a strong foundation, but we believe it can improve.

Bay Farm has strong daily attendance, despite the impact of Covid. Bay Farm has 96.3% ADA compared to the AUSD ADA of 94%.

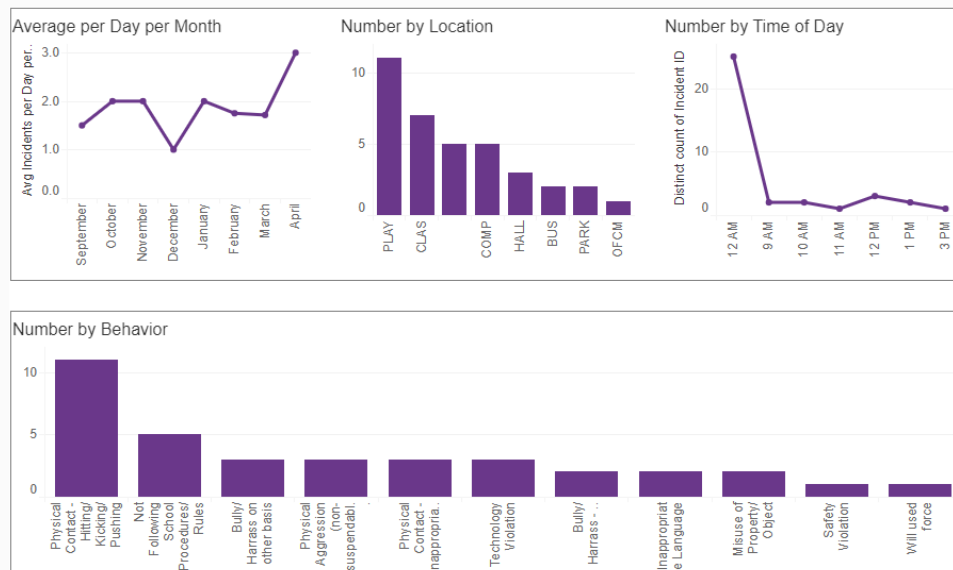
### Climate & Behavior

Bay Farm is a PBIS School and we monitor trends of student behavior, considering location, time of day and type of behavior issues reported.

### 2021-22 Whole School MDD Data



Data for Black or AA and Hispanic Students 2021-22



If we increase students' sense of belonging and connection to caring adults and peers, student behavior on the playground and in the classroom will improve leading to a reduction of MDD (minor discipline data referrals). We hypothesize that improving staff capacity with culturally responsive practices will support student connection and sense of belonging.

In the 2020-21 school year, Bay Farm staff started a book study with Zaretta Hammond's book, Culturally Responsive Teaching and the Brain.

In Fall 2021, Bay Farm welcomed 13 new teachers who were not a part of this learning. The ILT agreed to pause the book study focused on Culturally Responsive Practices until Fall 2022 when the staff could collectively read and implement practices from a text with practical application in the classroom.

We do not have classroom walkthrough data from 21-22 - we paused this practice because of COVID and teacher health and safety. The staff did participate in "Ghost Walks" through empty classrooms in January 2022 to identify evidence of CLRP.

## LCAP Goal 1: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals



### SMARTIE Site Goal A



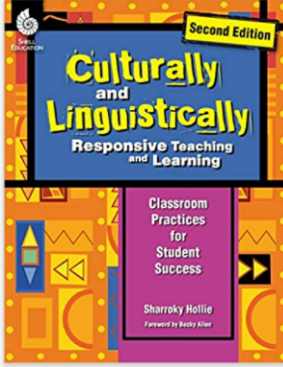
*Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*

### Engagement / Relational

#### Overall:

Through the implementation of culturally, linguistically, and developmentally responsive practices students will believe that they have caring adults in the school who support their academic and social emotional growth as measured by responses on the CAHKS with an increase of 5% on the 2023 administration..

Students will demonstrate higher levels of engagement through participation, student discourse, and work completion. As a result we will see fewer referrals for minor discipline, higher levels of student to student discourse, and increased

		progress to the CCSS.		
		<b>Equitable (AA/EL/IEP/CCEIS):</b> There will be a 10% decrease in MDD referrals for Black or AA and hispanic students.		
 <b>Measurable Outcomes</b> <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&amp;P Levels</i>		California Healthy Kids Survey Site generated Survey (aligned with CAHKS) PBIS Big 5 Data Report - MDD Completion of Learning Logs COST Referrals		
#	 <b>Research-Based Strategies to Achieve Goal</b> <i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	<b>How will you know the strategy is making progress towards your goal throughout the year?</b> <i>What information/data will you monitor? When? With whom?</i>	<b>Student Group Served (All/AA/EL/IEP/CC EIS)</b>	<b>Person(s)/ Teams Responsible for Actions and Progress Monitoring</b>
1.A1	Culturally Responsive Practices - School Wide Book Study 	Monitoring Monthly PD focused on CLRT  Teacher self reflection logs on using practices from the PD and book study  Walkthrough data  Street data from students and teachers  Public Learning Logs	All/AA/BIPOC	<b>Responsible for action:</b> Principal, Instructional Coach and ILT  <b>Responsible for monitoring:</b> Principal  <b>Consult/Inform:</b> District ILT  CCEIS Team
1.A2	Use CLR best practices to build community and guide instruction utilizing strategies from the book and ready for rigor framework.  Diversify Classroom Libraries  Teachers will include movement, call and response, and talk routines into their lessons. (best practices, defined)	Public Learning Logs  Class WalkThroughs  Teacher self reflection logs on using practices from the PD and book study  Walkthrough data  Street data from students and teachers	All CCEIS AA	<b>Responsible for action:</b> Principal, Coach, ILT  <b>Responsible for monitoring:</b> Principal & ILT  <b>Consult/Inform:</b> District ILT  Staff



				SSC
1.A3	Teachers will continue to use Restorative Practices and Community Circles to create an environment that is intellectually and socially safe for learning.	Public Learning Logs Walkthrough data  Street data from students and teachers	All	<b>Responsible for action:</b> Principal, IL, ILT, Counselor  <b>Responsible for monitoring:</b> Principal & ILT  <b>Consult/Inform:</b> Staff
1.A4	Continue to refine implementation of PBIS Tier 1 & Tier 2 programs	Minor Discipline Data  COST Referrals	All	<b>Responsible for action:</b> Principal, IL, PBIS Team  <b>Responsible for monitoring:</b> PBIS Team  <b>Consult/Inform:</b> Staf

If you have an additional Site Goal for this District/LCAP goal, copy and paste table and name "Site Goal C"

## LCAP Goal 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

### District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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The district is committed to the goal of preparing all students for college and work beyond their PreK-12 career by realizing the AUSD Graduate Profile. Outcomes for all students and focal student groups in UC a-g eligibility and other achievement indicators point to a need to improve overall and targeted programs supporting increased college readiness. We strive to:

- Improve student achievement on both statewide and local assessments. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the Math and ELA academic indicators.
- Increase College and Career Readiness. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the College and Career Readiness indicator.

## District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
	District	Site	District	Site	District	Site
<b>Math SBAC:</b> Average Distance from Level 3 (Standard Met)	14.3	51.3	14.3	50.7		
<b>ELA SBAC:</b> Average Distance from Level 3 (Standard Met)	36.8	63.7	40.5	63.6		
<b>UC 'a-g' Completion:</b> % of 12th grade cohort that has met UC 'a-g' requirements	56.5%		54.9%		58.2%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students						
AP Enrollment: % of 10th-12th students in at least 1 AP course	51%					
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway						
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework						
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator	56.6%		56.8%		60.3%	

## Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

### Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?

- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

**Avoid**

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

We believe that providing quality, culturally and linguistically responsive tier 1 instruction will support growth in reading and math to meet or exceed expected growth on STAR, and achieve F&P proficiency.

We implemented an RTI block supported with additional staffing this year to allow effective, targeted small group instruction. Focus for 22-23 is refining the implementation of multi-sensory reading in grades K-3 with horizontal and vertical alignment.



**Identified Need: Using Additional Data to go Deeper**

**Ask yourself:**

- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

**Avoid**

- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

Fall to Spring last year : 60% of students who took 2 STAR Reading Assessments had a SGP 35 or higher; 40% of students who took 2 tests did not meet expected growth.  
End of Year Spring 2021 79% of students met or exceeded F&P Proficiency in grades K-2.

## Star Early Literacy Current Student Growth Percentile (SGP)

Fall to Winter 2021-2022

57.4%  
School Overall

## F&P Reading Proficiency

2nd Interval 2021-2022

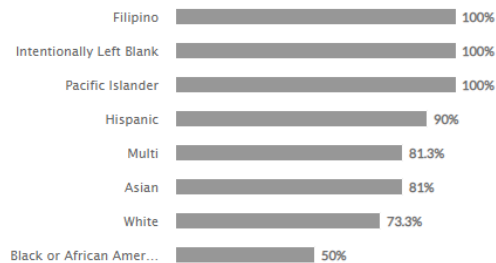
80.3%  
School Overall



Grade Level At The Time ▾

Primary Ethnicity ▾

No school goal set



## Fall 2021 to Winter 2022 Star Early Literacy SGP by Primary Ethnicity

### Star Early Literacy Current Student Growth Percentile (SGP)

CLOSE

Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star Early Literacy score history. Uses a student's earliest score in Fall to their latest score in the given window

#### CHOOSE TIME PERIOD



#### FILTER BY

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#### COMPARE BY

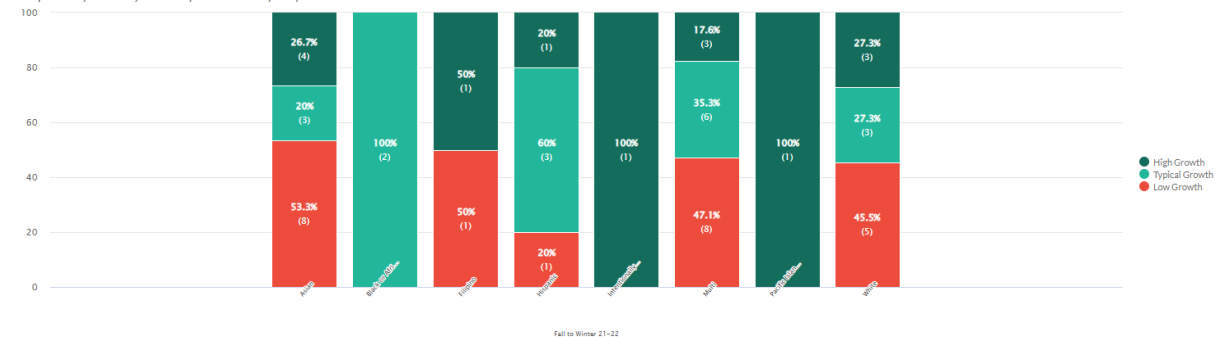
Primary Ethnicity ▾

Graph Table

Export CSV

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Compared By: Primary Ethnicity — Filtered By: Bay Farm



Trend

Distribution

## Fall 2021-Winter 2022 Star Early Literacy (SGP)

## Star Early Literacy Current Student Growth Percentile (SGP)

CLOSE

Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star Early Literacy score history. Uses a student's earliest score in Fall to their latest score in the given window

### CHOOSE TIME PERIOD

2018-2019	2019-2020	2020-2021	2021-2022
Fall to Winter	Fall to Spring	Fall to Fall Fall to Winter Fall to Spring	Fall to Fall Fall to Winter Fall to Spring

### FILTER BY

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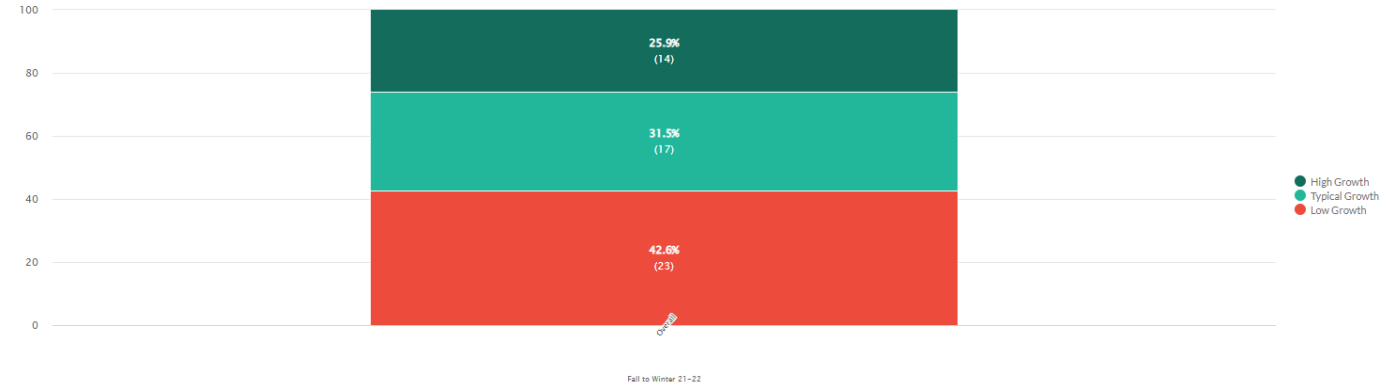
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Trend

Distribution

## Fall 2021-Winter 2022 SGP

## Star Reading Current Student Growth Percentile (SGP)

CLOSE

Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star Reading score history. Uses a student's earliest score in Fall to their latest score in the given window

### CHOOSE TIME PERIOD

2018-2019	2019-2020	2020-2021	2021-2022
Fall to Winter	Fall to Spring	Fall to Fall Fall to Winter Fall to Spring	Fall to Fall Fall to Winter Fall to Spring

### FILTER BY

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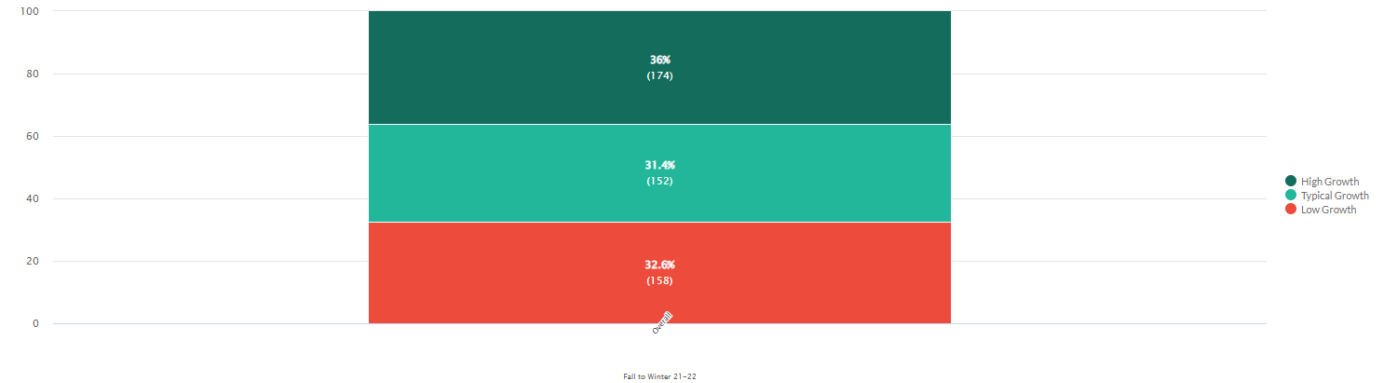
### COMPARE BY

- No comparison -

Graph Table

Export CSV  
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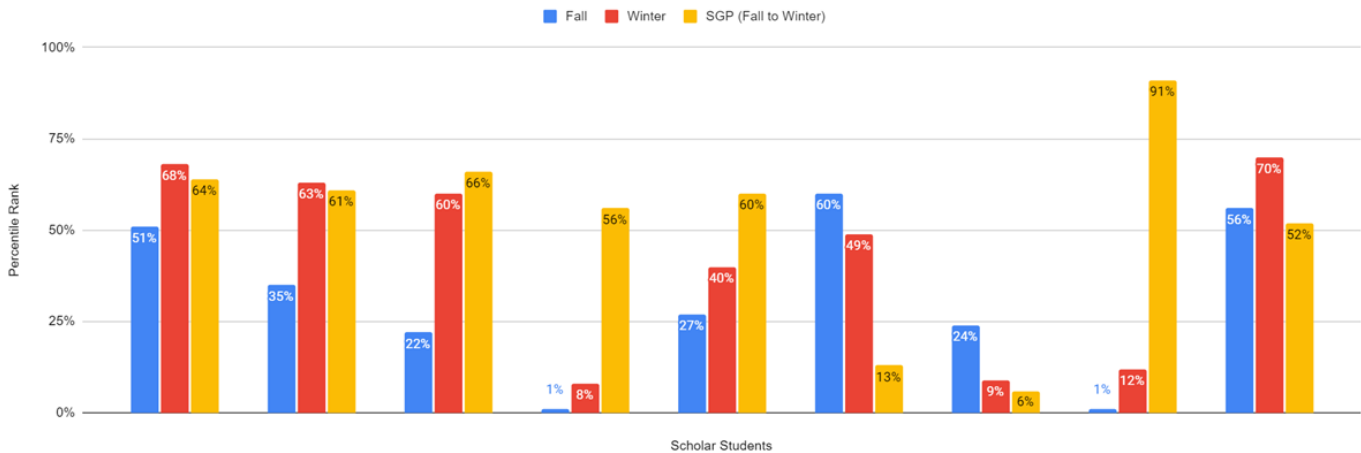


Trend

Distribution

## CCEIS Focal Scholar Data

### STAR ELA



## LCAP Goal 2: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals



### SMARTIE Site Goal A

*Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*

### Academic - Improve Tier 1 Instruction

**Overall:** By March 2023 all teachers will implement structured talk routines (Talk 10 +) and routines from CLRT book to ensure opportunities for student discourse. Increased student participation and engagement will support students to continue to make gains toward grade level standards.



**Equitable (AA/EL/IEP/CCEIS):** Teachers will provide lessons that include structured talk routines to support focal scholars to deepen their understanding of priority standards

As a result, 75% of CCEIS Focal students will meet or exceed expected growth in literacy as measured by Star Early Literacy and Star Reading Assessments Fall to Winter. .

By Spring 2023, 80% of CCEIS Focal Scholars in grades K-3 will meet or exceed grade level proficiency on the F&P Assessment.

### SMARTIE Goal

75% of students will meet or exceed expected growth on STAR Early Literacy and STAR Reading Assessments - Fall to Winter and Winter to Spring. (up from 60% in Fall 2020 to Spring 2021 & 57.4% Fall 2021-Winter 2022)

		By Spring 2023, 90% of students (up from 79% in Spring 2021) in grades K-2 will reach grade level proficiency on the F&P Assessment.		
 <b>Measurable Outcomes</b> <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&amp;P Levels</i>		F&P Assessment - Proficiency levels Star Early Literacy - Student Growth Percentile Star Reading - Student Growth Percentile		
#	 <b>Research-Based Strategies to Achieve Goal</b> <i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	<b>How will you know the strategy is making progress towards your goal throughout the year?</b> <i>What information/data will you monitor? When? With whom?</i>	<b>Student Group Served (All/AA/EL/IEP/CC EIS)</b>	<b>Person(s)/ Teams Responsible for Actions and Progress Monitoring</b>
2.A1	Clarify and establish agreements around the implementation of multi-sensory phonics instruction and small group reading in K-3 with vertical and horizontal articulation. Train additional staff in Multi Sensory Reading.	Teacher to Teacher Observations  Public Learning Journals  Collaboration Conversation notes	ALL	<b>Responsible for action:</b> Classroom teachers  <b>Responsible for monitoring:</b> Principal and Coach  <b>Consult/Inform:</b> Leadership team and principal
2.A2	In K-3 Small group reading instruction will be prioritized through the use of Orton Gillingham and/or SIPSS/and or CCC Being a Reader.  Teachers will facilitate small group reading instruction working with students at their identified instructional levels as indicated by F&P, Star and/or early literacy data, and the CCC placement tests	Classroom observations and walk through data  Formative and progress monitoring assessment data. (STAR, Early Literacy, F&P CCC & SIPPS)	All	<b>Responsible for action:</b> Classroom teachers  <b>Responsible for monitoring:</b> Principal and Coach  <b>Consult/Inform:</b> Leadership team and principal
2.A3	Student Discourse  Teachers will identify 2 Focal Scholars (black, Hispanic/Latinx, ELL, 504)  Focal scholars will engage in structured, meaningful discourse around standards based tasks at least once every hour or	Data collection  Walk Through tool  Teacher reflection (street data)	AA EL CCEIS	<b>Responsible for action:</b> Classroom Teachers  <b>Responsible for monitoring:</b> Site ILT

	lesson.			<b>Consult/Inform:</b> CCEIS Team  SSC
2.A4	Review/implement talk structures and protocols from the "Talk Ten" and Shirroky Holly's book on CLRT practices. <ul style="list-style-type: none"> <li>Model a minimum of 1 per month at staff meetings</li> <li>Teachers will create a "SMARTE" goal for their classrooms around structured student talk</li> </ul>	WalkThroughs  Self Reflection Tools around discourse goals.  Public Learning Documents	All	<b>Responsible for action:</b>  Principal & Coach  <b>Responsible for monitoring:</b> Principal  <b>Consult/Inform:</b> Site ILT
2.A5	Provide release time for teachers to: <ul style="list-style-type: none"> <li>Participate in classroom walkthroughs</li> <li>Collaborate with colleagues</li> <li>Conduct Assessments</li> </ul> ILT - collect data on tool present findings to staff	Walk Through Data  Notes from collaboration  Assessment Data	All  Focal Scholars  CCEIS	<b>Responsible for action:</b> Principal & Coach  <b>Responsible for monitoring:</b> Site ILT  <b>Consult/Inform:</b> Teaching Staff
2.A6	Provide additional staffing to grade levels for instructional block to allow for targeted instructional groups	F&P  Star Data  CCC Assessments	All  CCEIS ELL	<b>Responsible for action:</b> Principal  <b>Responsible for monitoring :</b> Principal  <b>Consult/Inform:</b> ELAC SSC, COST
2.A7	Provide basic classroom supplies and photocopies to allow for productive instructional time - supported by office staffing	Classrooms have adequate supplies	All	<b>Responsible for action:</b> Principal  <b>Responsible for monitoring :</b> Office Manager  <b>Consult/Inform:</b> SSC

If you have an additional Site Goal for this District/LCAP goal, copy and paste table and name "Site Goal C"



## LCAP Goal 3: Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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A review of district wide data demonstrates the need for focused increase of services for English Learners. AUSD continues its focus on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. We strive to:

- Improve the achievement of English learning students.
- Implement State Standards for English learning students.



### District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dash board		2019-20 Schoolzilla/AERIES	
		District	Site	District	Site	District	Site
<b>EL Reclassification:</b> % of English Learners who were redesignated as RFEP		12%	21.5%	21%	29.8%	14%	20.4%
ELPAC: % of students scoring 'moderately' or 'well developed' *		80.8%	93.2%	72.6%	87.2%	84%	
<b>At-risk LTELs:</b> % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	8.5%	3%	27%	21%	11.5%	13.3%
	6th-8th	4.6%		7%		5.2%	
	9th-12th	4.9%		9%		3.9%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%					
	6th-12th	97%					
ELD Standards	K-5th	70%					

Implementation: % of ELs receiving designated ELD	6th-12th	61%		98%		100%	
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\*to be replaced with growth metric when released spring 2022

## LCAP Goal 4: Support parents/guardian development as knowledgeable partners and effective advocates for student success

State Priorities: Parental Involvement and Family Engagement.

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students and in particular our focal student groups using the Dual Capacity-Building Framework for Family-School Partnerships. We strive to:

- Improve efforts to build relationships and trust with our parents/guardians
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.



### District and Site Annual Outcomes

Annual Outcome	Fall 2021-22	
	District	Site
Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	This survey is a new one and will be issued in the fall of 2021 to establish the baseline.	



### Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?

- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

#### Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

Poor Attendance at ELAC meetings: Meeting 1 had 2 parents; Meetings 2 & 3 zero families attended. Unable to have in person events this year - need to rebuild home school partnership. Representation on school committees & PTSA does not reflect the diversity of our school community.



#### Identified Need: Using Additional Data to go Deeper

#### Ask yourself:

- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

#### Avoid

- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

- [Focal Parents Family Engagement Feedback](#) 2021-22 School Year (District Wide data & Trends)  
This is a baseline to help for planning engagement efforts for 22-23

## LCAP Goal 4: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals



### SMARTIE Site Goal A



*Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*

### Family Engagement

Overall: Increase family engagement in support of reading at home to improve literacy as measured by F&P and STAR assessments.

### SMARTIE Goal

70% of students will meet or exceed expected growth on STAR Early Literacy and STAR Reading Assessments - Fall to Winter and Winter to Spring. (up from 60% in Fall 2020 to Spring 2021 & 57.4% Fall 2021-Winter 2022)

		<p>By Spring 2023, 88% of students (up from 79% in Spring 2021) in grades K-2 will reach grade level proficiency on the F&amp;P Assessment.</p> <p><b>Equitable (AA/EL/IEP/CCEIS):</b> All CCEIS Focal Scholar Families will participate in 3 Family conferences.</p> <p><b>Notes:</b> Generate excitement about reading BTSN - Reading is important Passport - my role in supporting reading is... Newsletter, read-a-thon Book Swap</p>		
 <b>Measurable Outcomes</b> <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&amp;P Levels</i>		F&P Assessment - Proficiency levels Star Early Literacy - Student Growth Percentile Star Reading - Student Growth Percentile		
#	 <b>Research-Based Strategies to Achieve Goal</b> <i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	<b>How will you know the strategy is making progress towards your goal throughout the year?</b> <i>What information/data will you monitor? When? With whom?</i>	<b>Student Group Served (All/AA/EL/IEP/CC EIS)</b>	<b>Person(s)/ Teams Responsible for Actions and Progress Monitoring</b>
4.A1	All teachers K-8 will identify 2 focal scholars to draft a Focal Scholar Plan and have a Hopes and Dreams Conference with those families.	Scholar Plan Documentation  Conference Notes	AAS, EL, CCEIS	<b>Responsible for action:</b> Classroom teacher  <b>Responsible for monitoring:</b> Principal & Intervention Lead  <b>Consult/Inform:</b> COST team
4.A2	Sponsor 2 Family Engagement Events focused on Literacy	Sign-in/Attendance  Event Feedback	All AA CCEIS ELL IEP	<b>Responsible for action:</b> Leadership Team & Classroom Teachers  <b>Responsible for monitoring:</b> Principal

				<b>Consult/Inform:</b> SSC; ELAC & D&I Committee
4.A3	Improve Outreach to ELL and AA and historically underrepresented families with the goal of increasing engagement in school events and family meetings (ELAC, PTSA, D&I & SSC)	Sign-in/Attendance	AA CCEIS ELL	<b>Responsible for action:</b> Principal  <b>Responsible for monitoring:</b> Principal  <b>Consult/Inform:</b> SSC & District
4.A4	Hire Athletic Director to facilitate middle school sports and allow Principal to attend IEPs, 504's and CCEIS meetings	Middle School Team Registration	All CCEIS IEP 504	<b>Responsible for action:</b> Principal  <b>Responsible for monitoring:</b> Athletic Director  <b>Consult/Inform:</b> SSC & District
4.A5	Additional Time for Office Staff for Family Communication; outreach and events and COVID Protocols	Time Cards	ALL CCEIS	<b>Responsible for action:</b> Principal  <b>Responsible for monitoring:</b> Principal  <b>Consult/Inform:</b> ILT

If you have an additional Site Goal for this District/LCAP goal, copy and paste table and name "Site Goal C"

## Annual Review

### Analysis

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

[add text here]

Describe any major differences between the implementation of the strategies/activities in the current year and the previous year. Identify any expenditures to implement the strategies/activities to achieve the articulated goal in the current year.

[add text here]

Describe the annual outcomes, metrics or strategies/activities to achieve the articulated goal in the current year. Identify where those changes can be found in the SPSA.

N/A due to covid interruption, schools are in their first year of implementing goals.

# Expenditures to Achieve Site-Specific Goals

[Link to Expenditures Table](#)

## Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]

### Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
[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: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$(Enter total funds here)

# Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$ 0
Total amount of federal categorical funds allocated to this school	\$ 0



## Appendix B: School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA. The current make-up of the council is as follows:

Names of Members	ROLE*
Neil Dandavati	Chair / Parent-Guardian
Katherine Crawford	Principal
Claire Sue	Parent-Guardian
James Miller	Teacher
Diana Moffett	Parent-Guardian
Jennifer Balaian	Teacher
Nathan Pham	Student
Emily Roscoe	Teacher

\*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student  
50% of the SSC is elected parents and community members and 50% is elected school staff.

### CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

## Site Validation Questions

1. The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update. Be sure to include how members of SSC and ELAC were involved:

- School/Community wide recruitment for members and election utilizing ParentSquare and newsletter.
- Agenda, Minutes and invitation to SSC Meetings are posted on the Bay Farm Website
- SSC participated in training around the District Vision and graduate profile
- Principal reported to SSC & Staff around progress towards current plan and expenditures
- Plan shared while in process.
- Leadership provided actions to achieve goals
- SPSA draft was reviewed with SSC - teacher members explained how plan supports and continues current work

2. Does the race/ethnic/primary language composition of the SSC reflect your school population? If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

The composition of the parent/guardians is reflective of the diversity of our student body, however some groups are not represented - Black/AA; hispanic/Latinex and ELL. One of our goals for community / family engagement is to improve outreach to families of ELL's. We have been working on increasing engagement with our Black/AA families.

# Appendix C: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

**The corresponding Title 1 funded elements of the SPSA above should be highlighted.**

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

# Appendix D: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

## **Setting the Stage**

1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
  - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
  - a. What will this look like in the classrooms?
8. Identify the types of data that will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

## **Leading for High Performance**

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

## **Theory of Action**

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

## **Improving our Teaching Practices**

1. Describe, summarize, and analyze the identified data related to student academic achievement. Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?

3. What effective strategies are used to evaluate student learning and engagement?
4. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
5. How are teachers provided feedback on instructional practices to improve instruction?
6. How is the program's theme integrated into your teacher practices and learning outcomes?

#### **Findings and The Road Ahead**

1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

## 2022-23 SPSA Expenditures Table

For each stratgy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implemetn these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Site Budget Allocations		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1	Magnet/ Innovative						
		\$32,515.00	\$8,366.00	\$0.00	\$0.00	\$0.00						
Summary of Expenditures to Achieve Site-specific Goals												
Strategy/ Activity Number(s)	Target Student Group(s)	Expenditure Amount						Expenditure Type	Description	KEY	FOR TABLE	HINTS
		LCFF Base / Discretionary	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Magnet/ Innovative	PTA/ Donation/After School Program grant					
4.A4	IEP, 504, CCEIS	\$4,454.00						Teacher Stipend	Middle School Athletic Director			
2.A5	ALL/CCEIS/EL	\$7,644.00						Substitutes	Release time for collaboration, walkthroughs & Assessment			Object Code Hints
1.A2	AA/Latinex/ELL	\$500.00						Books	Diversify Classroom Libraries	Expenditure Types	Certificated Salary	(1000s)
2.A7	All	\$5,972.00						Materials & Supplies	Basic classroom supplies			
2.A1	All	\$3,000.00						Consulting	Multi Sensory Reading Training		Classified Salary	(2000s)
2.A7	All	\$4,300.00						Materials/Supplies	Duplication & Postage		Benefits	(3000s)
2.A6	UND/EL/SED			\$8,261.00			\$8,000.00	Substitutes	Staffing Support for RTI		Materials/Supplies	(4000s)
2.A 2 & 2.A7	UND/EL/SED			\$105.00				Materials & Supplies	Supplies for multi sensory reading		Services	(5000s)
4.A1	AA/BIPOC/ELL/Latinex /UND/CCEIS	\$5,408.00					\$7,000.00	Teacher Hourly	Hopes & Dreams Conferences, tutoring, lunchtime student support, Mindful Movements			
4.A5	All	\$1,330.00						Classified Salary	Office Staff Hourly	Target Student Group(s)	All Students	
											SED Students	Socioeconomically Disadvantaged
											SWD	Students with Disabilities
											ELL	English Language Learners
											UND	Unduplicated (EL and SED)
											Foster Students	
											Homeless Students	
											Varies	List one or more subgroups by race/ethnicity
											Other	
TOTAL		\$32,608.00		\$8,366.00			\$15,000.00					

## Bay Farm School

### 2022-23 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan  
(Check those that apply):

☐ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

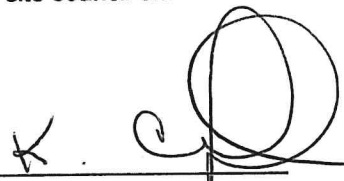
☐ Community Advisory Committee for Special Education Programs

☐ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school 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. This school plan was adopted by the school site council on:

Attested:

Katherine Crawford  
Typed name of school principal

  
Signature of school principal

5/27/22  
Date

Neil Dandavati  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

5/26/22  
Date