

[Bay Farm School]

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2019-20

CDS Code	01 61119 6110779
Principal Name	Katherine Crawford
Telephone Number	510-748-4010
Address	200 Augninbaugh Parkway
E-mail	kcrawford@alamedaunified.org
Fax	(510) 865-2194
Website Link	https://bayfarm-alamedausd-ca.schoolloop.com/
SARC Link	http://sarconline.org/
Date of Last Revision	5/6/19
Date of BOE Approval	

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.

Table of Contents

School Profile	3
Districtwide Goals	6
Planned Improvements in Student Performance:	
LCAP Goal 1 - Eliminate barriers to student success and maximize learning time	7
School Site Analysis and Prioritized Actions (LCAP Goal 1)	8
Site Goals, Actions, and Metrics (LCAP Goal 1)	11
Planned Improvements in Student Performance:	
LCAP Goal 2 - Support students in becoming college and work ready	14
School Site Analysis and Prioritized Actions (LCAP Goal 2)	16
Site Goals, Actions, and Metrics (LCAP Goal 2)	21
Planned Improvements in Student Performance:	
LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success	23
School Site Analysis and Prioritized Actions (LCAP Goal 3)	24
Site Goals, Actions, and Metrics (LCAP Goal 3)	25
Planned Improvements in Student Performance:	
LCAP Goal 4 - Ensure that all students have access to basic services	27
School Site Analysis and Prioritized Actions (LCAP Goal 4)	28
Site Goals, Actions, and Metrics (LCAP Goal 4)	28
Summary of Expenditures to Achieve Site-Specific Goals	30
Categorical Funding Summary	32
School Site Council (SSC) Membership	33
Site Validation Questions	34
RECOMMENDATIONS AND ASSURANCES	35
APPENDIX A: Special Education Addendum	36
APPENDIX B: Title 1 Schoolwide Program Plan	37
APPENDIX C: Innovative Program Review of Progress - Guiding Questions	38

School Profile

School Mission and Vision

Bay Farm is committed to being the heart of our community bridging home and school. We provide a collaborative and inclusive environment where everyone values cultural and learning differences. Students enjoy the pursuit of personal and academic excellence as they become confident and compassionate citizens of our local and global communities.

Executive Summary

Bay Farm School currently serves approximately 610 K-8 students. The attendance area that feeds the school is considered a medium to high socio-economic group. While the school originally opened as a K-8 school in 1992-93, it never had a full complement of classes, having 7th grade for one year and then maintaining a 6th grade class for approximately 15 years until the district decided to make Bay Farm a K-5 school. In 2011 Bay Farm School was given the opportunity to submit a plan for Innovative Learning. The District adopted Bay Farm's Innovative Plan for 21st Century Learning in which we adopted the 21st Century Learning Skills, increased technology, and reinstated the K-8 mode, growing the 6th -8th grade classes one year at a time. We are currently in our 5th year of having 6th, 7th, and 8th grades and anticipate that we will be at capacity next year when we have 2 full 6ths, 7ths, and 8th grade classes. We strive to feature the latest innovations in technology in our classrooms.

Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success? We are very proud to say that we were recognized as a 2018 California Distinguished School largely due to the strategic implementation of the PBIS (Positive behavior intervention and support) program. At Bay Farm School, we are dedicated to environmental stewardship and these efforts have been celebrated with the 2016 Green School Ribbon for the State of California and the National Green School Ribbon Award. Our recycling efforts have expanded beyond the school day to all of our evening events as well and we are continually looking for ways to reduce, reuse, and recycle. In our continued partnerships with StopWaste.org, In our continued partnership we are hoping to transform one or more of the front lawns into a drought tolerant garden that our students will help design and plant.

Bay Farm has been successful in improving academic outcomes for students with growth in both ELA (up 8 points in 2018) where we are 63.7 points above standard and Mathematics (up 3.5 points in 2018.) where we are 51.3 points above standard.

<https://www.caschooldashboard.org/reports/01611196110779/2018#english-language-arts-card>

With the support of our wonderful PTSA, Bay Farm has developed an excellent Garden Program and students in K-5 participate

Students in grade K-2 are provided early reading intervention during the day through SIPPS. Our SIPPS staff is also supporting grades 3-5 through assessment and evaluation of students continuing to struggle with reading. We have made strides with our COST, Coordination of Services Team, which meets twice monthly to

review all student referrals, discuss student progress, and implement data driven interventions. The COST team tracks all interventions on site, student specific and and school wide, such as Girls Inc social groups and interns. COST has been focused on researching the effectiveness of current academic and social/emotional interventions in preparation for shifting the master calendar to support RTI programming and teacher training.

- *SIPPS: Grades K-5*
- *Girls Inc: GEMS*
- *Read Naturally*
- *School Psychologist interns: social groups, individual counseling, executive functioning support group*
- *TUPE*
- *Orton Gillingham*
- *Student Math Tutoring: Mondays after school*

Bay Farm has continued to refine our PBIS program and utilizes the student council to support recognition of students who use the 4 B's. In alignment with our commitment to environmental stewardship and community building, Bay Farm instituted the hour of play as the primary way to acknowledge positive student behavior. PBIS at Bay Farm is aligned with our student behavior management process to maintain our goals of teaching schoolwide and classroom student behavior expectations and providing consistent and regular positive feedback to all students.

- *Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?*

Although we have made huge strides with our COST program, student academic and social and emotional needs tracking, we need to maximize our capacity to offer mental health, academic, and behavior supports. To do this, we are committed to revising our master schedul to enable flexible, targeted small group instruction and intervention. We are working to identify effective and efficient ways to monitor and change instructional groupings. A team of teachers is meeting with STAR 360 trainers to learn how to best use student academic data to inform instructional practices and to disseminate this knowledge to our wider teaching community.

Your 'story' – briefly describe your students, your community, and how the school serves these groups.

- *Performance Gaps: Where are specific student groups performing significantly below the 'all student' levels? What steps is the school planning to take to address these gaps?*
We noticed a skill gap in Math and ELA within the subgroup of hispanic (not ELL) students and African American students. The subgroups make up 11.3% and 3.1% of our students respectively. Implementation of staff awareness training in both implicit and explicit bias, parent -teacher conferencing protocols addressing home-school communication practices, and classroom interventions grounded in culturally responsive and evidence based practices which specifically address academic gaps between race / ethnic groups. Additionally we plan to provide meeting time to create a year long

action plan to address implicit bias within the school community involving our PTSA, PBIS team members, leadership team, and district office support personnel.

- *Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners, Foster youth, and, if applicable, homeless youth?*
 - 1) *Use of STAR and other multiple measures to target instruction and create flexible, targeted groupings*
 - 2) *Build a master schedule that allows for optimal use of support staff, ed specialists, counselors, psych interns and paraprofessionals.*
 - 3) *COST regular reporting out in staff meetings, providing consistent feedback and updates on academic and emotional health needs of Bay Farm students and families.*
 - 4) *Scheduled in-service trainings by district office staff, such as ELL classroom strategies and behavioral health, to our teachers and paras, strengthening on-site response to student and family needs.*

Districtwide Goals

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2A:** Support all students in becoming college and work ready.
- Goal 2B:** Support all English Learners in becoming college and work ready.
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

District Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

Planned Improvements in Student Performance:

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

Identified Districtwide Goal 1 Needs

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate

District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		8.7%	1.2%	9.1%	3.8%	8%	?	6%	3.5%
Suspension Rate % of students suspended anytime during the year		2.7%	0.5%	2.8%	0.6%	2.2%		2%	0.6%
Graduation % of four-year cohort completing graduation requirements		89.2%		93.2%		93.5%		95%	
CHKS: % 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	84%	78%	86%	92%	88%		91%	
	7th	71%	86%	62%	74%	75%		80%	
	9th	65%		60%		72%		79%	
	11th	65%		63%		72%		79%	

School Site Analysis and Prioritized Actions (LCAP Goal 1)



Description of CURRENT school actions/services in support of LCAP Goal 1:

Bay Farm looks at data to identify patterns and areas of need regarding behavior, attendance and school climate. Bay Farm has developed a robust PBIS program that includes analysis of Dolphin Awards and Uh Oh slips. We have implemented schoolwide rules and lessons that are taught to all students and provide refresher lessons to staff throughout the year. The PBIS Team meets monthly to look at data and refine the Tier 1 behavioral interventions. Every other month, the PBIS team leads a staff meeting to share data, review practices and set goals.

Our COST team meets bi-monthly, on the first and third Tuesdays.

To identify supports for Tier II/III interventions which may include Check in/Check Out (CICO), social skills groups, individual or small group counseling or referral to a Study Study Team. We have two psych interns who are running 5 small groups and working with individual students to support their school experience. This year, Bay Farm and other AUSD schools are offering a GEMS group through Girls, Inc. to support the building of self-esteem and healthy friendships.

This year we have started a Teacher Assistant program which allows our middle school students to work with students in the lower grades. This has been mutually beneficial to all parties.

Science Ambassadors from Alameda High School students work with a sponsor at AHS and a sponsor at Bay Farm School to design and teach science lessons for 4-8 grade students. These high interest, hands on physics and chemistry activities are designed to encourage young students to pursue science courses as they move on to middle and high school.

We communicate the importance of attendance and inform families about the attendance policies. We work with families where chronic absenteeism is an issue through truancy letters and School Attendance Review Team (SART) meetings.

We have started implementing restorative practices in the middle school and are expanding this to the K-5 program next year.

We have dedicated collaboration time every week to enable teachers to look at student work, plan curriculum and talk about student concerns.



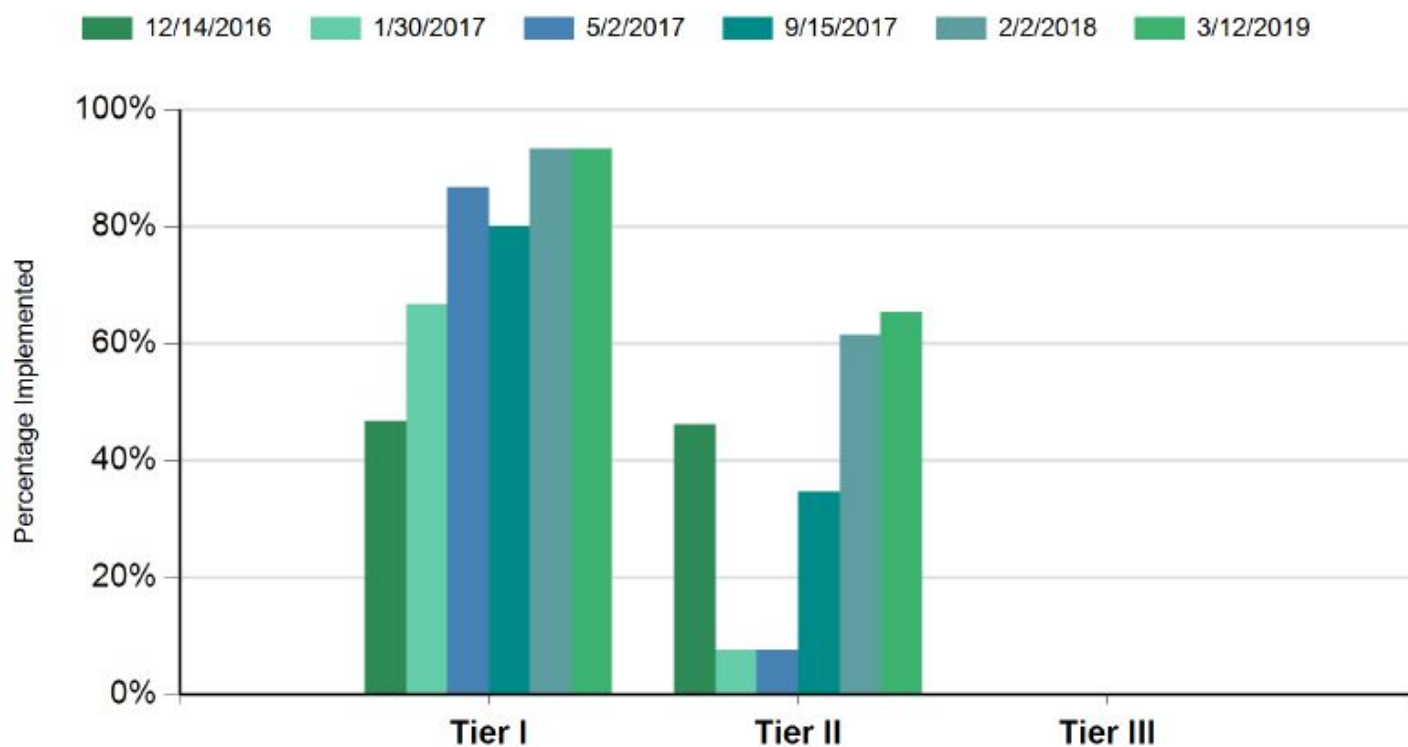
Data Analysis:

Attendance Data:

Attendance rates:

PBIS Data The Tiered Fidelity Inventory data indicates that we are sustaining and continuing to energize Tier 1, maintaining a score of 93%. At Tier 2 there was slight improvement. Tier 3 is the next area of focus and development.

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Bay Farm Elementary School
12/14/2016 - 3/12/2019



Date Completed	Tier I	Tier II	Tier III
12/14/2016	47%	46%	0%
1/30/2017	67%	8%	0%
5/2/2017	87%	8%	0%
9/15/2017	80%	35%	0%
2/2/2018	93%	62%	0%
3/12/2019	93%	65%	0%

*2016 was the first year of implementation of the TFI and it was being normed - therefore 2016 data can be considered an outlier.

Discipline Data:

2016-2017 Suspensions - 5; ODR = 38

2017-2018 Suspensions - 4; ODR = 55

2018-2019 Suspensions - 5; ODR = 44 as of 4/11/19

Our suspension rates have remained constant over the past few years. Office Discipline Referrals increased in 17/18 and have essentially remained stagnant.



Needs Analysis:

Student Attendance:

The Bay Farm absenteeism rate is relatively low compared with the district. We have a few students with chronic absenteeism and the COST team will be tasked with monitoring their attendance and providing appropriate interventions. We noticed that there is increased absenteeism on Mondays, Fridays and days surrounding holidays. We will launch an information campaign about the cost of absences. We will also have a standing monthly SART meeting to not only meet with families of chronically absent students, as well as to reach out to students at risk of becoming chronically absent.

Implementation of PBIS:

Tier 1 behavior supports are strong. The PBIS team actively develops programs and practices and addresses issues in a timely manner. Next steps for improving tier 1 were in the area of getting greater consistency of usage with reflection forms, buddy classroom system, and Uh-Oh implementation. Tier 2 - The Cost program is still in its development phase as there was new staffing this year, with both a new principal and intervention lead. Next steps for the COST team include refining procedures for student COST referrals, increasing options of supports available and defining pre and post measures for the interventions.



Student Discipline:


Bay Farm's suspension totals have held relatively constant for the past 3 years. Staff needs to continue to look at addressing student behavior from a more holistic, restorative perspective to reduce referrals and suspensions.




Site Goals, Actions, and Metrics (LCAP Goal 1)



Data Driven Improvement Timeline:


- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 Site Goal A	Decrease chronic absences by 10%.
 Metric(s) to Assess Impact	Monthly absence data.

#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.A1	Review chronic absences monthly in COST meetings review chronic absence data and put them into an attendance intervention.	Intervention Lead	Students with attendance issues	
1.A2	Education campaign about cost of absences	Principal	Whole School	
1.A3	SART - will schedule a monthly SART meeting to address absences and tardies, truancy laws as well as offer supports for families in improving attendance.	Attendance clerk Principal Counselor	Families of students who have attendance issues.	

 Site Goal B		Behavioral Intervention - student discipline referrals (ODR) should decrease overall by increasing calibration of Uh Ohs and behavior de-escalation.		
 Metric(s) to Assess Impact		ODR's & Uh Ohs (Minor Discipline Tracking Form)		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.B1	Train all teachers & staff in restorative practices.	Principal	All Students	
1.B2	Calibrate Uh Ohs - provide a "Don't Sweat the Small Stuff" training to promote de-escalation	PBIS Team	All Students	
1.B3	Train K-5 Staff in Tool Box (District adopted Social Emotional Learning Curriculum) to support student self regulation.	District Office Staff Principal	All Students Special Education Students	

 Site Goal C		Refine implementation of PBIS tier 1 & 2.		
 Metric(s) to Assess Impact		Tiered Fidelity Inventory		

#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.C1	Implement buddy classrooms with grade appropriate reflection forms - Tier 1	PBIS Team	Whole School	
1.C2	COST - Coordinated Services Team to continue to refine meeting procedures and schoolwide processes to support student intervention for attendance, academic and behavioral support and successful full inclusion for SPED students.	Instructional Lead COST Team	Students showing need of support in academics, attendance or behavior. SPED Students	
1.C3	Support for Student Recess: Staff will be trained annually on schoolwide playground program. Yard supervisors will be trained in using positive language and the schoolwide rules when interacting with students on the playground. Training and bi-annual review for students in school wide expectations for recess procedures, use of equipment game rules and conflict resolution.	PBIS Team Recess Task Force All Staff	All students	

Planned Improvements in Student Performance: LCAP Goal 2 - Support students in becoming college and work ready

Identified Districtwide Goal 2 Needs

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of district wide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners



District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-17		2017-18		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Math SBAC : Average Distance from Level 3 (Standard Met)		10.8	47.8	14.3	51.3	18	53	24	56
ELA SBAC : Average Distance from Level 3 (Standard Met)		32.8	55.7	36.8	63.7	40	68	45	70
UC 'a-g' Completion : % of 12th grade cohort that has met UC 'a-g' requirements		52.6%		53.3%		55%		60%	
AP Exam Pass Rate : % of Exams w/score of 3+ 10th & 12th students		68.5%				74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course		45.3%		50%		53%		56%	
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		53.4%		56.6%		59%		64%	
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	23%	11%	18%	13%	15%	15%	15%
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	64.4%	82%	85%	84%	84%
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%	7%	12%	14%	6%	4%	4%	3%
	6th-8th	7%		3%		2%	1%	2%	1%
	9th-12th	10%		5%		4%		3%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%		98.3%	100%	99%	99%	100%	100%
	6th-12th	76.3%		97%		98%	99%	100%	100%
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%		70%	57%	98%	99%	100%	100%
	6th-12th	63.2%		61%		98%	99%	100%	100%

School Site Analysis and Prioritized Actions (LCAP Goal 2)



Description of CURRENT school actions/services in support of LCAP Goal 2:

- Full implementation of standards based curriculum in English Language Arts, Math, Science, Social Studies and Physical Education
 - Staff Professional Development - Staff participated in site, district and/or outside training & workshops over the course of the year to support implementation of the district adopted curriculum. Topics included math literacy, ELD, writing articulation and assessment calibration.
 - Coaching - Teachers were supported by math and ELD/literacy coaches to improve instructional practices to enhance student outcomes.
 - Collaboration - Teachers meet weekly in grade level teams to collaborate about curriculum, discuss students concerns and plan.
- Assessments - Teachers administer State and District assessments plus additional measures identified by the site to monitor student progress including:
 - CAASPP
 - STAR Reading and Math Assessments
 - IBD Assessments (6-8) (Inquiry By Design)
 - District Writing and Math Benchmarks
 - ESGI (Kindergarten)
 - Interim Assessment Blocks (IAB's)
 - Fountas and Pinnell Reading Assessments
 - SIPPS Assessments (students reading below grade level)
 - ELPAC (ELD Students)

Teachers collaborate and use data to inform, differentiate and mitigate instruction, create student instructional groups and submit students to COST for possible intervention support. Minimum days are the beginning of the school year as well as sub release days are used to provide additional time for student assessment.

- Maintain and enhance Tier 1 academic interventions:
 - Classroom intervention is implemented by classroom teachers and supported by the intervention lead (IL) and paraprofessionals
 - Provide English Language Learners (ELs) with consistent and appropriate Designated and Integrated English Language Development (ELD) instruction
 - Provided students with disabilities with Least Restrictive Environment and implementation of accommodations as articulated in Individual Education Plans.
 - Implement appropriate accommodations identified in students 504 plans.
- Implement Tier II interventions through COST process. COST meetings held every other week under the direction of the IL. COST referrals are reviewed by team and students are placed into interventions including:
 - SIPPS pull out program
 - Afterschool Read Naturally Program
 - Social Skills groups with psych Interns
 - Orton Gillingham Reading groups

- Check In Check Out (CICO)
- Individual Counseling with IL/counselor or interns



Data Analysis:

- CAASPP Reading - In 2017-2018, the percentage of students Meeting or Exceeding standards in Reading was 80.6% which is an increase of 4% over the past 2 years and an increase of 8 points from 2017. Notable was the higher percentage of students not meeting proficiency in two subgroups, African American 35.3% (6 students) and Hispanic 32.7%.(18 students). Looking at English Language Learners, 10 of 26 students were proficient. There is a disparity of 12.7% in proficiency when looking at gender with girls outpacing boys. When looking at hispanic students to see if ELL status was a factor we noted that 80% of hispanic EL students were proficient which mirrors the overall school performance. When we eliminated redesignated students, 7 of the 10 students were proficient.

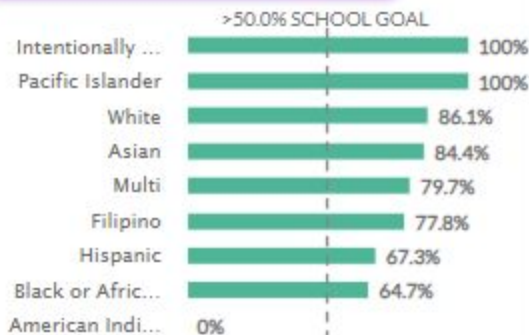
State SBAC ELA Proficiency

2017-2018

80.6%

School Overall

Primary Ethnicity



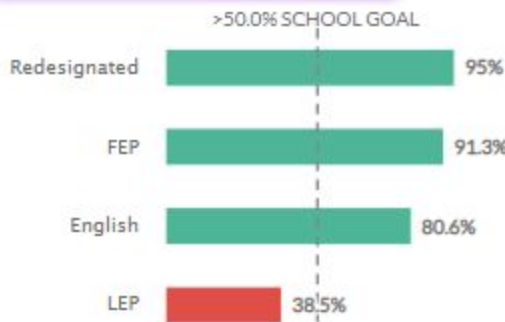
State SBAC ELA Proficiency

2017-2018

80.6%

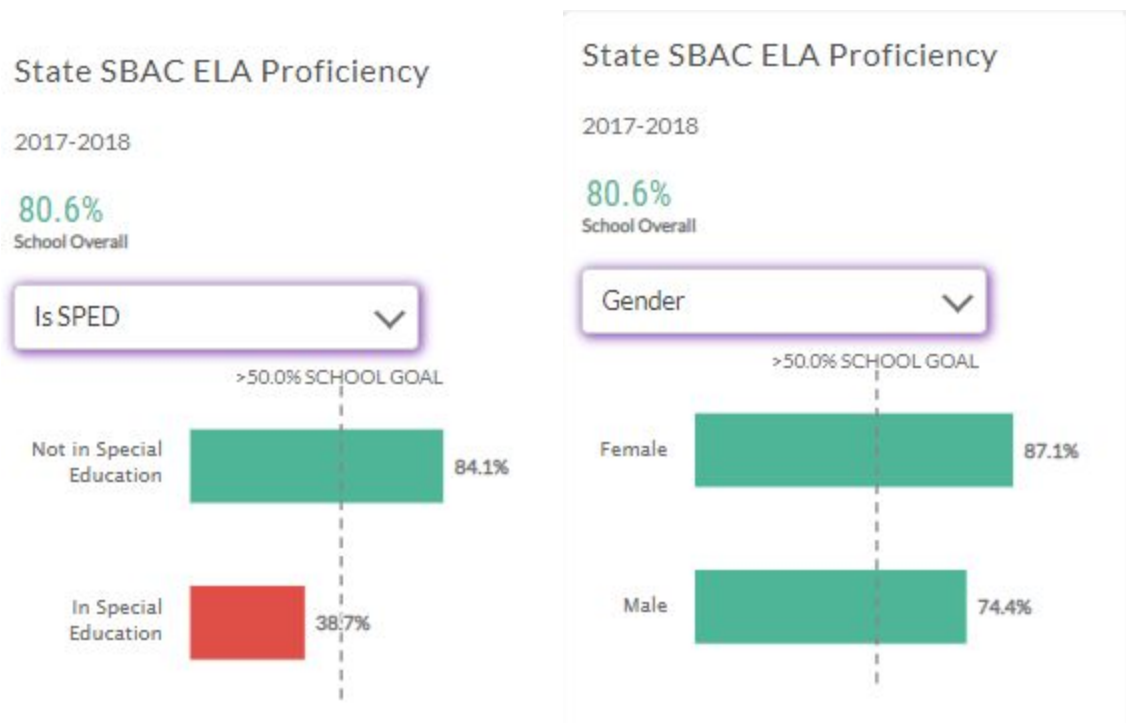
School Overall

EL Status



*Terms used for English Language Learners

- ❑ Redesignated - Students who are fluent-English-proficient are the students whose primary language is other than English and who have met the district criteria for determining proficiency in English
- ❑ FEP - Fluent English Proficient
- ❑ LEP - Limited English Proficient
- ❑ ELL - English Language Learner
- ❑ ELD - English Language Development
- ❑ ELPAC - English Language Proficiency Assessments for California (**ELPAC**) is the successor to the California English Language Development Test (CELDT)



Schoolwide STAR Student Growth Percentile (SGP) Data - 50 SGP is average (expected) growth

- **STAR Literacy Enterprise**
 - 292 of 608 students have 2 scores (Fall & Winter)
 - 178/292 meet the 50 SGP
 - 61% of students with 2 scores met or exceeded the 50 SPG in Fall 2018 - Winter 2019
- **Early Literacy (STAR)**
 - 64 of 608 had 2 data points
 - 27 of 64 met SPG on Early literacy
 - 42% met in Fall 2018-Winter 2019; Goal is at least 52% same time next year.

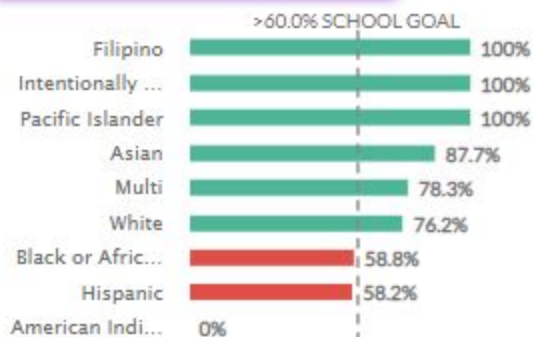
CAASPP Math - In 2017-2018, the percentage of students Meeting or Exceeding standards in math was 78.2% which is an increase of 7.2% over 2 years and an increase of 3.5 points from 2017. Notable is that only 58.8% (10 of 17) African American or Black students were proficient and 58.2% (32 of 55) Hispanic students were proficient. 57.7% of limited English Proficient students were proficient (15 of 26), yet FEP and Redesignated students out performed English only students. There was a slight discrepancy when considering gender with 79.7% of males proficient compared to 76.6% of females. 10 of the 31 SPED students were proficient in math.

State SBAC Math Proficiency

2017-2018

78.2%
School Overall

Primary Ethnicity

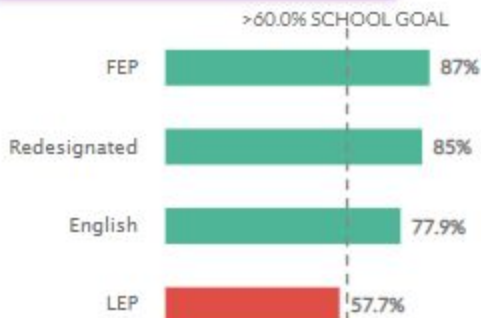


State SBAC Math Proficiency

2017-2018

78.2%
School Overall

EL Status

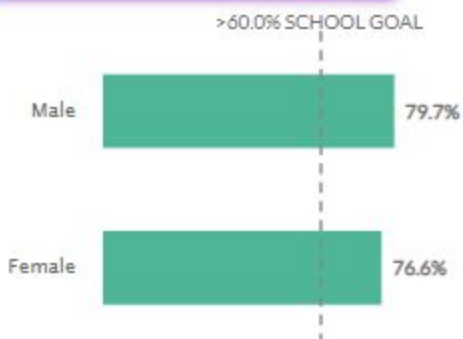


State SBAC Math Proficiency

2017-2018

78.2%
School Overall

Gender

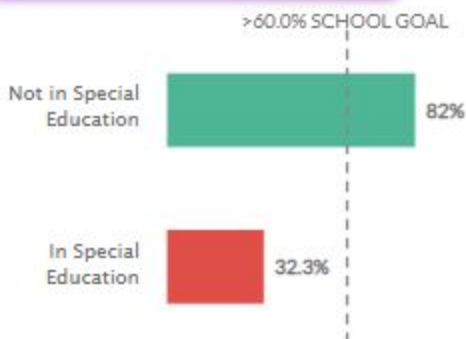


State SBAC Math Proficiency

2017-2018

78.2%
School Overall

Is SPED



Schoolwide STAR Mathematics Student Growth Percentile (SGP) Data - 50 SGP is average (expected) growth

- **Math STAR**

- 367 had 2 tests
- 197 or 53% of students with 2 tests met SGP (growth expectation "Had average or better growth")



Needs Analysis:

Reading

- Continued implementation and revision of the schoolwide reading intervention program.
- Develop protocols for the use of assessments to identify students needing intervention. Currently assessments are done per district calendar which does not promote responsive, flexible grouping.
- Implementation of a master schedule that allows for flexible grouping, alignment of intervention services and uninterrupted instructional blocks.
- Incorporate SIPPS into the Core program of CCC in the general education classroom to increase phonics.
- Access to another intervention program - Orton Gillingham for students who are not making gains with SIPPS or Read Naturally.

Math

- Develop protocols for the use of assessments to identify students needing intervention. Currently, assessments are done per district calendar which does not promote responsive, flexible grouping.
- Develop process and possible schedule for delivering math intervention services
- Consult with AUSD math coaches about possible intervention programs to pilot
- Identify intervention programs: Use student assessment data to determine where student progress gaps are most prevalent and identify programs that serve those identified needs.




Data Analysis

- Staff will develop a school wide data analysis system with protocols, procedures and accountability that supports teachers in the use of data to inform planning and instruction.
 - Training of staff in use of data protocols, procedures and accountability as we review disaggregated site and district data (fluency, Fountas and Pinnell, benchmark assessments, STAR 360 & Illuminate) so teachers are able to upload and access student or class reports.
 - After 6-8 weeks of instruction, teachers will monitor progress and analyze student performance of students receiving intervention.
 - Refine collaboration time structures for building effective Professional Learning Community (PLC) meetings that are focused on student achievement goals and evidence of student learning.




Site Goals, Actions, and Metrics (LCAP Goal 2)

Data Driven Improvement Timeline:




- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year


 Site Goal A		<ul style="list-style-type: none"> • Increase number of students with 2 or more tests. • Increase number of students meeting or exceeding SGP on STAR Reading assessments. 		
 Metric(s) to Assess Impact		STAR data Student Growth Percentile (SGP) Literacy Enterprise and Early Literacy.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.A1	Implement Master Schedule to allow for uninterrupted teaching blocks at each grade level to allow for designated ELD, intervention and acceleration.	Principal	All Students ELL SPED Students	Fall 2019
2.A2	Train Staff on looking at SPG data	Principal	All Students	Fall 2019, January 2020
2.A3	Teachers select 4 focal students to monitor.*	Teachers	Hispanic African American SPED*	



*Support aligned with Special Education Strategic Master Plan

 Site Goal B		Increase menu of tier 2 intervention options to support students. Progress monitoring of students served in Tier 2 intervention programs should show SPG of .5 or higher Fall to Winter and Winter to Spring.		
 Metric(s) to Assess Impact		STAR SGP Data, intervention program pre & post assessments, Fountas & Pinnell Reading Assessment, COST referrals		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)

2.B1	Train 3 primary teachers in SIPPS to provide tier 2 intervention in the classroom.	Principal	1st Graders	Spring Summer 2019
2.B2	Provide kindergarten teachers with Orton Gillingham Training	Principal	Kindergarten	Summer & Fall 2019
2.B3	Research math interventions to build out tier 2 & 3 supports	COST Team	Students identified as not meeting SPG.	
2.B4	Train a general education paraprofessional and parent volunteers to provide in class support to small groups so teachers can work with students needing tier 2 intervention.	Principal Intervention Lead Parent Volunteer Coordinator	Students requiring tier 2 support.	
2.B5	Provide Psych interns 2 days per week to provide SEL and behavioral support	Principal School Psych Intervention Lead		

 Site Goal C		<ul style="list-style-type: none"> • Increase number of students with 2 or more tests. • Increase number of students meeting or exceeding SGP on STAR Math assessments. 		
 Metric(s) to Assess Impact		STAR data Student Growth Percentile (SGP)		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	Middle School Math Classes will take STAR Enterprise Math Tests	Math Teachers Principal	All Students	Fall 2019 Winter 2020
2.C2	Coaching: Teachers will be encouraged to collaborate with Math Coach to improve instructional practices and outcomes for all students.	Classroom Teachers, Principal	All Students	
2.C3	Provide release time and paid time afterschool for teachers to meet to plan instruction for common targeted instructional blocks.	Classroom Teachers, COST Team Principal	All students	
2.C4	Parent Education to enable better support of students in mathematics through 2 Parent Math University Nights.	Principal Teachers	All Students	

 Site Goal D	Use of assessment data to drive instruction - staff will use collaboration or staff meeting time to use assessment data to
--	--

		inform instructional practices. (Bimonthly)		
 Metric(s) to Assess Impact		Staff meeting and collaboration time agendas and minutes.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.D1	Training for staff in accessing and utilizing data from Star Renaissance to guide instructional practices.	Classroom Teachers, COST Team Principal	All students	
2.D2	Provide release time and paid time afterschool for teachers to meet to plan instruction for common targeted instructional blocks.	Classroom Teachers, COST Team Principal	All Students	

Planned Improvements in Student Performance:

LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

Identified District Wide Goal 3 Needs

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- 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

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

AUSD uses the WestEd [California School Parents Survey \(CSPS\)](#) to measure LCAP goal 3

	2016-17	2017-18	2018-19	2019-20
--	---------	---------	---------	---------

Annual Outcome					Target		Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	54%	62%	61%	70%	75%	75%	80%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	87%	84%	88%	85%	95%	89%	96%
% of respondents reporting that they have attended one or more school or class event at school	90%	91%	94%	87%	95%	95%	96%	97%

School Site Analysis and Prioritized Actions (LCAP Goal 3)



Description of CURRENT school actions/services in support of LCAP Goal 3:

Bay Farm School has a strong home-school connection and works to continually engage parents & guardians in the school community.

A variety of methods are used by the school to communicate with families including our daily Morning Ceremony, a monthly Newsletter, The Wave, use of the Blackboard Connect parent notification system (auto-dialer), and via teacher websites and Google Classrooms. We have just updated our school website to make it easier to navigate and update.

Parent/Guardian input is solicited through formal committee membership on our School Site Council and English Language Advisory Committee. This year SSC had 6 people submit their names to be a part of the SSC.

We have a dynamic PTSA which has sponsored quarterly Parent Education Events on topics of interest.

Teachers have multiple, calendarized communication opportunities with parents & guardians throughout the year including three Back to School Nights, Fall and Winter Conferences and Open House. Additional communication occurs regularly through phone calls, emails, notes home as well as at the morning ceremony. Student Study Teams (SST), Individual Education Plan (IEP) and 504 meetings are held as needed to support students.

Parents and guardians are also encouraged and invited to participate in volunteer opportunities, including as classroom volunteers, lunch supervision, chaperoning on school field trips, being garden volunteers or Art Docents,



Data Analysis: Currently Bay Farm has minimal data collected to monitor the development of parents/guardians as knowledgeable partners and effective advocates for student success. SSC had 6 parents submit applications to run for 2 open seats on the council. Attendance at ELAC ranged from a high of 8 parents at the first meeting to a low of 1 person at the March 2019 meeting. (Bay Farm currently has 125 ELL students (LEP, FEP & Redesignated). The median attendance was 4-5 people. We have anecdotal data that Bay Farm has a thriving parent/guardian community who support the school with time and financial contributions. As of May 1 there were 1,170 parent sign-ins to volunteer in classrooms.

Eight parents attended School Smarts in 2018. 17 People signed up for Parent University.






Needs Analysis: There is a need to start collecting data to identify trends and see which subgroups of students are not represented in the adult community. This data could be utilized to identify subgroups on which to focus .

There is a need for a focus on celebrating diversity and promoting inclusion. There are some parents/guardians report not feeling welcome to participate. We need to find out if this is possibly due to a cultural or language disconnect.




Site Goals, Actions, and Metrics (LCAP Goal 3)




Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 Site Goal A		Parent/Guardian Engagement: participation in school councils, events, committees and volunteer opportunities will increase overall by focusing on subgroups (ELL Families, Hispanic and African American) and general volunteer rates.		
 Metric(s) to Assess Impact		Sign In Forms from meetings and school events Volunteer Sign In Forms in Office.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)

3.A1	Create Digital Sign-In forms for schoolwide events	Principal and Office Staff	TBD	
3.A2	Personal invitations to underrepresented families.	Principal ELD Coach	African American Hispanic	
3.A3	Volunteering: Revise methods of advertising need for volunteers. Survey parents regarding volunteer opportunities and reach out to new people and invite participation. Progress monitor in October and January, and revise actions as needed.	Principal Office Staff	All Students	

 Site Goal B		Increase parent/Guardian participation in ELAC to reflect the percentage of English Language Learners in school.		
 Metric(s) to Assess Impact		Sign in Sheets		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.B1	Recruit parents/community volunteers to call and invite parents to participate before meetings.	Principal ELD Coaches	English Language Learners	
3.B2	Research and implement strategies for improving family participation in ELAC - personal outreach to parents/guardians, clarifying purpose of council and role of members in informing SPSA, consider alternate days/times	Principal ELD Coaches	English Language Learners	

 Site Goal C		Increase site participation in School Smarts and Parent University.		
 Metric(s) to Assess Impact		Registration and attendance.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.C1	Host School Smarts at Bay Farm: Promote electronically and through personal invitation	Principal PTSA Claudia Medina	Kindergarten Families	

3.C2	Host School Smarts at Bay Farm: Promote electronically and through personal invitation.	Principal PTSA Claudia Medina	Middle School Families	
------	---	-------------------------------------	---------------------------	--

Planned Improvements in Student Performance:

LCAP Goal 4 - Ensure that all students have access to basic services

Identified Districtwide Goal 4 Needs

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need.
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of Teachers fully credentialed and highly qualified	95%	97%	97.9%	100%	98%	100%	99%	100%
% of Teachers qualified to teach English Learners	98.8%	100%	98.8%	100%	100%	100%	100%	100%
% of Teachers appropriately assigned	99%	100%	99%	100%	100%	100%	100%	100%
# of substantiated Instructional Materials Williams complaints per year	0	0	0	0	0	0	0	0
% of School sites scoring at least 'good' using Facilities Inspection Tool (FIT)	100%		100%		100%		100%	

School Site Analysis and Prioritized Actions (LCAP Goal 4)



Description of CURRENT school actions/services in support of LCAP Goal 4:

Bay Farm School provides students with quality teaching staff, adequate materials, and a safe learning environment.

- Continuing to refine and sustain PBIS school-wide
- Recruiting teachers and staff that understand and share the school-wide vision and mission of the district
- Leveraging all resources, including general funds, LCFF, and PTSA funding so that all students have access to an engaging and safe environment.



Data Analysis:

Quality teaching staff, adequate materials, and a safe learning environment by is monitored. The school received a score of 93% on the recent Tiered Fidelity Inventory (TFI). Bay Farm has 100% highly qualified teachers in classrooms.






Needs Analysis:

Bay Farm will continue to provide students with quality teaching staff, adequate materials, and a safe learning environment by leveraging all financial, facilities, and hiring resources to ensure a quality, safe, and welcoming environment.

Site Goals, Actions, and Metrics (LCAP Goal 4)

Data Driven Improvement Timeline:

- | | |
|-----------|--|
| • August | Implementation |
| • October | Assess & Adjust with Leadership groups including SSC |
| • January | Assess & Adjust with Leadership groups including SSC |
| • April | Assess & Adjust SPSA for following year |

 Site Goal A		To align fiscal resources to support equitable outcomes for all students and maintain zero annual substantiated Williams complaints regarding access to necessary instructional materials.		
 Metric(s) to Assess Impact		Benchmark and progress monitoring data, office referral data, COST referrals, William's audits, and TFI scores.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
4.A1	Order adequate textbooks for all students enrolled	Office Manager Principal	All Students	
4.A2	Maintain supplies, copier contract and resources needed for instruction.	Office Manager Principal		

Summary of Expenditures to Achieve Site-Specific Goals

[Insert table from excel document ([template here](#))]

Site Budget Allocations			LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/Innovative		
			24,600			\$0.00	\$0.00		
Summary of Expenditures to Achieve Site-specific Goals									
Action Number(s)		Target Student Group(s)	Expenditure Amount					PTSA/Donation	Expenditure Type
			LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/Innovative		
2.B5	Psych Interns	All		\$8,532.00					
2.B4	Floater Sub for intervention	All, EL's	\$2,066.00	\$7,527.00					
2.A1-A3; 2.B1-B3;	Teacher Planning		\$7,625.00						
4	Supplies			\$4,851.00					
2.C1-C3; 2D1-D2;	Professional Development		\$1,500.00						
4	Basic Services & Supplies		\$14,118.00						
	Increase IL 3.5 hours							\$10,000.00	
	Intervention Supplies & hourly							\$10,000.00	
Total			\$25,309.	\$20,910				\$20,00	

			00	.00				0.00	

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 program 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 <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
Title I, Part A: Alternative Supports <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
Title I, Part A: Program Improvement - Professional Development <u>Purpose</u> : 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

School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ Ethnicity	Primary Language	ROLE*
Katherine Crawford	F	Caucasian	English	Principal
Kim Chaney	F	Decline to State	English	Classroom Teacher
Jim Miller	M	Caucasian	English	Classroom Teacher
SuAnn Lee-Chin	F	Asian Pacific Islander	English	Classroom Teacher
Spencer	M	Chinese	English	Parent
Carolyn Maloney	F			Parent
Bernice Chee	F	Chinese	English & Chinese	Parent
YC Yeung	M	Chinese	Chinese	Parent
#s of members of each category				

***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. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?
Several of the subgroups are represented.
Missing Hispanic, African American

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations? Invite community members to attend and speak. Agendas posted 3 days in the office three days prior. Spoke to ELAC.
We had 6 people submit an application for SSC.

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

The chair of ELAC is part of the SSC and has participate in all meetings of ELAC and SSC.

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

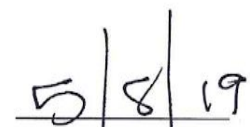
☐ Other *(list)*

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:

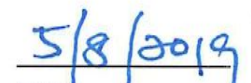
Katherine Crawford


Signature of school principal


Date

Spencer Tse


Signature of SSC Chair


Date

APPENDIX A: Special Education Addendum

Question:

Are special education staff members providing support to general education students at your school site?

If so, please provide a description of the ways in which support/services are provided:

APPENDIX B: 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>

Sites can reference elements of the SPSA above in addressing each of the components below.

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