

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bay View Elementary School	44698156049860	May 6, 2023	June 14, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Additional Targeted Support and Improvement

Bay View qualified for Additional Targeted Support and Improvement (ATSI) because of all orange and red scores on the December 2019 dashboard in the areas of Chronic Absenteeism (orange), Suspensions (red), English Language Arts (ELA) (orange), and math (red) for students with disabilities.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

### NEED TO DO

The goals within this plan all address how Bay View staff will work to improve literacy, math, attendance, and suspensions for students with disabilities.

To move out of ATSI, the following would need to occur for students with disabilities:

1. Decrease the number of chronically absent students to 20% (24% in 2019).
2. Decrease suspensions no more than 5 students total suspended (6 students in 2019)
3. Increase ELA CAASPP scores by 15 points
4. Increase Math CAASPP scores by 15 points



# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Each year, Santa Cruz City Schools publishes an Annual Family, Student and Staff Survey with results aggregated by school site. Results from Bay View's 2022-23 surveys are as follows:

### Family Survey

Please rate your level of agreement with the following statements:

- "I feel that my child is appropriately challenged in school" 77%
- "I feel that my child's school recognizes and values student accomplishments" 84%
- "When academics are challenging, I feel that my child's school supports my child to do better and improve" 81%
- "My child feels safe at school" 82%
- "I feel that teachers have high expectations for all students at my child's school" 85%
- "My child's school and the district seeks my input and ideas in decision making" 61%
- "When I contact my child's school, I receive courteous attention" 89%
- "I receive sufficient information regarding my child's education program, progress and needs" 87%
- "I feel that I receive clear and relevant communication about school and district related events and issues" 85%
- "I know who to go to with a problem or concern" 84%
- "The school website is clear and accessible" 64%

### Student Survey

Please rate your level of agreement with the following statements:

- "I feel connected and engaged with school" 81%
- "I feel that the school recognizes and values student accomplishments" 71%
- "When academics are challenging, I feel my school supports me well to do better and improve" 81%
- "When I have problems or challenges, I feel that there are adults at the school to help and support" 81%
- "All students are well-supported to improve academically" 84%
- "(If you are an English Learner) I feel there are enough supports for me to learn and improve my spoken and written English to progress at school" 36%
- "I feel safe at my school" 84%
- "I feel that teachers and administrators care about all students" 87%
- "My school is clean and well-maintained" 52%
- "I feel that teachers have high expectations for all students" 90%

### Staff Survey

Please rate your level of agreement with the following statements:

- "Students feel connected and engaged at my school" 81%
- "I feel that my school recognizes and values student accomplishments" 88%
- "When academics are challenging, my school supports students to do better and improve" 79%
- "When students have personal problems or challenges, adults at my school work to help and support them" 88%
- Please rate your level of agreement with the following statement, "Under-performing students are well supported to improve academically at my school" 70%
- "I feel there are enough supports for English Learners progress at my school" 54%
- "Students feel safe at my school" 83%
- "My school is clean and well-maintained" 67%
- "I feel that teachers have high expectations for all students" 61%

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal visits all classrooms weekly. District office Administrators also tour classes on a monthly basis. Observations indicate that teachers are using their literacy strategies from last year's professional development. The principal has developed a walkthrough tool with the SCIL team that will help to collect data on what best practices are observed in the classroom.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Bay View staff use the California Common Core standards in all content areas to determine pacing and lessons for the year. Students take the iReady diagnostic in math and reading three times per year. The results of these diagnostics are used to determine groupings in the classroom, and to determine students who are in need of Tier II intervention. K-3rd grade teachers administer the Fountas and Pinnel reading assessment three times per year. Students also take three writing assessment per year that are graded on a common grade level rubric.

Results show that students are making substantial growth.

iReady Math

Diagnostic #3: 49% grade level and above (from 23% in the Fall)

iReady reading

Diagnostic #3: 62% grade level and above (from 41% in the Fall)

ELPAC:

14% score of 4 (12% in 21-22)

39% score of 3 (29% in 21-22)

24% score of 2 (35% in 21-22)

23% score of 1 (24% in 21-22)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The results of the above assessment, as well as daily formative assessments, allow teachers to determine what student already know, and where they need to focus their teaching energy. Teachers also talk in grade level Professional Learning Communities (PLC) about data, and determine best practices and changes that can be made to better support students. Additionally, our two Response to Instruction (RtI) Coordinators use assessment data to determine which students need Tier II and Tier III instruction. Those students participate in additional groups to supplement the core curriculum and boost skills.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirements for highly qualified staff as evidenced by "Standard Met" on the California School Dashboard - Local Indicators.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to instructional materials, and participate in professional development on adopted materials as evidenced by "Standard Met" on the California School Dashboard - Local Indicators.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff are surveyed each year to determine professional development needs. This year, Bay View teachers are participating in Curriculum and Assessment teams to align content and assessment across the district. 2023-24 PD will focus on designated and integrated ELD.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Bay View teachers have worked for the past year with an ELD TOSA to learn best practices. In addition, they have the opportunity to participate in district professional development days and curriculum and assessment teams. ELD Professional Development will include coaching in the classroom from ELD TOSA. Also, working with the CS TOSA to integrate CS and tech into instruction.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet twice per month in grade level PLCs to collaborate about student data, teaching practices, and adjustments to curriculum and pacing. In addition teachers meet 3 times per year with the RSP and Rtl teams for Student Learning Teams (SLT). Starting in 23/24 teachers will begin lesson studies and peer observations at Bay View and across the district.

## Teaching and Learning

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All adopted curriculum is based on Common Core standards. Additionally, high impact strategies are being implemented in classrooms and include integrated ELD.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Schools publish yearly schedules in reading language/arts and mathematics based on recommended instructional minutes in grades K - 8. Additionally, schools are required to turn in their planned instructional minutes in the Spring so District oversight ensures compliance.

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Each grade level has an intervention period built into the weekly grade level schedule.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of students have access to standards-based instructional materials appropriate to their course and grade level as noted in the School Accountability Report Card (SARC) and as evidenced by "Standard Met" on the California School Dashboard - Local Indicators.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses offered are aligned to the Common Core standards and frameworks. Intervention materials are also aligned to the skills needed to become grade-level proficient based on the Common Core standards.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are given access to small group instruction in addition to their regular core instruction. They also have access to supplemental materials to support intervention needs.

Evidence-based educational practices to raise student achievement

Bay View will focus on Integrated ELD and designated ELD. All teachers will participate in PD with West Ed as well as release days for lesson planning and lesson study.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Bay View has a Bilingual School Community Coordinator who maintains outreach to Spanish speaking families and can support families with additional resources. We have access to a Social Worker and Social Work intern that can also be a resource for families. Bay View also has a full time Counselor and 2 PBIS techs. In addition any underachieving students have access to intervention in the school day after school.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

NA

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Para-professional support in classrooms.  
RtI Coordinators in math and reading  
ASES after school support  
Professional development

Fiscal support (EPC)

Title I  
Title II  
ASES  
LCFF base  
LCFF supplemental  
ESSER 3  
ELOP After School

# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Throughout the year, input on stakeholder needs has been collected and analyzed. A District-wide survey of staff was conducted in February regarding technology needs, facility needs, and district operations. The results were examined by the district management team. Site principals shared findings with staff and determine areas of success and need in March. Culture and Climate Surveys were administered in February and reviewed with staff in the Spring. Staff would like to see more alignment across grade levels in all content areas. Staff is interested in exploring new ways to help students learn to self-regulate when experiencing difficult emotions. Overall, parents expressed interest in ensuring that both the academic needs and the social emotional needs of their children were met. Parents also expressed a desire to have the kids be part of a school community through social events (clubs, sports, events).

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	1.5%	0.91%	1.19%	5	3	4
Asian	1.5%	0.91%	1.19%	5	3	4
Filipino	0.3%	0.30%	0.3%	1	1	1
Hispanic/Latino	49.4%	49.39%	47.02%	167	162	158
Pacific Islander	0.6%	0.61%	0.6%	2	2	2
White	40.5%	42.68%	43.75%	137	140	147
Multiple/No Response	6.2%	4.27%	4.76%	21	14	16
<b>Total Enrollment</b>				338	328	336

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56	61	58
Grade 1	52	51	64
Grade 2	46	48	58
Grade 3	55	46	50
Grade 4	64	56	44
Grade 5	65	66	62
<b>Total Enrollment</b>	338	328	336

### Conclusions based on this data:

1. Percentages in sub-groups remain fairly constant even with declining enrollment.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	82	97	79	24.30%	29.6%	23.5%
Fluent English Proficient (FEP)	15	14	18	4.40%	4.3%	5.4%
Reclassified Fluent English Proficient (RFEP)	5			6.1%		

### Conclusions based on this data:

1. The number of English Language learners is declining.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	52	48		0	45		0	45		0.0	93.8	
Grade 4	62	57		0	57		0	57		0.0	100.0	
Grade 5	67	68		0	66		0	66		0.0	97.1	
All Grades	181	173		0	168		0	168		0.0	97.1	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.			24.44			11.11			24.44			40.00	
Grade 4		2459.			19.30			21.05			29.82			29.82	
Grade 5		2472.			13.64			27.27			19.70			39.39	
All Grades	N/A	N/A	N/A		18.45			20.83			24.40			36.31	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		22.22			55.56			22.22		
Grade 4		21.05			57.89			21.05		
Grade 5		12.12			62.12			25.76		
All Grades		17.86			58.93			23.21		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.78			40.00			42.22	
Grade 4		16.07			64.29			19.64	
Grade 5		12.31			52.31			35.38	
All Grades		15.06			53.01			31.93	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.33			68.89			17.78	
Grade 4		7.02			80.70			12.28	
Grade 5		9.09			75.76			15.15	
All Grades		9.52			75.60			14.88	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			51.11			28.89	
Grade 4		14.04			70.18			15.79	
Grade 5		9.09			62.12			28.79	
All Grades		13.69			61.90			24.40	

**Conclusions based on this data:**

1. ELA scores need to improve.
2. Writing and listening are notable focus areas for improvement.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	52	48		0	45		0	45		0.0	93.8	
Grade 4	62	57		0	56		0	56		0.0	98.2	
Grade 5	67	68		0	66		0	66		0.0	97.1	
All Grades	181	173		0	167		0	167		0.0	96.5	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2419.			20.00			15.56			31.11			33.33	
Grade 4		2461.			14.29			30.36			28.57			26.79	
Grade 5		2457.			12.12			10.61			25.76			51.52	
All Grades	N/A	N/A	N/A		14.97			18.56			28.14			38.32	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3			22.22			53.33			24.44
Grade 4			12.50			60.71			26.79
Grade 5			7.58			45.45			46.97
All Grades			13.17			52.69			34.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.78			48.89			33.33	
Grade 4		17.86			51.79			30.36	
Grade 5		4.55			50.00			45.45	
All Grades		12.57			50.30			37.13	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22			55.56			22.22	
Grade 4		17.86			53.57			28.57	
Grade 5		13.64			45.45			40.91	
All Grades		17.37			50.90			31.74	

**Conclusions based on this data:**

1. Math scores need improvement.
2. Problem solving will be an area of focus.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1413.5	1420.2		1414.5	1434.4		1411.2	1386.5		18	15	
<b>1</b>	1405.2	1411.4		1406.2	1425.7		1403.5	1396.6		13	20	
<b>2</b>	1465.5	1456.3		1469.1	1458.2		1461.6	1454.1		15	15	
<b>3</b>	1477.9	1474.4		1481.7	1479.1		1473.4	1469.0		16	13	
<b>4</b>	1498.2	1507.8		1503.5	1512.8		1492.5	1502.3		18	14	
<b>5</b>	1526.7	1518.0		1523.6	1522.6		1529.4	1512.7		16	14	
<b>All Grades</b>										96	91	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.11	20.00		22.22	20.00		44.44	33.33		22.22	26.67		18	15	
<b>1</b>	0.00	15.00		7.69	10.00		30.77	30.00		61.54	45.00		13	20	
<b>2</b>	7.14	6.67		28.57	26.67		50.00	46.67		14.29	20.00		14	15	
<b>3</b>	6.67	0.00		33.33	38.46		40.00	38.46		20.00	23.08		15	13	
<b>4</b>	17.65	7.14		23.53	50.00		47.06	28.57		11.76	14.29		17	14	
<b>5</b>	25.00	21.43		43.75	35.71		25.00	35.71		6.25	7.14		16	14	
<b>All Grades</b>	11.83	12.09		26.88	28.57		39.78	35.16		21.51	24.18		93	91	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.56	26.67		22.22	20.00		50.00	26.67		22.22	26.67		18	15	
<b>1</b>	0.00	20.00		15.38	25.00		38.46	25.00		46.15	30.00		13	20	
<b>2</b>	21.43	20.00		28.57	33.33		42.86	26.67		7.14	20.00		14	15	
<b>3</b>	6.67	7.69		73.33	46.15		6.67	38.46		13.33	7.69		15	13	
<b>4</b>	23.53	42.86		47.06	35.71		29.41	21.43		0.00	0.00		17	14	
<b>5</b>	43.75	42.86		43.75	42.86		6.25	7.14		6.25	7.14		16	14	
<b>All Grades</b>	17.20	26.37		38.71	32.97		29.03	24.18		15.05	16.48		93	91	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.11	6.67		22.22	20.00		33.33	40.00		33.33	33.33		18	15	
<b>1</b>	0.00	10.00		0.00	5.00		46.15	30.00		53.85	55.00		13	20	
<b>2</b>	7.14	6.67		14.29	20.00		50.00	40.00		28.57	33.33		14	15	
<b>3</b>	0.00	0.00		13.33	23.08		46.67	30.77		40.00	46.15		15	13	
<b>4</b>	11.76	0.00		5.88	35.71		58.82	35.71		23.53	28.57		17	14	
<b>5</b>	18.75	0.00		12.50	7.14		50.00	71.43		18.75	21.43		16	14	
<b>All Grades</b>	8.60	4.40		11.83	17.58		47.31	40.66		32.26	37.36		93	91	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.88	26.67		82.35	46.67		11.76	26.67		17	15	
<b>1</b>	8.33	25.00		66.67	50.00		25.00	25.00		12	20	
<b>2</b>	7.14	6.67		85.71	86.67		7.14	6.67		14	15	
<b>3</b>	13.33	30.77		73.33	61.54		13.33	7.69		15	13	
<b>4</b>	41.18	42.86		47.06	50.00		11.76	7.14		17	14	
<b>5</b>	43.75	28.57		50.00	64.29		6.25	7.14		16	14	
<b>All Grades</b>	20.88	26.37		67.03	59.34		12.09	14.29		91	91	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.67	33.33		44.44	46.67		38.89	20.00		18	15	
<b>1</b>	0.00	15.00		30.77	45.00		69.23	40.00		13	20	
<b>2</b>	28.57	20.00		57.14	53.33		14.29	26.67		14	15	
<b>3</b>	33.33	15.38		60.00	69.23		6.67	15.38		15	13	
<b>4</b>	29.41	42.86		70.59	57.14		0.00	0.00		17	14	
<b>5</b>	56.25	57.14		31.25	21.43		12.50	21.43		16	14	
<b>All Grades</b>	27.96	29.67		49.46	48.35		22.58	21.98		93	91	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.11	13.33		61.11	53.33		27.78	33.33		18	15	
<b>1</b>	0.00	15.00		33.33	10.00		66.67	75.00		12	20	
<b>2</b>	14.29	6.67		42.86	53.33		42.86	40.00		14	15	
<b>3</b>	0.00	0.00		40.00	38.46		60.00	61.54		15	13	
<b>4</b>	17.65	0.00		52.94	64.29		29.41	35.71		17	14	
<b>5</b>	18.75	7.14		50.00	64.29		31.25	28.57		16	14	
<b>All Grades</b>	10.87	7.69		47.83	45.05		41.30	47.25		92	91	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	38.89	20.00		38.89	40.00		22.22	40.00		18	15	
<b>1</b>	0.00	5.00		46.15	45.00		53.85	50.00		13	20	
<b>2</b>	7.14	6.67		64.29	66.67		28.57	26.67		14	15	
<b>3</b>	0.00	0.00		66.67	92.31		33.33	7.69		15	13	
<b>4</b>	5.88	7.14		58.82	71.43		35.29	21.43		17	14	
<b>5</b>	6.25	0.00		81.25	85.71		12.50	14.29		16	14	
<b>All Grades</b>	10.75	6.59		59.14	64.84		30.11	28.57		93	91	

**Conclusions based on this data:**

1. Written language is the highest area of need on ELPAC scores.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>328</b>	<b>52.4</b>	<b>29.6</b>	<b>0.3</b>
Total Number of Students enrolled in Bay View Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	29.6
Foster Youth	1	0.3
Homeless	5	1.5
Socioeconomically Disadvantaged	172	52.4
Students with Disabilities	51	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.9
American Indian		
Asian	3	0.9
Filipino	1	0.3
Hispanic	162	49.4
Two or More Races	14	4.3
Pacific Islander	2	0.6
White	140	42.7

**Conclusions based on this data:**

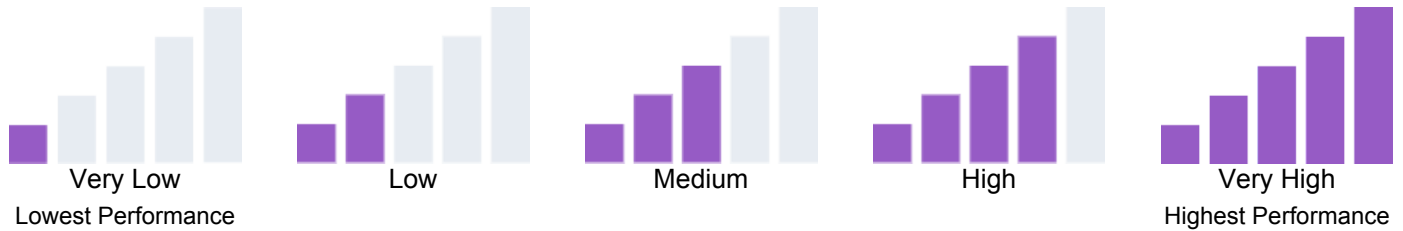
1. Our largest sub-group is our socio-economically disadvantaged students which represent 52.4% of our student population. It is critical that we continue to offer supports, such as our food and nutrition, our breakfast and lunch program, and Dientes dental screening program at our school to support students.
2. Our second largest sub group at 29.6% is our English Language Learner group. Designated and integrated English Language Development (ELD) instruction are key supports in place to serve these students.

# School and Student Performance Data

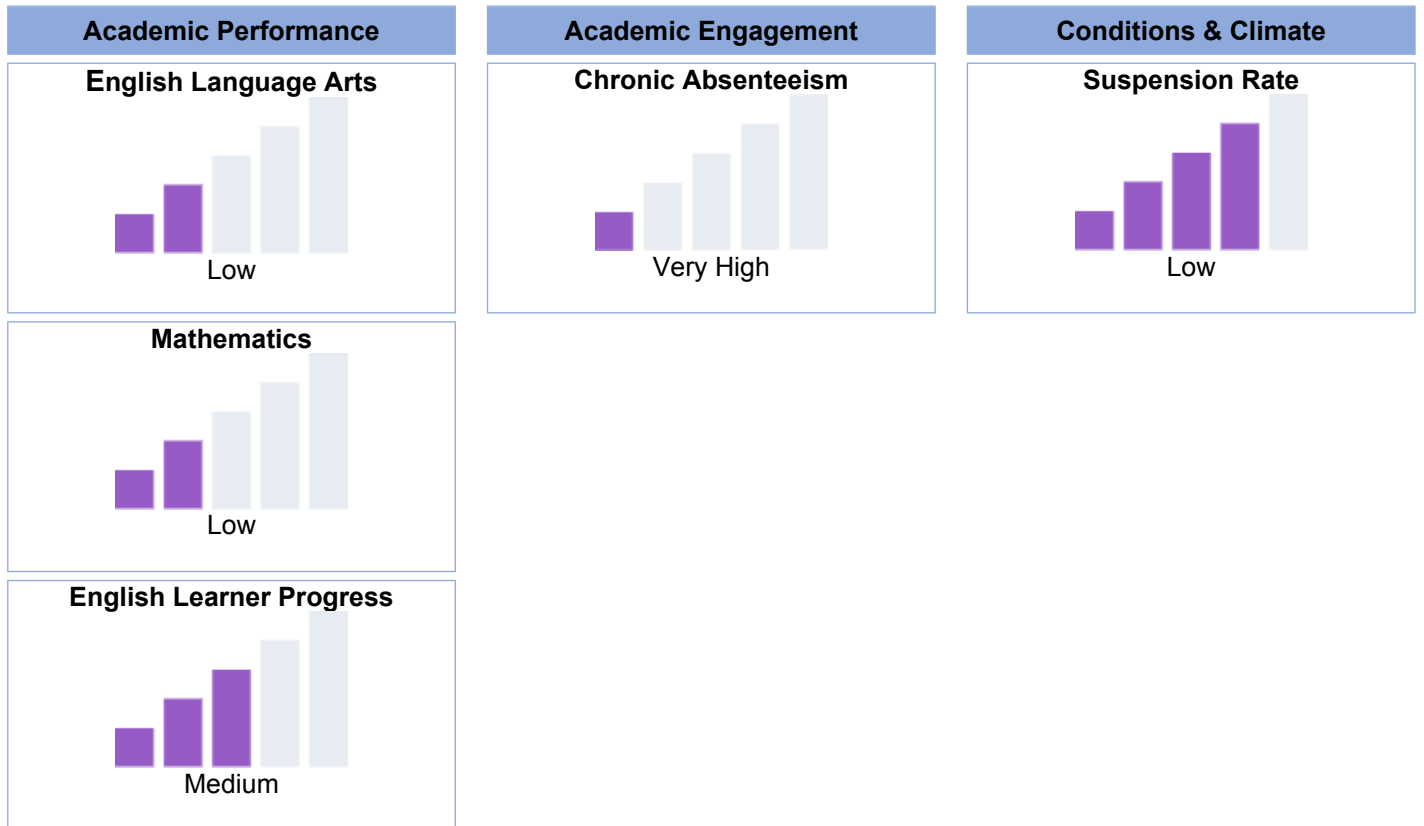
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

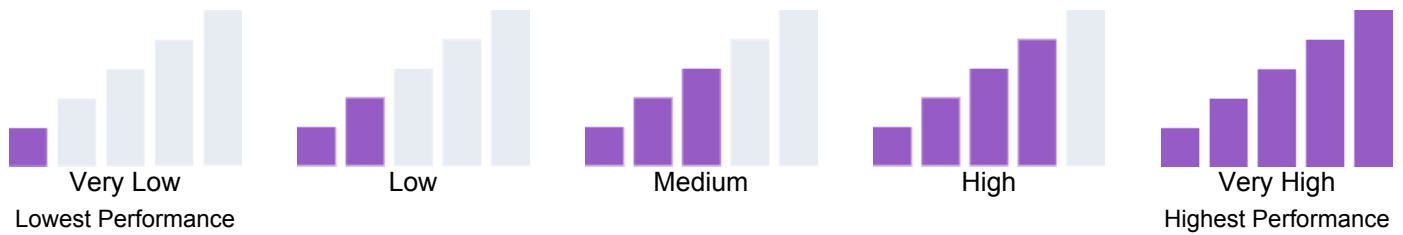
1. Math and ELA are focus areas for next year.
2. Chronic absenteeism is another area of need.

# School and Student Performance Data

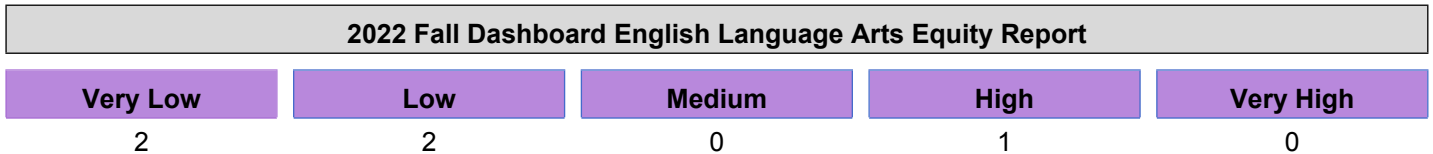
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

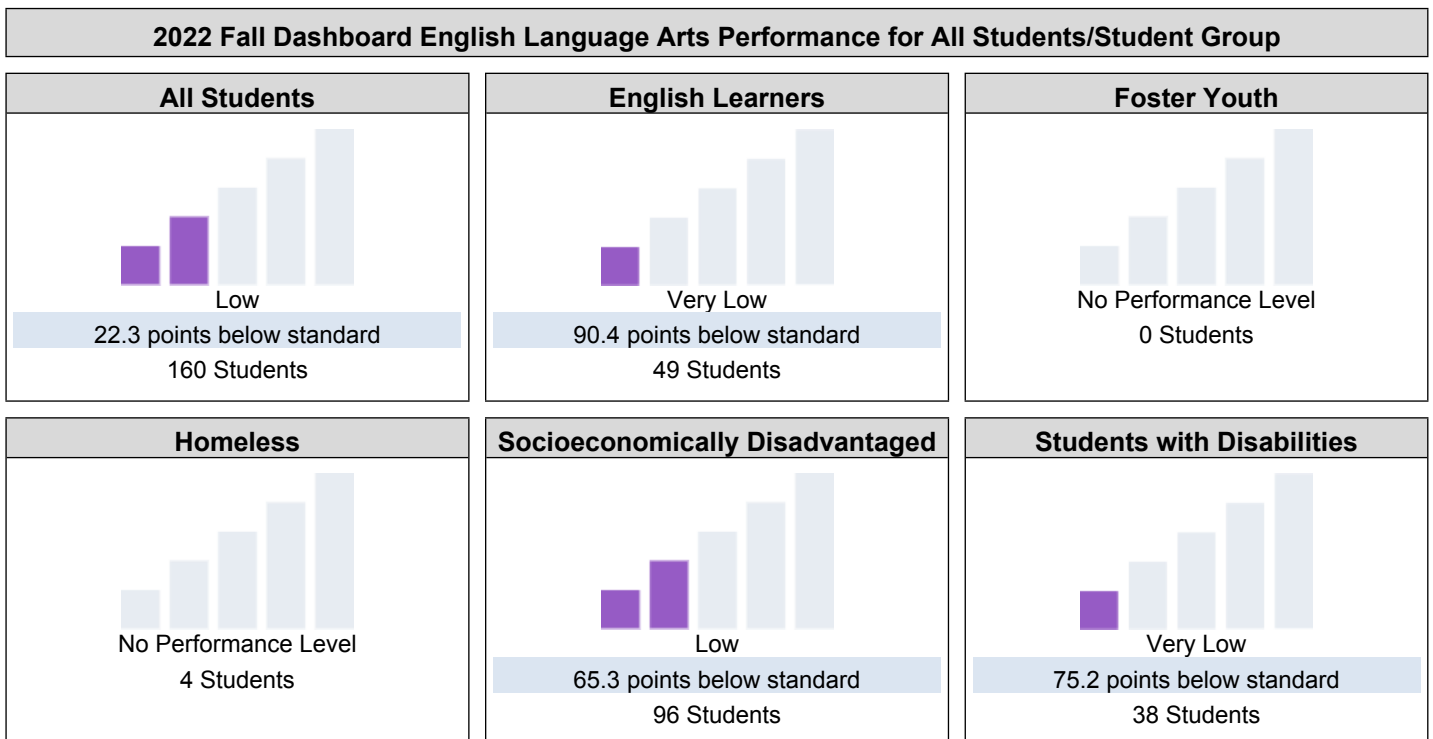
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



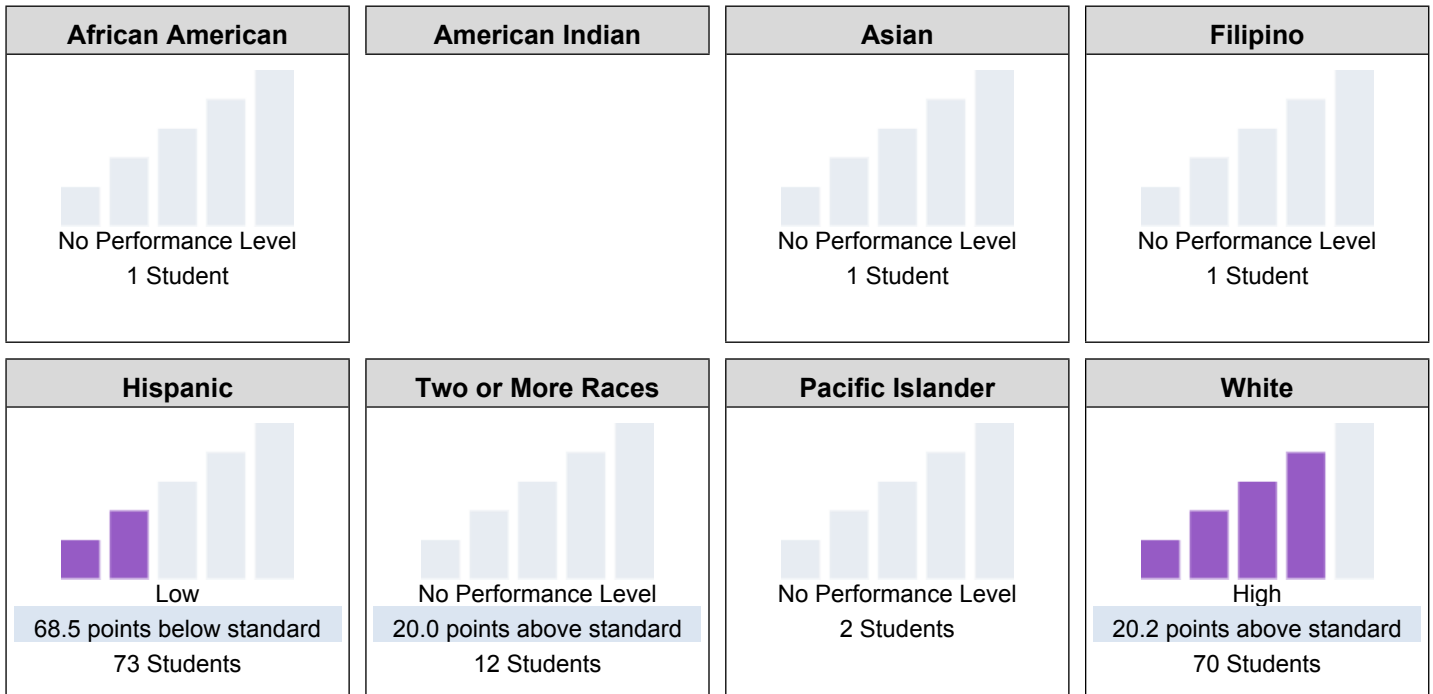
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>107.1 points below standard 40 Students</p>	<p>9 Students</p>	<p>8.6 points above standard 108 Students</p>

**Conclusions based on this data:**

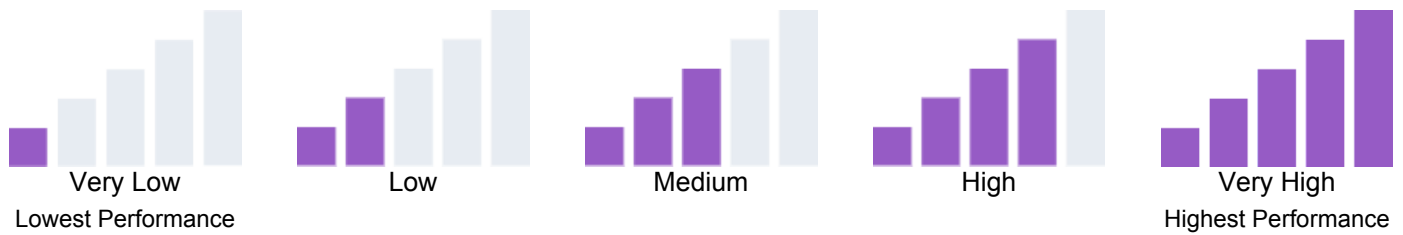
1. All student groups perform substantially lower than white students on the ELA assessment.

# School and Student Performance Data

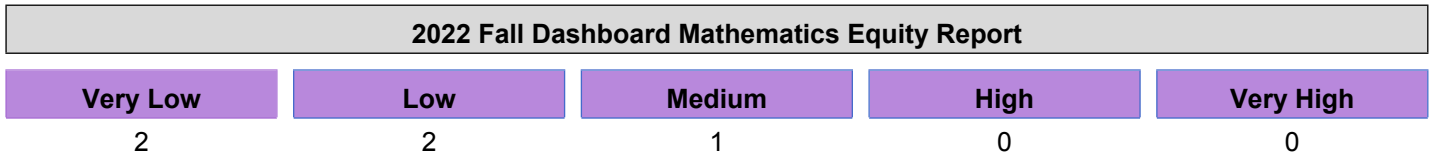
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

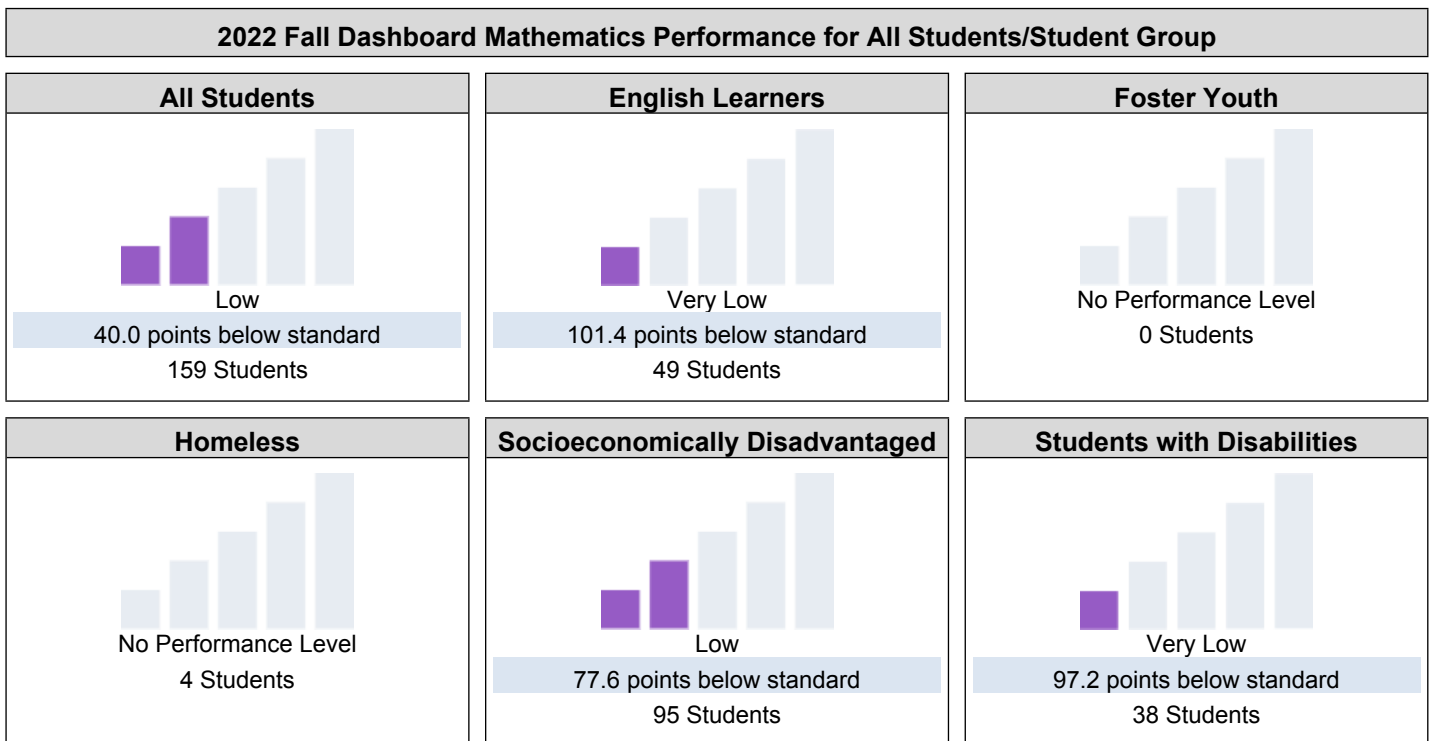
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



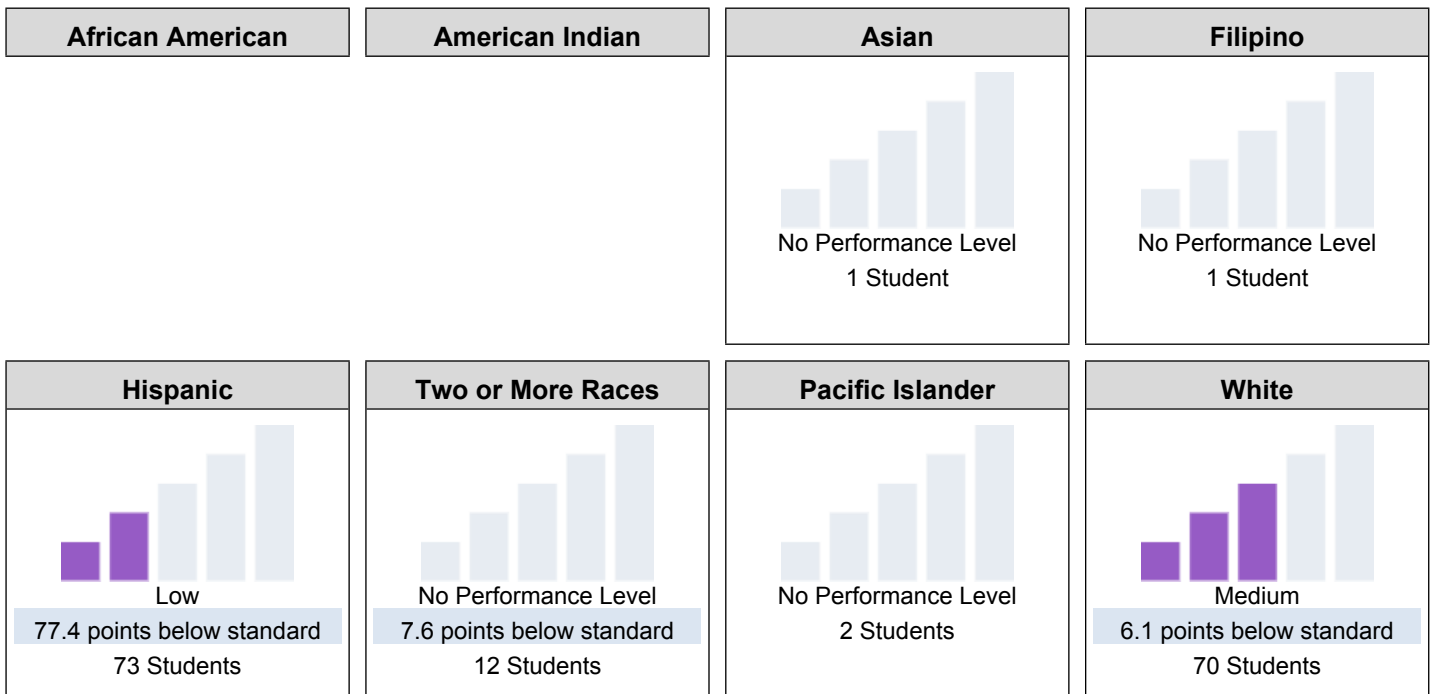
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>106.7 points below standard 40 Students</p>	<p>9 Students</p>	<p>12.1 points below standard 107 Students</p>

**Conclusions based on this data:**

1. Math performance needs to be addressed in all areas.

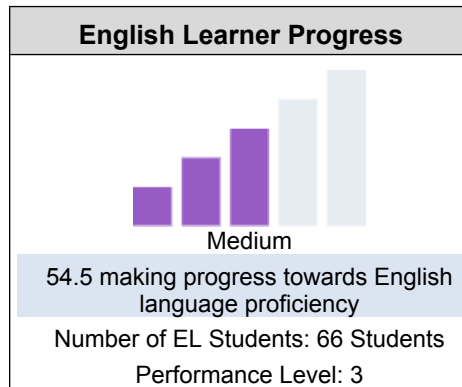
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.7%	28.8%	0.0%	54.5%

#### Conclusions based on this data:

- 54% of students made at least one year's growth on ELPAC. This is an increase from past years.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

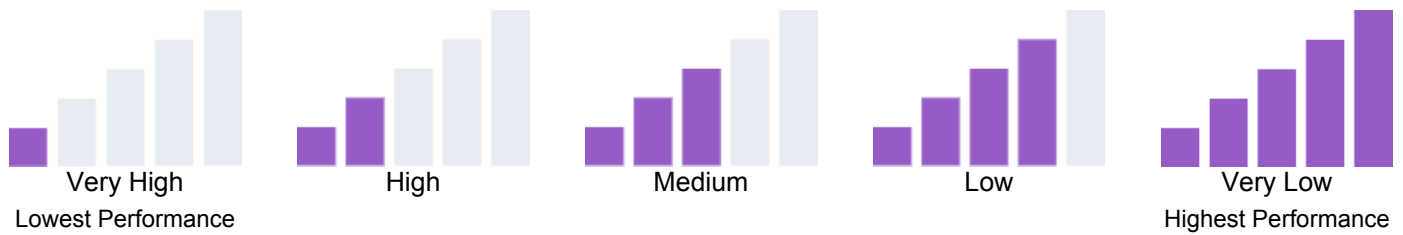
- 1.

# School and Student Performance Data

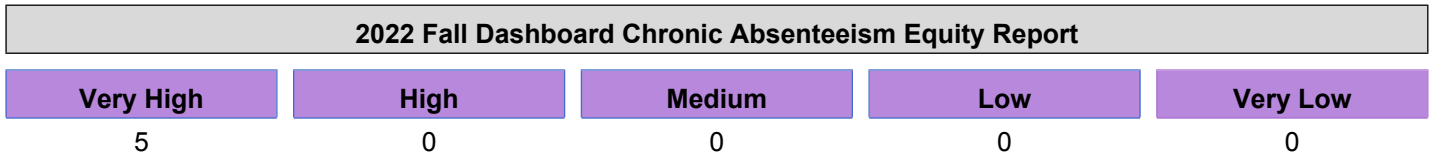
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

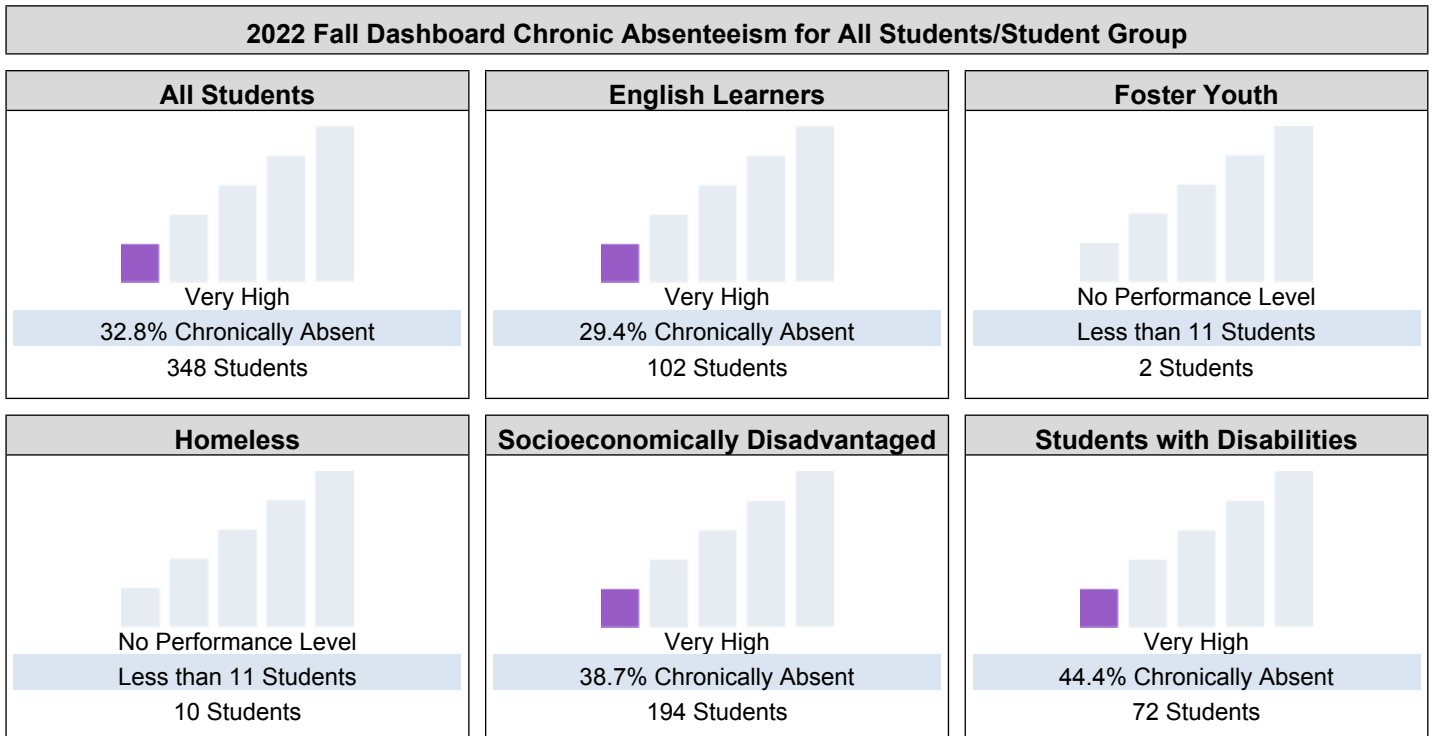
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



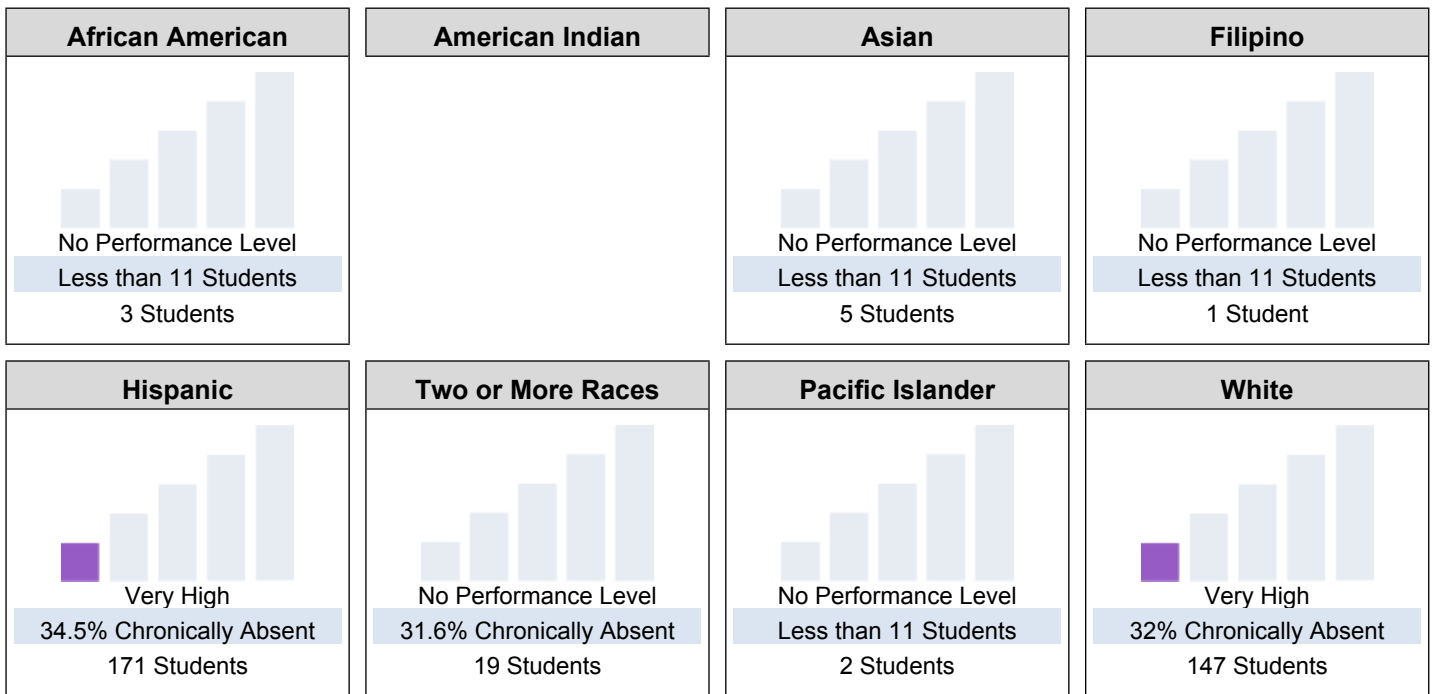
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Our overall absenteeism rate is very high which suggests more school-wide emphasis on attendance improvement is needed.

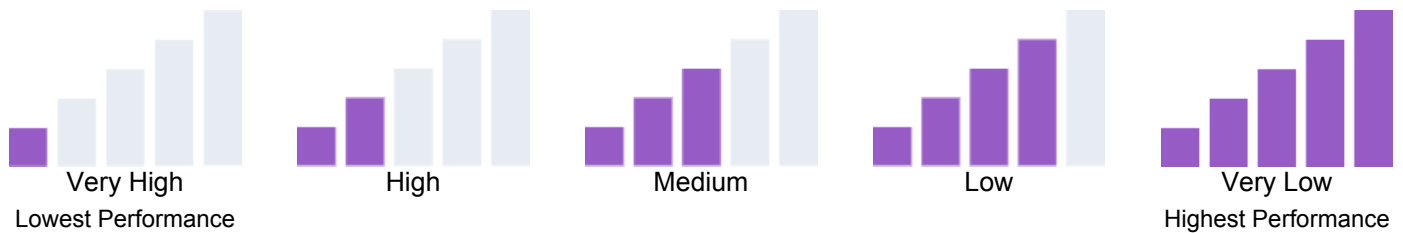


# School and Student Performance Data

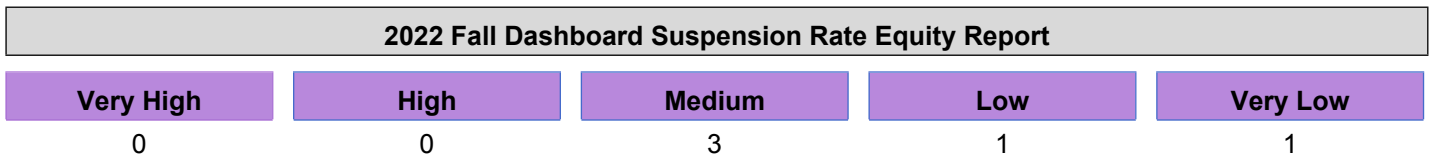
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

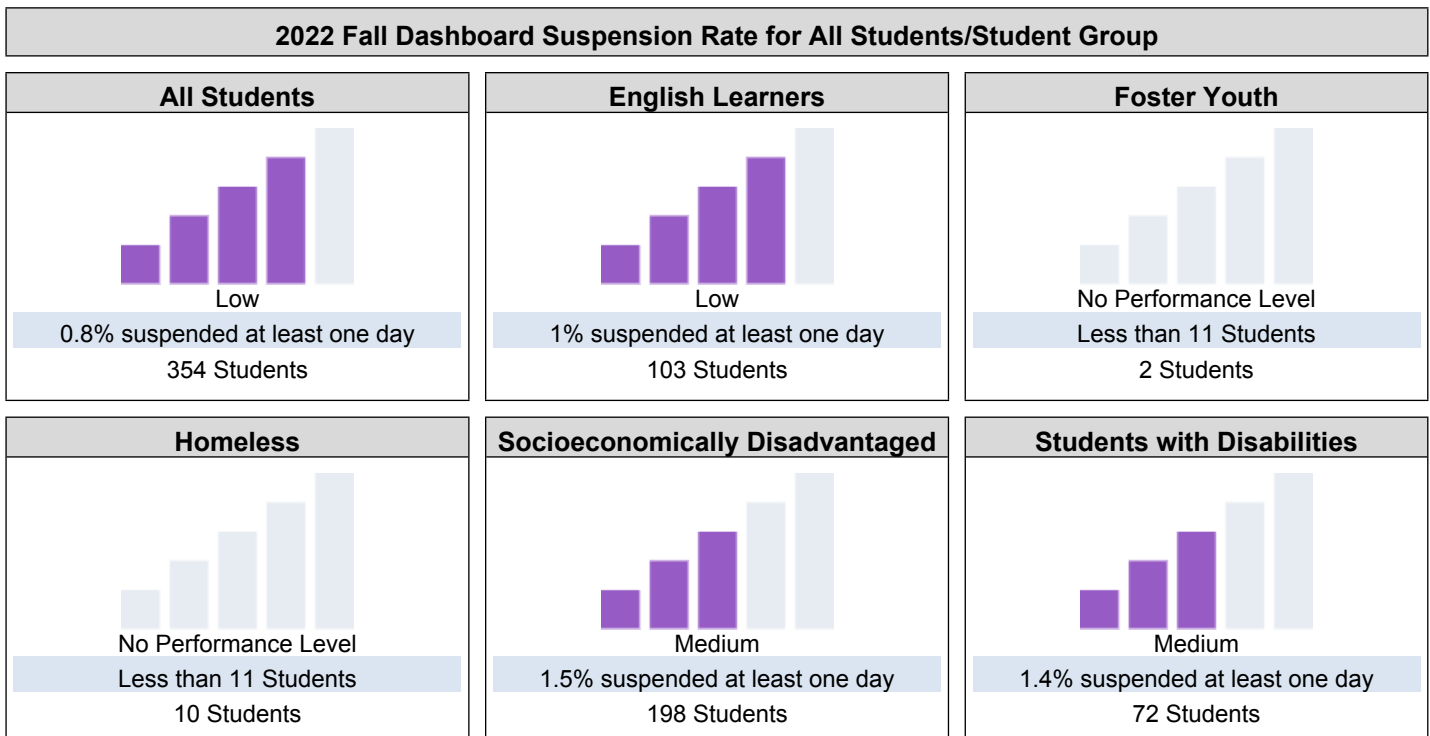
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



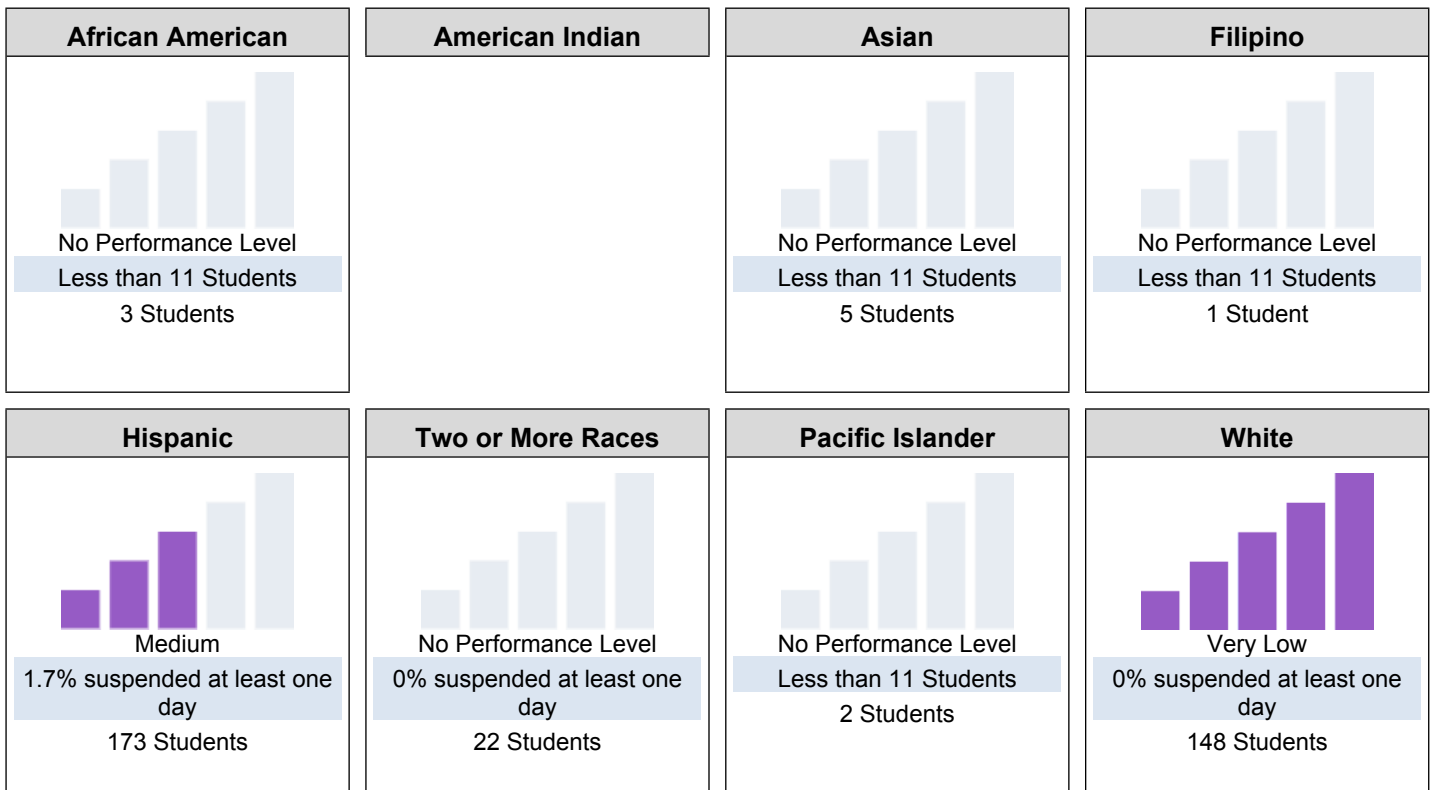
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- Overall suspension rates are low. Bay View houses the SDC program for Emotionally Disturbed students, so there will likely be suspensions each year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.  
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

## Goal 1

All students will make academic literacy growth as measured by the CAASPP ELA assessment.

## Identified Need

There is an achievement gap between white student group and other student groups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP Data: All Students	18.2 below standard	"All Students" will improve a minimum of 3 points on the 2023 ELA CAASPP.
English Language Arts CAASPP Data: English Learners	91 points below standard	English Learners will improve a minimum of 3 points on the 2023 ELA CAASPP.
English Language Arts CAASPP Data: Students with Disabilities	108.6 points below standard	Students with Disabilities will improve a minimum of 3 points on the 2023 ELA CAASPP.
English Language Arts CAASPP Data: Hispanic	71.8 points below standard	Hispanic students will improve a minimum of 3 points on the 2023 ELA CAASPP.
English Language Arts CAASPP Data: Socioeconomically Disadvantaged	72.8 points below standard	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2023 ELA CAASPP.
English Language Arts CAASPP Data: White	12.8 points above standard	Students identifying with two or more races will improve a minimum of 3 points on the 2023 ELA CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be supported by this strategy/activity with particular emphasis on Title 1 and ELL students

### Strategy/Activity

Refining our progress monitoring system using two summative assessments that will be used to monitor our growth in English Language Arts: Fountas and Pinnell Benchmark Assessments System (F&P) and iReady Reading. Teachers will have three opportunities to come together with their grade level colleagues and literacy support staff in Student Learning Team (SLT) meetings to analyze summative assessment data and create literacy-based Action Plans.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7,500	LCFF - Base 1000-1999: Certificated Personnel Salaries Sub costs for SLTs
5,000	LCFF - Supplemental 4000-4999: Books And Supplies Assessment tools such as assessment kits, software license, or ipads, chrome books, laptops, supplemental assessments
5,000	Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures F&P training

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be supported by this strategy/activity with particular emphasis on Title 1 and ELL students

### Strategy/Activity

Teachers will use Next Generation Science Standards (NGSS) instruction to support academic literacy development. Teachers will identify common summative and formative NGSS assessments to be used in cycles of inquiry to monitor language and content area growth. Teachers will utilize assessments provided in district adopted content curriculum (Benchmark Workshop and FOSS) and supplement with additional resources when appropriate.

### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3,000	Lottery: Instructional Materials 4000-4999: Books And Supplies replacement FOSS kits and other science materials
2,500	None Specified 5800: Professional/Consulting Services And Operating Expenditures Work with Lawrence Hall of Sciences to have science assemblies/ shows

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Striving readers, including English Language Learners, Latino Students, Socio-economically Disadvantaged students

#### Strategy/Activity

Teachers will participate in lesson study and observation with a focus on best practices in ELA instruction.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

12,000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Substitute teacher release time
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### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this action with particular emphasis on Title 1 and ELL students

#### Strategy/Activity

Continue to develop a Pyramid of Intervention that supports literacy. Rtl coordinator will work with para-educators, Classroom teachers, Special Education Staff, and After school staff to support students in need of extra assistance in ELA. In the coming years Rtl will offer phonics intervention as part of literacy intervention.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra hourly for paras to participate in planning beyond their work day
115,022	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELA Rtl coordinator

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL, low income, homeless, foster youth, special education, striving learners

#### Strategy/Activity

Use ASES staff and after school time to support the learning needs of students, through tutoring and enrichment activities.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5,000	After School and Education Safety (ASES) 4000-4999: Books And Supplies materials to support student learning
10,973	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures Enrichment classes & tutoring support
2500	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures transportation for enrichment activities
200	LCFF 5800: Professional/Consulting Services And Operating Expenditures PD for after school staff
2500	LCFF 1000-1999: Certificated Personnel Salaries Afterschool ASES support

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support teachers and Library Media Teachers in diversifying libraries to better reflect the make up of our student body

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5,000

LCFF - Supplemental  
4000-4999: Books And Supplies  
Books for library and classroom library

**Strategy/Activity 7**

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

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support kinder and TK classes with using manipulatives to support phonemic awareness, blending, and other literacy activities. Purchase handwriting without tears for all classrooms.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000

LCFF - Base  
4000-4999: Books And Supplies  
manipulatives for classrooms

10000

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Handwriting Without Tears curriculum

**Strategy/Activity 8**

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

(Identify either All Students or one or more specific student groups)

All students TK-3

Strategy/Activity

Learning without Tears for all TK-3 grade students for letter and number formation.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6,0000

Lottery: Instructional Materials

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students in combo classes

Strategy/Activity

Extra support for reading workshop

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,000

LCFF - Supplemental

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide job alike professional development so they can better support students.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4,000

LCFF - Supplemental

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

SPED students

Strategy/Activity

Provide professional development to SPED teachers so they can better support SPED students.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1,500

Title II Part A: Improving Teacher Quality

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The effectiveness of the work we did in 22/23 will not be known until CAASPP scores will be released in 9/23. iReady reading assessments indicate that there was substantial growth for all students this year, but it is unclear if the growth will be enough to meet CAASPP goals for this plan.

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

Expenditures and implementation were as expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy number 3 was added to support teachers in implementing best practices for literacy in their classroom. These strategies should support student growth on CAASPP.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.  
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

## Goal 2

All students will make mathematics growth as measured by CAASPP

## Identified Need

Students are underperforming in math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mathematics CAASPP Data: All Students	13.5 points below standard	"All Students" will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: English Learners	68.9 points below standard	English Learners will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: Students with Disabilities	31 points below standard	Students with Disabilities will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: Socioeconomically Disadvantaged	53.9 points below standard	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: Hispanic	47.2 points below standard	Hispanic will improve a minimum of 3 points on the 2023 Math CAASPP.
Mathematics CAASPP Data: White	11.2 points above standard	White students will improve a minimum of 3 points on the 2023 Math CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from this strategy/action with particular emphasis on Title 1 and ELL students

#### Strategy/Activity

Use iReady math diagnostic to monitor student growth, provide data for teachers to analyze to support instruction, create small groups, and target instruction to student need.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7500

CARES Act  
4000-4999: Books And Supplies  
iReady Math Diagnostic software

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Striving learners, including English Language Learners, Latino Students, Socio-economically Disadvantaged students

#### Strategy/Activity

Use the services of the Math Rtl coordinator to develop a comprehensive math intervention program to support students that are below grade level. Students will have access to myPath, a component of iReady math, to support specific learning targets for students below grade level with teacher taught lessons and software to improve learning.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

102,623

CARES Act  
1000-1999: Certificated Personnel Salaries  
Math Rtl coordinator

12,000

CARES Act  
4000-4999: Books And Supplies  
iReady myPathways math intervention curriculum

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Transition from whole group math instruction to a math workshop model. Lesson study, classroom observations on site or at other schools.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,500	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Professional development for all teachers in math workshop model
5,000	LCFF - Supplemental 4000-4999: Books And Supplies supplies for math workshop, books
3,000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Subs or extra hourly for teachers
2,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Assist extra prep & assessment time for Rti Math Classified hourly

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education students

### Strategy/Activity

Collaborate with general education and Special Education teachers to support students with IEPs to ensure they are meeting growth targets in mathematics.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4000	LCFF - Base 1000-1999: Certificated Personnel Salaries Sub time for collaboration between grade level and SPED teachers
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### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



ELL, low income, homeless, foster youth, special education, striving learners

Strategy/Activity

Plan and deliver a Family Math Night to help parents to learn how to support their students at home, as well as games they can play as a family that support math growth.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000

Title I  
4000-4999: Books And Supplies  
Supplies for family math night

1000

Donations  
4000-4999: Books And Supplies  
Food for family math nights

**Strategy/Activity 6**

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

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

STEAM teacher will use science, engineering and art to teach math concepts and vocabulary

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

44,000

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Implementation of goals started, some classes are already doing workshop. All classes have Tier 2 support from Rti in math.

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

All expenditures occurred as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The focus for 23-24 will need to be acceleration of learning in math. Goals include implementing a robust RtI program for math to support student learning. Some teachers are implementing math workshop in some grades and all grades are getting push in RtI math support 4x/ week. Math will also be a place for professional growth and conversations in PLC, SLT and PD work this year. We also plan to do some lesson study in math with an ELD focus in 22-23

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.  
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

## Goal 3

All English Learners will be academically successful as measured by ELA CAASPP, Mathematics CAASPP, Chronic Absenteeism and Suspension Dashboard Indicators

## Identified Need

EL students are not progressing at the same rate as EO students and need focused attention to support their growth.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP Data: English Learners	91 points below standard	English Learners will improve a minimum of 3 points on the 2023 ELA CAASPP.
Mathematics CAASPP Data: English Learners	97.9 points below standard	English Learners will improve a minimum of 3 points on the 2023 Math CAASPP.
Chronic Absenteeism: The percentage of English Learners chronically absent, meaning students that have been absent more than 10% of the school year.	15.5% chronically absent	We will decrease the percentage of chronically absent English Learners by at least .5%.
Suspension Rate: The percentage of English Learners being suspended during the school year.	1% suspended at least once	We will maintain at 0-1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Staff will use the ELD Roadmap to evaluate current practices for English Language Learners at Bay View, and develop action plans for how to improve learning for EL students.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500

LCFF  
4000-4999: Books And Supplies  
Copies of the EL roadmap for all staff

5000

Title I  
4000-4999: Books And Supplies  
ELD books and materials

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

#### Strategy/Activity

Administer the ELPAC practice test to all EL students, and analyze the errors to better understand what specific skills are holding students back from passing. Teachers will work as grade levels to determine time to administer the practice tests and analyze the results.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners and Redesigned English Language Learners

#### Strategy/Activity

Review the walkthrough template with the SCIL team that highlights best practices for integrated ELD in the classroom, and then use the data from those walkthroughs with all staff to determine professional development needs and help teachers to better understand integrate ELD in their classrooms.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners and Redesigned English Language Learners

#### Strategy/Activity

Three times this year teachers will be released to participate in LRT meetings to monitor English Learner progress, determine instructional needs for those students, and plan for how to support those students in the classroom.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,000

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Substitutes

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners and Redesigned English Language Learners

#### Strategy/Activity

Increase outreach, education and engagement and offer more opportunities for EL parents to participate in the school community.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5,000

Donations  
0000: Unrestricted  
Food, supplies for ELAC/ PTO meetings.  
Supplies for parent education nights.

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Offering SSL and ELL classes for all parents & parents after school to help with school connectedness and social friendships.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000

LCFF - Supplemental

**Strategy/Activity 7**

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

(Identify either All Students or one or more specific student groups)

EL students

**Strategy/Activity**

West ED PD on Designated and Integrated ELD 5 times with teacher release days for cohesive lesson planning and lesson study.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,0000

LCFF - Supplemental

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

LRT meetings were successful in determining specific learning objectives for EL students.

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

All expenditures were as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on using designated and integrated ELD strategies to support our English Language Learners. Staff will use SLT, PLC and PD time to identify and target specific goals for EL students based on 2023 Spring or 2023 Initial ELPAC scores and i ready diagnostic scores.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

## Goal 4

All students will feel connected to their school as measured by attendance data and school suspension data

## Identified Need

By helping kids feel more connected to school we hope to reduce suspensions and chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	17.4% chronically absent	We will decrease the percentage of chronically absent "All Students" by .5% or more.
Chronic Absenteeism: Percent of Students with Disabilities absent more than 10% of the school year	24.4% chronically absent	We will decrease the percentage of chronically absent Students with Disabilities by .5% or more.
Chronic Absenteeism: Percent of Socioeconomically Disadvantaged students absent more than 10% of the school year	20% chronically absent	We will decrease the percentage of chronically absent Socioeconomically Disadvantaged students by .5% or more.
Chronic Absenteeism: Percent of English Learners absent more than 10% of the school year	15.5% chronically absent	We will decrease the percentage of chronically absent English Learners by .5% or more.
Chronic Absenteeism: Percent of Hispanic students absent more than 10% of the school year	17.9% chronically absent	We will decrease the percentage of chronically absent Hispanic students by .5% or more.
Suspension: Percent of "All Students" suspended once during the school year	1.7% of all students were suspended once	We will decrease the percentage of suspensions for all students by .5%



Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Habitually truant students (with particular focus on special education, Latino, ELL, and socio-economically disadvantaged students) and students at-risk of suspension

#### Strategy/Activity

Continue implementation of PBIS school wide to support positive school behavior school connectedness and reduce suspensions.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,500

Title I  
1000-1999: Certificated Personnel Salaries  
Extended extra-hourly duty (when appropriate)  
for support staff to attend data entry and data  
analysis training, to enter data into data system,  
and to run reports.

1,000

LCFF - Supplemental  
4000-4999: Books And Supplies  
Supplies to support PBIS implementation

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special emphasis on habitually truant students (with particular focus on special education, Latino, ELL, and socio-economically disadvantaged students) and students at-risk of suspension

#### Strategy/Activity

Implement Second Step to support student social emotional learning.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

Title I  
4000-4999: Books And Supplies  
Book, supplies, to implement

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special emphasis on habitually truant students

#### Strategy/Activity

Develop an attendance review team. As a team analyze chronic absenteeism weekly and make phone calls and home visits for truant kids.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1,500

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
extra hourly as needed to support attendance  
review team.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

students at-risk of suspension

#### Strategy/Activity

Work with the SAIL team increase mainstreaming opportunities and collaboration between general education and special education teachers.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,000

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Sub release or extra hourly for SAIL/ RSP/ Gen  
Ed Collaborations meetings and peer  
observations

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Refine Short Term Independent study contracts process to ensure all families have access as appropriate.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Strategy/Activity 6**

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

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Start "Lunch on the Lawn" two or 3 times per year to invite families to picnic with the studnets at lunch time

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Strategy/Activity 7**

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

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide assemblies for students throughout the school year to promote healthy choices and school connectedness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4,000

LCFF - Supplemental

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

We continued our work with Second Step. We've planned 3 assemblies with SEL foci. Attendance review teams, alternatives to suspension, and other social emotional learning strategies to ensure a re-education in suspension and chronic absenteeism. We do frequent home visits and parent support meetings to ensure kids are at school on time.

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

All expenditures occurred as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities 6,7 and 7 have been added to help address issues on site.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$587,818.00

## 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 (\$)
Title I	\$10,500.00
Title I Part A: Allocation	\$48,000.00
Title II Part A: Improving Teacher Quality	\$19,000.00
Title IV Part A: Student Support and Academic Enrichment	\$5,000.00

Subtotal of additional federal funds included for this school: \$82,500.00

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

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$18,473.00
CARES Act	\$122,123.00
Donations	\$6,000.00
LCFF	\$3,200.00
LCFF - Base	\$23,500.00
LCFF - Supplemental	\$256,522.00
Lottery: Instructional Materials	\$73,000.00
None Specified	\$2,500.00

Subtotal of state or local funds included for this school: \$505,318.00

Total of federal, state, and/or local funds for this school: \$587,818.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: 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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Renee Golder	Principal
Shelby Dong	Classroom Teacher
Lauren Shiner	Classroom Teacher
Donna Gefken	Other School Staff
Kristina Quilici	Parent or Community Member
Jennifer Johnston	Classroom Teacher
Elisa Gonzales	Parent or Community Member
Sara Norris	Parent or Community Member
Karen Benitez	Parent or Community Member
Mara Hamilton	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on 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.

This SPSA was adopted by the SSC at a public meeting on 5/5/22.

Attested:

Principal, Renee Golder on 5/5/22

SSC Chairperson, Kristina Quilici on 5/5/22