

School Year: **2019-20**



**Bayside
Academy**
STEAM K-5 | STEM 6-8

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
Bayside Academy	41690396044820	June 10, 2019	

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Stakeholder 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

With each group listed, we looked at student achievement, school climate, and parent engagement data. We then received input on causes related to data results and actions on how to effectively meet the needs of our students going forward:

ELAC: April 30th
 Staff: April 30th and May 14th
 PTA: May 3rd
 Site Council: May 6th
 Student Council: May 22nd

We received feedback from the SSC on June 10th

We received additional feedback from the following groups on:

ELAC:
 Staff:
 PTA:
 Site Council:
 Student Council:

School and Student Performance Data

Student Population

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

2017-18 Student Population			
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Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
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Student Group	Total	Percentage
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Enrollment by Race/Ethnicity		
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Student Group	Total	Percentage
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Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Bayside Academy School								
Literacy								
Summative Indicators								
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target	
Overall "Average Points Above Standard"	N/A	16.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	16.4 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)		N/A	N/A	N/A	4 point rise
SED "Average Points Above Standard"	N/A	-44.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		0 points above	-44.5 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)		N/A	N/A	N/A	15 point rise
EL "Average Points Above Standard"	N/A	-43.6 points below standard	GROWTH (PROGRESS EXPECTED)		N/A	N/A	N/A	15 point rise
SwD "Average Points Above Standard"	N/A	-102.9 points below standard	GROWTH (PROGRESS EXPECTED)		N/A	N/A	N/A	15 point rise
3rd Grade "Average Points Above Standard"	N/A	-6.2 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	-6.2 points below	No	10 points above
5th Grade "Average Points Above Standard"	N/A	-24.3 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	-24.3 points below	No	10 points above
8th Grade "Average Points Above Standard"	20.4 points above standard	14.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	14.4 points above	Yes	10 points above
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)		Pending	Pending	Pending	Pending
Leading Indicators								
	Baseline [Fall 2018]	Final Assessment [Spring 2019]						
Galileo	52% Met Standard	51% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	51% Met	No	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)		80 % Met Growth	44% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester						
F&P	42% Met Standard	53% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	53% Met	No	65 % Met
			GROWTH (PROGRESS EXPECTED)		80 % Met Growth	47% Met Growth	No	80 % Met Growth

		Mathematics					
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	N/A	-5.1 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-5.1 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	5 point rise
SED "Average Points Above Standard"	N/A	-73.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-73.5 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
EL "Average Points Above Standard"	N/A	-69.4 points below standard	GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
SwD "Average Points Above Standard"	N/A	-145.1 points below standard	GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
3rd Grade "Average Points Above Standard"	N/A	-12.3 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-12.3 points below	No	10 points above
5th Grade "Average Points Above Standard"	N/A	-59.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-59.5 points below	No	10 points above
8th Grade "Average Points Above Standard"	-0.6 points below standard	-2.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-2.6 points below	No	10 points above
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	42% Met Standard	42% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	42% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	44% Met Growth	No	80 % Met Growth

Bayside 6th-8th Comparison		Literacy					
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	26.9 points above standard	18.8 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	18.8 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	4 point rise	-8.1 point decrease	No	4 point rise
SED "Average Points Above Standard"	-34.2 points below standard	-45.2 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-44.5 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-11 point decrease	No	15 point rise
EL "Average Points Above Standard"	-38.6 points below standard	-68 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-29.4 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-99.9 points below standard	-110.6 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-10.7 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	N/A points above standard	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	N/A	N/A	10 points above
5th Grade "Average Points Above Standard"	N/A points above standard	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	N/A	N/A	10 points above
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Bayside 6th-8th Comparison		Mathematics					
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	2.8 points above standard	-8.8 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-8.8 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	3 point rise	-11.6 point decrease	No	5 point rise
SED "Average Points Above Standard"	-66.4 points below standard	-79.8 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-79.8 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-13.4 point decrease	No	15 point rise
EL "Average Points Above Standard"	-66.1 points below standard	-95.6 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-29.5 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-152.9 points below standard	-162.7 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-9.8 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	N/A points above standard	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	N/A	N/A	10 points above
5th Grade "Average Points Above Standard"	N/A points above standard	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	N/A	N/A	10 points above

Data Statements: Strength

- Overall, students have met standard on the ELA CAASPP assessment (grades 3-8). They are 16.4 points above standard on average. Students are only 5 points below meeting standard on the math CAASPP assessment on average (grades 3-8).

Data Statements: Challenges

- Our subgroups, including English learners, socioeconomically disadvantaged students, and students with disabilities are performing below standard on both the ELA and math CAASPP assessments

Why are we getting these results?

- Do not have sufficient support structures and interventions for English learners, socioeconomically disadvantaged students, and students with disabilities in ELA and math.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Data Statement: Strengths

1. Bayside will have Dashboard baseline data in the fall of 2019.

Data Statement: Challenges

2. Bayside will have Dashboard baseline data in the fall of 2019. However, based on site data, there is an increase from 6.74% chronically absent in 2017-18 to 8.15% in 2018-19

Why are we getting these results?

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red

Orange

Yellow

Green

Blue

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016

2017

2018

Data Statement: Strengths

1. Bayside will have Dashboard baseline data in the fall of 2019.

Data Statement: Challenges

2. Bayside will have Dashboard baseline data in the fall of 2019. Suspensions are up from 31 in 2017-18 to 44 in 2018-19.

Why are we getting these results?

3. Based on California Healthy Kids Survey data, there is a need to improve school connectedness for students.

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. The position of TOSA for Student Support Services, which is responsible for a number of school climate initiatives, was vacant for much of the 2018-19 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Need additional reading support for students not reading at grade level. Teachers need coaching and articulation opportunities to better support students with reading

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ALL Students Status	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 3rd-8th grades, 16.4 points above 6th-8th grades, 18.8 points above	<ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P) 10 points above proficient
SBAC ALL Students Growth	3rd-8th grades baseline data will be determined in 2019-20 6th-8th grades, -8.1 decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	3rd - 8th grades, -44.5 points below 6th-8th grades, -44.5 points below	0 points above proficient
SBAC SED Students Growth	3rd-8th grades baseline data will be determined in 2019-20 6th-8th grades, -11 points decrease	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC EL Students Growth	3rd-8th grades baseline data will be determined in 2019-20 6th-8th grades, -29.4 decrease	15 points rise in average distance from proficient
SBAC SwD Growth	3rd-8th grades baseline data will be determined in 2019-20 6th-8th grades, -10.7 decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	6.2 points below standard	10 points above proficient
SBAC 5th Grade Students Status	24.3 points below standard	10 points above proficient
SBAC 8th Grade Students Status	14.4 points above standard	10 points above proficient
Galileo All Students Status	51% of students met or exceeded	65% of students meet or exceed grade level expectations
Galileo All Students Growth	44% of students met expected growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-20	80% of students make Expected Growth
Elementary: F&P All Students Status	53% met standard	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	47% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine baseline in 2019-20	80% of students make Expected Growth
Middle: RI All Students Status	Will determine baseline in 2019-20	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	Will determine baseline in 2019-20	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	Will determine baseline in 2019-20	80% of students make Expected Growth

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 & Supporting Actions 1

Strategy

Elementary teachers will pull guided reading groups based on F&P data. Teachers will work with students below grade level four times per week.

Students to be Served by this Strategy

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

All students; students reading below grade level

Teachers will meet in grade level teams for data meetings four times per year.	To pay for subs in order to release teachers for data meetings	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	4,396.68
Teachers will participate in professional development at Tuesday staff meetings around balanced literacy instruction	No additional cost to site		
Reading specialist facilitates teams and supports individual teachers around balanced literacy instruction	No additional cost to site		
Principal/Assistant Principal and reading specialist observation, monitoring, and feedback of teachers	No additional cost to site		

Strategy & Supporting Actions 2

Strategy

Students to be Served by this Strategy

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

Para educator to support classroom teacher as classroom teacher works with English learners during designated ELD instruction time	Para I - four hours per day	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	30,744
Teachers will participate in professional development at Tuesday staff meetings around ELD instruction	No additional cost to site		0
Reading specialists facilitates teams and supports individual teachers around ELD instruction	No additional cost to site		0
Principal/Assistant Principal and reading specialist observation, monitoring, and feedback of teachers	No additional cost to site		0

Strategy & Supporting Actions 3

Strategy

Students to be Served by this Strategy

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

Reading Specialist will provide Reading Recovery Intervention to 1st grade students	Elementary Reading Specialist 1.0 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	137,343
Reading Specialist will pilot an LTEL intervention course prioritized for 8th graders outside the school day	4th-8th Grade Reading Specialist 1.0 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	118,060
Reading Specialists will provide targeted small group intervention to K-5th grade students.	See Reading Specialists cost above		
4th-8th Reading Specialist will provide coaching support around literacy across the content areas for middle school teachers	See 4th-8th grade Reading Specialist cost above		

Strategy & Supporting Actions 5

Strategy

Students to be Served by this Strategy

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

Newcomer teacher will provide instruction to Newcomer students	Newcomer teacher 1.0 FTE	1000-1999: Certificated Personnel Salaries Title III	124,926
Para educators will provide support to Newcomer program	Para educators (2) for Newcomer class	2000-2999: Classified Personnel Salaries District LCFF Supplemental A	89,295

Strategy & Supporting Actions 6

Strategy

Students to be Served by this Strategy

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

Teacher will implement AVID strategies as part of AVID elective course	Teacher for AVID course .17 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	18,020
AVID site coordinator, elective teacher, and gen ed teachers will support	AVID training and professional development for five teachers	5000-5999: Services And Other Operating Expenditures District LCFF Supplemental C	27,215

schoolwide AVID implementation			
AVID site coordinator will arrange for AVID students to engage in enrichment opportunities such as speakers and college field trips (district supplemental funds)	See AVID Program costs above		
AVID tutors to provide support for AVID course	Contract for AVID tutors - hours TBD	2000-2999: Classified Personnel Salaries District LCFF Supplemental A	14,809.00

Strategy & Supporting Actions 7

Strategy

Students to be Served by this Strategy

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

Middle school teachers will engage in ongoing data analysis	No additional cost to site		
Middle school teachers will administer the Reading Inventory assessment 2-3 times per year and analyze results across content areas	No additional cost to site		

Strategy & Supporting Actions 8

Strategy

Students to be Served by this Strategy

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

Teachers will work with students identified as part of homework support program	Time cards for certificated teachers providing after school homework support	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	15,979
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Students need support with foundational math skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ALL Students Status	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 3rd-8th grades: -5.1 points below 6th-8th grades: -8.8 points below	<ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P) 10 points above proficient
SBAC ALL Students Growth	3rd-8th grades baseline data will be determined in 2019-20 6th-8th grades: -11.6 decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	3rd-8th grades: -73.5 points below 6th-8th grades: -79.8 points below	0 points above proficient
SBAC SED Students Growth	3rd-8th grades baseline data will be determined in 2019-20 6th-8th grades: -13.4 decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	3rd-8th grades baseline data will be determined in 2019-20	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) 	<ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
	6th-8th grades: -29.5 decrease	
SBAC SwD Growth	3rd-8th grades baseline data will be determined in 2019-20 6th-8th grades: -9.8 decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-12.3 points below	10 points above proficient
SBAC 5th Grade Students Status	-59.5 points below	10 points above proficient
SBAC 8th Grade Students Status	-2.6 points below	10 points above proficient
Galileo All Students Status	42% of students met or exceeded	60% of students meet or exceed grade level expectations
Galileo All Students Growth	44% of students met expected growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	will determine baseline in 2019-2020	80% of students make Expected Growth

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 & Supporting Actions 1

Strategy

K-8th grade teachers will provide high quality math instruction to students that aligns with the CA standards and frameworks utilizing key components from our district adopted curriculum.

Students to be Served by this Strategy

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

Students who are not performing at grade level in mathematics. (should this just be All students?)

Teachers will work in teams to design math lessons based on students work and data to meet the needs of all learners during grade level meetings.	See costs in Goal 1, Strategy , Action		
Middle School Department Head will attend specialized professional learning through	No additional cost to site		0

the Silicon Valley Math Initiative and engage math department in new learning.			
Interested teachers will sign up and attend district offered Wednesday Professional Learning Series around 3 Math Signature Practices.	No additional cost to site		0
New teachers will receive training in district adopted curriculum.	No additional cost to site		0

Strategy & Supporting Actions 2

Strategy

Elementary teachers to analyze student performance data in math (CAASPP, Galileo, in-class assessments) during data meetings; middle school teachers to analyze student performance data in math (CAASPP, Galileo, in-class assessments) during department meeting time.

Students to be Served by this Strategy

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

Students underperforming in math; all students

Elementary teachers will meet in grade level teams for data meetings four times per year; middle school teachers will meet during department meeting four times per year to analyze data	No additional cost to site		
K-8 teachers will administer, score, and analyze district performance-based assessments to inform instruction.	No additional cost to site		

Strategy & Supporting Actions 3

Strategy

Provide support with math and other subject areas through after school homework support

Students to be Served by this Strategy

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

Approximately 25-30 underperforming elementary students and 25-30 underperforming middle school students

Teachers will work with students identified as part of homework support program Proposed Expenditure Description	No additional cost to site		
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Strategy & Supporting Actions 4

Strategy

AVID program including AVID course for 25 middle school students to improve academic and study skills in preparation for high school; providing effective AVID instructional strategies in math and across the content areas for all middle school students.

Students to be Served by this Strategy

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

Students selected for AVID course; all middle school students

AVID elective teacher and math teachers will utilize AVID strategies to support students in math.	No additional cost to site		
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Strategy & Supporting Actions 5

Strategy

Teachers will provide support for middle school students struggling in mathematics as identified by multiple measures

Students to be Served by this Strategy

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

Students who are not performing at grade level in mathematics.

Math teachers will provide additional support for identified 6th and 7th grade students through the math foundations course	math foundations teacher .83 FTE	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	74,535
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

Identified Need

Students need social, emotional, and behavioral support based on suspension data and lack of connection to adults according to the California Healthy Kids Survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	Suspensions are up from 31 in 2017-18 to 44 in 2018-19.	Lower suspension rate 10% in 2019-20
California Healthy Kids Survey	76% of 5th graders and 58% of 7th graders feel connected to school in 2018-19.	Improve percent of students feeling connected to school by 10% in 2019-20

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 & Supporting Actions 1

Strategy

Staff will continue to implement PBIS on the elementary side and Restorative Practices on the middle school side to support the social, emotional, and behavioral wellness of students

Students to be Served by this Strategy

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

All students will be served by this strategy.

Elementary staff will continue the implementation of PBIS	Additional training and materials and supplies to support implementation	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	2,000
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Middle school staff will continue the implementation of restorative practices	Registration and sub costs for additional training for RP teacher leader and staff	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	3,000
TOSA of Student Support Services to support social, emotional, and behavioral wellness of students	TOSA of School Climate 1.0 FTE	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	104,311
Homeroom themes, including bullying awareness, taught on the middle school side to support student wellness	Bullying Awareness program taught through homeroom classes	4000-4999: Books And Supplies Site LCFF Supplemental C	3,000
Parent Education to inform parents on issues related to social, emotional, and behavioral wellness of students.	No additional cost to site		0
Inclusion Team to provide support for LGBTQ youth on middle school side	No additional cost to site		0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Strengthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

Identified Need

Engage all stakeholder groups across ethnicities, languages, and grade levels to create a supportive school community for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA Membership Attendance at ELAC meetings Attendance at parent education workshops	There are 477 PTA members in 2018-19, This is a 3.2% increase from 2017-18 On average, 31 parents attended ELAC meetings in 2018-19. This is down from a 41 parent average in 2017-18. On average, 20 parents attended parent education workshops in 2018-19	Increase PTA membership for 2019-20 Increase the average number of parents attending ELAC meetings to 35 in 2019-20 Increase the average number of parents attending parent education workshops to 25 in 2019-20

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 & Supporting Actions 1

Strategy

Provide outreach, communication, education, and community building opportunities for parents and families in order to build a greater school-to-home connection for students

Students to be Served by this Strategy

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

All students will be served by this strategy

Providing a variety of opportunities for parent and family engagement, including Literacy Bingo Night, parent education, PTA, and ELAC meetings,	Expenses related to Literacy Bingo Night, parent education, ELAC meetings, and on-going communication with families	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	2,678
Support for outreach and communication with parents	School Community Worker - 1 hour per day	2000-2999: Classified Personnel Salaries District Title I	7,059
Host the San Mateo County Parent Project. a 12-week parent class; Bayside families to receive priority as host school	No additional cost to site		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

STEAM/STEM Magnet Program

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 5

Ensure the success of the STEAM/STEM magnet program K-8.

Identified Need

Students need exposure to STEAM/STEM related opportunities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of STEAM/STEM related courses and enrichment opportunities	There were 20 sections of STEM electives, art, and music classes in 2018-19 There were 8 STEAM elective afternoon enrichment sessions for 1st-5th graders in 2018-19	Maintaining same number of STEAM/STEM electives and enrichment activities in 2019-20 Addition of Make Space on the elementary side Addition of Virtual Reality Lab on the middle school side Addition of a theater production for 4th-8th graders

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 & Supporting Actions 1

Strategy

Elementary teachers will pull guided reading groups based on F&P data. Teachers will work with students below grade level four times per week.

Students to be Served by this Strategy

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

All students; students reading below grade level

Will provide additional electives for middle school students in the STEM/STEAM area.	elective teacher .5 FTE	Other	56,186
Tech support for our Virtual Reality Lab and Maker Space	Para II position - 4 hour	Other	22,089
Science from Scientists allow all 6th grade students exposure to scientists through weekly science lessons and experiments	Contract for Science from Scientist program	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	5,000
		5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA)	5,000
Provide theater opportunities for 4th-8th graders through a play and/or musical production	Contract with Pied Pipers theater group of San Mateo	5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA)	17,000
Continuation of a full line of art and music electives for middle school students	No additional cost to site		0

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
- 3 Parent or Community Members

Name of Members	Role
John Cosmos	Principal
Craig Childress	Parent or Community Member
Van Do	Parent or Community Member
Ian Kastelic	Parent or Community Member
Tamara Hunt	Classroom Teacher
Lisa Jewett	Classroom Teacher
Michele Napier	Classroom Teacher
Alexandria Rodriguez	Other School Staff

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

ENA MARTI

English Learner Advisory Committee

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 June 10, 2019.

Attested:

John Cosmos

Principal, John Cosmos on June 10, 2019

Van Nguyen

SSC Chairperson, Van Nguyen on June 10, 2019