School Year: **2019-20**

Baywood ELEMENTARY SCHOOL

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
Baywood Elementary School	41690396044838	June 13, 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

As part of the planning process of the SPSA/Annual Review and Update staff provided input on March 25-27th on strategies and actions, and again at a whole staff meeting on June 11th, leadership team meeting on June 20th. Input was gathered from ELAC on April 24th and PTA and SSC on April 25th. and June 13th.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
737	**18.0%**	**17.6%**	**0.1%**
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		
Student Group	**Total**	**Percentage**
English Learners	130	17.6%
Foster Youth	1	0.1%
Homeless	4	0.5%
Socioeconomically Disadvantaged	133	18.0%
Students with Disabilities	29	3.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.5%
American Indian	1	0.1%
Asian	126	17.1%
Filipino	15	2.0%
Hispanic	191	25.9%
Two or More Races	74	10.0%
Pacific Islander	1	0.1%
White	321	43.6%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Baywood Elementary 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"	43 points above standard	51.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	51.5 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	4 point rise	8.5 point rise	Yes	4 point rise
SED "Average Points Above Standard"	-44.2 points below standard	-39.4 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-39.4 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	4.8 point rise	No	15 point rise
EL "Average Points Above Standard"	-27.4 points below standard	-24.1 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	3.3 point rise	No	15 point rise
SwD "Average Points Above Standard"	-40.7 points below standard	-58.4 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-17.7 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	38.1 points above standard	38.7 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	38.7 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	46.5 points above standard	61 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	61 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	**Final Assessment [Spring 2019]**					
Galileo	71% Met Standard	74% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	74% Met	Yes	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	45% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	**Final Assessment [Spring 2019] 3rd Trimester**					
F&P	73% Met Standard	79% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	79% Met	Yes	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth	66% Met Growth	No	80 % Met Growth

Summative Indicators			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"	37.6 points above standard	36.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	36.5 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	3 point rise	-1.1 point decrease	No	3 point rise
SED "Average Points Above Standard"	-50.3 points below standard	-47.4 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-47.4 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	2.9 point rise	No	15 point rise
EL "Average Points Above Standard"	-31.6 points below standard	-31.2 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	0.3 point rise	No	15 point rise
SwD "Average Points Above Standard"	-18.3 points below standard	-73.3 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-55 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	50 points above standard	45.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	45.5 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	21.5 points above standard	20.8 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	20.8 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
Leading Indicators	**Baseline [Fall 2018]**	**Final Assessment [Spring 2019]**					
Galileo	54% Met Standard	62% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60% Met	62% Met	Yes	60% Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80% Met Growth	50% Met Growth	No	80% Met Growth

Data Statements: Strength

1. In ELA all students overall performed 51.5 points above standard. All students overall met district growth goals. Two student subgroups performed above standard (Asian +94.2 and White +74.5 points). Overall EL students grew by 3.3 points and SED students grew by 4.8 points.
   In Math All students overall performed 36.5 points above standard. Two student subgroups performed above average (White 53.1, Asian 91.8). Two student subgroups made growth towards goals (SED 2.9 point rise, EL .3).

   Chronic absenteeism rates declined for all students and all student subgroups. Three student subgroups show 0% chronic absenteeism rates (Asian, SWD, 2 or more races)

   Suspension rate for all students overall and all student subgroups is 0% (declined by .3%)
   Fewer than 8% of students (56 total) have been referred to the office for discipline since August 2018.

Data Statements: Challenges

2. In ELA, Four student subgroups performed below standard and did not meet district growth goals (EL: -24.1 points, SED: -39.4; Hispanic: -25.2; SWD: -58.4 points). Two student subgroups declined in their performance since last year (SWD: -17.7 points & SED: -39.4 points).
   In Math, all students overall did not meet target growth goals (declined 1.1 points). SWD declined in their performance by 55 points. Three student subgroups performed below standard (EL -31.2, Hispanic -38.5, SED -47.4).

   Attendance: Three student subgroups have chronic absenteeism rates between 4-6% (EL, Hispanic, SED)

   Discipline (office referral log):
   The most common reason students were referred to the office was for physical violence (48% of all referrals) followed by bullying (10%) and being disruptive/not following directions (8%)
   Overall, 35% of office referrals occured from 10:00-11:00 am. The most common locations in which students had conflicts were on the yard (40%), classroom (18%)

Why are we getting these results?

3. The sustained focus on small group instruction, tier I interventions, signature strategies for supporting ELLs contribute to the results.
Past use of EVS survey data along with the Six Second's models of social emotional learning model help kids feel connected and safe at school.

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
0	0	0	3	4
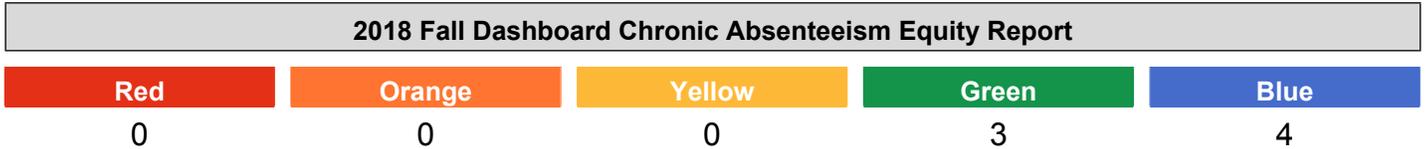
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
2.2% chronically absent	6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.2%	Declined 1.5%	
744 students	133 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Blue
Less than 11 Students - Data Not Displayed for Privacy	5.8% chronically absent	0% chronically absent
	Declined 1.8%	Declined 10%
9 students	137 students	34 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	0% chronically absent
4 students	1 students	Declined 1.6%	Maintained 0%
		129 students	15 students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
4.7% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	1.8% chronically absent
Declined 1.9%	Declined 1.4%	1 students	Declined 0.6%
190 students	78 students		326 students

Data Statement: Strengths

1. Chronic absenteeism rates declined for all students and all student subgroups. Three student subgroups show 0% chronic absenteeism rates (Asian, SWD, 2 or more races)

Data Statement: Challenges

2. Three student subgroups have chronic absenteeism rates between 4-6% (EL, Hispanic, SED)

Why are we getting these results?

3. The development of a handbook, information available online, in the office and in weekly/monthly newsletters regarding the importance of coming to school on time every day have contributed to attendance strengths. The continued focus on SEL and creating and maintaining safe and positive learning environments help kids develop connections and maintain interest in attending school. Some children weren't attending regularly because they felt disconnected from the school community and due to trauma at home.

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

4. Check in/ Check out systems were implemented to support students feeling disconnected. Frequent monitoring of attendance through Attention to Attendance, meetings and conversations with families regarding attendance, and SARB meetings were helpful in creating plans to support the improvement of student attendance.

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**
0	0	0	0	7
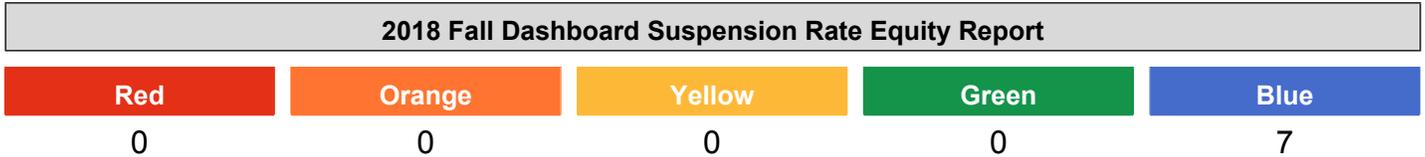
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.3%	Maintained 0%	2 students
746 students	134 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
0% suspended at least once	0% suspended at least once	0% suspended at least once
11 students	Declined -0.7%	Declined -3.2%
	139 students	34 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 1 students	0% suspended at least once Declined -0.8% 129 students	0% suspended at least once Maintained 0% 16 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Blue
0% suspended at least once Declined -0.5% 191 students	0% suspended at least once Maintained 0% 78 students	Less than 11 Students - Data Not Displayed for Privacy 1 students	0% suspended at least once Maintained 0% 326 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0.3% suspended at least once	0% suspended at least once

Data Statement: Strengths

1. 0 students were suspended.

Data Statement: Challenges

2. Not applicable.

Why are we getting these results?

3. We do not see the value in suspending our students.

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

4. We are in close contact with children and families who struggle to make good choices.

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.

Strengths-

Data meetings for literacy based on teacher and student needs.

Materials are aligned with standards and teachers are consistently using Benchmark.
- Data meetings for literacy based on teachers' and students' needs
- Daily reading groups and other types of small group instruction
- ELD Coaching with planning time

Challenges: - Not all tasks are consistently standards-based
- Not all tasks require high-level thinking skills
- Designated ELD needs to be taught by proficiency level at every grade level
- Teachers use some talk structures but not regularly
- Students need more opportunities to practice academic language
- Students need critical thinking modeled throughout the day
- Classrooms are not yet discourse rich

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	51.5 points above	10 points above proficient
SBAC ALL Students Growth	8.5 rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-39.4 points below	0 points above proficient

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC SED Students Growth	4.8 rise	15 points rise in average distance from proficient
SBAC EL Students Growth	3.3 rise	15 points rise in average distance from proficient
SBAC SwD Growth	-17.7 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	38.7 points above	10 points above proficient
SBAC 5th Grade Students Status	61 points above	10 points above proficient
SBAC 8th Grade Students Status		10 points above proficient
Galileo All Students Status	74% met	65% of students meet or exceed grade level expectations
Galileo All Students Growth	45% met growth	80% of students make Expected Growth
Galileo "Sub-group" Growth		80% of students make Expected Growth
Elementary: F&P All Students Status	79% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	66% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth		80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		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

Teachers use Benchmark curriculum to provide differentiated balanced literacy instruction to all students

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

Based on survey data around knowledge of balanced literacy components, teachers will form Inquiry Groups to meet during staff meetings	No additional cost to site		
Principals support TOSAs to collaborate with grade level teams.	1.0 Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	125,949.00
	1.0 Language & Literacy ToSA 0.8 ELD ToSA	1000-1999: Certificated Personnel Salaries PTA	241,390.00
Principals give teachers support and feedback through walk throughs.	No additional cost to site		
Benchmark to provide PD and facilitate lesson study in grade level teams	No additional cost to site. Centrally funds		

Strategy & Supporting Actions 2

Strategy

Teachers and specialists deliver Tier I and Tier II reading support based on student assessment data.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

PD in staff meeting and/or provided by district on designated/integrated ELD, unpacking ELD standards	No additional costs to site		
Access to newcomer support resources during staff meeting time	No additional costs to site		
Principals, TOSAs and Teachers participate in data meetings to analyze data, recognize trends in data and inform instruction.	Sub costs	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	7000.00

Strategy & Supporting Actions 3

Strategy

Teachers teach ELD standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons 4 times a week to leveled EL groups

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

English Learners

PD in staff meetings on designated/integrated ELD	No additional cost to site		
Access to newcomer support resources (see district LCAP)	No additional cost to site		
ELD TOSA supports teachers for planning and delivering integrated and designated ELD instruction	See ELD ToSA expenditure in Action 1		
Principals support teachers and provide feedback through walkthroughs.	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

Mathematics

LEA/LCAP Goal

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

Goal 2

Increase student achievement in mathematics 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.

Strengths:
All students overall performed 36.5 points above standard
Two student subgroups performed above average (White 53.1, Asian 91.8)
Two student subgroups made growth towards goals (SED 2.9 point rise, EL .3)

Percent of 3rd-5th grade students who met/exceeded standards for Trimester 2 is above district average
Baywood 3rd grade = 44.1% met, SMFCSD 3rd grade avg= 42%
Baywood 4th grade= 68.6% met, SMFCSD 4th grade avg= 52.4%
Baywood 5th grade= 46.5% met, SMFCSD 5th grade avg= 44.1%
Galileo
Over 40% of students in grade levels 3-5 met expected growth goals from Tri 1 to Tri 2
3rd grade= 68%, 4th grade= 43%, 5th grade= 51%
3rd grade students exceeded expected growth from Tri 1 to Tri 2 (avg growth = 105, expected= 50)

Challenges:
All students overall did not meet target growth goals (declined 1.1 points)
SWD declined in their performance by 55 points
Three student subgroups performed below standard (EL -31.2, Hispanic -38.5, SED -47.4)
Galileo (3rd-5th):
Overall 4th & 5th grade students did not meet expected growth from Tri 1 to Tri 2 (4th: avg growth = 29, expected growth = 43; 5th: avg growth= 27, expected=44)
Students who did not meet standards and did not meet expected growth goals ranged from 15-37%
Students who met standards but did not meet expected growth goals ranged from 12-34%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	36.5 points above	10 points above proficient
SBAC ALL Students Growth	-1.1 points decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-47.4 points below	0 points above proficient
SBAC SED Students Growth	2.9 points rise	15 points rise in average distance from proficient
SBAC EL Students Growth	.3 points rise	15 points rise in average distance from proficient
SBAC SwD Growth	-55 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	45.5 points above	10 points above proficient
SBAC 5th Grade Students Status	20.8 points above	10 points above proficient
SBAC 8th Grade Students Status		10 points above proficient
Galileo All Students Status	62% met	60% of students meet or exceed grade level expectations
Galileo All Students Growth	50% met growth	80% of students make Expected Growth
Galileo "Sub-group" Growth		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

Teachers differentiate math instruction to meet the needs of all students--students have opportunities to work with teacher in small groups based on skill and need.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

Teachers use formative and summative assessment data	No additional cost to site		

in grades K-5 to support students.			
Students will have access to IXL to work on math content at their performance level.	IXL program costs	5000-5999: Services And Other Operating Expenditures PTA	10,850.00
Expand counting collections. Provide resources for teachers to create their collections.	Looking into funding sources for materials		
Principals, TOSAs and Teachers participate in data meetings to analyze data, recognize trends in data and inform instruction.	See expenditure description in Goal 1, Action 2		

Strategy & Supporting Actions 2

Strategy

Teachers provide specific strategies that challenge all learners in rigorous tasks (e.g. MARS) across DOK levels that require students to explain their mathematical reasoning using academic language.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

PD in staff meetings	Professional Learning expenses, cost to be determined		
Principals provide support for teachers and feedback through walkthroughs and observations.	no additional cost to sites		
Teachers will plan to create school wide protocols around math practices	no additional cost to sites		
Provide grade level collaboration time for teachers to access MARS tasks and other resources to organize and align with chapters of study.	no additional cost to sites		

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

Strengths:
CHKS data indicated 85% of fifth grade students feel safe at school.
Attendance
Chronic absenteeism rates declined for all students and all student subgroups
3 student subgroups show 0% chronic absenteeism rates (Asian, SWD, 2 or more races)
Discipline
Suspension rate for all students overall and all student subgroups is 0% (declined by .3%)
Fewer than 8% of students (56 total) have been referred to the office for discipline since August 2018

Challenges:

Attendance
3 student subgroups have chronic absenteeism rates between 4-6% (EL, Hispanic, SED)

Discipline (office referral log):
The most common reason students were referred to the office was for physical violence (48% of all referrals) followed by bullying (10%) and being disruptive/not following directions (8%)
Overall, 35% of office referrals occured from 10:00-11:00 am

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	English Learners 6% Chronically absent - Declined 1.5%	English Learners- decline 1.5%
Chronic Absenteeism	Hispanic 4.7% Chronically absent - declined 1.9%	Hispanic - decline 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Socioeconomically Disadvantaged 5.8% - declined 1.8%	SED- decline 2%

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

Teachers utilize lifeskills, the Six Seconds SEL Model, Restorative Practices and the systems of PBIS with students to support high levels of school engagement and positive social emotional relationships with students and adults.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

Administer EVS survey twice a year	no additional cost to site		
Culture/Climate team will work to develop lessons and collaborate with grade levels spans (K-2 and 3-5) during optional Wednesday PD opportunities.	no additional cost to sites		
5th Grade Peacemakers are supported by Culture/Climate team and Principals to develop leadership skills, help facilitate restorative conversations and build positive relationships between students.	Peacemaker Materials • Vests, lanyards with positive restorative conversation language printed	4000-4999: Books And Supplies Site LCFF Supplemental C	100.00
Playworks Teamup Once a month Playworks Coach teaches games to every class throughout the week to be implemented on the playground. Works closely with Baywood staff and Playworks Junior Coaches to establish organized, positive, effective playground opportunities that encourage all students to play. Meets with Junior Coaches to develop leadership	Playworks Coach (1 week/month)	5800: Professional/Consulting Services And Operating Expenditures PTA	24,500

Second Step Curriculum will be implemented by counselor during SEL lessons, morning meetings, etc. Teachers will also have these materials available to them.	Grade level set of materials .4 Counselor, centrally funded		
Purchase PBIS materials to support school-wide program. Culture and Climate committee teachers will plan to create school wide protocols and expectations around restorative practices, pbis, lifeskills and sel, Meetings 1 x per month.	Materials, teacher timecards	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	2,400.00

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

Increase attendance and family participation and engagement at family centered events, general meetings, ELAC, parent conferences etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in sheets, parent feedback on event relevance, conference schedules	will determine baseline in 19-20	Increase parent attendance in events and positive feedback on relevance and engagement

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

Teachers meet with families for goal setting meetings- using evidence of student work, assessment performance and appropriate tools to set student/family/teacher goals and reflect on progress toward those goals.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

Planning and aligning protocol for goal setting meetings in grade level teams.	no additional cost to site		

Strategy & Supporting Actions 2

Strategy

Teachers will engage and empower families to make decisions, support, encourage, monitor and advocate on behalf of their student. Latino Literacy facilitators will design and facilitate Latino Literacy workshops for up to 60 (20 per trimester) TK-1 parents and their children.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students and English Learners

ELAC parents will be supported during meetings in Spanish that include (communication, attendance, parent/teacher conferences, literacy, library, reclassification, ELPAC and other topics of interest obtained through parent survey).	Bimonthly ELAC meetings materials supports	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	1500.00
Teachers, students and families work in partnership during conferences to empower students and families to support, monitor and advocate for student achievement and continuous improvement.	no additional cost to site		
Latino Literacy facilitators design and facilitate Latino Literacy with up to 60 TK, K and 1st grade parents and their children.	3 cycles (1 per trimester) of 10 family literacy workshops	4000-4999: Books And Supplies Site LCFF Supplemental C	500.00
Bilingual school community worker will support link from school to home with families and teachers	School community worker	1000-1999: Certificated Personnel Salaries District Title I	7456.00

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:

 2 School Principal

 4 Classroom Teachers

 1 Other School Staff

Name of Members	Role
Amanda Driscoll	Principal
Deborah Robert	Principal
Brian Beebe	Classroom Teacher
May Chan	Classroom Teacher Parent or Community Member
Liz Jordan	Classroom Teacher
Lesly Laughlin	Other School Staff
Rachel Chanin	Parent or Community Member
Shealyn Labari Warren	Classroom Teacher 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
	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 6/13/19.

Attested:
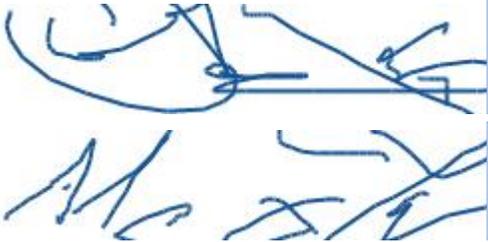
	Principal, Amanda Driscoll on 6/13/19
	SSC Chairperson, Alex Taylor on 6/13/19