

School Year: 2020-21



# 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	December 14, 2020	January 21, 2021

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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: December 14, 2020

Staff: June 12, 2020 and January 19, 2021

Site Council: December 14, 2020 and January 11, 2021

# 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, 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.

Overall students are performing above standard, in particular grade 8. In grades 3-8, our challenge is to increase language and literacy support for students not meeting proficiency, in particular English Learners. Increase opportunities for teacher collaboration to support students that are not meeting proficiency with TOSAs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"><li>• 18-19 Summative Indicators (eg SBAC)</li><li>• 19-20 for Leading Indicators (RI, F&amp;P)</li></ul>	Expected Outcome <ul style="list-style-type: none"><li>• 19-20 targets for Summative Indicators (eg SBAC)</li><li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li></ul>
SBAC ALL Students Status	3rd-8th grades, 8.7 points above	10 points above proficient
SBAC ALL Students Growth	3rd-8th grades -7.3 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	3rd - 8th grades, -53.8 points below	0 points above proficient
SBAC SED Students Growth	3rd-8th grades, -9.6 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	3rd-8th grades, -15.1 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	3rd-8th grades, -16.3 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	57.6 points below standard	10 points above proficient
SBAC 5th Grade Students Status	12.1 points below standard	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC 8th Grade Students Status	11.3 points above standard	10 points above proficient
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	N/A	80% of students make Expected Growth
Middle: RI All Students Status	N/A	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	N/A	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	N/A	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.

### Students to be Served by this Strategy

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

K-8 students

Teachers will meet in grade level teams for data meetings four times a year.	When we return to in person teaching, we will use these funds to provide subs for data meetings.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	4,000
Teachers will participate in professional development.	No additional cost to site		0
Language and Literacy TOSA facilitates teams and supports individual teachers.	See Action #3 for cost		0
Principal/Assistant Principal and Language and Literacy TOSA observation, monitoring, and feedback of teachers.	No additional cost to site		0

## Strategy & Supporting Actions 2

### Strategy

Elementary teachers teach ELD standards within the District adopted curricula through integrated whole group lessons and through designated ELD lessons four times per week to leveled EL groups when we return to campus.

### Students to be Served by this Strategy

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

English Language Learners

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
Elementary TOSA for Language and Literacy facilitates teams and supports individual teachers around ELD instruction	See Action #3 for cost		0
Principal/Assistant Principal and Language and Literacy TOSA observation, monitoring, and feedback of teachers.	No additional cost to site		0

## Strategy & Supporting Actions 3

### Strategy

Two Language and Literacy TOSAs will provide Tier 2 and 3 intervention based on student data

### Students to be Served by this Strategy

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

All students grades K-8

Elementary TOSA for Language and Literacy will provide reading intervention to small groups of struggling readers K-5	Elementary TOSA Lang and Lit 1.0 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	143,274
6th-8th Grade TOSA for Language and Literacy will provide push-in support for all ELD classes	6th-8th Grade TOSA for Lang and Lit 1.0 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	117,493

6th-8th TOSA will provide coaching support around literacy across the content areas for middle school teachers	See 6th-8th grade L & L TOSA cost above		
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## Strategy & Supporting Actions 5

### Strategy

Middle School Newcomer teacher and two para educators will provide specialized ELD instruction for students new to the country in grades 6th-8th with ELPAC scores of 1

### Students to be Served by this Strategy

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

Middle School Newcomer students

Newcomer teacher will provide instruction to Newcomer students	Newcomer teacher 1.0 FTE (.5 FTE Title I, .5 General Fund)	1000-1999: Certificated Personnel Salaries District Title I	62,603
Para educators will provide support to Newcomer program	Para educators (2) for Newcomer class (Title III)	2000-2999: Classified Personnel Salaries Other	85,277

## Strategy & Supporting Actions 6

### Strategy

AVID program including AVID course for 25 middle school students to improve academic and study skills in preparation for high school

### Students to be Served by this Strategy

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

Students enrolled in the AVID class and all middle school students

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	19,481
AVID site coordinator, elective teacher, and gen ed teachers will support schoolwide AVID implementation in core subject areas	AVID training and professional development for five teachers	5000-5999: Services And Other Operating Expenditures District LCFF Supplemental C	27,215
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		

## Strategy & Supporting Actions 7

## Strategy

Middle School teachers to analyze students' language development, language arts, and reading performance data during department and grade level meeting time

### Students to be Served by this Strategy

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

All students

Middle school teachers will engage in ongoing team inquiry data analysis under the guidance of department leads, grade level leads, and the principal	Department and Grade Level leads time cards for meeting prep time	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	5,000
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

Middle school English language learners will receive instruction in tiered designated ELD courses in addition to their English language arts class.

### Students to be Served by this Strategy

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

Middle school EL students as determined by ELPAC scores

Teachers will use prescribed curriculum to deliver designated ELD instruction through three course: Newcomer, Foundational ELD and Accelerated ELD	No additional cost to site		
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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 math as measured by CAASPP, 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.

All student groups need increased support in mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	3rd-8th grades: -16.9 points below	10 points above proficient
SBAC ALL Students Growth	3rd-8th grades: -11.5 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	3rd-8th grades: -89.2 points below	0 points above proficient
SBAC SED Students Growth	3rd-8th grades: -16.2 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	3rd-8th grades: -24.9 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	3rd-8th grades: -13.5 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-47.3 points below	10 points above proficient
SBAC 5th Grade Students Status	-54.1 points below	10 points above proficient
SBAC 8th Grade Students Status	-18 points below	10 points above proficient



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)

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.	No additional cost to site		
Middle School Department Head will attend specialized professional learning through the Silicon Valley Math Initiative and engage math department in new learning.	No additional cost to site		0
Interested teachers will sign up and attend district offered Professional Learning and collaboration.	No additional cost to site		0
			0

## Strategy & Supporting Actions 2

### Strategy

Elementary teachers to analyze student performance data in math (CAASPP and in-class assessments) during data meetings; middle school teachers to analyze student performance data in math (CAASPP and 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	See costs in Goal 1: Strategy 1, Action 1; Strategy 7, Action I		
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K-8 teachers will administer, score, and analyze district performance-based assessments to inform instruction.	No additional cost to site		
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### Strategy & Supporting Actions 3

#### Strategy

Middle school math acceleration program

#### Students to be Served by this Strategy

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

All middle school students

Provide math support and intervention for Newcomer students and students struggling in mathematics using ST Math in an after school program	Classroom teachers will support the design of the program in collaboration with after school tutors	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	56,164
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### Strategy & Supporting Actions 4

#### Strategy

Teachers will provide homework support for elementary and middle school students focused on math and other subject areas.

#### Students to be Served by this Strategy

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

Students identified for homework support

Teachers will work with students who need homework support in math and other subject areas.	Time cards for certificated teachers providing after school homework support	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	15,980
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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	math foundations teacher .17	1000-1999: Certificated Personnel Salaries	17,675
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identified 6th grade students through the math foundations course		Site LCFF Supplemental A	
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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. Elementary staff will also begin to learn about Restorative Practices while the middle school staff will begin to learn about PBIS.

### Students to be Served by this Strategy

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

All students.

Elementary staff will continue the implementation of PBIS while starting to	Additional training and materials and supplies to support implementation	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	2,000
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learn more about Restorative Practices	once we return to in person teaching.		
Middle school staff will continue the implementation of Restorative Practices while starting to learn more about PBIS	Registration and sub costs for additional training for RP teacher leader and staff once we return to in person teaching.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	6,000
TOSA of Student Support Services to support social, emotional, and behavioral wellness of students	TOSA of Student Support Services 1.0 FTE	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	118,471
Homeroom themes, including bullying awareness, taught on the middle school side to support student wellness twice a week during homeroom lessons	SEL lessons including bullying awareness, stress management, anxiety and depression and suicide awareness.		
Parent Education to inform parents on issues related to social, emotional, and behavioral wellness of students.	See Goal 4, Strategy 1, Action 1		
Inclusion Team to provide support for LGBTQ youth on middle school side	No additional cost to site		
Additional Middle School Counselor	Counselor will provide social emotional and academic support for middle school students. (Measure V)	1000-1999: Certificated Personnel Salaries Other	120,000
Elementary staff will practice mindfulness with students through the support of the Art Therapist	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

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

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
Parent Education Events	Cost of consultant	PTA	2,000
Support for outreach and communication with parents	School Community Worker - 1 hour per day	2000-2999: Classified Personnel Salaries District Title I	6,184

# 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

## LEA/LCAP Goal

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

## Goal 5

Ensure the success of our STEAM program

## Identified Need

Students need exposure to STEAM related opportunities

## Annual Measurable Outcomes

### Metric/Indicator

The number of STEAM related courses and enrichment opportunities

### Baseline/Actual Outcome

There are 18 sections of STEAM electives, art, and music classes in 2020-21 for our middle school students. Elementary STEAM electives, offered monthly for grades K-5, will continue once students return to campus.

### Expected Outcome

Maintaining STEAM electives and enrichment activities in 2020-21

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

Our school program will provide more STEAM opportunities for students, including additional opportunities in the area of visual and performing arts

### 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



Will provide additional electives for middle school students in the STEAM areas.	elective teacher .5 FTE	1000-1999: Certificated Personnel Salaries Magnet	57,358
Provide tech support for elective and core content teachers as well as for both elementary and middle school students.	Para II position - 4 hour	2000-2999: Classified Personnel Salaries Magnet	24,373
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
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 Parent-Teacher Association (PTA)	5,000
			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
- 4 Parent or Community Members

Name of Members	Role
John Cosmos	Principal
Le Dao	Parent or Community Member
Queenie Hua	Parent or Community Member
Ian Kastelic	Parent or Community Member
Rich Taylor	Other School Staff
Lisa Jewett	Classroom Teacher
Pam Wessling	Classroom Teacher Parent or Community Member
Mark White	Classroom Teacher

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 January 11, 2021.

Attested:

John Cosmos  
Mark White

Principal, John Cosmos on January 11, 2021

SSC Chairperson, Mark White on January 11, 2021