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
Baywood Elementary School	41690396044838	December 16, 2020	

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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 May 18th and May 25th on strategies and actions. Input was gathered from ELAC and SSC on June 11th.

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.

Strengths-

Data meetings for literacy based on ongoing formative data, 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, ELD 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 ● 18-19 Summative Indicators (eg SBAC) ● 19-20 for Leading Indicators (RI, F&P)	Expected Outcome ● 19-20 targets for Summative Indicators (eg SBAC ● 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	52.5 points above	10 points above proficient
SBAC ALL Students Growth	1.1 rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-47.7 points below	0 points above proficient
SBAC SED Students Growth	-8.3 decrease	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome ● 18-19 Summative Indicators (eg SBAC) ● 19-20 for Leading Indicators (RI, F&P)	Expected Outcome ● 19-20 targets for Summative Indicators (eg SBAC ● 20-21 targets for Leading Indicators (RI, F&P)
SBAC EL Students Growth	4.5 rise	15 points rise in average distance from proficient
SBAC SwD Growth	19 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	42.1 points above	10 points above proficient
SBAC 5th Grade Students Status	55.8 points above	10 points above proficient
SBAC 8th Grade Students Status		10 points above proficient
Elementary: F&P All Students Status		65% of students meet Grade Level Benchmark
Elementary: F&P All Students 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 in person and or during distance - learning.

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	No additional cost to site		

form Inquiry Groups to meet during staff meetings			
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
TOSAs facilitate coaching cycle with individual teachers to support instruction.	1.0 Language & Literacy 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 in person and or during distance - learning.

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 analyze data, recognize trends in data and inform instruction.	No additional costs to site		

Strategy & Supporting Actions 3

Strategy

Teachers teach ELD standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons at least 2 times a week to leveled EL groups in person and or during distance - learning.

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		
Language assessment data is used to monitor student language proficiency and guide instruction.	No additional cost to site		
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, 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 39.9 points above standard)
All students overall met target growth goals (3.4 point rise)
All students increased overall.
One student subgroup increased.
One student subgroup (2 or more races) increased significantly.
SWD increased performance by 18 points.

Galileo
Over 62% of students in grade levels 3-5 met expected growth goals from Tri 1 to Tri 2

Challenges:
SED declined in their performance by 10.3 points.

Three student subgroups performed below standard (EL -22.1, SWD 67.8 , SED -57.7)
Galileo (3rd-5th):
Overall students did not meet expected growth

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome ● 18-19 Summative Indicators (eg SBAC) ● 19-20 for Leading Indicators (RI, F&P)	Expected Outcome ● 19-20 targets for Summative Indicators (eg SBAC ● 20-21 targets for Leading Indicators (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

Metric/Indicator	Baseline/Actual Outcome ● 18-19 Summative Indicators (eg SBAC) ● 19-20 for Leading Indicators (RI, F&P)	Expected Outcome ● 19-20 targets for Summative Indicators (eg SBAC ● 20-21 targets for Leading Indicators (RI, F&P)
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	49.8 points above	10 points above proficient
SBAC 5th Grade Students Status	16.9 points above	10 points above proficient
SBAC 8th Grade Students Status		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

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 in person and or during distance - learning. All students have access to grade level content and standards through district currculum.

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 in grades K-5 to support students.	No additional cost to site		
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 Donations	10,850.00
Ongoing math professional development focused on Zearn assessment data use for small group support.	No additional cost to site.		
Principals, TOSAs and Teachers participate in data meetings during staff and	No additional cost to site		

grade level meetings to analyze data, recognize trends in data and inform instruction.			

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 in person and or during distance - learning.

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:
Attendance
Chronic absenteeism rates declined for all students and all student subgroups
3 student subgroups show 2.5% or less chronic absenteeism rates (Asian, White, 2 or more races)
Discipline
Suspension rate for all students overall and all student subgroups is 0% (maintained)
Fewer than 8% of students (56 total) have been referred to the office for discipline since August 2018

Challenges:
Attendance
4 student subgroups have chronic absenteeism rates above 5% (EL, Hispanic, SED, SWD)

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%
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, Second Step, 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 in person and or during distance - learning.

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

All students

Administer EVS survey once a year	no additional cost to site		
Counselor and CARE team will work to develop lessons and collaborate with grade levels spans (K-2 and 3-5)..	no additional cost to sites		
5th Grade Peacemakers are supported by CARE team and Principals to develop leadership skills, help facilitate restorative conversations and build positive relationships between students in person and or during distance learning.	Peacemaker Materials • Vests, lanyards with positive restorative conversation language printed	4000-4999: Books And Supplies Site LCFF Supplemental C	100.00
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		

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 20-21	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 in person and or during distance - learning.

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		
Weekly communication with families.	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.

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).	no additional cost to site		
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		

Strategy & Supporting Actions 3

Strategy

School staff engages with families and students regularly to review student attendance, develop goals and strategies to support students and families and monitor student attendance, engagement and performance.

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

All students.

Daily check ins with Principal, Assistant Principal, CARE team staff as needed to support student attendance and engagement.	No cost to the site.		
Home visits to connect with families and provide additional support as needed to impact engagement and attendance.	No cost to the site.		

Weekly attendance review and meetings with families to support improved attendance and participation.	No cost to the site.			
CARE team meets two times a month to review attendance, student progress and develop additional supports as needed.	No cost to the 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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$378,289.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District LCFF Supplemental A	$125,949.00
Donations	$10,850.00
PTA	$241,390.00
Site LCFF Supplemental C	$100.00

Subtotal of state or local funds included for this school: $378,289.00

Total of federal, state, and/or local funds for this school: $378,289.00

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

4 Parent or Community Members

Name of Members	Role
Amanda Driscoll	Principal
Deborah Robert	Principal
Abbie Wishart	Classroom Teacher
Athena Kontonis	Classroom Teacher Parent or Community Member
Diane Hafoka	Classroom Teacher Parent or Community Member
Kirstie Briones	Other School Staff
Amy Radovich	Parent or Community Member
Sarah Wilson	Parent or Community Member
Susan Donnelllan	Parent or Community Member
Shealyn Labari Warren	Classroom Teacher Parent or Community Member
Amy Day	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 12/16/2020.

Attested:

	Principal, Amanda Driscoll on 12/16/2020
	SSC Chairperson, Amy Radovich on 12/16/2020