

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bayside Academy	41690390136242	June 1, 2023	June 22, 2023

## Purpose and Description

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

**Additional Targeted Support and Improvement**  
As a school identified for Additional Targeted Support and Improvement (ATSI), Bayside is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students: Students with Disabilities in all areas and Homeless in the area of Chronic Absenteeism.

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

In this SPSA, there are several sections with information that explains how Bayside has met the ESSA requirements for the ATSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The section called "Educational Partner Involvement" describes the key partners included in the needs assessment and planning process and when school leaders met with these partners.

The section called "Student Performance Data: Data Indicators and Targets" includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups; statements of challenges in

their academic performance and engagement; and statements of the key planning ideas to improve their performance and engagement.

The sections called “Planned Improvements: Goal 1/2/3” describe--in alignment with the San Mateo Foster City School District’s Local Control Accountability Plan (LCAP)--the key goals, strategies, and actions that will be implemented using site and district resources, to accelerate the academic performance and engagement of all students and of specific struggling student groups. Actions labeled as Tier 1 address the needs of all students. Actions labeled as Tier 2/3 address the needs of the specific student groups identified.

## **Educational Partner Involvement**

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

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

Engaged with staff regarding SPSA on May 1, 2023. Engaged with ELAC regarding our SPSA on May 9, 2023. Engaged with School Site Council regarding our SPSA on June 1, 2023. Approval by SSC occurred at that June 1, 2023 meeting.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	1.0%	0.72%	1.07%	9	6	9
Asian	16.6%	19.16%	18.41%	149	159	155
Filipino	3.9%	4.10%	3.8%	35	34	32
Hispanic/Latino	51.8%	51.33%	52.73%	465	426	444
Pacific Islander	6.7%	5.42%	5.58%	60	45	47
White	11.0%	10.12%	9.14%	99	84	77
Multiple/No Response	8.8%	8.31%	8.19%	79	69	69
	<b>Total Enrollment</b>			898	830	842

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	43	35	44
Grade 1	45	42	39
Grade 2	48	46	38
Grade3	46	50	50
Grade 4	42	49	51
Grade 5	46	50	51
Grade 6	196	185	192
Grade 7	192	188	187
Grade 8	240	185	190
<b>Total Enrollment</b>	898	830	842

**Data Statements: Strength**

**Data Statements: Challenges**

**Why are we getting these results?**

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	263		292	29.3%		34.7%
Fluent English Proficient (FEP)	209		192	23.3%		22.8%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The number of EL students enrolled increased by 29 students in 22-23.
2. The number of FEP students enrolled went down in 22-23.
3. The number of RFEP students stayed the same (0).

## Data Indicators and Targets

### CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	55%				5 percentage	60%
3 <sup>rd</sup>	32%				5 percentage	37%
5 <sup>th</sup>	42%				5 percentage	47%
8 <sup>th</sup>	55%				5 percentage	60%
All English Learner/Multilingual Students	13.68%				10 percentage points	23.68%
Special Education	16.42%				10 percentage points	26.42%
Socio-Economically Disadvantaged	28.81%				10 percentage points	38.81%
Asian	92%				5 percentage	97%
Black/AA						
2+ more	82%				5 percentage	87%
Filipino	60%				10	70%
Hispanic/Latino	32%				10	42%
Native Hawaiian	6%				10	16%
White	81%				5 percentage	86%
English Learner	3.20%				10	13.20%
RFEP	69.92%				5 percentage	74.92%

### CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	43%				5 percentage	47%
3 <sup>rd</sup>	20%				5 percentage	25%
5 <sup>th</sup>	34%				5 percentage	39%
8 <sup>th</sup>	41%				5 percentage	46%
All English Learner/Multilingual Students	8.80%				10 percentage points	18.80%
Special Education	4.55%				10 percentage points	14.55%
Socio-Economically Disadvantaged	19.11%				10 percentage points	29.11%
Asian	87%				5 percentage	92%
Black/AA						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
2+ more	76%				5 percentage	81%
Filipino	60%				10	70%
Hispanic/Latino	15%				10	25%
Native Hawaiian	0%				10	
White	72%				5 percentage	77%
English Learner	1.37				10	11.37%
RFEP	47.73%				5 percentage	52.73%

**CAASPP Science: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	41.74%					
5 <sup>th</sup>	32.69%					
8 <sup>th</sup>	44.38%					
All English Learner/Multilingual Students	2.99%				10 percentage points	12.99%
Special Education	9.52%				10 percentage points	19.52%
Socio-Economically Disadvantaged	20%				10 percentage points	30%
Asian	55.56%				5 percentage	60.56%
Black/AA						
2+ more	50%				5 percentage	55%
Filipino	12.50%				10	22.50%
Hispanic/Latino	4.31%				10	14.31%
Native Hawaiian	0%				10	
White	46.15%				5 percentage	51.15%
English Learner	2.99%				10	12.99%
RFEP	47.37%				5 percentage	52.37%

**District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	50.45%				10 percentage points	60.45%
Middle School Long Term English Learners (LTELs)	64.95%				10 percentage points	74.95%

**District Literacy Benchmark: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		53%	57.92%		5 percentage	58%
1 <sup>st</sup>		29.27%			5 percentage	34.27%
3 <sup>rd</sup>		37%			5 percentage	42%
8 <sup>th</sup>		67%	66.30%	62.98%	5 percentage	72%
All English Learner/Multilingual Students		28.85%	40.69%		10 percentage points	38.85%
Special Education		21%	30.59%		10 percentage points	31%
Socio-Economically Disadvantaged						
Asian		83%	84.95%		5 percentage	88%
Black/AA						
Filipino						
Hispanic/Latino		35%	39.19%		10	45%
Native Hawaiian						
White		75%	83.56%		5 percentage	80%
English Learner		12%	20.73%		10	22%
RFEP		43%	81.95%		5 percentage	48%

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		71.88%	70.12%		80%	151.88%
3 <sup>rd</sup>		62%	68.66%			
5 <sup>th</sup>		64.7%	68.09%			
6 <sup>th</sup>		74.19%	72.43%			
7 <sup>th</sup>		70.20%	75.27%			
8 <sup>th</sup>		70.59%	60.00%			
English Learner/Multilingual Students		45.00%	36.84%			
Middle School Long Term English Learners (LTELs)						
Special Education		45.83%	70.12%			
Socio-Economically Disadvantaged		57.50%	51.63%			

**Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)						

**ST Math Usage Rate: Total Hours Spent/Child**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	0.42				20%	

**Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	26.3%	15.06%	19.76%		50%	13.15
All English Learner/Multilingual Students					50% reduction	
Special Education	44.6%	25.00%	30.16%		50%	22.30%
Socio-Economically Disadvantaged	41.6%		34.32%		50% reduction	20.80%
Asian	2.4%	7.03%	5.33%		50%	1.2%
Black/AA			33.33%			
2+ more	12.8%		10.00%		50%	6.4%
Filipino					50%	
Hispanic/Latino	38.2%	19.62%			50%	19.1%
Native Hawaiian					50%	
White	12.5%	18.33%	11.11%		50%	6.25%
English Learner	40.9%	22.93%	34.46%		50%	20.45%
RFEP					50%	

**Suspension Rate: Percent of students suspended at least once**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	3.00%				50%	1.5%
All English Learner/Multilingual Students					50% reduction	
Special Education	4.76%				50% reduction	2.38%
Socio-Economically Disadvantaged	5.14%				50% reduction	2.57%
Asian	0.00%				50%	
Black/AA						
2+ more	0.00%				50%	
Filipino	2.13%				50%	1.06%
Hispanic/Latino	3.97%				50%	1.98%
Native Hawaiian	0.00%				50%	
White	4.57%				50%	2.28%
English Learner	3.83%				50%	1.91%
RFEP	4.41%				50%	2.20%



**CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree**

**Feel Connected to School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>					5 percentage	
4 <sup>th</sup>					5 percentage	
5 <sup>th</sup>	78%				5 percentage	83%
6 <sup>th</sup>				61%	5 percentage	
7 <sup>th</sup>				48%	5 percentage	
8 <sup>th</sup>				50%	5 percentage	

**Caring Adults in School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>					5 percentage	
4 <sup>th</sup>					5 percentage	
5 <sup>th</sup>	80%				5 percentage	85%
6 <sup>th</sup>				66%	5 percentage	
7 <sup>th</sup>				63%	5 percentage	
8 <sup>th</sup>				49%	5 percentage	

**Feel Safe at School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>					5 percentage	
4 <sup>th</sup>					5 percentage	
5 <sup>th</sup>	82%				5 percentage	87%
6 <sup>th</sup>				53%	5 percentage	
7 <sup>th</sup>				46%	5 percentage	
8 <sup>th</sup>				58%	5 percentage	

**Data Statements: Strength**

- In our Literacy data we see that students with two or more races are meeting or exceeding by 82% in their grade level. 69.92% of our RFEP students are meeting or exceeding in their grade level. According to our CHKS data 80% of our 5th graders feel they have caring adults in school and 82% of our 5th graders feel safe at school. In our math data we see growth from our 3rd and 5th graders from the beginning of the year to the middle of the year. End of the year for 2020 was 26.3% in chronic absenteeism and middle of the year 2023 we are at 19.76%.

**Data Statements: Challenges**

- Our English Learners current percentage of students meeting/exceeding standards in Literacy is 3.2%, for math 1.37%, for science 2.99%. Some challenges that we are seeing with our math data is that percentages decreased in 6th and 8th grade. Some challenges we have experienced with chronic absenteeism are that even though we

have use many interventions such as calls home, meetings with parents, and home visits, we still have kids who have difficulty coming to school. A challenge with our CHKS data is that we have low participation. Our CHKS data also shows there are less fights and bullying but our students feeling safe at school percentages are low.

### **Planning Statements**

3. A goal is for 10% of Latinx students to be enrolled in Algebra next year. Another focus for next year is that our English learners increase by 10% in Language Literacy, Science and Math goal areas in collaboration with our District Office Multilingual Department. Our plan is continue with support from our math TOSA for elementary and math coaches for middles school. K-8 students will continue to be invited to Math Boost after school programs. To support students who have chronic absenteeism we call parents of the students who are absent daily. We hold individual parent meetings, home visits, and wellness checks as needed. Our plan to improve our CHKS data is to work on getting more student participation. We need to continue with our community circles and building relationships across K-8 so our students feel safe and connected to adults on campus.

# SPSA Goals and Strategies

## Goal 1

Goal #	Description
<b>GOAL 1</b>	<b>ACHIEVEMENT:</b> Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
<b>STRATEGY: Language &amp; Literacy</b>			
MTSS, Tier 1: Assign middle school teacher leads for Language & Literacy instruction, who facilitate ELA teacher inquiry and planning to support Language & Literacy instruction, curriculum implementation, and curriculum adoption.	District-provided .17FTE for Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	20,000
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher on Special Assignment to support ELD, reclassification, monitoring and curriculum needs.	District-provided Multilingual ToSA 1.0 fte	1000-1999: Certificated Personnel Salaries District Central funding	150,000
MTSS, Tier 1: Support Academic Language Acceleration Course (ALAC) teachers to participate in ELD professional development and planning, to strengthen implementation of ALAC classes.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.	District-provided 0.5 FTE Newcomer Teacher and paraeducators	2000-2999: Classified Personnel Salaries District Central funding	143,773
MTSS, Tier 1: Implement the Reading Inventory literacy interim assessment.	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost) As a school identified for Additional Targeted Support and Improvement (ATSI), Bayside is using this SPSA to	District-provided materials and resources  Site-identified additional teacher extra-time (\$10,000 for K-5; \$5000 for 6-8). Note: see Math action below also. Applies across content areas.	1000-1999: Certificated Personnel Salaries Site Supplemental	15,010

describe the goals, strategies, and actions being implemented to improve the literacy academic performance and engagement of Students with Disabilities.			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.	None Specified District Central funding	
MTSS, Tier 1: Support K-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	106,620
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.	None Specified District Central funding	
MTSS, Tier 1: Implement CLAVES supplementary curriculum (only in Cohort A schools for 2022-23) to strengthen language skills of Potential Long-Term English Learner students (4th & 5th grade), through professional development, teacher collaboration, and materials purchase.	District-provided materials and resources  English Language Development Para-educator 4 hours	1000-1999: Certificated Personnel Salaries Site Supplemental	27,332.00
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.	District-provided materials and resources	None Specified District Central funding	
<b>STRATEGY: Middle School Block Schedule</b>			

MTSS, Tier 1: Support staff to participate in summer and school-year professional development and planning to adjust curriculum and instruction for the block schedule. Specifically, focused on academic discourse & building belonging classrooms.	District-provided materials and resources  Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries District Central funding	
<b>STRATEGY: Mathematics</b>			
MTSS, Tier 1: Continue implementation of Illustrative Math/Desmos math curricula and teacher guidance materials in grades 6-8	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1: Support math teachers to participate in summer and school-year professional development to implement core SMFC math programs K-8.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Assign Math ToSAs/teacher leaders to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 1.0 FTE for Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	120,000.00
MTSS, Tier 1 & 2: Implement ST Math as the supplementary curriculum for targeted students and an at-home math resource for any students K-8.	District-provided resource.	None Specified District Central funding	
MTSS, Tier 1 & 2: Continue implementation of 6-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.	None Specified District Central funding	
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day K-8(e.g., Math Boost)	Site-identified additional teacher extra-time: see funding in language and literacy action above	1000-1999: Certificated Personnel Salaries Site Supplemental	
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1: Assign Math ToSA to provide math intervention for 4th/5th graders and support 4th/5th grade teachers to engage in continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	150,000

MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students--focused on grades 3-8. As a school identified for Additional Targeted Support and Improvement (ATSI), Bayside is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students: English Learners, Hispanics, Pacific Islander, and Students with Disabilities.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.	None Specified District Central funding	
MTSS, Tier 1 & 2: Provide additional after-school academic supports (Homework Club)	Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	25,980.00
<b>STRATEGY: Science/STEM</b>			
MTSS, Tier 1: Implement Open Science Education curriculum and teacher guidance materials.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Implement Paxton Patterson "College & Career Elective"	District-provided materials and resources and funding for 1.0 FTE teacher and 6 hour Technology Para-educator	1000-1999: Certificated Personnel Salaries Site Magnet	165,000
MTSS, Tier 1: Implement Paxton Patterson "College & Career Elective"		1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSA, Tier 1: Provide enrichment science experiences through Middle School Science from Scientist	\$5,000 supplemental and \$5,000 donation	5000-5999: Services And Other Operating Expenditures Site Supplemental	5,000
<b>STRATEGY: Expand Visual and Performing Arts Programming</b>			

Elementary Implement Art4Schools visual arts program for all classrooms K-5	District Provided Resources	None Specified District Central funding	
Implement Art Grant funding by Measure V 6-8	District Provided Resources	None Specified District Central funding	50,000

# SPSA Goals and Strategies

## Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> <li>• Object Code</li> <li>• Source</li> </ul>	Amount
<b>STRATEGY: Family Engagement</b>			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources K-8.	Site-identified staff extra-time and meeting costs  District-provided resources	None Specified Site Supplemental	7,678.00
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families K-8.	Site-identified staff 6.5 hours	2000-2999: Classified Personnel Salaries Site Supplemental	8,000
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports K-8.	Site-identified staff extra-time and meeting costs  District-provided resources	None Specified Site Donations	2,000.00
<b>STRATEGY: Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that unduplicated students accelerate their learning of grade-level standards.</b>			
Not implemented in 2023-24			
<b>STRATEGY: Responsive” Curriculum &amp; Practices</b>			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture K-8.	Site-identified staff extra-time and meeting costs  District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	



<p>Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture K-8. Targeting specifically Homeless Students and Students with Disabilities.</p>	<p>Site-identified staff extra-time and meeting costs  District-provided resources</p>	<p>1000-1999: Certificated Personnel Salaries District Central funding</p>	
<p>Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families K-8.</p>	<p>Site-identified staff extra-time and meeting costs  District-provided resources</p>	<p>1000-1999: Certificated Personnel Salaries District Central funding</p>	

# SPSA Goals and Strategies

## Goal 3

Goal #	Description
<b>GOAL 3</b>	<b>WELLNESS:</b> Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
<b>STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness</b>			
MTSS, Tier 1 & 2: Assign 3.0 FTE of Counselors to provide individual and group wellness support K-8.	District-provided 3.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	286,506
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools K-8.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework K-8.	District-provided materials and resources Restorative Justice Teacher on Special Assignment	1000-1999: Certificated Personnel Salaries District Central funding	150,000
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies K-8.	District-provided materials and resources  Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students with disabilities and homeless.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS,	District-provided materials and resources	1000-1999: Certificated Personnel Salaries	8,000.00

restorative practices, and progressive discipline framework K-8.	Site-identified staff extra-time PBIS- 2,000.00 + Restorative Practices 6,000.00	Site Supplemental	
MTSS, Tier 1 & 2: Assign School Safety Advocates YSB 6-8.	District-provided materials and resources Site-identified staff extra-time	None Specified District Central funding	
MTSS, Tier 1 & 2: Implement Second Step curriculum K-8.	District-provided materials and resources Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Implement Cultural and Climate Activates (assemblies, motivational speakers, enrichment) during the school day and at lunch to support student wellness	Site-identified	None Specified	5,000.00
MTSS, Tier 1: Provide a Wellness Center to support student and staff social-emotional health.	District provided materials	None Specified District Central funding	20,000
<b>STRATEGY: Reducing Chronic Absenteeism</b>			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries	
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified staff extra-time, meeting and rewards costs	None Specified	1,000.00
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	Site-identified staff extra-time and meeting/activities costs	None Specified	1,000.00
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	

MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	
MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	
<b>STRATEGY: Supporting Students with Compromised Housing/Foster Youth</b>			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries	
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	

<p>MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.</p>	<p>Site-identified staff extra-time</p>	<p>1000-1999: Certificated Personnel Salaries</p>	
<p>MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.</p>	<p>Site-identified staff extra-time</p>	<p>1000-1999: Certificated Personnel Salaries</p>	

# 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	\$1,467,899.00

## 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 (\$)
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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 (\$)
	\$7,000.00
District Central funding	\$1,196,899.00
Site Donations	\$2,000.00
Site Magnet	\$165,000.00
Site Supplemental	\$97,000.00

Subtotal of state or local funds included for this school: \$1,467,899.00

Total of federal, state, and/or local funds for this school: \$1,467,899.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	7,000.00
District Central funding	1,196,899.00
Site Donations	2,000.00
Site Magnet	165,000.00
Site Supplemental	97,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,224,448.00
2000-2999: Classified Personnel Salaries	151,773.00
5000-5999: Services And Other Operating Expenditures	5,000.00
None Specified	86,678.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		7,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	983,126.00
2000-2999: Classified Personnel Salaries	District Central funding	143,773.00
None Specified	District Central funding	70,000.00
None Specified	Site Donations	2,000.00

1000-1999: Certificated Personnel Salaries	Site Magnet	165,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	76,322.00
2000-2999: Classified Personnel Salaries	Site Supplemental	8,000.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	5,000.00
None Specified	Site Supplemental	7,678.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	978,715.00
Goal 2	17,678.00
Goal 3	471,506.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

## **Name of Members**

## **Role**

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 June 1, 2023.

Attested:



Principal, Maria Demattei on June 1, 2023



SSC Chairperson, Laura Rossi on June 1, 2023