

School Year: **2024-25**



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

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bayside Academy	41690390136242	June 6, 2024	June 27, 2024

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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 ELAC regarding our SPSA on April 25, 2024. Engaged with staff regarding SPSA on May 13, 2024. Engaged with School Site Council regarding our SPSA on June 6, 2024. Approval by SSC occurred at that June 6, 2024 meeting.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.72%	1.07%	1.05%	6	9	9
Asian	19.16%	18.41%	18.71%	159	155	160
Filipino	4.10%	3.8%	3.86%	34	32	33
Hispanic/Latino	51.33%	52.73%	52.87%	426	444	452
Pacific Islander	5.42%	5.58%	5.61%	45	47	48
White	10.12%	9.14%	9.12%	84	77	78
Multiple/No Response	8.31%	8.19%	7.49%	69	69	64
	Total Enrollment			830	842	855

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	35	44	40
Grade 1	42	39	46
Grade 2	46	38	44
Grade 3	50	50	45
Grade 4	49	51	54
Grade 5	50	51	53
Grade 6	185	192	194
Grade 7	188	187	196
Grade 8	185	190	183
Total Enrollment	830	842	855

Data Statements: Strength

- Our enrollment in our district has been declining, however, Bayside has increased enrollment from 21-22 to 23-24 by 17 students.

Data Statements: Challenges

- Since we are a small K-8 school, we need to closely monitor our enrollment.

Why are we getting these results?

3. We are seeing a decrease in enrollment with students who live in school boundries due to a increase cost of living, however we are seeing an increase of newcommer enrollments.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners		292	265		34.7%	31.0%
Fluent English Proficient (FEP)			215			25.1%
Reclassified Fluent English Proficient (RFEP)		192			22.8%	

Conclusions based on this data:

1. The number of EL students enrolled decreased by 25 students in 22-24.
2. The number of FEP students enrolled went down in 22-24.
3. The number of RFEP students stayed the same (0). There was n increase of students reclassifying in 2022-2023.

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	51.14%				5 percentage	56%
3 rd	31.91%				5 percentage	37%
5 th	50%				5 percentage	55%
8 th	55.08%				5 percentage	60%
All English Learner/Multilingual Students						
Special Education	13.52%				10 percentage points	24%
Socio-Economically Disadvantaged	27.85%				10 percentage points	38%
Asian	87.77%				5 percentage	93%
Black/AA						
2+ more	74.24%				5 percentage	79%
Filipino	64.29%				10	74%
Hispanic/Latino	28.73%				10	39%
Native Hawaiian	29.41%				10	39%
White	79.41%				5 percentage	84%
English Learner	8.53%				10	28%
RFEP	66.19%				5 percentage	71%

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	41.77%				5 percentage	47%
3 rd	26.66%				5 percentage	31%
5 th	24%				5 percentage	29%
8 th	44.50%				5 percentage	49%
All English Learner/Multilingual Students	6.36%				10 percentage points	16%
Special Education	6.95%				10 percentage points	17%
Socio-Economically Disadvantaged	21.12%				10 percentage points	31%
Asian	88.49%				5 percentage	93%
Black/AA						
2+ more	67.16%				5 percentage	72%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Filipino	62.96%				10	73%
Hispanic/Latino	17.35%				10	27%
Native Hawaiian	8.82%				10	
White	61.77%				5 percentage	67%
English Learner	6.36%				10	16%
RFEP	52.89%				5 percentage	58%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	40.08%					
5 th	30%					
All English Learner/Multilingual Students	1.47%				10 percentage points	11%
Special Education	10%				10 percentage points	20%
Socio-Economically Disadvantaged	20.61%				10 percentage points	31%
Asian	82.98%				5 percentage	88%
Black/AA						
2+ more	69.24%				5 percentage	74%
Filipino	50%				10	60%
Hispanic/Latino	16%				10	26%
Native Hawaiian					10	
White	57.89%				5 percentage	63%
English Learner	1.47%				10	12%
RFEP	40.38%				5 percentage	45%

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	61.2%				10 percentage points	71.2%
Middle School Long Term English Learners (LTELs)						

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	59.55%	55.03%	60.89%		5 percentage	64%
1 st	51.35%	38.64%	65.96%		5 percentage	56%
3 rd	36.05%	30.77%	34.09%		5 percentage	41%
8 th	62.98%	74.32%	64.81%		5 percentage	67%
All English Learner/Multilingual Students						
Special Education	31.13%	22.73%	31.25%		10 percentage points	41%
Socio-Economically Disadvantaged	39.92%	34.95%	45.74%			
Asian	87.02%	84.46%	91.80%		5 percentage	92%
Black/AA						
Filipino						
Hispanic/Latino	40.73%	32.77%	40.92%		10	50%
Native Hawaiian						
White	86.55%	67.26%	81.01%		5 percentage	96%
English Learner	23.90%	15.19%	22.05%		10	34%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		71.14%	69.19%		80%	151.88%
3 rd		61.90%	37.21%			
5 th		78.85%	25.93%			
6 th		75.26%	75.79%			
7 th		69.11%	77.96%			
8 th		76.14%	74.05%			
English Learner/Multilingual Students		66.29%	58.85%			
Middle School Long Term English Learners (LTELs)						
Special Education		50.00%	46.58%			
Socio-Economically Disadvantaged		54.93%	46.03%			

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	16.09	4.08	12.17		20%	19

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	2	5	2		20%	

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	26.2%	23.69%	23.92%		50%	13%
All English Learner/Multilingual Students						
Special Education	40.4%	34.25%	33.26%		50%	20%
Socio-Economically Disadvantaged	38.7%	31.36%	29.57%		50% reduction	19%
Asian	6.4%	5.75%	5.83%		50%	3%
Black/AA						
Filipino						
Hispanic/Latino	35%	26.87%	27.91%		50%	17%
Native Hawaiian						
White	11.7%	20.35%	19.56%		50%	6%
English Learner	37%	27.31%	29.42%		50%	18%

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	2.7%	2.10%			50%	0.08%
All English Learner/Multilingual Students	2.6%	2.05%			50% reduction	
Special Education	3%	1.60%			50% reduction	3.1%
Socio-Economically Disadvantaged	3.7%	100%			50% reduction	1.6%
Asian	0.6%				50%	
Black/AA						
2+ more					50%	
Filipino	0%				50%	
Hispanic/Latino	3.8%	4%			50%	1.1%
Native Hawaiian	8.2%				50%	
White	0%				50%	
English Learner	2.6%	2.05%			50%	
RFEP					50%	

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

Feel Connected to School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd				63%	5 percentage	68%
4 th				78%	5 percentage	83%
5 th				70%	5 percentage	75%
6 th	61%			51%	5 percentage	56%
7 th	48%			56%	5 percentage	61%
8 th	50%			47%	5 percentage	52%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd				60%	5 percentage	65%
4 th				78%	5 percentage	83%
5 th				68%	5 percentage	73%
6 th	66%			63%	5 percentage	68%
7 th	63%			57%	5 percentage	62%
8 th	49%			57%	5 percentage	62%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd				79%	5 percentage	84%
4 th				76%	5 percentage	81%
5 th				70%	5 percentage	75%
6 th	53%			51%	5 percentage	56%
7 th	46%			51%	5 percentage	56%
8 th	58%			47%	5 percentage	62%

Data Statements: Strength

- Overall students performed 51.14% Met and Exceeded on ELA CAASPP and 60% in Mid Year District ELA Benchmarks. SWD and SED students increased 10% or more on the District ELA Benchmarks from Beginning of the Year to Middle of Year assessments. EL and LTEL students increased 7% in District ELA Benchmarks. 2022-23 Math CAASPP 41.77% met and exceeded. On the ELPI 61% of students increased a level. On the District Math Benchmark there was a 7% increased students meeting and exceeded standard. There is an increased of 4 hours of time spent on FTB.

Data Statements: Challenges

- In the 2022-23 ELA CAASPP and 23/23 District Benchmarks 3rd grade students performed the lowest at 31%. In 2022-23 CAASPP LTELs and EL students performed significantly lower at 8.53% meeting and exceeding. There was a decrease in students in 3rd and 5th-grade meetings and exceeding the Math District Benchmarks by 40%. In Chronic Absenteeism, there has been a slight increase for the English Language Learner Student groups.

Planning Statements

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3. Our plan is to continue working with both the Multi-Lingual and TOSAs to support instruction, research-based pedagogy, and analysis of data to support both our EL and ELTEL students' academic achievement. The Student Service TOSA , Counselors and administration will work closely wto analyze student attendance data to both prevent and support student absenteeism.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: 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 <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Language & Literacy			
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	29,038
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 fe	1000-1999: Certificated Personnel Salaries District Central funding	143,433
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 Northwest Evaluation Association (NWEA) ELA MAP Growth 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).	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

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	156,167
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	
		None Specified Other	
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 NWEA assessment for grades 3-5.	District-provided materials and resources	None Specified District Central funding	
ELD Para (4 hours)	4 hours staff	None Specified Site Supplemental	28,848
Technology Para Educator II (6hours)	6 hours staff		44,500
Mandarin Planning/Teacher Collaboration	Teacher hourly time cards	None Specified Site Supplemental	500
		None Specified Site Supplemental	
STRATEGY: Middle School Block Schedule			

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	
STRATEGY: Mathematics			
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	133,470
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., Newton afterschool program)	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	136,343

MTSS, Tier 2: Implement Site based Extended Day Programs to support unfinished learning and develop positive learning mindsets of targeted students--focused on grades 3-8.	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	19480
STRATEGY: Science/STEM			
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	132,662
		None Specified 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
STRATEGY: Expand Visual and Performing Arts Programming			
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
Prop 28 Arts Elementary	District Provided Resources	None Specified District Central funding	39,453
Prop 28 Arts Middle	District Provided Resources	None Specified District Central funding	79,938

ELOP (Extended Learning Opportunity Program)	District Provided Resources	None Specified District Central funding	20,000
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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 • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot, Summit K12,) 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	56,149
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
End of the year celebration for Mandarin Intro Course	Site identified	0001-0999: Unrestricted: Locally Defined Site Supplemental	500
Update the library collection for both middle and elementary to increase diverse novel selections	Site identified	0000: Unrestricted Site Supplemental	6000
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.			
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development,	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries	

that build culturally responsive classrooms and school-wide culture K-8.	District-provided resources	District Central funding	
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.	Site-identified staff extra-time and meeting costs District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	
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.	Site-identified staff extra-time and meeting costs District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: 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
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
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	403,444
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	131,417
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, restorative practices, and progressive discipline framework K-8.	District-provided materials and resources Site-identified staff extra-time PBIS- 2,000.00 + Restorative Practices 6,000.00	1000-1999: Certificated Personnel Salaries Site Supplemental	8,000.00
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
		None Specified District Central funding	
STRATEGY: Reducing Chronic Absenteeism			
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	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	

personal outreach to families of students who are chronically absent.			
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs: 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: 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: 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	
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
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	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	

<p>outreach to families of students with compromised housing/foster youth.</p>			
<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>	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

GOAL 1 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Support staff- Having various ToSAs to support K-8 students has been very successful. Elementary literacy, math and multilingual ToSAs have supported the learning of our elementary students. Middle school teacher coaches in various academic subject areas have helped support students and teachers academically.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Elementary- Literacy ToSA focused K-2 for PAF, Math ToSA focused on grades 3-5 while our multilingual ToSA focused on upper grades as well. Having the dedicated grade levels helped to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

ELOP- 2024-25 Site-Based Extended Day Programs Using District ELO-P Funds
Support sites to implement high quality literacy and/or math interventions in their extended-day programming.

GOAL 2 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Family Engagement- Having various family engagement meetings such as ELAC, GATE, and Mandarin helps support academic learning and other academic /wellness resources as needed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A major difference this year for us is that our ELAC meetings had very low attendance this school year. I still met with the few parents that showed up but it was disappointing to see the drop in attendance since we have a high percentage of K-8 English Learner students and families.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will change the times of our ELAC meetings. We will switch from morning to evening in hopes that we meet the needs of all families. We're also looking at providing incentives such as dinner, childcare and free give aways to increase parent participation during our evening meetings. We will continue to provide a light breakfast for our morning meetings.

GOAL 3 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Creating the Peace room for our 6-8 grade students has been very successful. Our students enjoyed going to the Peace room during lunch. Teachers also visited the Peace room during the day with their classes so students knew where it was located.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to lack of space, we combined the Wellness/Peace room into one room. Unfortunately, each room has it's own purpose and combining the two purposes into one room did not work out.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will need to separate the wellness and peace room space so each can be successful since they have their own purpose.

GOAL 4 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

GOAL 5 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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	\$1,799,803.00

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 (\$)
	\$51,500.00
District Central funding	\$1,466,476.00
Site Donations	\$2,000.00
Site Magnet	\$132,662.00
Site Supplemental	\$147,165.00

Subtotal of state or local funds included for this school: \$1,799,803.00

Total of federal, state, and/or local funds for this school: \$1,799,803.00

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

Expenditures by Funding Source

Funding Source	Amount
	51,500.00
District Central funding	1,466,476.00
Site Donations	2,000.00
Site Magnet	132,662.00
Site Supplemental	147,165.00

Expenditures by Budget Reference

Budget Reference	Amount
	44,500.00
0000: Unrestricted	6,000.00
0001-0999: Unrestricted: Locally Defined	500.00
1000-1999: Certificated Personnel Salaries	1,308,464.00
2000-2999: Classified Personnel Salaries	199,922.00
5000-5999: Services And Other Operating Expenditures	5,000.00
None Specified	235,417.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		44,500.00
None Specified		7,000.00

1000-1999: Certificated Personnel Salaries	District Central funding	1,133,312.00
2000-2999: Classified Personnel Salaries	District Central funding	143,773.00
None Specified	District Central funding	189,391.00
None Specified	Site Donations	2,000.00
1000-1999: Certificated Personnel Salaries	Site Magnet	132,662.00
0000: Unrestricted	Site Supplemental	6,000.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	42,490.00
2000-2999: Classified Personnel Salaries	Site Supplemental	56,149.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	5,000.00
None Specified	Site Supplemental	37,026.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,177,615.00
Goal 2	72,327.00
Goal 3	549,861.00

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
Maria Demattei	Principal
Laura Rossi	Other School Staff
Danielle Flanigan	Other School Staff
Mark White	Classroom Teacher
Pam Wessling	Parent or Community Member
Sonia Gonzalez	Parent or Community Member
Karina Vasquez	Parent or Community Member
Deepti Jain	Parent or Community Member
Jeanette Martin	Other School Staff
Margine Ruiz	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 June 6, 2024.

Attested:



Principal, Maria Demattei on June 13, 2024



SSC Chairperson, Laura Rossi on June 13, 2024