

# Single Plan for Student Achievement

## Bayside Academy K-8



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SAN MATEO-  
FOSTER CITY  
SCHOOL DISTRICT

## A Resource for School Site Council

### 2018-2019

The 2018-2019 School Single Plan for Student Achievement (SPSA) reflects the local engagement and action items outlined in the San Mateo-Foster City School District's Local Control Accountability Plan (LCAP).

To view the San Mateo-Foster City LCAP, please visit <http://www.smfcsd.net/>.

# The Single Plan for Student Achievement

School: [Bayside Academy](#)

District: [San Mateo-Foster City School District](#)

County-District School (CDS) Code: [41 69039 6044820](#)

Principal: [John Cosmos](#)

Date of this revision: [September 24, 2018](#)

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: [John Cosmos](#)

Position: [Principal](#)

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The District Governing Board approved this revision of the SPSA on [XXXXX](#)



## Student Achievement

|                                    |  |
|------------------------------------|--|
| <b>LCAP Goal</b>                   | <p>Students will make progress toward meeting or exceeding grade level California Standards.</p> <ul style="list-style-type: none"> <li>● All students</li> <li>● Students who are English Learners and/or Socioeconomically Disadvantaged</li> <li>● Students with disabilities</li> </ul>  |
| <b>SPSA Goal #1</b>                | <p>All students will make progress on CAASPP and Galileo (grades 3-8) and F&amp;P (grades K-2) in ELA and Math;<br/>         More students will be proficient on CAASPP and Galileo (grades 3-8) and reading at grade level according to F&amp;P (grades K-2) in ELA and Math;<br/>         English Learners, students with disabilities, and students with low socioeconomic status will make accelerated progress on all assessments (grade K-8).</p>  |
| <b>Data Used to Form this Goal</b> | <p><b>Dashboard Data (15/16 &amp; 16/17 Cohorts)</b></p> <p><u>All students</u><br/>         ELA - up 6.8 green<br/>         Math - up 8.3 green</p> <p><u>EL</u><br/>         ELA - down 1.5 orange<br/>         Math - up 3.1 yellow</p> <p><u>SED</u><br/>         ELA - up 7.2 yellow<br/>         Math - up 9.5 yellow</p> <p><u>SWD</u><br/>         ELA - down 5.8 red<br/>         Math - up 3.5 orange</p> <p><b>Galileo Data (17/18 Cohort)</b><br/>         6-8 all students making progress, however ELs 4-8 grade ELA are significantly behind other students.<br/>         3rd grade EL's seems to be making progress</p> <p><b>Fountas &amp; Pinnell Data (17/18 Cohort)</b><br/>         Majority of students reading significantly below grade level.</p> |

|  |   |
|--|---|
| <p><b>Findings from the Analysis of the Data</b></p>                 | <p>Strength - we have seen a trend of scores rising/growth for all students in both ELA &amp; Math</p> <p>Areas of need - ELs and SWD are not growing at the same rate or at all</p> <p>Dashboard - growth for All, EL, SED &amp; SWD both ELA/Math</p> <ul style="list-style-type: none"> <li>● By increasing language production through AVID strategies</li> <li>● 4-8 Need to identify LTEL (or at risk LTEL),</li> <li>● K-3 Need to identify ELs that are low SES</li> <li>● Increase collaboration b/w SPED &amp; Gen Ed</li> <li>● Data meetings 3x year for K-5 and 6-8 ELA &amp; Math</li> </ul> <p>Consistent review of LTEL and struggling students<br/> More collaboration b/w SPED &amp; Gen ed teachers<br/> Not enough language production opportunities in class<br/> Becoming more familiar with new curriculum</p> |
| <p><b>How the School will Evaluate the Progress of this Goal</b></p> | <p>Through Data Meetings grade levels will assess progress of ELD &amp; ELA scores. Teachers will assess how students are moving along towards grade level standards by looking at F&amp;P and Galileo Data</p> <p>A staff meeting will be set aside to review data and determine how the site is progressing towards the SPSA</p>  |
| <p><b>Stakeholder Feedback</b></p>                                   | <p><b>SSC/PTA/ELAC/Staff</b></p> <p>What's working:</p> <ul style="list-style-type: none"> <li>-Math Foundations</li> <li>-Reading Intervention</li> <li>-Homework club</li> </ul> <p>What's not working:</p> <ul style="list-style-type: none"> <li>-Special education support for students/staffing is struggling</li> <li>-reading support in MS</li> <li>-EL support for NGSS curriculum</li> </ul>   |

| <b>Actions Taken to Reach this Goal</b>         | <b>Description</b>   | <b>Funding Source(s)</b>     | <b>Amount</b>      |
|---|--|------------------------------|--------------------|
| Reading Specialist                              | Provides reading support for students below grade level in grades 1-2.   | Centralized Supplemental     | n/a                |
| Data Monitoring Meetings                        | Teachers meet to review F&P assessments, Galileo scores, and discuss student's reading levels and strategize how best to support them. | Supplemental                 | \$4,000            |
| English Language Development Support Staff      | Works with our elementary newcomers with a focus on K-2 students   | Title I                      | \$25,514           |
| STEAM/STEM Elementary PD                        | Professional Development for elementary teachers   | Donation/PTA                 | \$2500             |
| Newcomer Teacher                                | Specialized ELD instruction for students new to country (12 months or less) grades 6th-8th with ELPAC score of 1                       | Title III                    | \$84,711           |
| Newcomer Para Educators (2)                     | Support for Newcomer students  | Title I                      | \$65,039           |
| Math Foundations 1.0 FTE (6 sections)           | Math foundations classes for middle school students struggling with basic math concepts.   | Title I                      | \$84,094           |
| Science from Scientists - Middle School         | 6th grade students are exposed to science lessons from scientists in the field   | Supplemental<br>Donation/PTA | \$5,000<br>\$5,000 |
| Elective STEM support (3 periods) Loeswick      | Allows for additional electives for students moving out of math foundations classes  | Supplemental                 | \$53,745           |
| After School Homework Club                      | After school homework support for middle school students struggling academically   | Title I                      | \$7,000            |
| AVID Program                                    | Sending teachers for PL, pays for the cost of the AVID program   | Supplemental                 | \$27,035           |
| AVID Elective (1 section)                       | FTE for one period of elective in middle school  | Supplemental                 | \$15,785           |
| AVID Tutors                                     | Outside tutors for AVID elective classes   | Supplemental                 | \$18,389           |
| Technology Support Staff (Woodward)             | Support students in the class with technology as well as supporting teachers with incorporating technology into their lessons          | Supplemental                 | \$23,626           |
| Dean of Academics and Family Engagement 1.0 FTE | Supports students through academic monitoring and support. Provides support to teachers and outreach to families                       | Supplemental                 | \$114,599          |

## School Climate

|   |   |
|---|---|
| <b>LCAP Goal</b>  | Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.   |
| <b>SPSA Goal #2:</b>  | <p>Students will increase school connectedness through systems that provide clear expectations and foster positive relationship-building into school culture.</p> <p>Reduce the number of suspensions for English Learners, students with disabilities, and students with low socioeconomic status</p>  |
| <b>Data Used to Form this Goal</b>                            | <p>Aeries -Attendance data<br/>           SWIS - Elementary Referrals<br/>           Aeries - Middle School Referrals and Suspensions<br/>           CHKS - California Healthy Kids Survey<br/>           Other Site Based Data</p>   |
| <b>Findings from the Analysis of this Data</b>                | <p>Attendance Averages for 17-18: <b>K-3</b> 94.25%, <b>4-6</b> 96.15%, <b>7-8</b> 96.58%;</p> <p>Dashboard color for suspensions: green, declined by 1% from previous school year;</p> <p>School Connectedness: <b>5th grade</b> - 79% high, 18% moderate; <b>7th grade</b> - 63% high, 33% moderate (CHKS);</p> <p>Feelings from students about connection to adults on campus (teachers, staff, etc) still needs improvement, 5th grade 86% feel connected to adults and 7th grade only 69% feel connected to adults on campus</p> |
| <b>How the School will Evaluate the Progress of this Goal</b> | Continued analysis of attendance data and Aeries, SWIS, and CHKS data   |
| <b>Stakeholder Feedback</b>                                   | <p><b>SSC/PTA/ELAC/Staff</b></p> <p>Working: Restorative Practices, Community Circles, Clubs, Sports</p> <p>Not Working: Additional support and services for mental health related issues with students</p>   |

| Actions Taken to Reach this Goal           | Description   | Funding Source(s) | Amount  |
|--|---|-------------------|---------|
| Restorative Practices Implementation (6-8) | Pays for subs so teachers can attend RP PD  | Supplemental      | \$6,000 |
| PBIS (K-5)                                 | Pay for subs so teachers can attend PBIS PD   | Supplemental      | \$2,000 |
| Professional Development 6-8               | Mental Health and LGBTQ PD on October 5th   | n/a               | n/a     |
| Homeroom Themes (6-8)                      | Monthly work with students on a variety of social, emotional, and behavioral topics through Wednesday homeroom activities | n/a               | No cost |
| After School Sports                        | After school teams for middle school students   | Ed Foundation     | n/a     |
| Clubs                                      | 10-15 lunchtime and after school clubs designed for middle school students  | PTA               | \$9,400 |

## Family Participation

|   |   |
|---|---|
| <b>LCAP Goal</b>  | Families will participate in their child's education.   |
| <b>SPSA Goal #3</b>   | Increase family involvement through activities that focus on increasing the participation rate for students of English Learners, students with disabilities, and students with low socioeconomic status.  |
| <b>Data Used to Form this Goal</b>                            | ELAC attendance data<br>PTA membership data<br>Parent Education attendance data<br>Parent participation in a variety of school events throughout the year   |
| <b>Findings from the Analysis of this Data:</b>               | ELAC attendance averaged 40 parents at ELAC meetings over the past two years<br>PTA membership total for 2017-2018: 467<br>Parent Education events averaged about 20 parents in attendance<br><br>Analysis showed a higher percent of participation on the middle school side as compared to the elementary side. |
| <b>How the School will Evaluate the Progress of this Goal</b> | Continued analysis of ELAC attendance data, PTA membership data, Parent Education attendance data, and parent participation in a school events  |
| <b>Stakeholder Feedback</b>                                   | <b>SSC/PTA/ELAC/Staff</b><br>School and PTA worked hard at making our school community inclusive for both elementary and middle school families.<br>More work to be done to bring in more elementary participation.   |



| Actions Taken to Reach this Goal               | Description  | Funding Source(s)        | Amount    |
|--|--|--------------------------|-----------|
| School Community Worker (Vacant) 1 hour        | Outreach to elementary families  | Supplemental             | \$6,575   |
| Parent Education                               | Counselor-led parent education for middle school parents                       | Donation/PTA             | \$2,000   |
| Family Engagement Learning Institute (FELI)    | Family engagement training at SMCOE for site team made up of staff and parents | Centralized Supplemental | n/a       |
| Inclusive School Network Training              | To support family engagement and literacy K-8                                  | Donation/PTA             | \$2,000   |
| Dean of Academics and Family Engagement 1.0 FT | Provides outreach to families  | Supplemental             | \$114,599 |

### 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.[1] The current make-up of the SSC is as follows:

| Names of Members            | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-----------------------------|-----------|-------------------|--------------------|----------------------------|-------------------|
| John Cosmos                 | X         |                   |                    |                            |                   |
| Van Do - Chair              |           |                   |                    | X                          |                   |
| Craig Childress - Secretary |           |                   |                    | X                          |                   |
| Ian Kastelic                |           |                   |                    | X                          |                   |
| Michele Napier              |           | X                 |                    |                            |                   |
| Tamara Hunt                 |           | X                 |                    |                            |                   |
| Alexandria Rodrigues        |           |                   | X                  |                            |                   |
| Lisa Jewett                 |           | x                 |                    |                            |                   |
|                             |           |                   |                    |                            |                   |
|                             |           |                   |                    |                            |                   |
|                             |           |                   |                    |                            |                   |
|                             |           |                   |                    |                            |                   |
|                             |           |                   |                    |                            |                   |
| Numbers in Each Category    | 1         | 3                 | 1                  | 3                          | 0                 |

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[1] EC Section 52852

### **School Site Council 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.

(Check all that apply):

English Learner Advisory Committee signature: \_\_\_\_\_

Other committees established by the school or district (specify) signature: \_\_\_\_\_

4. 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 LEA plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was approved by the SSC at a public meeting on:

John Cosmos

Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

October 1, 2018

Date

Van Do

Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

October 1, 2018

Date