

**Bayshore Elementary School District**  
**Local Control Accountability Plan**  
**2015 – 2018**  
**Year 1 Summary**

**Introduction:**

The Bayshore Elementary School District is a small school district located on the border of the northeastern corner of San Mateo County and the southeastern corner of San Francisco. The district consists of one elementary school, Bayshore Elementary, and one middle school, Robertson Intermediate. The school district is located in the former city of Bayshore, which dis-incorporated and was later annexed to the city of Daly City.

The Bayshore Elementary School District currently serves approximately 380 students. Bayshore Elementary serves students in grades TK-4 while Robertson Intermediate serves students in grades 5-8. We serve a diverse student population comprised of 35% Hispanic, 28% Filipino, 18% Asian, 7% Black or African American, and 6% Native American or Pacific Islander. English Learners make up 19% of our student population, 13% of our students are students with disabilities, while 70% are socioeconomically disadvantaged. Unduplicated Foster Youth, EL and low-income students make up 79% of our student population.

The Bayshore Elementary School District believes that education is a process through which staff, students, families and community work together to provide students with the knowledge, skills, attitudes, and experiences they need to contribute to and participate in society.

The LCAP goals are aligned to the overall needs and expectations of the district and existing plans. Due to close to 79% of our students qualifying as unduplicated Foster Youth, EL and low-income students, all of our goals listed in this LCAP are intended to serve all Bayshore students with the exception of focused services for our English Learners.

The five goals for the LCAP are focused on the following:

1. Technology
2. Facilities
3. A Well-rounded Curriculum
4. Parental/Community Engagement
5. CCSS Implementation

**Bayshore GOAL 1:**

Students will have equitable access to a rigorous, well-rounded and enriched curriculum aligned with Common Core State Standards and national standards using 21<sup>st</sup> century technology that promotes a specific set of academic and behavioral readiness skills, fosters attendance and promotion (matriculation) and prepares them to be competitive in a global economy.

Goal covers:

- State Priority 1 – Basic Services
- State Priority 2 – Implementation CCSS
- State Priority 5 – Student Engagement
- State Priority 6 - School Climate
- State Priority 7 – Course Access

### **Bayshore Identified Need #1 (2015 LCAP):**

The Center for Applied Research in Educational Technology (CARET) found that, when used in collaborative learning methods and leadership that is aimed at improving the school through technology planning, technology impacts achievement in content area learning, promotes higher-order thinking and problem solving skills, and prepares students for the workforce. The 21st Century Classroom not only has modern tools, equipment and content but it includes a teacher trained to use the tools effectively with innovative teaching approaches that integrates the interactivity and engaging content technology brings to curriculum. Bayshore ESD has not been providing a 21st Century Classroom through the integration of technology. Limited resources have been available for teachers and students to access and integrate in teaching and learning.

### **Metrics List for Goal #1 Year 1:**

<b>Reference</b>	<b>Metric</b>	<b>Target</b>
1.1	Facility Status – Increase Wireless Access	Double Wireless Access Points
1.2	Technology Status	Expand 1 to 1 technology capacity
1.3	SBAC Interim Assessment Proficiency	New – Establish year 1 district averages
1.4	SBAC Summative Assessment Proficiency	New – Establish year 1 district averages

### **Actions/Services for Goal #1 Year 1:**

- 1.1 Increase number of wireless access points from the current 5 to 10.
- 1.1 Install a dedicated access point for guest.
- 1.2 Purchase iPads for all teachers
- 1.2 Increase number of mobile computer carts at each site to 3 mobile computer carts.
- 1.2 Provide professional learning for teachers to integrate technology on a consistent basis.
- 1.3 provide professional learning for teachers to prepare for and administer SBAC interim testing.
- 1.3 Provide professional learning for teachers to analyze and evaluate SBAC interim assessment outcomes to enhance teaching practices.
- 1.4 Provide professional learning for teachers to prepare for and administer SBAC summative testing.
- 1.4 Provide professional learning for teachers to analyze and evaluate SBAC summative assessment outcomes to enhance teaching practices.

### **Bayshore GOAL 2:**

By 2017, the learning environments of the Bayshore Elementary School District will be transformed into 21st Century Learning Environments by adapting a comprehensive modernization program and creating educational experiences for students that are challenging, enriching and extend their academic abilities by ensuring institutional cultures are welcoming to students from diverse backgrounds, promoting students below proficiency levels moving to higher performance, raising academic achievement of all students on standardized assessments by adapting to changing student expectations and supporting students to become active citizens that have high attendance promotion (matriculation) rates.

Goal Covers:  
State Priority 1 – Basic Services  
State Priority 4 – Student Achievement  
State Priority 5 – Student Engagement  
State Priority 6 – School Climate

### Bayshore Identified Need #2 (2015 LCAP):

In April, 2000, the USDOE published a report on how the physical conditions of schools had an impact on student achievement and teaching. The report referenced a Carnegie Foundation (1988) report on urban schools. They concluded that that "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Similarly, Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools... is believed to reflect society's lack of priority for these children and their education." The Bayshore Elementary Schools were built in the 1930's and 1940's and have not been renovated since the 1970's. These schools are long overdue for modernization and renovations.

### Metrics List for Goal #2 Year 1:

Reference	Metric	Target
1.1	Facility Status	New school Design Approval
1.2	District Enrollment Rate	New – establish district enrollment rate
1.3	Student/Teacher Ratio	New – establish district student/teacher ratio
1.4	SBAC Interim assessment proficiency	New – establish year 1 district averages

### Actions/Services for Goal #2 Year 1:

- 1.1 Hire a full time Business Manager
- 1.1 Submit design of new TK-8 school to CDE.
- 1.2 Establish district enrollment rate evaluation and analysis protocol.
- 1.3 Establish district student/teacher ratio evaluation and analysis protocol.
- 1.4 Provide professional learning for teachers to prepare for and administer SBAC interim testing.
- 1.4 Provide professional learning for teachers to analyze and evaluate SBAC interim assessment outcomes to enhance teaching practices.

### Bayshore GOAL 3:

100% of Bayshore Elementary School District students will be provided a well-rounded, equitable, robust curriculum focusing on EL students, while including elective courses at all grades ensuring all students the ability to make connections between the arts and academic classes and play an important role in helping students learn, focus and achieve in emotional, physical and academic environments.

Goal covers:

- State Priority 1 – Basic Services
- State Priority 4 – Student Achievement
- State Priority 5 – Student Engagement
- State Priority 6 – School Climate
- State Priority 7 – Course Access
- State Priority 8 – Other Student Outcomes

### **Bayshore Identified Need #3 (2015 LCAP):**

While math and ELA are vital components in academic achievement, research shows that students who subjects outside of the core content are four times more likely to be recognized for academic achievement, including higher standardized test scores. Students in the Bayshore Elementary School District have only been able to participate in core content areas. Their curriculum is lacking in the arts, electives, and physical education.

A strong English Language Development Program is essential to closing the achievement gap because it equips students with the English language skills they need to fully participate in content learning (SCOE, 2008). 46% of our students are classified as English Learners. Only 43% of these students scored above proficient on the 2013 CST.

### **Metrics for Goal #3 Year 1:**

<b>Reference</b>	<b>Metric</b>	<b>Target</b>
1.1	Attendance Rates	New – establish year 1 district averages
1.2	Absenteeism rates	New – establish year 1 district averages
1.3	EL reclassification rate & CELDT scores	Increase district EL reclassification rate to be 5% or above CA state average
1.4	President's physical fitness teacher assessments	New – establish year 1 district averages
1.5	Elective course attendance rates	New – establish year 1 district averages
1.6	SBAC Interim proficiency	New – establish year 1 district averages
1.7	SBAC Summative proficiency	New – establish year 1 district averages

### **Actions/Services for Goal #3 Year 1:**

- 1.1 Establish district attendance rate evaluation and analysis protocol.
- 1.2 Establish district absenteeism evaluation and analysis protocol.
- 1.3 English Language Development teacher will evaluate CELDT scores and provide Professional Learning to content specific and grade level teachers to inform pedagogy and improve instruction for English Learners.
- 1.4 Addition of full time Physical Education Teacher.
- 1.4 Establish district president's physical fitness teacher assessments evaluation and analysis protocol.
- 1.5 Establish district elective course attendance evaluation and analysis protocol.
- 1.6 Provide professional learning for teachers to prepare for SBAC Interim assessment.
- 1.6 Provide professional learning for teachers to analyze and evaluate SBAC Interim assessment outcomes to enhance teaching.
- 1.7 Provide professional learning for teachers to prepare for SBAC Summative Assessment.
- 1.7 Provide professional learning for teachers to analyze and evaluate SBAC Summative assessment outcomes to enhance teaching.

#### **Bayshore GOAL 4:**

Advance student achievement through actively involving parents and community in the educational process of Bayshore Elementary School District by offering activities and opportunities for parents to become part of the school through providing parent education, help parents understand student progress, offering ways for parents to receive help in their efforts to improve their child's progress and improve communication

Goal covers:

State Priority 3 – Parental Involvement  
State Priority 4 – Student Achievement

#### **Bayshore Identified Need #4 (2015 LCAP):**

Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: Create a home environment that encourages learning; Express high (but not unrealistic) expectations for their children's achievement and future careers; and Become involved in their children's education at school and in the community. (Olsen & Fuller, 2010). The Bayshore Elementary School District has a low number of community engagement; consequently support is limited.

#### **Metrics for Goal #4 Year 1:**

<b>Reference</b>	<b>Metric</b>	<b>Target</b>
1.1	Enhance efforts to seek parental input	New – establish district averages
1.2	Increase promotion of parental participation	New – establish district averages
1.3	Increase school/district open house participation	New – establish district averages
1.4	Provide multiple parent conference opportunities to meet varied family schedules	New – establish district averages
1.5	Increase school/district classroom volunteering	New – establish district averages
1.6	Grade analysis trimester and final reporting	Increase grade reporting level by one level per trimester

#### **Actions/Services for Goal #4 Year 1:**

- 1.1 Establish district parent input evaluation and analysis protocol.
- 1.1 Implement community forums quarterly.
- 1.1 Survey focus groups on effectiveness of website, announcements, surveys, newsletters.
- 1.1 Add questions on registration from asking for parent preferred and best contact methods.
- 1.2 Beginning of year survey.

- 1.2 Recruit for and convene parent leadership institute.
- 1.2 Exploratory study of implementation of home visit potential and interest.
- 1.3 Establish district open house participation evaluation and analysis protocol.
- 1.4 Establish district conference opportunities evaluation and analysis protocol.
- 1.5 Establish district classroom volunteering evaluation and analysis protocol.
- 1.6 Provide professional learning for teachers to analyze and evaluate trimester grade reporting levels to enhance teaching.

**Bayshore GOAL 5:**

Establish a respectful, positive district culture ensuring deeper, rigorous and relevant application of knowledge focusing on higher order thinking skills while conveying a unified vision of the big ideas and supporting concepts within a discipline and reflect a progression of teaching and learning that is internationally benchmarked, meaningful and focused on the Common Core State Standards.



**Bayshore Identified Need #5 (2015 LCAP):**

Today’s students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. These standards also provide a way for teachers to measure student progress throughout the school year and ensure that students are on the pathway to success in their academic careers. The Bayshore Elementary School District is currently transitioning implementation to the rigor of the CCSS through a district-wide approach to literacy and math instruction. Implementation of common, formative assessments will allow for a common way for teacher to measure student progress and improve both teaching and learning.

**Metrics for Goal #5 Year 1:**

Reference	Metric	Target
1.1	Student access to CCSS instructional material	100% of students will have access to CCSS instructional materials
1.2	EL Reclassification rate and CELDT scores	Increase district EL reclassification rate to be 5% or above CA state average
1.3	SBAC Interim assessment proficiency	New – Establish year 1 district averages
1.4	SBAC Summative assessment proficiency	New – establish year 1 district averages
1.5	Grade analysis trimester and final reporting	New – establish year 1 district averages

**Actions/Services for Goal #5 Year 1:**

- 1.1 Purchase instructional materials for CCSS – ELA
- 1.1 Provide professional learning for teachers to write and curate instructional materials for CCSS – math.
- 1.1 Research instructional materials for NGSS.
- 1.2 English Language Development teacher will evaluate CELDT scores and provide Professional Learning to content specific and grade level teachers to inform pedagogy and improve instruction for English Learners.
- 1.3 Establish district SBAC interim assessment evaluation and analysis protocol.
- 1.4 Hire a full time Superintendent.
- 1.4 Establish district SBAC Summative assessment evaluation and analysis protocol.
- 1.5 Establish district grade reporting assessment evaluation and analysis protocol.
- 1.6 Evaluate district Healthy Kids survey trends and develop action plan accordingly.