

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
Lead Elementary School	41690396044804	May 26, 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)

Schoolwide Program

Additional Targeted Support and Improvement

As a school with a Title 1 Schoolwide Program, Lead is using this SPSA to describe the goals, strategies, and actions being implemented to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards.

As a school identified for Additional Targeted Support and Improvement (ATSI), Lead 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, Hispanic,

Homeless, Socio-Economically Disadvantaged, Pacific Islanders, and Students with Disabilities in the areas of ELA, Math and 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 Lead has met the ESSA requirements for the Schoolwide and ATSI programs 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

Input from stakeholders occurred through the School Site Council, English Language Advisory Committee, Instructional Leadership Team, staff meetings, and parent and community input meetings throughout this school year. SSC meetings occurred on September 28, October 26, and November 16, 2022 as well as May 26, 2023.

Feedback for each stakeholder group looked similar. Our staff was able to participate in first looking at the data, identifying root causes, and then giving suggestions and input around what to start, stop, continue, and new ideas to support the data based on our students and community needs.

Final approval was at the School Site Council meeting on May 26, 2023.

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	0.3%	0.27%	0.27%	1	1	1
African American	1.0%	1.07%	0.54%	4	4	2
Asian	5.6%	3.75%	4.32%	22	14	16
Filipino	2.8%	3.22%	4.86%	11	12	18
Hispanic/Latino	69.8%	71.85%	71.89%	275	268	266
Pacific Islander	8.6%	7.77%	7.03%	34	29	26
White	6.9%	6.43%	4.59%	27	24	17
Multiple/No Response	4.6%	5.36%	6.22%	18	20	23
Total Enrollment				394	373	370

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	70	82	81
Grade 1	55	53	64
Grade 2	63	48	53
Grade3	67	65	47
Grade 4	77	62	61
Grade 5	62	63	64
Total Enrollment	394	373	370

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	181	224	209	45.9%	60.1%	56.5%
Fluent English Proficient (FEP)	40	24	31	10.2%	6.4%	8.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

- 1.

School and Student Performance Data

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	18%				5 percentage	23%
3 rd	15%				5 percentage	20%
5 th	19%				5 percentage	24%
All English Learner/Multilingual Students	4.50%				10 percentage points	14.50%
Special Education	0%				10 percentage points	
Socio-Economically Disadvantaged	9.02%				10 percentage points	19.02%
Black/AA						
Filipino						
Hispanic/Latino	11%				10	21%
Native Hawaiian						
English Learner	0%				10	
RFEP	54.55%				5 percentage	59.55%

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	16%				5 percentage	21%
3 rd	16%				5 percentage	21%
5 th	10%				5 percentage	15%
All English Learner/Multilingual Students	5.41%				10 percentage points	15.41%
Special Education	5.88%				10 percentage points	15.88%
Socio-Economically Disadvantaged	9.85%				10 percentage points	19.85%
Black/AA						
Filipino						
Hispanic/Latino	9%				10	19%
Native Hawaiian						
English Learner	0%				10	

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
RFEP	36.36%				5 percentage	41.36%

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						
All English Learner/Multilingual Students	0%				10 percentage points	
Special Education	0%				10 percentage points	
Socio-Economically Disadvantaged	0%				10 percentage points	
Black/AA						
Filipino						
Hispanic/Latino	2.08%				10	12.08%
Native Hawaiian						
English Learner	0%				10	
RFEP	33.33%				5 percentage	38.33%

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	47.44%				10 percentage points	57.44%
Middle School Long Term English Learners (LTELs)					10 percentage points	

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		28%	36.63%		5 percentage	33%
1 st		20.31%	30.65%	48.28%	5 percentage	25.31%
3 rd		34%	19.15%		5 percentage	
All English Learner/Multilingual Students		26.63%	22.90%		10 percentage points	36.63%
Special Education		17%	12%		10 percentage points	27%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Socio-Economically Disadvantaged					10 percentage points	
Black/AA						
Filipino						
Hispanic/Latino		19%	26.80%		10	29%
Native Hawaiian						
English Learner		15%	19.50%		10	25%
RFEP		80.00%	71.43%		5 percentage	85%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		68.10%	63.39%		80%	148.1%
3 rd		66.70%	72.34%			
5 th		54.70%	64.52%			
English Learner/Multilingual Students		62.37%	56.19%			
Middle School Long Term English Learners (LTELs)						
Special Education		48.00%	45.83%			
Socio-Economically Disadvantaged			58.01%			

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)	750.31				20%	

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)	0.31				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	34.16%	31.52%	36.23%		50%	17.08%
All English Learner/Multilingual Students					50% reduction	
Special Education	28.9%	40%	28%		50%	14.45%
Socio-Economically Disadvantaged	36.1%		38.24%		50% reduction	18.05%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Black/AA						
Filipino						
Hispanic/Latino	32.5%	28.05%	35.46%		50%	16.25%
Native Hawaiian						
English Learner	31.2%	21.59%	36.14%		50%	15.6%
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	0.74%				50%	0.37%
All English Learner/Multilingual Students	tbd				50% reduction	
Special Education	0.00%				50% reduction	
Socio-Economically Disadvantaged	1.20%				50% reduction	0.60%
Black/AA						
Filipino						
Hispanic/Latino	1.06%				50%	0.53%
Native Hawaiian						
English Learner	1.31%				50%	0.65%
RFEP	0.00%				50%	

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 rd	76%			61%	5 percentage	81%
4 th	72%			55%	5 percentage	77%
5 th	no data			62%	5 percentage	

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	78%			73%	5 percentage	83%
4 th	75%			63%	5 percentage	80%
5 th	no data			72%	5 percentage	

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	80%			69%	5 percentage	85%
4 th	80%			70%	5 percentage	85%
5 th	no data			68%	5 percentage	

Data Statements: Strength

- Almost half of Lead's students identified as English Learners increased at least one level or maintained the highest score of 4 on the 2022 ELPAC assessment.

Almost 55 percent of students Reclassified as Fluent English Proficient (RFEP) Met/Exceeded Grade Level on the CAASPP Literacy assessment in 2022.

Over one third (36%) of students Reclassified as Fluent English Proficient (RFEP) Met/Exceeded Grade Level on the CAASPP Math assessment in 2022.

Students tested at in the District Math Snapshot in grades 3 and 5 saw improvements of over 6 percent from BoY 2022 to MoY 2023.

On the CHKS in Spring 2023, an average of 69 percent of 3rd, 4th, and 5th grade students can identify having a caring adult and feeling safe at Lead.

Less than one percent of all students at Lead were suspended from school.

Data Statements: Challenges

- Less than 5 percent of all students identified as English Learners met/exceeded grade level on the CAASPP Literacy assessment in 2022.

Less than 17 percent of all students in grades 3, 4, and 5 Met/Exceeded Grade Level on the CAASPP Math assessment in 2022.

On the CHKS in Spring 2023, an average of 59 percent of 3rd, 4th, and 5th grade students feel connected to school.

Over 36 percent of all students have Chronic Absenteeism by being absent 10+% of instructional days enrolled.

Less than 2 percent of 5th grade students Met/Exceeded Grade Level on the CAASPP Science assessment.

Planning Statements

- This year, grade levels are participating in year long professional development and coaching in specific focus areas. PK-3 will focus on SMFC's frameworks around Comprehensive Literacy and Multilingual Learners. 4th & 5th Grades are focused on Mathematics. Schools will continue to increase participation for target groups using the Intervention Programs: Footsteps2Brilliance and ST Math.

Increase Tier 1 lessons around added SEL needs and increase in Tier 2 with more focus on small groups working on social skills. Staff will receive foundational training from LGBTQ+ Inclusive Schools and Preventing Bias-Based Bullying to understand the impact of bias-based bullying and respond with practical strategies for proactive leadership and teaching student ally behaviors. Staff will gain the skills and awareness to create an inclusive school community where all students feel safe, respected and free to be their authentic selves.

The school will also create a plan to support regular attendance among subgroups who have chronic absenteeism. Improve attendance for target groups through Attendance Matters Flyers, personalized contact with families, and incentives for student attendance improvement.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 5th 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: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards"). Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided curriculum.		
MTSS, Tier 1: Support K-2 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
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). Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided 2.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	246,695
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided resource.		
MTSS, Tier 1: Implement CLAVES supplementary curriculum to strengthen language skills of Potential Long-Term English	District-provided materials and resources		

Learner students (4th & 5th grade), through professional development, teacher collaboration, and materials purchase.			
MTSS, Tier 2 & 3: Provide two paraeducators to support K-2 PAF by pushing in and supporting small group learning focused on foundational literacy. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	Site-identified 6 hour and 6.5 hour Paraeducator 1 roles	2000-2999: Classified Personnel Salaries Site Supplemental	108,000
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
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		
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). Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided materials and resources		
MTSS, Tier 1 & 2: Assign Multilingual ToSA to support reclassification, monitoring and curriculum needs. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided 1.0 FTE ToSA		
MTSS, Tier 2 & 3: Provide after school academic acceleration program activities for students identified through CARE Team Referral process. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	Site-identified additional expenses for Extended Hours	1000-1999: Certificated Personnel Salaries Site Title 1	1500
MTSS, Tier 1: Provide Scholastic News subscriptions for students to	Site-identified additional expenses for materials	4000-4999: Books And Supplies Site Supplemental	1000

gain literacy skills in learning about current events			
MTSS, Tier 2 & 3: Provide after school academic acceleration program activities for students identified through CARE Team Referral process. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	Site-identified additional expenses for Extended Hours	2000-2999: Classified Personnel Salaries Site Title 1	1500
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources		
MTSS, Tier 1: Support 4th/5th grade teachers to collaborate with site Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 1.0 Math ToSA, 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. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided resource.		

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 (e.g., Math Boost). Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided materials and resources		
MTSS, Tier 2 & 3: Provide on-site tutoring and intervention small group support through The Right Approach, LLC, for students identified through the CARE Team referral process. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	Site-identified consultant	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	45,000
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support 4-5th staff to participate in summer and school-year professional development to deepen implementation of TWIG Science curriculum.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		
MTSS, Tier 1: Provide outdoor education and hands-on learning experiences to fifth grade students for a four-day and three-night overnight science education trip to Mission Springs.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Provide hands-on learning experiences and field trips, including transportation, in science education	Site-identified additional expenses (Transportation and equipment costs)	5000-5999: Services And Other Operating Expenditures Site Title 1	10,000
STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Provide professional development and collaboration time for integrating arts into the curriculum.	Site-identified additional expenses for Extended Hours	1000-1999: Certificated Personnel Salaries Site Title 1	6,000
STRATEGY: School Culture and Support			

Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	Site-identified resources		
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	Site-identified resources		
STRATEGY: Expanded Pre-Kindergarten and After-School Programming			
Collaborate with designated district leaders for Pre-Kindergarten to align Pre-K and K literacy and math programs so that students are ready for grade-level Kindergarten learning.	Site-identified staff extra-time and meeting costs District-provided resources	1000-1999: Certificated Personnel Salaries Site Title 1	1000
Collaborate with designated district leaders for after-school programming to ensure targeted academically struggling students are enrolled in the ASP.	Site-identified staff extra-time and meeting costs District-provided resources	2000-2999: Classified Personnel Salaries Site Title 1	1000

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) and other academic/wellness resources.	Site-identified staff extra-time and meeting costs District-provided resources	5000-5999: Services And Other Operating Expenditures Site Title 1	2,000
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.	Site-identified staff 1.0 FTE and 2 hours/day for additional staff member	2000-2999: Classified Personnel Salaries District Central funding	137,350
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.	District-provided resources		
Family Engagement Event Materials and Supplies 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.	Site-identified resources	4000-4999: Books And Supplies Site Title 1	1000
Extended Hours to Teachers to 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.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries Site Title 1 Family Engagement	645

Extended Hours to staff to 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.	Site-identified staff extra-time	2000-2999: Classified Personnel Salaries Site Title 1 Family Engagement	2000
Family Engagement Event Materials and Supplies 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.	Site-identified resources	4000-4999: Books And Supplies Site Title 1 Family Engagement	990
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources		
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.	Site-identified staff extra-time and meeting costs District-provided resources		
Implement supplemental and culturally responsive curriculum that builds a classroom and school-wide culture that is supportive of all students and families.	Site-identified additional expenses	4000-4999: Books And Supplies Site Supplemental	4000
Implement supplemental and culturally responsive curriculum that builds a classroom and school-wide culture that is supportive of all students and families.	Site-identified additional expenses	4000-4999: Books And Supplies Site Title 1	3000
STRATEGY: Full Service Community School initiative			
Build site community school steering committees to engage all stakeholder voices to bring in resources needed to provide opportunities for students in the areas of quality early learning (access to pre-k), extended learning day, and academic interventions.	District-provided resources Site-identified staff extra-time		
Engage with a district-level community school steering committee to give input on	District-provided resources Site-identified staff extra-time		

resources, professional development, and family wrap-around supports needed for students and families to thrive.			
Complete assets and needs assessments throughout the year via a multi-stakeholder site community school steering committee to determine community school resources.	District-provided resources Site-identified staff extra-time		

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	Amount
		<ul style="list-style-type: none"> • Object Code • Source 	
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	147,573
Provide consultant services for staff and student wellness, including personal and staff sessions, that includes a lens in overcoming implicit bias and being antiracist and culturally responsive educators	Site-identified consultants	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	19060.54
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools. Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.	District-provided materials and resources		
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.	District-provided materials and resources		
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.	District-provided materials and resources		

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 in the SST process. Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework. Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.	District-provided materials and resources Site-identified resources	4000-4999: Books And Supplies Site Supplemental	2,000
MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play” (Playworks, etc.), so that students experience safe play and build physical, mental and social/emotional health.	District-provided resources Playworks full-time coaching model	5800: Professional/Consulting Services And Operating Expenditures District Central funding	15,000
MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play” (Playworks, etc.), so that students experience safe play and build physical, mental and social/emotional health.	Playworks full-time coaching model	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	55,000
MTSS, Tier 1, 2, & 3: Assign 1.0 FTE of a Behavior Technician to provide individual and group wellness and behavior support. Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.	Site-identified staff expenses	2000-2999: Classified Personnel Salaries Site Title 1	92,000
MTSS, Tier 1, 2 & 3: Assign Lead ToSA for Student Support in grades TK-5 to support in-class instruction	Site-identified staff expenses	1000-1999: Certificated Personnel Salaries	160,000

<p>and pull-out supports for academics and student wellness. Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.</p>		<p>Site Title 1</p>	
<p>STRATEGY: Reducing Chronic Absenteeism</p>			
<p>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). Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.</p>	<p>Site-identified staff extra-time and meeting costs</p>		
<p>MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.</p>	<p>Site-identified staff extra-time, meeting and rewards costs</p>	<p>5000-5999: Services And Other Operating Expenditures Site Title 1</p>	<p>2,000</p>
<p>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.</p>	<p>Site-identified staff extra-time and meeting/activities costs</p>		
<p>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. Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities,</p>	<p>Site-identified staff extra-time</p>		

<p>and students identified as SocioEconomically Disadvantaged.</p>			
<p>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. Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.</p>	<p>Site-identified staff extra-time</p>		
<p>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.). Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.</p>	<p>Site-identified staff extra-time</p>		
<p>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. Targeting specifically student groups identified in ATSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and</p>	<p>Site-identified staff extra-time</p>		

students identified as SocioEconomically Disadvantaged.			
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		
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		
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.	Site-identified staff extra-time		
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site-identified staff extra-time		

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	\$1,215,313.54

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 (\$)
District Central funding	\$696,618.00
Site Supplemental	\$115,000.00
Site Title 1	\$400,060.54
Site Title 1 Family Engagement	\$3,635.00

Subtotal of state or local funds included for this school: \$1,215,313.54

Total of federal, state, and/or local funds for this school: \$1,215,313.54

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
District Central funding	696,618.00
Site Supplemental	115,000.00
Site Title 1	400,060.54
Site Title 1 Family Engagement	3,635.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	713,413.00
2000-2999: Classified Personnel Salaries	341,850.00
4000-4999: Books And Supplies	11,990.00
5000-5999: Services And Other Operating Expenditures	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	134,060.54

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	544,268.00
2000-2999: Classified Personnel Salaries	District Central funding	137,350.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	15,000.00
2000-2999: Classified Personnel Salaries	Site Supplemental	108,000.00

4000-4999: Books And Supplies	Site Supplemental	7,000.00
1000-1999: Certificated Personnel Salaries	Site Title 1	168,500.00
2000-2999: Classified Personnel Salaries	Site Title 1	94,500.00
4000-4999: Books And Supplies	Site Title 1	4,000.00
5000-5999: Services And Other Operating Expenditures	Site Title 1	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Title 1	119,060.54
1000-1999: Certificated Personnel Salaries	Site Title 1 Family Engagement	645.00
2000-2999: Classified Personnel Salaries	Site Title 1 Family Engagement	2,000.00
4000-4999: Books And Supplies	Site Title 1 Family Engagement	990.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	571,695.00
Goal 2	150,985.00
Goal 3	492,633.54

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
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Chad Slife	Principal
Lorry Morales	Parent or Community Member
Kirsten Jones	Parent or Community Member
Shannon Twomey	Classroom Teacher
Laura Kendall	Classroom Teacher
Hannah Schmidt	Classroom Teacher
Shannon McGovern	Other School Staff
Marissa Bravo	Parent or Community Member
Laura Long	Parent or Community Member
Amy De Lima	Parent or Community Member
Karla Santizo	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
	District/School Liaison Team for schools in Program Improvement
	Other: School Site Council Members

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 May 26, 2023.

Attested:

	Principal, Chad Slife on 05/26/23
	SSC Chairperson, Karla Santizo on 05/26/23