

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highlands Elementary School	41690396044911	May 2, 2023	June 22, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

As a school identified for Additional Targeted Support and Improvement (ATSI), Highlands 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: In the area of attendance for Students With Disabilities.

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 Highlands has met the ESSA requirements for the ATSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Highlands has active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, Classrooms (Room Parents), Art-In-Action. The school follows the District’s established homework policy and conferences with parents a minimum of one time a year, more often as the need arises. The Highlands School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. The PTA sponsors family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities, supplemental instructional materials and support. The PTA engages the parent community through yearly surveys to inform decisions on yearly budgets.

Staff (Classified & Certificated): 8/17/22, 9/20/22, 9/27/22, 10/11/22, 11/29/22, 2/28/23, 4/25/23.
SSC / ELAC: SSC meetings 10/11/22, 11/1/22, 1/10/23, 2/7/23, 3/7/23, Approval date 5/2/23. ELAC meets 5 times yearly. ELAC Dates: 9/26/22, 10/24/22, 1/23/23, 3/13/23, 4/24/23
Principal Coffee Chat: Winter Data & Site Plan Review 2/10/23
PTA Meetings: 2/7/23, 4/4/23, 5/2/23, 6/6/23

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	24.4%	23.95%	25.71%	119	103	99
Filipino	1.4%	2.56%	3.12%	7	11	12
Hispanic/Latino	28.7%	28.14%	28.83%	140	121	111
Pacific Islander	0.2%	0.23%	0.26%	1	1	1
White	31.4%	29.53%	26.49%	153	127	102
Multiple/No Response	12.5%	12.79%	13.25%	61	55	51
Total Enrollment				488	430	385

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	87	74	83
Grade 1	82	59	52
Grade 2	73	80	47
Grade3	71	65	78
Grade 4	86	68	59
Grade 5	89	84	66
Total Enrollment	488	430	385

Data Statements: Strength

1. We continue to have a diverse student population representative of our community here in San Mateo

Data Statements: Challenges

2. Our enrollment has declined by 100 students since 2020-2021 school year.

Why are we getting these results?

3. Pandemic, families in the community moved out of the bay area, increased school choice options in SMFCSD, and private schools

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	81	81	76	16.6%	18.8%	19.7%
Fluent English Proficient (FEP)	44	37	32	9.0%	8.6%	8.3%
Reclassified Fluent English Proficient (RFEP)	1			1.2%		

Conclusions based on this data:

1. There is a need to improve reclassification data moving more students into RFEP status
2. There is a need to implement consistent implementation of designated and integrated ELD using adopted ELA/ELD programs.

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	59%				5 percentage	64%
3 rd	56%				5 percentage	61%
5 th	63%				5 percentage	68%
All English Learner/Multilingual Students	7.69%				10 percentage points	17.69%
Special Education	41.67%				10 percentage points	51.67%
Socio-Economically Disadvantaged	12.20%				10 percentage points	22.20%
Asian	73.17%				5 percentage	78.17%
Black/AA						
2+ more	69%				5 percentage	74%
Filipino						
Hispanic/Latino	23%				10	33%
Native Hawaiian						
White	81%				5 percentage	86%
English Learner	7.69%				10	17.69%
RFEP	71.77%				5 percentage	76.77%

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	61%				5 percentage	66%
3 rd	56%				5 percentage	61%
5 th	62%				5 percentage	67%
All English Learner/Multilingual Students	17.08%				10 percentage points	27.08%
Special Education	40.74%				10 percentage points	50.74%
Socio-Economically Disadvantaged	21.43%				10 percentage points	31.43%
Asian	73.81%				5 percentage	78.81%
Black/AA						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
2+ more	72%				5 percentage	77%
Filipino						
Hispanic/Latino	26%				10	36%
Native Hawaiian						
White	78%				5 percentage	83%
English Learner	0%				10	
RFEP	61.54%				5 percentage	66.54%

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	7.14%				10 percentage points	17.14%
Special Education	50%				10 percentage points	60%
Socio-Economically Disadvantaged	11.76%				10 percentage points	21.76%
Asian	68.75%				5 percentage	73.75%
Black/AA						
2+ more	69.23%				5 percentage	74.23%
Filipino						
Hispanic/Latino	16%				10	26%
Native Hawaiian						
White	66.66%				5 percentage	71.66%
English Learner	7.14%				10	17.14%
RFEP					5 percentage	

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

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	50.00%				10 percentage points	60%
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		64%	75.27%		5 percentage	69%
1 st		65.38%	75.93%	71.93%	5 percentage	70.38%
3 rd		65%	70.13%	67.09%	5 percentage	70%
All English Learner/Multilingual Students		17.96%	40.48%		10 percentage points	27.96%
Special Education		30%			10 percentage points	40%
Socio-Economically Disadvantaged					10 percentage points	
Asian					5 percentage	
Black/AA						
2+ more					5 percentage	
Filipino						
Hispanic/Latino		31%	41.12%		10	41%
Native Hawaiian						
White					5 percentage	
English Learner		18%	31.43%		10	28%
RFEP		28.57%	85.71%		5 percentage	33.57%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		81.30%	78.61%		80%	161.30%
3 rd		86.10%	84.21%			
5 th		80.30%	72.31%			
English Learner/Multilingual Students		52.11%	51.47%			
Middle School Long Term English Learners (LTELs)						
Special Education		55.56%	50.00%			
Socio-Economically Disadvantaged			50.00%			

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)	2,911	1,261	2,332			

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	29,707	161,812		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	15.50%	17.03%	17.39%		50%	7.75%
All English Learner/Multilingual Students					50% reduction	
Special Education	11.11%	18.52%	34.62%		50%	5.55%
Socio-Economically Disadvantaged	15.29%		40.70%		50% reduction	7.64%
Asian	6.67%	7.50%	9.62%		50%	3.33%
Black/AA						
2+ more	9.38%		9.09%		50%	4.69%
Filipino						
Hispanic/Latino	32.50%	20.00%	34.55%		50%	16.25%
Native Hawaiian						
White	15.84%	20.45%	11.11%		50%	7.92%
English Learner	27.27%	26.76%	33.33%		50%	13.63%
RFEP	20.00%				50%	10%

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	0.00%				50%	
All English Learner/Multilingual Students	0.00%				50% reduction	
Special Education	0.00%				50% reduction	
Socio-Economically Disadvantaged	0.00%				50% reduction	
Asian	0.00%				50%	
Black/AA						
2+ more	0.00%				50%	
Filipino						
Hispanic/Latino	0.00%				50%	
Native Hawaiian						
White	0.00%				50%	
English Learner	0.00%				50%	
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				75%	5 percentage	
4 th	81%			87%	5 percentage	86%
5 th	74%			90%	5 percentage	79%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd				69%	5 percentage	
4 th	80%			86%	5 percentage	85%
5 th	66%			89%	5 percentage	71%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd				73%	5 percentage	
4 th	90%			78%	5 percentage	95%
5 th	90%			93%	5 percentage	95%

Data Statements: Strength

- 59% of all students are meeting or exceeding the benchmark in ELA and 61% of all students are meeting or exceeding the benchmark Math. (63%) of 5th Grade student who are meeting or exceeding the benchmark in ELA. (61%) of 5th Grade students meeting or exceeding the benchmark. 3rd Grade students ELA (55%) Math (56%)

ELA Students with Disabilities (41.67% meeting or exceeding the benchmark). Math Students with Disabilities (40.74% meeting or exceeding the benchmark)

Highest student group performance are White Students @ 81%, Asian Students @ 73% who are meeting or exceeding the benchmark.

Spring 2023 Statements:

ELA District Literacy Benchmark: All student groups exceeded growth expectations from Beginning of year to middle of year. Multilingual student literacy growth was from BOY 17% to MOY 40% growth meeting the benchmark. Latino student growth was 10% from BOY 31% to MOY 41%.

Math CFA All Student percentages are just below the 80% benchmark goal for Middle of Year.

CHKS Data demonstrate that an increase in students feeling connected at school and that there are kind and caring adults to support them.

Data Statements: Challenges

2. Focal students for ELA and Math are:

ELA: Latino/Hispanic students ELA (23%) and English Learner (4.8%)

Math: Latino/Hispanic (26%) English Learner (0%)

Chronic Absenteeism Latino/Hispanic (32%) English Learners (27.27%)

Spring 2023 Statements:

CHKS Data show that students in 4th grade have decreased by 12 % in their feeling safe at school. (Other grade levels increased)

Our Chronic Absenteeism rates from BOY to MOY is currently from 17.03% to 17.39% Our students who participate in SPED programming have increased their absenteeism rate from 18.52% to MOY 34.62%, and Latinx students have grown from BOY 20% to MOY 34%

Planning Statements

3. This year, grade levels participated in year long professional development and coaching in specific focus areas. K-2 focused on early literacy, 3rd grade focused on mathematics, and 4-5 focused English Language Development. All grades provided small group intervention during the school day in the area of literacy. The school created a plan to support regular attendance among subgroups who have chronic absenteeism.

Fidelity to the PAF K-2 literacy program with students. Small group literacy instruction daily.

Increase participation for target groups using the Intervention Programs Footsteps2Brilliance and ST Math.

Improve attendance for target groups through Attendance Matter Flyers, personalized contact with families, incentives for student attendance improvement.

Spring 2023 Statements:

Math TOSA will work with 4th/5th grade levels to support student outcomes through coaching and additional math instruction.

ELA TOSA will work with K-2 grade levels to support student outcomes in foundational skills

District will begin the SART and SARB process for 2023-2024. Site level will send out truancy notification letter based on attendance data.

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 • 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.	District Central funding	
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards").	District-provided curriculum.	District Central funding	
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.	District Central funding	
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction during small group reading supports for foundational literacy (PAF).	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	136,179
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students.	District-provided resource.		
MTSS Tier 1: Implement Take Home Book program K-2 & 3-5		4000-4999: Books And Supplies Site Supplemental	5,000
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports during integrated and designated ELD time.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.	District-provided materials and resources	District Central funding	
MTSS, Tier 1 & 2: Implement language & literacy data cycles	District-provided materials and resources		

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: Students with IEPs, Latinx.		District Central funding	
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead	District Central funding	
Additional decodable books for K-2 Classrooms Libraries, decodable books to support target EL students		4000-4999: Books And Supplies Site Supplemental	5,000
Supplemental EL Curriculum and Student Supplies to support multilingual and newcomer students		4000-4999: Books And Supplies Site Supplemental	1,000
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources	District Central funding	
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 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 materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students--focused on grades 3rd/4th/5th. Targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs, Latinx.	District-provided materials and resources	District Central funding	
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	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.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to	District-provided materials and resources		

instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost) Targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs, Latinx.			
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		
STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	District-provided resources	5000-5999: Services And Other Operating Expenditures District Central funding	

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, reclassification, supplemental F2B ST Math support in the home) and other academic/wellness resources.	District-provided resources		
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 .5 FTE or 4 hours daily	2000-2999: Classified Personnel Salaries District Central funding	19,106
Expand school efforts to get input and feedback from families, including regular ELAC, SSC, and PTA meeting. Yearly surveys, parent outreach from Principal and School Community Worker. Books and Materials for ELAC families.	Site identified materials	4000-4999: Books And Supplies Site Supplemental	2,000
Provide Transportation for families to attend school celebrations and functions. (Open House, Family Math Night)	Transportation	5000-5999: Services And Other Operating Expenditures Site Supplemental	3,000
STRATEGY: Responsive” Curriculum & Practices			
Increase classroom resources to build and support culturally responsive classrooms and school-wide inclusive culture. (Family Heritage celebrations, Multicultural celebrations, inclusive practices, LGBTQ+)	District-provided resources		
Outdoor Education Opportunities for Students in 4th and 5th grades	Transportation and fees	5000-5999: Services And Other Operating Expenditures Site Supplemental	8,000

Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		
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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 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	100,000
MTSS, Tier 1 & 2: District based Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework. School Wide SEL/Multicultural Book of the Month Program & Life Skills Program. School Wide Assemblies. PBIS Incentives and Materials.	Site purchased materials and resources	4000-4999: Books And Supplies Site Supplemental	6,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools. 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 wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources	4000-4999: Books And Supplies Site Supplemental	2,000
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		

<p>MTSS, Tier 1: Implement site-based strategies for health and safety through supported play, so that students experience safe play and build physical, mental and social/emotional health.</p>	<p>District-provided materials and resources</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: Students with IEPs, Latinx.</p>	<p>District Provided Protocols and Policies</p>	<p>1000-1999: Certificated Personnel Salaries District Central funding</p>	
<p>MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities. Targeting specifically student groups identified in ATSI: Students with IEPs, Latinx.</p>	<p>Site Identified Staff Extra Time</p>	<p>1000-1999: Certificated Personnel Salaries District Central funding</p>	
<p>MTSS Tier 2 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.</p>	<p>Site Identified</p>	<p>1000-1999: Certificated Personnel Salaries District Central funding</p>	
<p>MTSS Tier 3 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.</p>			

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362,285.00

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 (\$)
District Central funding	\$330,285.00
Site Supplemental	\$32,000.00

Subtotal of state or local funds included for this school: \$362,285.00

Total of federal, state, and/or local funds for this school: \$362,285.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Central funding	330,285.00
Site Supplemental	32,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	311,179.00
2000-2999: Classified Personnel Salaries	19,106.00
4000-4999: Books And Supplies	21,000.00
5000-5999: Services And Other Operating Expenditures	11,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	311,179.00
2000-2999: Classified Personnel Salaries	District Central funding	19,106.00
4000-4999: Books And Supplies	Site Supplemental	21,000.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	11,000.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	222,179.00
Goal 2	32,106.00
Goal 3	108,000.00

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

Name of Members	Role
Kara McCarthy	Parent or Community Member
Vacant	Parent or Community Member
Annie Kuo	Parent or Community Member
Heather Rarden	Parent or Community Member
Cara Gervang	Classroom Teacher
Emily Matto	Classroom Teacher
John Perry	Classroom Teacher
Carrie Betti	Principal

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

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 5/2/2023.

Attested:



Principal, Carrie Betti on 5/2/23



SSC Chairperson, Kara McCarthy on 5/2/23