

School Year: **2023-24**



Laurel
Elementary School

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 |
|--------------------------|-----------------------------------|--|---------------------------|
| Laurel Elementary School | 41690396044945 | 6/6/2023 | 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, Laurel 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), Laurel 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 and Students with Disabilities in the areas of English/Language Arts, Mathematics and/or 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 Laurel 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

Involvement included various stakeholders. Parents and staff reviewed and discussed the SPSA at our Student Site Council (SSC) meeting. Members of the SSC gave input and approved the final SPSA budget. The SPSA was also discussed and shared with teachers at a staff meeting and input was given in finalizing the SPSA.

SSC Meeting
June 6, 2023

Laurel Staff Meeting
May 30, 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 | % | 0.36% | 0.19% | | 2 | 1 |
| African American | 0.8% | 0.18% | 0.38% | 4 | 1 | 2 |
| Asian | 7.2% | 6.73% | 7.78% | 38 | 37 | 41 |
| Filipino | 3.2% | 2.73% | 2.09% | 17 | 15 | 11 |
| Hispanic/Latino | 58.8% | 66.00% | 67.93% | 311 | 363 | 358 |
| Pacific Islander | 2.1% | 2.36% | 2.47% | 11 | 13 | 13 |
| White | 19.1% | 13.64% | 11.2% | 101 | 75 | 59 |
| Multiple/No Response | 7.9% | 7.45% | 7.21% | 42 | 41 | 38 |
| Total Enrollment | | | | 529 | 550 | 527 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 84 | 98 | 99 |
| Grade 1 | 88 | 86 | 82 |
| Grade 2 | 99 | 89 | 85 |
| Grade 3 | 94 | 92 | 90 |
| Grade 4 | 92 | 89 | 85 |
| Grade 5 | 72 | 96 | 86 |
| Total Enrollment | 529 | 550 | 527 |

Data Statements: Strength

1. Laurel has a diverse student population from a variety of cultures and backgrounds.

Data Statements: Challenges

2. Having such a varied student population has challenges in that we must bring this diverse community together.

Why are we getting these results?

3. Laurel is located in an area where we have a variety of single family homes as well as apartments. A significant number of students are also transported by bus from the North Central neighborhood in San Mateo.

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 | 223 | 318 | 303 | 42.2% | 57.8% | 57.5% |
| Fluent English Proficient (FEP) | 41 | 31 | 33 | 7.8% | 5.6% | 6.3% |
| Reclassified Fluent English Proficient (RFEP) | 0 | | | 0.0% | | |

Conclusions based on this data:

1. There is a significant English Learner population at Laurel Elementary.
2. The number of students who are bilingual and Fluent English Proficient is low.
3. There is a need to better support our English Learners to improve in their language acquisition to become Reclassified Fluent English Proficient.

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 | 32% | | | | 5 percentage | 37% |
| 3 rd | 26% | | | | 5 percentage | 31% |
| 5 th | 38% | | | | 5 percentage | 43% |
| All English Learner/Multilingual Students | 10.27% | | | | 10 percentage points | 20.27% |
| Special Education | 10% | | | | 10 percentage points | 20% |
| Socio-Economically Disadvantaged | 14.65% | | | | 10 percentage points | 24.65% |
| Black/AA | | | | | | |
| Filipino | | | | | | |
| Hispanic/Latino | 16% | | | | 10 | 26% |
| Native Hawaiian | | | | | | |
| White | 63% | | | | 5 percentage | 68% |
| English Learner | 2.01% | | | | 10 | 12.01% |
| RFEP | 100% | | | | 5 percentage | |

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 | 27% | | | | 5 percentage | 32% |
| 3 rd | 29% | | | | 5 percentage | 34% |
| 5 th | 27% | | | | 5 percentage | 32% |
| All English Learner/Multilingual Students | 6.90% | | | | 10 percentage points | 16.90% |
| Special Education | 10% | | | | 10 percentage points | 20% |
| Socio-Economically Disadvantaged | 8.33% | | | | 10 percentage points | 18.33% |
| Black/AA | | | | | | |
| Filipino | | | | | | |
| Hispanic/Latino | 10% | | | | 10 | 20% |
| Native Hawaiian | | | | | | |

| Data Indicator | EoY 2022 | BoY 2022 | MoY 2023 | EoY 2023 | Expected Yearly Growth | EoY 2024 Target |
|-----------------|----------|----------|----------|----------|------------------------|-----------------|
| White | 63% | | | | 5 percentage | 68% |
| English Learner | 2.68% | | | | 10 | 12.68% |
| RFEP | 70% | | | | 5 percentage | 75% |

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 | 1.89% | | | | 10 percentage points | 11.89% |
| Special Education | 28.57% | | | | 10 percentage points | 38.57% |
| Socio-Economically Disadvantaged | 8.77% | | | | 10 percentage points | 18.77% |
| Black/AA | | | | | | |
| Filipino | | | | | | |
| Hispanic/Latino | 4.55% | | | | 10 | 14.55% |
| Native Hawaiian | | | | | | |
| White | 48.86% | | | | 5 percentage | 53.86% |
| English Learner | 1.89% | | | | 10 | 11.89% |
| RFEP | 66.67% | | | | 5 percentage | 71.67% |

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 | 38.39% | | | | 10 percentage points | 48.39% |
| 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 | | 29% | 34.44% | | 5 percentage | 34% |
| 1 st | | 17.65% | 23.60% | 37.08% | 5 percentage | 22.65% |
| 3 rd | | 34% | 28.57% | 28.74% | 5 percentage | 39% |
| All English Learner/Multilingual Students | | 18.96% | 16.23% | | 10 percentage points | 28.96% |

| Data Indicator | EoY 2022 | BoY 2022 | MoY 2023 | EoY 2023 | Expected Yearly Growth | EoY 2024 Target |
|----------------------------------|----------|----------|----------|----------|------------------------|-----------------|
| Special Education | | 6% | 6.06% | | 10 percentage points | 16% |
| Socio-Economically Disadvantaged | | | | | 10 percentage points | |
| Black/AA | | | | | | |
| Filipino | | | | | | |
| Hispanic/Latino | | 13% | 17.80% | | 10 | 23% |
| Native Hawaiian | | | | | | |
| White | | | | | 5 percentage | |
| English Learner | | 11% | 12.29% | | 10 | 21% |
| RFEP | | 66.67% | 93.33% | | 5 percentage | 71.67% |

District Mathematics Snapshot(Percent Proficient)

| Data Indicator | EoY 2022 | BoY 2022 | MoY 2023 | EoY 2023 | Expected Yearly Growth | EoY 2024 Target |
|--|----------|----------|----------|----------|------------------------|-----------------|
| All Students | | 53.20% | 39.50% | | 80% | 133.2% |
| 3 rd | | 45.60% | 34.52% | | | |
| 5 th | | 45.30% | 21.88% | | | |
| English Learner/Multilingual Students | | 41.54% | 28.27% | | | |
| Middle School Long Term English Learners (LTELs) | | | | | | |
| Special Education | | 31.25% | 18.52% | | | |
| Socio-Economically Disadvantaged | | | 30.07% | | | |

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) | | | | | | |

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) | 0.29 | | | | 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 | 40.5% | 38.37% | 41.6% | | 50% | 20.25% |
| All English Learner/Multilingual Students | | | | | 50% reduction | |

| Data Indicator | EoY 2022 | BoY 2022 | MoY 2023 | EoY 2023 | Expected Yearly Growth | EoY 2024 Target |
|----------------------------------|----------|----------|----------|----------|------------------------|-----------------|
| Special Education | 44.1% | 48.48% | 56.25% | | 50% | 22.05% |
| Socio-Economically Disadvantaged | 50.4% | | 52.20% | | 50% reduction | 25.2% |
| Asian | 18.4% | 19.05% | 19.57% | | | |
| Black/AA | | | | | | |
| 2+ more | 15.9% | | | | | |
| Filipino | | | | | | |
| Hispanic/Latino | 51.9% | 46.46% | 48.75% | | 50% | 25.95% |
| Native Hawaiian | | | | | | |
| White | 13.2% | 39.63% | 27.12% | | 50% | 6.6% |
| English Learner | 49.4% | 44.19% | 49.20% | | 50% | 24.70% |
| 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 | 0.38% | | | | 50% | 0.19% |
| All English Learner/Multilingual Students | | | | | 50% reduction | |
| Special Education | 1.96% | | | | 50% reduction | 0.98% |
| Socio-Economically Disadvantaged | 0.30% | | | | 50% reduction | 0.15% |
| Black/AA | | | | | | |
| Filipino | | | | | | |
| Hispanic/Latino | 0.00% | | | | 50% | |
| Native Hawaiian | | | | | | |
| White | 0.31% | | | | 50% | 0.15% |
| 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 | 80% | | | 63% | 5 percentage | 85% |
| 4 th | | | | 81% | 5 percentage | |
| 5 th | 77% | | | 64% | 5 percentage | 82% |

Caring Adults in School:

| Data Indicator | EoY 2022 | BoY 2022 | MoY 2023 | EoY 2023 | Expected Yearly Growth | EoY 2024 Target |
|-----------------|----------|----------|----------|----------|------------------------|-----------------|
| 3 rd | 82% | | | 64% | 5 percentage | 87% |
| 4 th | | | | 83% | 5 percentage | |
| 5 th | 71% | | | 64% | 5 percentage | 76% |

Feel Safe at School:

| Data Indicator | EoY 2022 | BoY 2022 | MoY 2023 | EoY 2023 | Expected Yearly Growth | EoY 2024 Target |
|-----------------|----------|----------|----------|----------|------------------------|-----------------|
| 3 rd | 88% | | | 91% | 5 percentage | 93% |
| 4 th | | | | 79% | 5 percentage | |
| 5 th | 86% | | | 67% | 5 percentage | 91% |

Data Statements: Strength

- 100% of RFEP are meeting or exceeding
 Very low suspension rates
 Above 80% in CHKS
 5th grade ELA levels are higher than 3rd grade

 All students increased their average Math benchmark numbers by 5% from beginning of year to middle of year.
 Chronic absenteeism has decreased by 3% for Hispanic/Latino students.
 Fourth graders are at 80% average for feeling there are caring adults, are feeling connected, and feel safe at school. This is at least 13% higher than other grades. 91% of third graders feel safe at school.

Data Statements: Challenges

- ELA/Math status of All Students and SED students were well below targets
 High level of absenteeism (42%+)
 ELPI is under 40%

 Multilingual students are on average 2.5% lower in middle of year benchmarks than at the beginning of year.
 Chronic absenteeism for all students has on average increased by 1% since EOY last year and has increased by 14% for our White students.
 Students in 3rd and 5th grade feel less connected and feel there are fewer caring adults at school.

Planning Statements

- 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. Increase of usage for Footsteps to Brilliance and ST Math for target student groups.

 For 2023-24:
 We will increase our half-time Math TOSA to for next year and they will continue to work with students to implement supports for all students.
 We are tackling chronic absenteeism by having morning breakfast meetings with families and educating them on how important school attendance is. After speaking whole group, we speak to them one on one in their native language to see how we can support individually.
 We will roll out a new SEL component at school to support our students feeling more connected. We will have PD for staff so they understand how important it is to have supportive and joyful teachers and staff at school.

SPSA Goals and Strategies

Goal 1

| Goal # | Description |
|---------------|---|
| GOAL 1 | ACHIEVEMENT: Create learning opportunities for ALL TK 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: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | District-provided curriculum. | | |
| MTSS, Tier 1: Support K-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula. | Summer per diem, covered by district. | | |
| MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF) targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | District-provided 3.0 FTE ToSA | 1000-1999: Certificated Personnel Salaries District Central funding | 316,421 |
| MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | District-provided resource. | | |
| MTSS, Tier 1: Support 4-5th staff (only in Cohort B schools for 2022-23) to participate in school-year professional development to deepen implementation of I-ELD/D- | District-provided materials and resources | | |

| | | | |
|--|--|---|---------|
| ELD strategies to ensure access to grade level content curriculum. | | | |
| 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/EL Boost) targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | District-provided materials and resources Site-identified additional teacher extra-time | 1000-1999: Certificated Personnel Salaries Site Supplemental | 5,823 |
| MTSS Tier 1 & 2: Assign 2.0 fte paraeducators to support foundational literacy learning in K-3. | 2.0 fte paraeducator | 2000-2999: Classified Personnel Salaries District Central funding | 98,000 |
| MTSS, Tier 1 & 2: Assign Multilingual Supports TOSA, TK-5, to support ELD planning, in-class and pull-out instruction, for English Learners and Newcomers targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | Site Identified, additional Teacher On Special Assignment | 1000-1999: Certificated Personnel Salaries Site Title 1 | 140,000 |
| MTSS, Tier 1 & 2: Assign Multilingual Supports Pareducator, TK-5, to support in-class and pull-out instruction, for English Learners and Newcomers. | Site Identified, additional Paraeducator | 2000-2999: Classified Personnel Salaries Site Title 1 | 55,929 |
| MTSS, Tier 1; Supplemental computer based BrainPop, Jr, and ELL program to support English Learners with English Language Acquisition to support learning in class and at home. | Site Identified, additional expenses (BrainPop, Jr, and ELL license for English Learners) | 4000-4999: Books And Supplies Site Title 1 | 8,800 |
| MTSS, Tier 1 & 2: Support staff through finding coverage to perform classroom visits, learning from peers, and sharing knowledge. | Site-identified, additional substitutes for release time | 1000-1999: Certificated Personnel Salaries Site Title 1 | 5,000 |

| | | | |
|---|---|---|--------|
| MTSS, Tier 2: Implement instructional intervention activities outside the school day (e.g., Literacy/EL Boost) targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | Site-identified, additional teacher or paraeducator extra-time | 1000-1999: Certificated Personnel Salaries Site Title 1 | 30,000 |
| 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: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | Site-identified staff extra-time and meeting costs | 0001-0999: Unrestricted: Locally Defined Site Title 1 | |
| MTSS, Tier 2: Para-educator will provide Tier 2 services outside the classroom for 3rd, 4th, and 5th grades targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | Site-identified, 6.5 hours per day Classified support--Note \$55,929 expense above | 2000-2999: Classified Personnel Salaries Site Title 1 | |
| MTSS, Tier 2: Implement Student Case Study meetings with principal and site staff that lead to specific supportive instructional strategies in classrooms and at home targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | Site-identified, additional substitutes for release time and/or additional teacher extra-time | 1000-1999: Certificated Personnel Salaries Site Title 1 | 5,000 |
| MTSS, Tier 2: Transportation for students who will participate in instructional intervention activities outside the school day (e.g., Literacy/EL Boost) | Site-identified, collaboration with transportation department | 5000-5999: Services And Other Operating Expenditures Site Title 1 | 10,000 |
| MTSS, Tier 1; Field trip and transportation costs for students to learn and explore outside of school. | Site-identified, field trip program cost and transportation cost | 5000-5999: Services And Other Operating Expenditures Site Title 1 | 15,000 |
| MTSS, Tier 2: Tangibles and materials for instructional intervention activities outside the school day (e.g., Literacy/EL Boost) targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | Site-identified, cost for materials to supplement Literacy/EL Boost | 4000-4999: Books And Supplies Site Title 1 | 2,000 |

| | | | |
|---|--|--|---------|
| MTSS, Tier 1 & 2: Implement Read Naturally as an after school literacy resource for intervention. | Site-identified, cost of program | 5000-5999: Services And Other Operating Expenditures Site Supplemental | 7,000 |
| MTSS, Tier 1 & 2: Implement Lexia as a literacy resource for teachers to use with students targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | Site-identified, cost of program | 5000-5999: Services And Other Operating Expenditures Site Title 1 | 10,000 |
| 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: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | Site-identified staff extra-time and meeting costs | 0001-0999: Unrestricted: Locally Defined Site Title 1 | |
| MTSS, Tier 1: Extend library hours to support student literacy | Classified additional hours | 2000-2999: Classified Personnel Salaries Site Supplemental | 15,000 |
| STRATEGY: Mathematics | | | |
| MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | 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 Summer per diem, covered by district. | | |
| 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 fte 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--focused on grades 3rd/4th/5th targeting specifically student groups | District-provided materials and resources Site-identified additional teacher extra-time | | |

| | | | |
|---|--|---|--------|
| identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | | | |
| MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students. | District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.) | | |
| 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: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | 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: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx. | District-provided materials and resources | | |
| 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 Summer per diem, covered by district. | | |
| MTSS, Tier 1: Implement LEGO Education modules | District-provided materials and resources Site-identified additional teacher extra-time | | |
| MTSS, Tier 1: Outdoor Education program and transportation for 5th Grade Students | District-identified, Outdoor Education program cost and transportation cost | 5000-5999: Services And Other Operating Expenditures District Central funding | 30,000 |
| MTSS Tier 1: Provide science enrichment through Mystery Science | Consultant contract | 5000-5999: Services And Other Operating Expenditures Site Title 1 | 2,000 |

STRATEGY: Expand Visual and Performing Arts Programming

Implement Art4Schools visual arts program for all classrooms

District-provided resources

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, including a number of “Spanish-first” 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 | 1000-1999: Certificated Personnel Salaries Site Supplemental | 4,441 |
| 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 or 8.0 hours | 2000-2999: Classified Personnel Salaries Site Supplemental | 79,637 |
| Expand school efforts to get input and feedback from families via community listening circles and FAASO to strengthen integration of family strengths and resources into school services and supports. | Site-identified staff extra-time and meeting costs District and site provided resources | 0001-0999: Unrestricted: Locally Defined Site Title 1 | 3,000 |
| Expand school efforts to get input and feedback from families via Principal Cafecitos to strengthen integration of family strengths and resources into school services and supports. | District and site provided resources | 0001-0999: Unrestricted: Locally Defined Site Supplemental | 1,167 |
| Expand parent education events and activities (Tech Support, Nights, and ELAC) | Site-identified staff extra-time and meeting costs | 1000-1999: Certificated Personnel Salaries Site Title 1 | 8,000 |
| 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 | | |
| Anti-Bias Anti-Racism (ABAR) education supplies and professional development for staff | ABAR (books, art supplies, kinder conference fees, subs for conferences) | 4000-4999: Books And Supplies Site Title 1 | 13,500 |
| 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 resources, professional development, and family wrap-around supports needed for students and families to thrive. | District-provided resources Site-identified staff extra-time | | |
| 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 <ul style="list-style-type: none"> • Object Code • Source | Amount |
|---|---|---|---------|
| STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness | | | |
| MTSS, Tier 1 & 2: Assign 2.0 FTE of Counselors to provide individual and group wellness support. | District-provided 2.0 FTE for Counselors## Site-identified extra counseling staff (FTE, Hours, contract) | 1000-1999: Certificated Personnel Salaries District Central funding | 200,000 |
| MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools. | District-provided materials and resources Site-identified staff extra-time | | |
| 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 Site-identified staff extra-time | | |
| 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 Summer per diem, covered by district. | | |
| 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: Socio-economically disadvantaged, Youth | 1.0 Behavior Technician District-provided materials and resources | 2000-2999: Classified Personnel Salaries Site Title 1 | 55,000 |

| | | | |
|--|---|--|--------|
| with Compromised Housing, English Learners, and Latinx. | | | |
| MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework. | District-provided materials and resources Site-identified staff extra-time | 0001-0999: Unrestricted: Locally Defined Site Supplemental | 20,000 |
| MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play” (Girls on the Run, Playworks, etc.), so that students experience safe play and build physical, mental and social/emotional health. | District-provided resources Site-identified staff extra-time | 5800: Professional/Consulting Services And Operating Expenditures Site Supplemental | 60,000 |
| MTSS, Tier 1: Implement Project Cornerstone to engage students on positive PBIS beliefs. | Cost of program and materials such as books | 5800: Professional/Consulting Services And Operating Expenditures | 5000 |
| STRATEGY: Reducing Chronic Absenteeism | | | |
| MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB). | Site-identified staff extra-time and meeting costs | 0001-0999: Unrestricted: Locally Defined Site Title 1 | |
| MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities. | Site-identified staff extra-time, meeting and rewards costs | 0001-0999: Unrestricted: Locally Defined Site Title 1 | |
| MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism. | Site-identified staff extra-time and meeting/activities costs | 0001-0999: Unrestricted: Locally Defined Site Title 1 | |
| 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. | Site-identified staff extra-time | 0001-0999: Unrestricted: Locally Defined Site Title 1 | |
| MTSS Tier 2 targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, | Site-identified staff extra-time | 0001-0999: Unrestricted: Locally Defined Site Title 1 | |

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|---|---|--|--|
| <p>Youth with Compromised Housing, English Learners, and Latinx: 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>MTSS Tier 2 - targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx: 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.).</p> | <p>Site-identified staff extra-time</p> | <p>0001-0999: Unrestricted: Locally Defined Site Title 1</p> | |
| <p>MTSS Tier 3 targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx: 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> | <p>Site-identified staff extra-time</p> | <p>0001-0999: Unrestricted: Locally Defined Site Title 1</p> | |
| <p>STRATEGY: Supporting Students with Compromised Housing/Foster Youth</p> | | | |
| <p>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).</p> | <p>Site-identified staff extra-time</p> | <p>0001-0999: Unrestricted: Locally Defined Site Title 1</p> | |
| <p>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.</p> | <p>Site-identified staff extra-time</p> | <p>0001-0999: Unrestricted: Locally Defined Site Title 1</p> | |

| | | | |
|---|---|--|--|
| <p>MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.</p> | <p>Site-identified staff extra-time</p> | <p>0001-0999: Unrestricted: Locally Defined Site Title 1</p> | |
| <p>MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.</p> | <p>Site-identified staff extra-time</p> | <p>0001-0999: Unrestricted: Locally Defined Site Title 1</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 | \$1,355,718.00 |

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 (\$) |
|------------------|-----------------|
|------------------|-----------------|

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 (\$) |
|--------------------------|-----------------|
| | \$5,000.00 |
| District Central funding | \$794,421.00 |
| Site Supplemental | \$193,068.00 |
| Site Title 1 | \$363,229.00 |

Subtotal of state or local funds included for this school: \$1,355,718.00

Total of federal, state, and/or local funds for this school: \$1,355,718.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|--------------------------|------------|
| | 5,000.00 |
| District Central funding | 794,421.00 |
| Site Supplemental | 193,068.00 |
| Site Title 1 | 363,229.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 0001-0999: Unrestricted: Locally Defined | 24,167.00 |
| 1000-1999: Certificated Personnel Salaries | 864,685.00 |
| 2000-2999: Classified Personnel Salaries | 303,566.00 |
| 4000-4999: Books And Supplies | 24,300.00 |
| 5000-5999: Services And Other Operating Expenditures | 74,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 65,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|--------------------------|------------|
| 5800: Professional/Consulting Services And Operating Expenditures | | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | District Central funding | 666,421.00 |
| 2000-2999: Classified Personnel Salaries | District Central funding | 98,000.00 |

| | | |
|---|--------------------------|------------|
| 5000-5999: Services And Other Operating Expenditures | District Central funding | 30,000.00 |
| 0001-0999: Unrestricted: Locally Defined | Site Supplemental | 21,167.00 |
| 1000-1999: Certificated Personnel Salaries | Site Supplemental | 10,264.00 |
| 2000-2999: Classified Personnel Salaries | Site Supplemental | 94,637.00 |
| 5000-5999: Services And Other Operating Expenditures | Site Supplemental | 7,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Site Supplemental | 60,000.00 |
| 0001-0999: Unrestricted: Locally Defined | Site Title 1 | 3,000.00 |
| 1000-1999: Certificated Personnel Salaries | Site Title 1 | 188,000.00 |
| 2000-2999: Classified Personnel Salaries | Site Title 1 | 110,929.00 |
| 4000-4999: Books And Supplies | Site Title 1 | 24,300.00 |
| 5000-5999: Services And Other Operating Expenditures | Site Title 1 | 37,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 905,973.00 |
| Goal 2 | 109,745.00 |
| Goal 3 | 340,000.00 |

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
- 2 Other School Staff
- 3 Parent or Community Members

| Name of Members | Role |
|------------------|----------------------------|
| Nelson Hunter | Principal |
| Natalie Delahunt | Other School Staff |
| Melyssa West | Other School Staff |
| Carolyn Franco | Classroom Teacher |
| Sarah Stump | Classroom Teacher |
| Sheila Esquivias | Other School Staff |
| Alissa Talesnick | Parent or Community Member |
| Lisa Azar | Parent or Community Member |
| Kristen Sevillia | 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

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 6/6/2023.

Attested:



Principal, Nelson Hunter on 6/16/2023



SSC Chairperson, Alissa Telesnick on 6/16/2023