



SAN MATEO PARK ELEMENTARY

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
San Mateo Park Elementary School	41690396044986	May 22, 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, San Mateo Park 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), San Mateo Park 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, Socio Economically Disadvantage in the area of ELA, Math and Chronic Absenteeism. Students with Disabilities in the area of 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 San Mateo Park has met the ESSA requirements for the ATSI program or Schoolwide Title I 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

As part of the planning process for this SPSA/Annual Review and Update the school consulted with all the teachers, staff, and family through various engagements this spring. The ELAC provided input and feedback on May 3, 2023. The teachers and staff provided input and feedback on May 9, 2023. School Site Council had the opportunity to meet for input and feedback, approval on May 22, 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%			0
African American	0.3%	0.31%	0.33%	1	1	1
Asian	3.0%	1.23%	1.31%	11	4	4
Filipino	3.6%	1.85%	1.31%	13	6	4
Hispanic/Latino	73.4%	79.08%	83.01%	268	257	254
Pacific Islander	2.7%	1.54%	1.31%	10	5	4
White	9.6%	8.31%	6.86%	35	27	21
Multiple/No Response	6.3%	5.85%	4.9%	23	19	15
	Total Enrollment			365	325	306

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	69	48	45
Grade 1	62	51	51
Grade 2	44	60	48
Grade3	61	43	53
Grade 4	69	61	46
Grade 5	60	62	63
Total Enrollment	365	325	306

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	173	210	202	47.4%	64.6%	66.0%
Fluent English Proficient (FEP)	41	18	27	11.2%	5.5%	8.8%
Reclassified Fluent English Proficient (RFEP)	1			0.6%		

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	16%				5 percentage	21%
3 rd	11%				5 percentage	16%
5 th	22%				5 percentage	27%
All English Learner/Multilingual Students	6%				10 percentage points	16%
Special Education	0%				10 percentage points	10%
Socio-Economically Disadvantaged	11.86%				10 percentage points	21.86%
Black/AA						
Filipino						
Hispanic/Latino	12%				10	22%
Native Hawaiian						
English Learner	5.66%				10	15.66%
RFEP	55.56%				5 percentage	60.56%

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	23%				5 percentage	28%
5 th	16%				5 percentage	21%
All English Learner/Multilingual Students	8.49%				10 percentage points	18.49%
Special Education	9.52%				10 percentage points	19.52%
Socio-Economically Disadvantaged	11.38%				10 percentage points	21.83%
Black/AA						
Filipino						
Hispanic/Latino	11%				10	21%
Native Hawaiian						
English Learner	0%				10	10%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
RFEP	22.22%				5 percentage	27.22%

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	7.32%				10 percentage points	17.32%
Special Education	0%				10 percentage points	10%
Socio-Economically Disadvantaged	8.16%				10 percentage points	18.16%
Black/AA						
Filipino						
Hispanic/Latino	0%				10	
Native Hawaiian						
English Learner	7.32%				10	17.32%
RFEP	20%				5 percentage	25%

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	69.23%				10 percentage points	79.23%
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		22%	30.82%		5 percentage	32%
1 st		25.49%	34.69%	39.13%	5 percentage	30.49%
3 rd		23%	27.78%	23.08%	5 percentage	28%
All English Learner/Multilingual Students		17.39%	22.27%		10 percentage points	27.39%
Special Education		8%	11.63%		10 percentage points	18%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Socio-Economically Disadvantaged						
Black/AA						
Filipino						
Hispanic/Latino		15%	24.51%		10	25%
Native Hawaiian						
English Learner		10%	16.42%		10	20%
RFEP		25.00%	84.21%		5 percentage	30%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		55.70%	51.23%		80%	135.7%
3 rd		69.80%	72.00%			
5 th		34.90%	49.18%			
English Learner/Multilingual Students		49.21%	42.93%			
Middle School Long Term English Learners (LTELs)						
Special Education		28.57%	30.30%			
Socio-Economically Disadvantaged			44.83%			

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)	0.90				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	37.77%	26.05%	35.85%		50%	18.88%
All English Learner/Multilingual Students					50% reduction	
Special Education	44.4%	32.65%	44.90%		50%	22.2%
Socio-Economically Disadvantaged	41%		37.22%		50% reduction	20.5%
Black/AA						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Filipino						
Hispanic/Latino	36.02%	25.93%			50%	18.01%
Native Hawaiian						
English Learner	35.4%	29.363%	37.62%		50%	17.7%
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%				50%	
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	0%				50% reduction	
Socio-Economically Disadvantaged	0%				50% reduction	
Black/AA						
Filipino						
Hispanic/Latino	0%				50%	
Native Hawaiian						
English Learner	0%				50%	
RFEP	0%				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				73%	5 percentage	
4 th	89%			61%	5 percentage	84%
5 th	61%			72%	5 percentage	56%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd				90%	5 percentage	
4 th	87%			65%	5 percentage	82%
5 th	59%			79%	5 percentage	54%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd				81%	5 percentage	
4 th	87%			61%	5 percentage	82%
5 th	61%			83%	5 percentage	56%

Data Statements: Strength

- Shows that students scored at a high level.
 - Teaching ELD everyday while regrouping students into leveled groups proved to be a successful strategy.
 - 4th grade CHKS showed that 87-89% feel connected to school and have caring adults at school, while also feel safe at school.
 - Suspension rates are 0% showing restorative practices are the optimal way to support students.
 - In Mathematics, students in 3rd grade outperformed the other grade levels.
 - Our socio-economically disadvantaged students have improved their Chronic absenteeism by 3.78%.
 - 3rd grade CHKS showed that 90% feel that there are caring adults in school.

Data Statements: Challenges

- English Learners are performing significantly below all subgroups in Literacy, Math, and Science.
 - 5th grade CHKS survey shows that 59-61% of students feel connected to school, and have caring adults at school, while also feel safe at school.
 - 37.77% of all students have chronic absenteeism.
 - An area of challenge in Math is our English Learners/Multilingual Learners went down by 6.28%.
 - Overall, the students absences have increased since the beginning of the school year by 9.8%.
 - 4th grade CHKS survey shows that 61% of students feel connected to school as well as in the area of feeling safe at school.

Planning Statements

- This year, grade levels are participating in year long professional development and coaching in specific focus areas. K-2 will focus on early literacy, 3rd grade is focused on mathematics, and 4-5 is focused English Language Development. All grades will provide small group intervention during the school day in the area of literacy. The school will create a plan to support regular attendance among subgroups who have chronic absenteeism. Increase of usage for Foot Steps to Brilliance and ST Math for target student groups.

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 Matters Flyers, personalized contact with families, and incentives for student attendance improvement.

 - While there was growth in Math, there is an opportunity to dig deeper to support all EL/Multilingual students in the area of Math to meet the 80% goal. Math TOSA will continue to work with teachers in implement the Math curriculum to support student learning.
 - Improve attendance for all students through personalized contact with families, parent meetings, and parent education.
 - Ongoing time during planned staff meeting throughout the school year will be utilized to focus on Equity through Wellness to support students, staff, and families to feel connected and safe and school.

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. Site-identified additional teacher extra-time and substitute costs to support peer classroom visits and observations	1000-1999: Certificated Personnel Salaries Site Title 1	5,000
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards") targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided curriculum.		
MTSS, Tier 1: Support TK-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 TK-3 to support in-class instruction and pull-out supports for foundational literacy (PAF) targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided 2.0 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	307,421
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided resource.		
MTSS, Tier 1: Implement CLAVES supplementary curriculum to strengthen language skills of Potential Long-Term English Learner students (4th & 5th grade),	District-provided materials and resources		

through professional development, teacher collaboration, and materials purchase.			
MTSS, Tier 1: Support 4-5th staff to participate in summer and school-year professional development to deepen implementation of I-ELD/D-ELD strategies to ensure access to grade level content curriculum.	District-provided materials and resources		
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 and grade level collaboration that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost, C&I Supplemental materials) targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided materials and resources Site-identified additional teacher extra-time for collaboration and planning	1000-1999: Certificated Personnel Salaries Site Title 1	3,000
See above	District-provided materials and resources Site-identified C&I supplemental materials	4000-4999: Books And Supplies Site Title 1	3,187
See above	District-provided materials and resources Site-identified C&I supplemental materials	4000-4999: Books And Supplies Site Supplemental	9,878
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided extra-time for Teacher Lead		
MTSS Tier 1 & 2: Assign additional para-educator to provide push-in academic support for grades K-2 (PAF) and 3-5 Literacy targeting specifically student groups identified in ATSI: English Learners,	Site-identified additional para-educator 2 FTE at 6.5 hours per day	2000-2999: Classified Personnel Salaries Site Title 1	80,000

Hispanics, and Socio-Economically Disadvantaged.			
MTSS, Tier 1 & 2: Multilingual TOSA to provide coaching and support to teachers for multilingual students targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	Site-provided .5 FTE TOSA	1000-1999: Certificated Personnel Salaries Site Title 1	75,000
See above	District-provide .5 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 1: 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	1000-1999: Certificated Personnel Salaries Site Supplemental	1,000
MTSS: Tier 1: Collaborate with designated district leaders for after-school programming to ensure targeted academically struggling students are enrolled in the after school program.	District-provided 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: English Learners, Hispanics, and Socio-Economically Disadvantaged.	Site-identified staff time		
MTSS, Tier 1: 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: English Learners, Hispanics, and Socio-Economically Disadvantaged.	Site-provided resources		
STRATEGY: Mathematics MTSS, Tier 1: Continue implementation of new TK-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources Site-identified additional teacher extra-time for collaboration and planning	1000-1999: Certificated Personnel Salaries Site Title 1	2,684

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 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: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all TK-5 students targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of TK-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically 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: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided materials and resources		
MTSS, Tier 1 & 2: Math TOSA to provide coaching and support to teachers targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided 1FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	150,000
MTSS, Tier 1: Student/family Engagement in Mathematics, STEM	District-provided Math Festival (Title 4)	5000-5999: Services And Other Operating Expenditures District Central funding	2,000
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science	District-provided materials and resources	1000-1999: Certificated Personnel Salaries	1,000

curriculum and teacher guidance materials.	Site-identified additional teacher extra-time for collaboration and planning	Site Title 1	
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, lead Lego Teacher	District-provided materials and resources and lead Lego Teacher stipend.		
MTSS, Tier 1: Provide "Science for Scientist" engagements to deepen student science learning	Site-identified program	5000-5999: Services And Other Operating Expenditures Site Supplemental	10,000
MTSS, Tier 1: Ensure all students who want to can attend Outdoor Education, to deepen student science learning	District-provided program for 5th graders	District Central funding	19,000
MTSS, Tier 1: Implement Art4Schools visual arts program for all students	District-provided program		

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			
Provide access to books for students and families.	Site-identified resources	4000-4999: Books And Supplies Site Supplemental	10,000
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 3.68 hours	2000-2999: Classified Personnel Salaries Site Supplemental	28,686
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 Site-identified materials and supplies	4000-4999: Books And Supplies Site Title 1	2,000
Implement school site family engagement and education nights for families	Site-identified staff extra-time, activities, materials and supplies	4000-4999: Books And Supplies Site Title 1	5,000
See above	See above	4000-4999: Books And Supplies Site Title 1 Family Engagement	3,241
See above	See above	1000-1999: Certificated Personnel Salaries Site Title 1	3,000
Implement school site family engagement and education for families	Site-identified child care	2000-2999: Classified Personnel Salaries Site Title 1	1,000
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	1000-1999: Certificated Personnel Salaries Site Supplemental	1,000

STRATEGY: Responsive” Curriculum & Practices

Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	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.	District-provided resources		

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 targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided 1.0 FTE for Counselor	1000-1999: Certificated Personnel Salaries District Central funding	100,000
See above	Site-identified extra counseling staff 1.0 FTE	1000-1999: Certificated Personnel Salaries Site Title 1	100,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically 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	District-provided materials and resources		

students in the SST process targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.			
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: English Learners, Hispanics, and Socio-Economically Disadvantaged.	District-provided materials and resources Site-identified materials and supplies	4000-4999: Books And Supplies Site Supplemental	1,500
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	5000-5999: Services And Other Operating Expenditures District Central funding	13,000
MTSS, Tier 1: Support staff to push into classrooms to assist the teacher with creating a safe, caring, nurturing and culturally responsive environment.	Site-provided Para Educator student support 1.5 hrs	2000-2999: Classified Personnel Salaries Site Supplemental	11,436
MTSS, Tier 1: Provide enrichment, author visits, and in class presentation	Site-identified resources	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	1,500
MTSS, Tier 2 all students: designated staff 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: English Learners, Hispanics, and Socio-Economically Disadvantaged.	Site-provided Community Outreach 4 hours per day	2000-2999: Classified Personnel Salaries Site Supplemental	40,000
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 and unexcused absences (Truancy/SART-SARB) targeting specifically student groups identified in ATSI: English Learners, Hispanics, and Socio-Economically Disadvantaged.	Site-identified staff		
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	Site-identified staff		

relationships between staff and students/families, in an effort to reduce chronic absenteeism.			
MTSS, Tier 1 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		
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site-provided resources		
MTSS Tier 2 All students: designated staff and Care Team members will make regular positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site-provided resources		

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	\$1,065,533.00

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	\$666,421.00
Site Supplemental	\$115,000.00
Site Title 1	\$280,871.00
Site Title 1 Family Engagement	\$3,241.00

Subtotal of state or local funds included for this school: \$1,065,533.00

Total of federal, state, and/or local funds for this school: \$1,065,533.00

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	666,421.00
Site Supplemental	115,000.00
Site Title 1	280,871.00
Site Title 1 Family Engagement	3,241.00

Expenditures by Budget Reference

Budget Reference	Amount
	19,000.00
1000-1999: Certificated Personnel Salaries	824,105.00
2000-2999: Classified Personnel Salaries	161,122.00
4000-4999: Books And Supplies	34,806.00
5000-5999: Services And Other Operating Expenditures	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Central funding	19,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	632,421.00
5000-5999: Services And Other Operating Expenditures	District Central funding	15,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	2,000.00

2000-2999: Classified Personnel Salaries	Site Supplemental	80,122.00
4000-4999: Books And Supplies	Site Supplemental	21,378.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	1,500.00
1000-1999: Certificated Personnel Salaries	Site Title 1	189,684.00
2000-2999: Classified Personnel Salaries	Site Title 1	81,000.00
4000-4999: Books And Supplies	Site Title 1	10,187.00
4000-4999: Books And Supplies	Site Title 1 Family Engagement	3,241.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	744,170.00
Goal 2	53,927.00
Goal 3	267,436.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Karrie Haselton	Principal
Kimberly Amoroso	Classroom Teacher
Brenda Cooks	Classroom Teacher
Evelin Banos Colocho	Other School Staff
Erin Cardenas	Parent or Community Member
Rebecca Galvin	Parent or Community Member
Guillermo Gomez	Parent or Community Member
Marlyn Woodward	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

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 22, 2023.

Attested:



Principal, Karrie Haselton on May 22, 2023



SSC Chairperson, Kimberly Amoroso on May 22, 2023