

School Year: **2023-24**



MEADOW HEIGHTS
ELEMENTARY SCHOOL
SAN MATEO - FOSTER CITY SCHOOL DISTRICT

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
Meadow Heights Elementary School	41690396044960	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)

Additional Targeted Support and Improvement

As a school identified for Additional Targeted Support and Improvement (ATSI), Meadow Heights 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, Student with Disabilities and Socio-Economically Disadvantaged students in the areas of English Language Arts, Math 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 Meadow Heights has met the ESSA requirements for the [[ATSI program or 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

Teachers: 4/11/23, 5/16/23, 5/23/23

English Language Advisory Committee: 2/13/23

Family Engagements: 3/9/23 MHPTA, 3/13/23 Principal Coffee Chat, 4/14/23 SPSA Engagement (Two Engagements English & Spanish), Online Survey 4/20/23-5/4/23

SSC 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	%	0.36%	0%		1	0
Asian	10.7%	11.39%	11.81%	32	32	30
Filipino	3.0%	1.78%	2.36%	9	5	6
Hispanic/Latino	42.8%	45.20%	45.28%	128	127	115
Pacific Islander	4.7%	3.91%	3.94%	14	11	10
White	24.4%	20.64%	20.87%	73	58	53
Multiple/No Response	13.0%	14.95%	12.99%	39	42	33
	Total Enrollment			299	281	254

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	60	50	39
Grade 1	44	42	42
Grade 2	42	43	49
Grade3	50	40	38
Grade 4	53	54	36
Grade 5	50	52	50
Total Enrollment	299	281	254

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	75	100	90	25.1%	35.6%	35.4%
Fluent English Proficient (FEP)	26	21	23	8.7%	7.5%	9.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

- 1.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	41%				5 percentage	46%
3 rd	37%				5 percentage	42%
5 th	38%				5 percentage	43%
All English Learner/Multilingual Students	2.27%				10 percentage points	12.27%
Special Education	19.05%				10 percentage points	29.05%
Socio-Economically Disadvantaged	13.73%				10 percentage points	23.73%
Black/AA						
Filipino						
Hispanic/Latino	20%				10	30%
Native Hawaiian						
White	80%				5 percentage	85%
English Learner	10.20%				10	20.20%
RFEP	80%				5 percentage	85%

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	42%				5 percentage	47%
3 rd	36%				5 percentage	41%
5 th	34%				5 percentage	39%
All English Learner/Multilingual Students	8.70%				10 percentage points	18.70%
Special Education	23.81%				10 percentage points	33.81%
Socio-Economically Disadvantaged	9.43%				10 percentage points	19.43%
Black/AA						
Filipino						
Hispanic/Latino	19%				10	29%
Native Hawaiian						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
White	90%				5 percentage	95%
English Learner	6.12%				10	16.12%
RFEP	80%				5 percentage	85%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students						
All English Learner/Multilingual Students	0%				10 percentage points	10%
Special Education	11%				10 percentage points	21%
Socio-Economically Disadvantaged	4.17%				10 percentage points	14.17%
Black/AA						
Filipino						
Hispanic/Latino	0%				10	10%
Native Hawaiian						
White	25%				5 percentage	30%
English Learner	0%				10	10%
RFEP	50%				5 percentage	55%

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	61.43%				10 percentage points	71.43%
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		44%	52.44%		5 percentage	49%
1 st		39.02%	65.85%	75.68%	5 percentage	44.02%
3 rd		43%	48.65%	51.43%	5 percentage	48%
All English Learner/Multilingual Students		38%	25.25%		10 percentage points	48%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Special Education		22%	37.14%		10 percentage points	32%
Socio-Economically Disadvantaged					10 percentage points	
Black/AA						
Filipino						
Hispanic/Latino		26%	33.33%		10	36%
Native Hawaiian						
White					5 percentage	
English Learner		16%	16.67%		10	26%
RFEP		50.00%	73.33%		5 percentage	60%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		77.80%	69.00%		80%	157.80%
3 rd		87.20%	84.38%			
5 th		68.00%	76.60%			
English Learner/Multilingual Students		57.47%	51.32%			
Middle School Long Term English Learners (LTELs)						
Special Education		47.22%	40.00%			
Socio-Economically Disadvantaged			51.58%			

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)	0.43				20%	20.43%

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	24.6%	18.97%	24.5%		50%	12.3%
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	29.4%	18.92%	16.22%		50%	14.7%
Socio-Economically Disadvantaged	39%		39.6%		50% reduction	19.5%
Asian	9.1%	17.02%	10.81%			
Black/AA						
2+ more	14.9%		12.5%			
Filipino						
Hispanic/Latino	31.6%	27.50%	32.14%		50%	15.8%
Native Hawaiian						
White	12.1%	11.11%	13.73%		50%	6.05%
English Learner	29.9%	21.59%	34.52%		50%	14.95%
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	0.00%				50%	
All English Learner/Multilingual Students	0.00%				50% reduction	
Special Education	0.00%				50% reduction	
Socio-Economically Disadvantaged	0.00%				50% reduction	
Black/AA						
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				85%	5 percentage	
4 th	81%			81%	5 percentage	76%
5 th	79%			84%	5 percentage	74%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd				87%	5 percentage	
4 th	80%			86%	5 percentage	75%
5 th	75%			73%	5 percentage	70%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd				86%	5 percentage	
4 th	84%			82%	5 percentage	79%
5 th	88%			85%	5 percentage	83%

Data Statements: Strength

- 80% of RFEP students met or exceeded in ELA, 42% of all students met or exceeded in math, 61% of English Learners increased by one level or maintained on the ELPAC
 75%-80% of 4th and 5th graders feel connected to their school and believe there is a caring adult at school
 84% of 4th graders feel safe at school
 88% of 5th graders feel safe at school
 In 5th grade, students performed at 68% proficient and advanced at the BOY. These students moved up to 76.6% proficient or advanced during the MOY assessment.
 Chronic Absenteeism has declined for our special education students from 29.4% at the end of the 2021- 2022 school year to 16.22% in the middle of 2023.
 Students in 5th grade feel more connected to the school 79% EOY 2022 as compared to 84% at the EOY 2023.

Data Statements: Challenges

- Overall, students in the following subgroups are scoring significantly below grade level in ELA and Math on CAASPP and District Benchmark Assessment (English Learners, Low SES, Special Needs)
 30% of English Learners have chronic absenteeism
 All students scored 77.80% or advanced at the beginning of the school year. This decreased to 69% on the middle of the year benchmark.
 Chronic absenteeism has increased for students identified as English Learners from the BOY by 21.59% to 34.52% at the MOY.
 Students in 4th grade produced the same data 81% connected in the 2022 and 2023 school years.

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 on 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.
 The Math TOSA will continue to work with all students to support math learning. The TOSA will ensure that students receive math mindset routines 4 times a week and that in every classroom students are taught math games that they can play at home.
 We will provide targeted support for chronic absenteeism with daily phone calls when students are absent, letters home explaining why school attendance is important, and meetings with families. We will ensure that these communications are culturally and linguistically responsive.
 We will have multiple evening engagements to build community with all stakeholders including an international potluck, ice cream social, and harvest festival. We will also provide students with the Second Step curriculum and SoulShoppe during the school day.

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") with additional supports for cross-linguistic transfer multilingual students.	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 3-5 ("Rewards" and "Phonics for Reading")			
MTSS, Tier 1: Support K-2 staff to participate in professional development to implement foundational literacy supplemental curricula.	covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 and 4-5 to support in-class instruction and pull-out supports for foundational literacy (PAF, Phonics for Reading, and Rewards).	District-provided FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	138,926.00
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 1: Implement CLAVES supplementary curriculum to strengthen language skills of Potential Long-Term English Learner students (4th grade), through professional development, teacher collaboration, and materials purchase.	District-provided materials and resources Site-identified additional teacher extra-time		
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	covered by district.	None Specified District Central funding	

students in the SST process. Targeting specifically student groups identified in ATSI: Students with IEPs and Latinx.			
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: Students with IEPs and Latinx studnets.	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost) Provide phonics screening for all rising 3rd, 4th and 5th-grade students and provide targeted instruction and teacher resource materials. Targeting specifically student groups identified in ATSI: Students with IEPs, and Latinx.	Site-provided materials and resources	4000-4999: Books And Supplies Site Supplemental	7,468.00
Take Home, Classroom and Bookroom Decodable Book Sets, centers, and Text Sets	Materials -- additional Lottery funding of \$3,068.00	4000-4999: Books And Supplies Site Supplemental	14,932.00
Collaboration, Professional Development, Data Meetings outside of regular school day	Teacher extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	10,000.00
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources		

MTSS, Tier 1: Support K-5 grade teachers to collaborate with site Math ToSA to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 FTE Math TOSA	1000-1999: Certificated Personnel Salaries District Central funding	75,000.00
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.	District-provided materials and resources		
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 instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost)	District-provided materials and resources		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials. Teachers will support implementation and access to science concepts by providing text sets and EL Signature Strategies. Teachers will use Benchmark to reinforce these concepts.	District-provided materials and resources		
MTSS, Tier 1: Support 4th-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 using teacher on employment agreement.	District-provided materials and PTA funded resource		
STRATEGY: Expand Visual and Performing Arts Programming			
Implement visual arts program for all classrooms	District and PTA provided resources	5000-5999: Services And Other Operating Expenditures District Central funding	20,000.00
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 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	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 school community worker	2000-2999: Classified Personnel Salaries District Central funding	29,717.00
Expand school efforts to get input and feedback from family engagements/regular coffee chats, to strengthen the integration of family strengths and resources into school services and supports.	District-provided resources		
Provide childcare during ELAC meetings	Childcare expenses	5000-5999: Services And Other Operating Expenditures Site Supplemental	2,000.00
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		

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 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	0001-0999: Unrestricted: Locally Defined District Central funding	120,000.00
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 based support		
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	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	None Specified District Central funding	
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,	District-provided materials and resources		

behavior, and social emotional supports as well as case management and guidance for students in the SST process.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District and site provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	1,000.00
MTSS Tier 1: Students attend 4 assemblies to focus on life skills of belonging and problem-solving (Soul Shoppe). 5 graders are trained to participate in a Peace Maker program where they support younger students on the playground in solving problems in the schoolyard.	Soul Shoppe materials	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	6,600.00
School Counselor to provide weekly Second Step or mindfulness lessons in each classroom to promote awareness of our thoughts, emotions, and our surroundings.	District-provided		
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).	District resources		
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, meeting and incentives costs		
MTSS Tier 2 Students with IEPs, Latinx (ATSI): Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).	Site-identified staff extra-time and meeting/activities costs		
MTSS Tier 2 All Students:	Site-identified staff extra-time		

Designated staff and Care Team members will make weekly/monthly positive calls home and conduct personal outreach to families of students who are chronically absent.			
On a quarterly basis, MTSS Tier 2 Students with IEPs, Latinx (ATSI): Care Team members, in collaboration with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff extra-time		
MTSS Tier 3 Students with IEPs, Latinx (ATSI): The counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to reduce their chronic absenteeism.	Site-identified staff extra-time		
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).	District-provided		
MTSS Tier 2 All Students: Designated staff and Care Team members will make weekly/bimonthly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site-identified staff extra-time		
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff extra-time--	None Specified Site Supplemental	3,000.00

MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site-identified staff extra-time		
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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	\$428,643.00

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	\$383,643.00
Site Supplemental	\$45,000.00

Subtotal of state or local funds included for this school: \$428,643.00

Total of federal, state, and/or local funds for this school: \$428,643.00

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	383,643.00
Site Supplemental	45,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	120,000.00
1000-1999: Certificated Personnel Salaries	223,926.00
2000-2999: Classified Personnel Salaries	29,717.00
4000-4999: Books And Supplies	22,400.00
5000-5999: Services And Other Operating Expenditures	22,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,600.00
None Specified	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	District Central funding	120,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	213,926.00
2000-2999: Classified Personnel Salaries	District Central funding	29,717.00
5000-5999: Services And Other Operating Expenditures	District Central funding	20,000.00

1000-1999: Certificated Personnel Salaries	Site Supplemental	10,000.00
4000-4999: Books And Supplies	Site Supplemental	22,400.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	7,600.00
None Specified	Site Supplemental	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	266,326.00
Goal 2	31,717.00
Goal 3	130,600.00

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
- 2 Parent or Community Members

Name of Members	Role
Dale Rogers-Eilers	Principal
Jen Kawakami	Classroom Teacher
Melissa Carlson	Parent or Community Member
Erika Fowler	Other School Staff
Kristen McCormick	Classroom Teacher
Robert Hansen	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, Dale Rogers-Eilers on May 30, 2023



SSC Chairperson, Melissa Carlson on May 31, 2023