

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Parkside Montessori	41690396044994	May 22nd, 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), Parkside 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 and Socio-Economically Disadvantaged students in the areas 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 Parkside has met the ESSA requirements for the ATSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Engagements about Parkside's Strategic Plan

On 2-1-23, Parkside Parent Education - the state of the school, reviewed our CAASPP results and EL reclassification rates.

On 4-19-23, Parkside Principal Townhall - discussed the Pre-K/TK/K expansion plans

On 4-24-23, SSC discussed Parkside's status as an ATSI School and Discussed our Chronic Absence Rates

On 5-1-23, Montessori Leadership Team (teacher representatives across all grades) met to discuss Parkside's strategic plan and priorities for Montessori program implementation with fidelity

On 5-15-23, ELAC discussed Parkside's Site Plan and goals for English Learner strategies and family engagement

On 5-22-23, School Site Council met to discuss and approve the School Site Plan

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	1.1%	1.05%	0.91%	3	3	3
Asian	25.6%	22.11%	21.34%	71	63	70
Filipino	3.3%	4.56%	4.57%	9	13	15
Hispanic/Latino	19.5%	18.25%	24.09%	54	52	79
Pacific Islander	0.7%	0.35%	0.3%	2	1	1
White	35.0%	37.19%	35.37%	97	106	116
Multiple/No Response	14.4%	15.09%	11.59%	40	43	38
Total Enrollment				277	285	328

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	59	56	77
Grade 1	54	46	40
Grade 2	60	45	40
Grade 3	43	53	42
Grade 4	27	41	48
Grade 5	34	23	38
Grade 6		21	20
Grade 7			23
Total Enrollment	277	285	328

Data Statements: Strength

- Parkside's total student enrollment is gradually increasing as we are expanding our program from a TK-5 to a PreK-8 Program. We anticipate moving from 330 students in 22-23, to 421 students in 23-24.
 - Parkside is a diverse campus -with four sub-groups of 10% or more representing out student body across: Hispanic/Latino, White, Asian, Multiple/No Response

Data Statements: Challenges

2. - As a magnet school, Parkside's most significant entry point is at Kindergarten - with gradual attrition over the years through Upper Elementary and the Adolescent ages through 8th. Our attrition, if not counterbalanced with new enrollment, could lead to not having enough students to sustain a strong and thriving middle school program.

Why are we getting these results?

3. - Over 80% of our student attrition (as reported in exit questions with families) comes as a result of families moving out of the area, no longer attending SMFCSD schools, attending private school or transitioning in 6th grade to go to a traditional middle school. Less than 10% of our current attrition has come from students that leave our school to attend other SMFCSD schools.

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	67%				5 percentage	72%
3 rd	76%				5 percentage	81%
5 th	77%				5 percentage	82%
All English Learner/Multilingual Students	33.33%				10 percentage points	43.33%
Special Education	18.52%				10 percentage points	28.52%
Socio-Economically Disadvantaged	40%				10 percentage points	50%
Asian	87%				5 percentage	92%
Black/AA						
Filipino						
Hispanic/Latino	38%				10	43%
Native Hawaiian						
White	76%				5 percentage	81%
English Learner	0%				10	10%
RFEP	75%				5 percentage	80%

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	57%				5 percentage	62%
3 rd	67%				5 percentage	72%
5 th	54%				5 percentage	59%
All English Learner/Multilingual Students	20%				10 percentage points	30%
Special Education	11.11%				10 percentage points	21.11%
Socio-Economically Disadvantaged	36%				10 percentage points	46%
Asian	80%				5 percentage	85%
Black/AA						
Filipino						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Hispanic/Latino	34%				10	44%
Native Hawaiian						
White	62%				5 percentage	67%
English Learner	0%				10	10%
RFEP	87.50%				5 percentage	92.5%

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	50%				10 percentage points	60%
Socio-Economically Disadvantaged	75%				10 percentage points	85%
Asian	33.33%				5 percentage	38.33%
Black/AA						
Filipino						
Hispanic/Latino	33.33%				10	43.33%
Native Hawaiian						
White	20%				5 percentage	25%
English Learner	0%				10	10%
RFEP	100%				5 percentage	105%

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	61.54				5 percentagee points	66.54%
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		67%	79.59%		5 percentage	72%
1 st		57.50%	86.49%	94.29%	5 percentage	62.50%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd		61%	63.41%	76.19%	5 percentage	66%
All English Learner/Multilingual Students		45%			10 percentage points	55%
Special Education		27%	34.78%		10 percentage points	37%
Socio-Economically Disadvantaged					10 percentage points	
Asian		31%	85%		5 percentage	36%
Black/AA						
Filipino						
Hispanic/Latino					10	
Native Hawaiian						
White					5 percentage	
English Learner		40%	12.50%		10	50%
RFEP		50.00%	88.89%		5 percentage	55%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		66.80%	64.19%		80%	146.8%
3 rd		69.00%	64.52%			
5 th		42.10%	40.63%			
English Learner/Multilingual Students		48.48%	21.43%			
Middle School Long Term English Learners (LTELs)						
Special Education		22.92%	30.43%			
Socio-Economically Disadvantaged			41.67%			

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	15.7%	18.75%	14.52%		50%	7.85%
All English Learner/Multilingual Students					50% reduction	
Special Education	26.8%	37.04%	35.19%		50%	13.4%
Socio-Economically Disadvantaged	25%		35.56%		50% reduction	12.5%
Asian	9.2%	7.23%	4.94%		50%	4.6%
Black/AA						
2+ more	10.2%		5.56%			
Filipino						
Hispanic/Latino	32.7%	37.50%	33.33%		50%	16.35%
Native Hawaiian						
White	14%	20.77%	13.46%		50%	7%
English Learner	31.8%	27.59%	30.77%		50%	15.9%
RFEP	11.11%		21.49%		50%	5.55%

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	0.35%				50%	0.17%
All English Learner/Multilingual Students					50% reduction	
Special Education	0.00%				50% reduction	0%
Socio-Economically Disadvantaged	2.56%				50% reduction	1.28%
Asian	0.00%				50%	0
Black/AA						
Filipino						
Hispanic/Latino	1.89%				50%	0.94%
Native Hawaiian						
White	0.69%				50%	0.34%
English Learner	2.56%				50%	1.28%
RFEP	0.00%				50%	0

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	81%			82%	5 percentage	76%
4 th				81%	5 percentage	

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
5 th				82%	5 percentage	
6 th					5 percentage	
7 th					5 percentage	

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	83%			83%	5 percentage	78%
4 th				85%	5 percentage	
5 th				78%	5 percentage	
6 th					5 percentage	
7 th					5 percentage	

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd	91%			93%	5 percentage	86%
4 th				87%	5 percentage	
5 th				89%	5 percentage	
6 th					5 percentage	
7 th					5 percentage	

Data Statements: Strength

- In literacy on CAASPP:
 - 67% of all students met/exceeded the standard
 - 87% of Asian Students
 - 77% of 5th graders
 - 76% of 3rd graders
 - 76% of White Students
 - 75% of RFEP Students
 - In math on CAASPP:
 - 57% of all students met/exceeded the standard
 - 87.5% of RFEP students
 - 80% of Asian students
 - 67% of 3rd graders
 - 62% of White students
 - CHKS
 - 81% of 3rd graders feel Connected to School
 - 83% of 3rd graders feel Caring Adults in School
 - 91% of 3rd graders feel Feel Safe at School

In literacy Benchmarks:

- Increase from 67% to ~89% for all students
- Increase in 1st grade of ~30%,
- Increase in sped from 27% to ~35%
- Increase in Asian from 31% to ~ 85%
- Increase in RFEP from 50% to ~89%

In math Benchmarks:

- We saw an increase for our special education students from ~23% to ~30% proficiency
- We see that as a school we are consistently getting about 2/3's of our students to proficiency in math based on BOY and MOY benchmarks

In chronic absence

- Asian students decreased from 9.2% to 4.94%
- 2 or more races decreased from 10.2% to 5.56%

Data Statements: Challenges

2. In literacy on CAASPP, in regards to meeting/exceeding standards:

- 33.3% of Students classified as English Learners
- 18.52% of Students with IEPs (special education)
- 40% of Socio-Economically Disadvantaged students
- 38% of Hispanic/Latino Students
- 0% of English Learners

In math on CAASPP, in regards to meeting/exceeding standards:

- 20% of Students classified as English Learners
- 11.11% of Students with IEPs (special education)
- 36% of Socio-Economically Disadvantaged students
- 34% of Hispanic/Latino Students
- 0% of English Learners

Chronic Absence:

- 36.36% of Asian students
- 33.96% of Hispanic/Latino students
- 33.33% of English Learners

In literacy Benchmark:

- In 3rd grade we did not see the same growth as in other grades, moving from 61% to ~63%

In math Benchmark:

- We saw a drop off from about 48% proficient in BOY to ~21% proficient on MOY
- Our 5th grade class is performing about ~25% points below our 3rd grade cohort and whole school

In Chronic Absence:

- The whole school continues to be around 15%
- Special Education has increased to 35.19%
- Socio-Economically has increased to 35.56%
- Hispanic/Latino has increased to 33.33%
- English Learners has nominally decreased but is still 30.77%
- RFEP has increased from 11.11% to 21.49%

Planning Statements

3. As we work to continue aligning our Montessori teaching style with the common core standards we will hold the following curricular focus areas:

CAASPP Data Plan:

Strengthening our early literacy practices, with a focus on accelerating students who enter Kinder and 1st grade below grade level with the targeted small group early literacy instruction

Strengthening our TK-7th grade English Language Development practices to support our English Learners, especially our Hispanic+Latino students with meeting/exceeding standards in ELA+Math

Strengthening our Inclusive Special Education Practices - focus on a push-in model for RSP and more mainstreaming in K-2 and 3-5 SDC

Montessori Program Improvement Plan:

Developing and implementing a Montessori program strategic plan to guide program improvement with fidelity

Chronic Absence:

Attendance data will be monitored regularly by the principal and staff - with outreach to families that are in danger of becoming chronically absent to provide support for improved school attendance. Special attention was paid to Asian students, Hispanic/Latino students, and students classified as English Learners

In math Benchmark:

- We will examine our math scope and sequence to ensure alignment with our district benchmarks to ensure that our Montessori instruction aligns with the items assessed on the district benchmark
- We will work with a Montessori Math TOSA to examine our in-class math practices and fidelity to our scope and sequence to identify if our Tier 1 instruction is high quality
- We will work with a Montessori Math TOSA to examine what our practices are for Tier 2 structured math supports

In literacy Benchmark:

- We are pleased with the growth/improvement we are seeing with consistent implementation of Waseca and Montessori early literacy as Tier 1 and Montessori Pathway as structured Tier 2.
- We will continue to work with our literacy specialist to strengthen our Units of Study work in Lower Elementary, including a focus on conferring with our readers and restructuring our scope and sequence
- Our Upper Elementary will begin using the Montessori Pathway to support Tier 2 in grades 4, 5, 6.
- We would like our Upper Elementary to also work with our literacy specialist to ensure alignment with our Lower Elementary units of study

In Chronic Absence:

- The school counselor and principal will use the monthly district data reports to reach out to families and hold SART or SST-type meetings related to attendance. Supporting problem-solving and education around the importance of school attendance and the harm of chronic absences.
- The principal will work with teachers to ensure staff are aware of their chronically absent students and are reaching out to encourage regular school attendance
- The principal will work with the PTA and Site Council to raise awareness in the parent's community about the harm of chronic absence.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham aligned literacy supplemental curricula for core instruction in grades PreK-3 (Montessori Phonetic Scope and Sequence, Hands on Materials like the Moveable Alphabet and Sandpaper Letters, and Waseca).	District-provided, Montessori aligned curriculum.		
MTSS, Tier 1: Support PreK-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
	District-provided 0.5 FTE ToSA	0001-0999: Unrestricted: Locally Defined Site Supplemental	70,440
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 1: Implement literacy interim MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades PreK-3 to support in-class instruction and pull-out supports for foundational literacy (Montessori Pathway is Tier 2). 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 grade level staff meetings that lead to instructional re-engagement strategies in classrooms.	District-provided materials and resources		

MTSS, Tier 1 & 2: Teachers providing designated and integrated ELD instruction for students identified as English learners	District-provided, Montessori aligned curriculum.		
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of Montessori math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources		
MTSS, Tier 1: Support 4th and 5th-grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	75000
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-8 students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional re-engagement.	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.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education, with considerations for the Montessori setting	District-provided materials and resources		
STRATEGY: Implementation of Montessori Academic Program			
Assign a Montessori ToSAs to support PreK to 7th grade program implementation and 8th grade program expansion	District-provided 1.0 FTE	0001-0999: Unrestricted: Locally Defined Site Magnet	167,437

Keeping staff and community engaged in the latest from the American Montessori Society through the benefits as a Member School	Annual Membership in the American Montessori Society	5000-5999: Services And Other Operating Expenditures Site Magnet	1,843
Supporting Teachers with Ongoing Public Montessori Professional Development and School Support	Teacher extra-time	1000-1999: Certificated Personnel Salaries Site Magnet	15,174
Teacher PD and Collaboration	Teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	4,000
Montessori Principal/Staff Training & Conferences	Registration Fees, Consultant Fees	5000-5999: Services And Other Operating Expenditures Site Supplemental	2,500
Montessori Leadership Team - focused on implementing feedback from the National Center for Montessori in the Public Sector Essential Elements Review	Teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	2,500
Grace and Courtesy/Second Step - Social Emotional Learning Curriculum Planning	Teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	1,500
Utilize district funds for implement an Arts Program	District funds for the arts	5000-5999: Services And Other Operating Expenditures District Central funding	23,175
Montessori team beginning of the year retreat to review strategic priorities aligned to Montessori Implementation Rubric	District funds for staff timecards	1000-1999: Certificated Personnel Salaries District Central funding	10,200

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			
Montessori Parent Education Events hosted 3 times throughout the year - translated into Spanish	Partnering with PTA and National Center for Montessori in the Public Sector for facilitation.	5000-5999: Services And Other Operating Expenditures Site Supplemental	500
Host monthly principal townhalls - an opportunity to hear updates about the school and answer community questions	No specific expenses		
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen the integration of family strengths and resources into school services and supports.	Site-identified staff extra-time and meeting costs		
Teachers send home classroom monthly newsletters to inform families of what the children will learn in class that month and provide general updates and reminders	No specific expenses		
Back to School Night hosted during the first two weeks of school and Open House hosted in the last two months of school - opportunities for parents to come onto campus to engage with students and staff	No specific expenses		
Parent/Teacher report card conferences hosted prior to the first report card trimester and second report card trimester - a chance to get an update from the teacher on the child's performance and for families to ask questions.	No specific expenses		
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive	District-provided resources	District Central funding	

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

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 Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries Other	120,000
MTSS Tier 1, 2, 3 All Students with a focus on English Learners, Hispanic Students, Students with Disabilities, and Socio Economically Disadvantaged students. Designated staff will launch an attendance team and will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).	District resources	District Central funding	
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources	District Central funding	
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	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	District-provided materials and resources		

related Culturally Responsive strategies.			
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.	See site expense for Grace & Courtesy SEL curriculum under Goal 1		
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		
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 Site-identified staff extra-time		
MTSS 2, 3: Designated staff 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 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	\$494,269.00

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	\$108,375.00
Other	\$120,000.00
Site Magnet	\$184,454.00
Site Supplemental	\$81,440.00

Subtotal of state or local funds included for this school: \$494,269.00

Total of federal, state, and/or local funds for this school: \$494,269.00

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	108,375.00
Other	120,000.00
Site Magnet	184,454.00
Site Supplemental	81,440.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	237,877.00
1000-1999: Certificated Personnel Salaries	228,374.00
5000-5999: Services And Other Operating Expenditures	28,018.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	85,200.00
5000-5999: Services And Other Operating Expenditures	District Central funding	23,175.00
1000-1999: Certificated Personnel Salaries	Other	120,000.00
0001-0999: Unrestricted: Locally Defined	Site Magnet	167,437.00
1000-1999: Certificated Personnel Salaries	Site Magnet	15,174.00
5000-5999: Services And Other Operating Expenditures	Site Magnet	1,843.00

0001-0999: Unrestricted: Locally Defined	Site Supplemental	70,440.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	8,000.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	373,769.00
Goal 2	500.00
Goal 3	120,000.00

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

Name of Members	Role
Nima Tahai	Principal
Nicole Papas	Parent or Community Member
Anna Wiggins	Parent or Community Member
Ada Johnson	Parent or Community Member
Julie Johnstone	Parent or Community Member
Andrew Reback	Classroom Teacher Parent or Community Member
Natalie Long	Classroom Teacher
Cindy Chan	
Cecelia Soriano	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/22/23.

Attested:



Principal, Nima Tahai on 5/22/23



SSC Chairperson, Nicole Papas on 5/22/23