



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
Brewer Island Elementary School	41690396112650	June 5, 2024	June 27, 2024

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 identified for Additional Targeted Support and Improvement (ATSI), Brewer Island Elementary 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: Socio-economically disadvantaged and Hispanic student groups 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 Brewer Island 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

Principal met with the stakeholders on the following dates for the planning process for the SPSA/Annual Review:

Staff Meeting #1- April 8, 2024

ELAC Meeting: May 1, 2024

Staff Meeting #2- May 17, 2024

Classified Staff Input: May 16, 2024

PTA Meeting: May 13, 2024

Staff Meeting #3- May 14, 2024

Staff Vote Survey: June 4, 2024

SSC/ELAC Meeting and PTA representative attendance:- June 5, 2024 (approval of SPSA)

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0.28%	0.28%	1	1	1
African American	1.07%	1.4%	1.67%	4	5	6
Asian	58.67%	57.7%	48.89%	208	206	176
Filipino	5.87%	5.6%	5.00%	15	20	18
Hispanic/Latino	14.40%	12.89%	17.78%	53	46	64
Pacific Islander	0.80%	1.4%	0.83%	3	5	3
White	10.93%	10.92%	13.33%	42	39	48
Multiple/No Response	6.93%	8.4%	10.56%	49	30	38
Total Enrollment				375	357	360

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	48	63	45
Grade 1	66	45	54
Grade 2	57	69	48
Grade 3	79	52	70
Grade 4	53	75	47
Grade 5	54	53	76
Total Enrollment	375	357	360

Data Statements: Strength

1. There are two to three classes per grade level, there is space out on the play yard for students for students to spread out to play; maintained student enrollment numbers

Data Statements: Challenges

2. No observed challenges in enrollment numbers

Why are we getting these results?

3. Drop in enrollment in Asian sub group; unknown reason

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	80	71	77	21.3%	19.9%	21.4%
Fluent English Proficient (FEP)			115			31.9%
Reclassified Fluent English Proficient (RFEP)	126	121		33.6%	33.9%	

Conclusions based on this data:

1. The percentage of ELs declined slightly from 21-22 to 22-23.
2. The number of RFEP declined by 10%.
3. The number of FEP student is not yet known.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	82.32%				4 percentage	86%
3 rd	74.07%				8 percentage	82%
5 th	90.74%				5 percentage	96%
All English Learner/Multilingual Students	29.41%				10 percentage points	39%
Special Education					5 percentage points	80%
Socio-Economically Disadvantaged	56.25%				10 percentage points	66%
Asian	91.97%				3 percentage	94%
Black/AA						
Filipino	100%					
Hispanic/Latino	52.17%				14	66%
Native Hawaiian						
White	61.91%				10	72%
English Learner	29.41%				10	39%
RFEP	95.84%				5 percentage	

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	81.38%				4 percentage	85%
3 rd	76.78%				6 percentage	82%
5 th	87.28%				13	100%
All English Learner/Multilingual Students	41.66%				10 percentage points	52%
Special Education					5 percentage points	
Socio-Economically Disadvantaged	50%				10 percentage points	60%
Asian	89.83%				2 percentage	92%
Black/AA						
Filipino	90.91%					
Hispanic/Latino	54.17%				10	64%
Native Hawaiian						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
White	66.66%				10	76%
English Learner	41.66%				10	52%
RFEP	95.84%				3 percentage	98%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	72.72%					
5 th	72.72%					
All English Learner/Multilingual Students					10 percentage points	
Special Education					10 percentage points	
Socio-Economically Disadvantaged					10 percentage points	
Asian	80%				10	90%
Black/AA						
Filipino						
Hispanic/Latino					10	
Native Hawaiian						
White					19	
English Learner					10	
RFEP	71.43%				0 percentage	

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students					5 percentage points	85.56%
Middle School Long Term English Learners (LTELs)						

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	85.38%	66.77%	78.61%		5 percentage	90%
1 st	89.13%	48.00%	79.25%		5 percentage	94%
3 rd	72.22%	62.86%	65.63%		8 percentage	76.50%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students					10 percentage points	65.4%
Special Education	57.14%	52.63%	44.00%		10 percentage points	76.6%
Socio-Economically Disadvantaged	70.27%	43.48%	66.67%			
Asian	89.25%	80.68%	88.24%		10	93%
Black/AA					10	51%
2+ more					10	83.50%
Filipino						
Hispanic/Latino	72.34%	47.54%	66.10%		10	68%
Native Hawaiian						
White	83.33%	48.89%	68.09%		10	63%
English Learner	50.00%	38.46%	46.97%		10	67%
RFEP					5 percentage	80%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		90.39%	91.67%		10	90.3%
3 rd		92.65%	92.31%		3 percentage	90%
5 th		94.67%	94.67%		3.4	96%
English Learner/Multilingual Students		78.46%	83.33%		10 percentage points	83%
Middle School Long Term English Learners (LTELs)						
Special Education		57.89%	75.00%		10	74%
Socio-Economically Disadvantaged		76.56%	85.71%			

Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	13.17	3.33	9.96		20%	15

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	4	8	6		20%	20.57%

Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	12.03%	16.53%	12.35%		50%	6%
All English Learner/Multilingual Students	12.50%	11.54%	11.27%			
Special Education	38.89%	32.14%	18.18%		50%	19%
Socio-Economically Disadvantaged	35.14%	18.18%	10.77%		50% reduction	17.50%
Asian	7.08%	15.85%	10.19%		50%	3.50%
Black/AA						
2+ more	23.33%	23.08%	7.89%			
Filipino		25.00%	11.76%			
Hispanic/Latino	20.00%	18.00%	19.35%		50%	10%
Native Hawaiian						
White	18.42%	16.07%	16.00%		50%	9%
English Learner	12.50%	11.54%	11.27%		50%	6%
RFEP	12.03%				50%	6%

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	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	
Asian	0%				50%	
Black/AA						
Filipino	0%					
Hispanic/Latino	0%				50%	
Native Hawaiian						
White	0%				50%	
English Learner	0%				50%	
RFEP					50%	

CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree

Feel Connected to School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	86%			89%	2 percentage	91%
4 th	72%			81%	6 percentage	87%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
5 th	77%			77%	3 percentage	80%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	77%			75%	3 percentage	78%
4 th	69%			74%	11	85%
5 th	68%			75%	12	87%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	88%			97%	2 percentage	99%
4 th	83%			83%	2 percentage	85%
5 th	83%			91%	2 percentage	93%

Data Statements: Strength

- Students feel safe at school- 100%
 Students and parents report high academic motivation, high expectations, and treated with respect
 Use of school-wide use of i-message/i-apology to express feelings and build empathy skills has significantly increased student's engagement in problem solving/conflict management in social situations.
 Use of facilitated restorative discussion to express perspectives, feelings, and needs has significantly increased students' feelings of safety to expose problems toward resolution.
 Increased the number of culturally responsive library books
 Students' feelings of connectedness increased by 18%
 Students indication of parent involvement in schooling increased by 24%

Data Statements: Challenges

- Need to continue to focus on SEL in the areas of social interactions- reducing reports of rumors, being hit/pushed, called bad names; though 100% of students feel safe at school and scores in the CHKS "Disciplinary Environment" all receive very high scores
 Need to continue to increase parent awareness of available resources- seeking additional ways to engage families in the decision-making process. 19% of parents indicated on the CHKS that they were not sure of all that is available to them as a resource.

Planning Statements

- To promote student achievement, attendance, and a safe, caring and connected school environment:
 ACHIEVEMENT: Decrease gaps in Achievement for all Students; targeted focus in identified sub-groups

Professional Development

K-3: Literacy (PAF) Grades 4 and 5: Math (Zearn)

Counselors: Social Emotional Learning

All: Inclusion

Use of FtB and ST Math at home; classroom and principal promotion of use of the programs

Twig; implement LEGO Modules in grades 1-4

Maximize RtI resources through MTSS

Analyze data for instructional planning and growth

Increase culturally relevant library books

Increase math reasoning, explanation and fact skills

Address gaps in phonemic awareness skills in grades 3-5

Small group intensive learning support

EQUITY: Family Engagement and Responsive Curriculum and Practices

Seek input from families within decision-making that is within site control

Support positive school-wide culture through inclusive, culturally responsive, and LGBTQ+ supportive classrooms

Monthly Heritage and Awareness activities

Mindful Music Moments

Student Council: representing student voice

Increase awareness of student progress between report cards

Increase family awareness of supports and resources

Staff professional development: equity, inclusivity, neurodiversity

Increase readability of published communication for families and translation of ELAC meeting materials

WELLNESS:

Student Council: representing student voices around a safe, caring, and connected school environment

Home-School partnerships to support attendance; use of community and counseling supports/resources as needed

Use of PBIS and restorative discipline

Mindful Music Moments

Student support via counseling, CARE Team, lunch bunch, intervention strategies, PBIS, MTSS, Home-School partnership, and community resources

Dolphin Awards

Professional Development: responsive classrooms: behavior; neurodiversity, English Learners- D-ELD/I-ELD

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
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: SED and Latinx.	District-provided curriculum.	None Specified District Central funding	
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms, targeting specifically student groups identified in ATSI: SED and Latinx	No cost		
MTSS, Tier 1: Support K-2 staff to participate in summer and school year professional development to implement foundational literacy curricula	Summer per diem, covered by district.	District Central funding	
MTSS, Tier 1 & 2: Foundational Literacy ToSA in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	146148
MTSS, Tier 1 & 2: Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)	District Central funding	
MTSS, Tier 2: Maximize Rtl resources for small group support in phonemic awareness	Brain Pop Suite	0001-0999: Unrestricted: Locally Defined Site Lottery	3767

MTSS, Tier 1: Maximize RtI resources for small group support assigning RtI Para Educators	RTI paraeducators	2000-2999: Classified Personnel Salaries Site Supplemental	28656
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and determined assessment for grades 3-5.	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1 & 2: Support K-2 staff to participate in optional summer pd and school year professional development	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1: Classroom library books; books for Newcomers	Site-based	0001-0999: Unrestricted: Locally Defined Site Lottery	471
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support 4th and 5th grade teachers to participate in 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 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 Math ToSA, materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	75,000
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 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: Continue implementation of LEGO Education modules	District-provided materials and resources		
STRATEGY: Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	24720
Music for Minors performing arts program for all classrooms	Consultant contract	5800: Professional/Consulting Services And Operating Expenditures District Central funding	48419
STRATEGY: Strengthen Extended Day Interventions and Supports			
Implement extended day programming to provide academic and enrichment supports to targeted students in need	Site-identified staff extra time and meeting costs	5800: Professional/Consulting Services And Operating Expenditures Other	14720

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.	Site-identified staff extra-time and meeting costs District-provided resources		0
Use Care Team and classroom teachers 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.	No cost; phone calls, email, newsletters, volunteering opportunities; support as needed		0
Expand school efforts to get input and feedback from families to strengthen integration of family strengths and resources into school services and supports.	Calls, surveys, email		0
Engage students and families in running club	Running club medals and banquet		1000
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. (e.g., Heritage and Awareness Months)	Site-purchased materials District-provided resources	4000-4999: Books And Supplies Site Supplemental	1,000
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		
Materials to engage students in learning experiences with each other	Site costs to purchase materials for clay club for any student in grade 5, recess equipment, art supplies,	0001-0999: Unrestricted: Locally Defined Site Supplemental	4950
Scholarships and Partial Transportation costs for students to Coloma (grade 4)	Scholarships and Partial Transportation coverage	0001-0999: Unrestricted: Locally Defined Site Supplemental	6594
Support translation access of rich text for Newcomers through Google Image Translate	8 ipads for Newcomer translation of rich texts in grades 3-5	0001-0999: Unrestricted: Locally Defined Site Supplemental	2800

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign a counselor to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	110,857
MTSS, Tier 2: Utilize support of district Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Use Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources	District Central funding	0
MTSS, Tier 1 & 2: Utilize 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.	District-provided materials and resources	District Central funding	0
MTSS, Tier 1 & 2: Use MultiTiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	Site-provided materials and resources		
Use site-based strategies for health and safety through “supported play” so that students experience safe play and build physical, mental and social/emotional health.	Site-identified materials and resources		
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Care Team members will attend	District-provided training		

district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).		District Central funding	
MTSS Tier 2 All Students: Designated Care Team members will make positive calls home and conduct outreach to families of students who are chronically absent.	No cost		0
MTSS Tier 1 All Students: Expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	No cost		
MTSS Tier 1, 2, and 3: Counselor will support via 1:1 and group support to students to reduce their chronic absenteeism, prioritizing students from the specific groups of SED and Latinx to reduce their chronic absenteeism.	No cost		0
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: 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).	Site-identified staff extra-time		
MTSS Tier 2: Care Team members will make positive calls and conduct outreach to families of students.	Site-identified staff extra-time		
MTSS Tier 2 : On a quarterly basis, Care Team members 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: Counselor will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.	Site-identified staff extra-time		
MTSS Tier 3: Care Team members will conduct empathy interviews with students and families of these	Site-identified staff extra-time		0

specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).			
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

GOAL 1 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students have increased their performance in reading per PAF and RI data.
Data review: Occurred throughout the year after each benchmark assessment window, with the exception of the spring assessment
Teacher support: small group instruction targeting students skills
Literacy TOSA and para educator support occurred and were effective to support Rtl small groups and push-in class support.
PD focus areas supported growth of knowledge, instruction, and student learning and growth
The majority assessed students in grades 3-5 per benchmark assessments indicated an increase in achievement and growth; other evidence of improvement determined via classroom assessments and student work
Targeted PD specific to math for grade 3-5 supported instruction and student learning
Rtl support was provided in reading math for identified students per data and SST meetings

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We didn't need the materials allotted for PBIS and MTSS, nor the virtual field trips

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Maintaining Brain Pop Suite and Rtl Para Educator; used funds for K-2 decodable funds

GOAL 2 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies in this area were effective. Our library again increased in the number of culturally responsive books and language books by a significant amount. Students had more equitable access to recess equipment, access to school community opportunities like running and clay club, and all students were able to attend educational program field trips if they wanted to be able to go.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We used the funds in the goal area as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain the same strategies and will add some ipads for Newcomer use in upper graders to assist with rich text reading and access to art supplies

GOAL 3 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers engage students in morning meetings, utilizing community building games and engaging students in problem solving/conflict management discussions; beginning to learn about restorative practices.

Second Step SEL curriculum was implemented- 20 lessons K-5.

PD around trauma informed practices, responsive classrooms, and equity-based focus areas occurred throughout the year.

Student council provided an opportunity for student voice for school improvements, activities, and SEL

Restorative practice used for response to discipline

Social skills groups were utilized for identified students in small groups by the counselor

Counselor- small group and individual support, check-ins/outs

Use of SST process to support student needs and determine support and interventions

Many teachers used restorative practice approaches to SEL relationships between teacher-teacher, teacher-student, and student-student.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No outlined costs needed for this goal area. All efforts are centered around communication and connection to support families and student SEL and attendance.

GOAL 4 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

GOAL 5 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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	\$45000
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$469,102.00

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 (\$)
	\$1,000.00
District Central funding	\$405,144.00
Other	\$14,720.00
Site Lottery	\$4,238.00
Site Supplemental	\$44,000.00

Subtotal of state or local funds included for this school: \$469,102.00

Total of federal, state, and/or local funds for this school: \$469,102.00

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
	1,000.00
District Central funding	405,144.00
Other	14,720.00
Site Lottery	4,238.00
Site Supplemental	44,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
0001-0999: Unrestricted: Locally Defined	18,582.00
1000-1999: Certificated Personnel Salaries	332,005.00
2000-2999: Classified Personnel Salaries	28,656.00
4000-4999: Books And Supplies	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	87,859.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		1,000.00
	District Central funding	0.00
1000-1999: Certificated Personnel Salaries	District Central funding	332,005.00

5800: Professional/Consulting Services And Operating Expenditures	District Central funding	73,139.00
5800: Professional/Consulting Services And Operating Expenditures	Other	14,720.00
0001-0999: Unrestricted: Locally Defined	Site Lottery	4,238.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	14,344.00
2000-2999: Classified Personnel Salaries	Site Supplemental	28,656.00
4000-4999: Books And Supplies	Site Supplemental	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	341,901.00
Goal 2	16,344.00
Goal 3	110,857.00

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
- 0 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Becky Stephan	Principal
Brian DeGross	Classroom Teacher
Alen Martin	Parent or Community Member
Julie Chamberlain	Classroom Teacher
	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



Other: PTA

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

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

This SPSA was adopted by the SSC at a public meeting on 6/5/24.

Attested:



Principal, Becky Stephan, Ed.D. on 6/6/24



SSC Chairperson, Alen Martin on 6/6/24