

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
Lead Elementary School	41690396044804	May 15, 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

Comprehensive Support and Improvement

As a school with a Title 1 Schoolwide Program, Lead is using this SPSA to describe the goals, strategies, and actions being implemented to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards.

As a school identified for Comprehensive Support and Improvement(CSI), Lead is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of all students and student groups(EL, Hispanic, Socio-economically

Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and 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 Lead has met the ESSA requirements for the Schoolwide and ATSI programs in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input from stakeholders occurred through the School Site Council, English Language Advisory Committee, staff meetings, and parent and community input meetings throughout this school year. SSC meetings occurred on September 20, November 15, 2023, January 10, February 7th, March 20th, April 24th, and May 15th, 2024.

Feedback for each stakeholder group looked similar. Our staff was able to participate in first looking at the data, identifying root causes, and then giving suggestions and input around what to start, stop, continue, and new ideas to support the data based on our student's and community's needs.

Final approval was at the School Site Council meeting on May 15, 2024.

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%	0.27%	0.29%	1	1	1
African American	1.07%	0.54%	0.29%	4	2	1
Asian	3.75%	4.32%	2.29%	14	16	8
Filipino	3.22%	4.86%	4.87%	12	18	17
Hispanic/Latino	71.85%	71.89%	74.21%	268	266	259
Pacific Islander	7.77%	7.03%	6.02%	29	26	21
White	6.43%	4.59%	5.16%	24	17	18
Multiple/No Response	5.36%	6.22%	6.30%	20	23	22
Total Enrollment				373	370	349

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	82	81	46
Grade 1	53	64	57
Grade 2	48	53	59
Grade 3	65	47	54
Grade 4	62	61	51
Grade 5	63	64	56
Total Enrollment	373	370	349

Data Statements: Strength

1. Although enrollment has declined, it has not declined enough to reduce staffing numbers as we have added TK to our school site.

Data Statements: Challenges

2. Lead's enrollment has declined over the past three years. (23 students)

Why are we getting these results?

3. Bay Area housing prices have not fallen despite COVID and other factors. This mirrors the Districts decline in enrollment.

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	224	209	209	60.1%	56.5%	59.9%
Fluent English Proficient (FEP)			22			6.3%
Reclassified Fluent English Proficient (RFEP)	24	31		6.4%	8.4%	

Conclusions based on this data:

1. For this school year, Lead only reclassified 4.86% of our 17 students.
2. For this school year, Lead reclassified more students than the previous school year.
3. Lead reclassified the same number of students as the 2022-2023 school year.

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	19.64%				5 percentage	24%%
3 rd	13.04%				5 percentage	18%
5 th	29.04%				5 percentage	34%
All English Learner/Multilingual Students	3.33%				10 percentage points	13%
Special Education	12.50%				10 percentage points	22%
Socio-Economically Disadvantaged	11.61%				10 percentage points	21%
Asian	45.45%					
Black/AA						
Filipino						
Hispanic/Latino	12.50%				10	22%
Native Hawaiian						
White	45.45%					
English Learner	3.33%				10	13%
RFEP	61.54%				5 percentage	66%

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	14.20%				5 percentage	19%
3 rd	14.90%				5 percentage	19%
5 th	14.52%				5 percentage	20%
All English Learner/Multilingual Students	3.23%				10 percentage points	13%
Special Education	6.67%				10 percentage points	17%
Socio-Economically Disadvantaged	9.01%				10 percentage points	19%
Black/AA						
Filipino						
Hispanic/Latino	9.02%				10	19%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Native Hawaiian						
White	27.27%					
English Learner	3.23%				10	13%
RFEP	46.16%				5 percentage	51%

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	12.91%					
5 th	12.91%					
All English Learner/Multilingual Students	0%				10 percentage points	
Special Education					10 percentage points	
Socio-Economically Disadvantaged	10%				10 percentage points	
Black/AA						
Filipino						
Hispanic/Latino	9.52%				10	19%
Native Hawaiian						
English Learner	0%				10	10%
RFEP					5 percentage	38.33%

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	34%				10 percentage points	34%
Middle School Long Term English Learners (LTELs)					10 percentage points	

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	45.32%	28.12%	33.33%		5 percentage	50%
1 st	48.08%	28.07%	46.67%		5 percentage	53%
3 rd	22.92%	20.00%	27.27%		5 percentage	

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students					10 percentage points	
Special Education	14.29%		17.39%		10 percentage points	24%
Socio-Economically Disadvantaged	38.77%	22.70%	27.94%		10 percentage points	
Asian	68.97%	69.57%	78.57%			
Black/AA						
Filipino						
Hispanic/Latino	36.51%	17.60%	23.36%		10	46%
Native Hawaiian						
White	53.33%	60.00%	56.25%			
English Learner	29.90%	14.89%	18.50%		10	39%
RFEP					5 percentage	

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		60.31%	67.07%		80%	148.1%
3 rd		70.37%	78.33%		80%	
5 th		57.41%	74.14%		80%	
English Learner/Multilingual Students		52.85%	58.94%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		57.64%	64.26%		80%	
Socio-Economically Disadvantaged		45.83%	43.33%		80% Proficiency Target	

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)	10.65	2.70	8.05		20%	13

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)	2	10	2		20%	

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	34.29%	27.09%	27.57%		50%	17%
All English Learner/Multilingual Students	35.78%	24.52%	26.34%		50% reduction	17.50%
Special Education	29.63%	21.88%	26.67%		50%	13%
Socio-Economically Disadvantaged	37.66%	28.13%	28.99%		50% reduction	18.50%
Asian	26.67%	25.00%				
Black/AA		20.00%				
2+ more	22.73%	43.75%	21.05%			
Filipino		16.67%	35.29%			
Hispanic/Latino	34.26%	25.13%	28.63%		50%	17%
Native Hawaiian	61.90%	48.00%	47.62%			
White	17.65%	22.45%	9.52%			
English Learner	35.78%	24.52%	26.34%		50%	17.50%
RFEP	34.29%				50%	17%

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	1.3%	1.00%			50%	0.025%
All English Learner/Multilingual Students	1.3%	0.74%			50% reduction	
Special Education	0%				50% reduction	
Socio-Economically Disadvantaged	1.1%				50% reduction	0.003%
Asian	0%					
Black/AA						
Filipino						
Hispanic/Latino	1.4%	1%			50%	0.003%
Native Hawaiian	3.4%					
White	0%					
English Learner	1.3%	0.74%			50%	0.004%
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	61%			73%	5 percentage	78%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
4 th	55%			58%	5 percentage	63%
5 th	62%			67%	5 percentage	72%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	73%			65%	5 percentage	70%
4 th	63%			64%	5 percentage	69%
5 th	72%			59%	5 percentage	64%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	69%			91%	5 percentage	96%
4 th	70%			50%	5 percentage	55%
5 th	68%			74%	5 percentage	79%

Data Statements: Strength

1. In literacy:

Our reclassified students performed significantly higher, with 4.46% meeting or exceeding standard. Students with disabilities increased their ELA CAASPP scores by 9.5 % percent.

In Math:

The number of all students meeting and exceeding standard increased by 5 %.

ELA Benchmark:

In ELA Benchmarks, our students with disabilities increased their scores by 3% percent

Math Benchmarks:

Multilingual and Socioeconomically disadvantaged students increased by 6% meeting or exceeding.

Chronic absenteeism:

We have seen a decrease of students labeled as chronically absent by 7%.

The largest decrease was amongst our socially economically disadvantaged students by 9%.

CHKS

In 2023, 69% of students felt safe at school, while this year, 91 % felt safe at school in 3rd grade. In 5th grade it went from 68% to 74%

In 2023, every grade level felt more connected to school.

Data Statements: Challenges

2. Lead needs to improve its' suspension rates.

In literacy:

Our overall ELA decreased by 12 % percent exceeding or meeting standards.

The largest decrease was 1st graders with a decrease of 2% percent.

In Math:

Socioeconomically disadvantaged students decreased meeting and exceeding standard by 2%.

ELA Benchmarks:

We have seen a decrease amongst all students of 23%, the biggest decrease was with English learners by 17% and Socio-economically disadvantaged by 22%.

Math Benchmarks:

Decrease amongst students with disabilities in meeting or exceeding district math benchmarks 7%.

Chronic absenteeism:

Chronic absenteeism continues to be an area of concern, with 27% of all students currently being labeled as chronically absent.

CHKS:

59% of fourth graders strongly agree or agree that they have a caring adult on campus

Planning Statements

3. This year, grade levels are participating in year long professional development and coaching in specific focus areas. PK-3 will focus on SMFC's frameworks around Comprehensive Literacy and Multilingual Learners. 4th & 5th Grades are focused on Mathematics. Schools will continue to increase participation for target groups using the Intervention Programs: Footsteps2Brilliance and ST Math.

Increase Tier 1 lessons around added SEL needs and increase in Tier 2 with more focus on small groups working on social skills. Staff will receive foundational training from LGBTQ+ Inclusive Schools and Preventing Bias-Based Bullying to understand the impact of bias-based bullying and respond with practical strategies for proactive leadership and teaching student ally behaviors. Staff will gain the skills and awareness to create an inclusive school community where all students feel safe, respected and free to be their authentic selves.

The school will also create a plan to support regular attendance among subgroups who have chronic absenteeism. Improve attendance for target groups through Attendance Matters Flyers, personalized contact with families, and incentives for student attendance improvement.

SPSA Goals and Strategies

Goal 1

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards"). Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	District-provided curriculum.		
MTSS, Tier 1: Support K-2 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF). Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	District-provided 2.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	246,695
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with	District-provided resource.		

Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.			
MTSS, Tier 2 & 3: Provide two paraeducators to support by pushing in and supporting small group learning focused on foundational literacy. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	Site-identified 6 hour and 6.5 hour Paraeducator 1 roles	2000-2999: Classified Personnel Salaries Other	108,000
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based NWEA for 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). Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	District-provided materials and resources		
MTSS, Tier 1 & 2: Assign Multilingual ToSA to support reclassification, monitoring and curriculum needs. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	District-provided 1.0 FTE ToSA		
MTSS, Tier 1 & 2: Provide teachers literacy centers.	Site-identified additional expenses	4000-4999: Books And Supplies Site Title 1	16,000
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional	District-provided resources		

re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost). Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.			
MTSS, Tier 2 & 3: Provide professional development to educators to improve writing by understanding the key elements of writing, the writing process and the use of language maps. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	Site-identified	5800: Professional/Consulting Services And Operating Expenditures Other	23,000
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	District-provided resources		
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 4th/5th grade teachers to collaborate with site Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum	District-provided 1.0 Math ToSA, materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	150,000

implementation, and data-informed planning.			
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students. Targeting specifically student groups identified in ATSI: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	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. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	District-provided resource.		
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students. Targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs, Latinx.			
MTSS, Tier 1 & 2: Provide teachers math centers to facilitate small group instruction.	Site-identified additional expenses	4000-4999: Books And Supplies Site Title 1	16,000
MTSS, Tier 1 & 2: Provide teachers with professional development to Support Multilingual Learners	CSI Funding Conference Cost		20,000
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		

MTSS, Tier 1: Support 4-5th staff to participate in summer and school-year professional development to deepen implementation of TWIG Science curriculum.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		
MTSS, Tier 1: Provide outdoor education and hands-on learning experiences to fifth grade students for a four-day and three-night overnight science education trip to Mission Springs.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Provide hands-on learning experiences and field trips, including transportation, in science education	Site-identified additional expenses (Transportation and equipment costs)	5000-5999: Services And Other Operating Expenditures Site Title 1	5,000
STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	District-provided materials and resources	District Central funding	
Implement Music4Minors performing arts program	District-provided materials and resources	District Central funding	
STRATEGY: School Culture and Support			
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process. Targeting specifically student groups identified in A CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries Site Title 1	
Implement school curriculum, practices, and actions, supported by staff professional development, including GLAD training, that build culturally responsive classrooms and school-wide culture. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	Site-identified resources	1000-1999: Certificated Personnel Salaries	20,000

MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	Site-identified resources		
Instructional Leadership Team. To ensure the roles of out-of-center staff and para-educators.	Site-identified resources	1000-1999: Certificated Personnel Salaries	5,000
STRATEGY: Strengthen Extended Day Interventions and Supports Implement extended-day programming to provide academic and enrichment support, to targeted struggling students	Site-identified staff extra time and meeting costs District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	20,000

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 <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Family Engagement			
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified staff 1.0 FTE and 2 hours/day for additional staff member	2000-2999: Classified Personnel Salaries District Central funding	137,350
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources		
Provide site-based community outreach specialists and workers to improve school-home communications during the summer 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 during the summer months.	Site-identified resources	2000-2999: Classified Personnel Salaries Site Supplemental	8,000
Provide site-based community specialist resources to ensure a well-supplied Community Wellness Center that will support and engage families and students.	Site-identified resources	4000-4999: Books And Supplies Site Title 1 Family Engagement	7,000
Extended Hours to staff to implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot)	Site-identified staff extra-time	2000-2999: Classified Personnel Salaries Site Title 1 Family Engagement	700

and other academic/wellness resources.			
Family Engagement Event Materials and Supplies 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 resources	4000-4999: Books And Supplies Site Title 1 Family Engagement	900
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	Site-identified staff extra-time and meeting costs District-provided resources		
Implement supplemental and culturally responsive curriculum that builds a classroom and school-wide culture that is supportive of all students and families.	Site-identified additional expenses	4000-4999: Books And Supplies Site Supplemental	1000
Provide release time for teachers to administer the ELPAC to their own students.	Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries	4000
Provide continued online professional development to educators around ABAR specific issues affecting students & staff.	site-identified resources	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	6500
STRATEGY: Full Service Community School			
Build site community school steering committees to engage all stakeholder voices to bring in resources needed to provide opportunities for students in the areas of quality early learning (access to pre-k), extended learning day, and academic interventions.	District-provided resources Site-identified staff extra-time		
Engage with a district-level community school steering committee to give input on resources, professional	District-provided resources Site-identified staff extra-time		

development, and family wrap-around supports needed for students and families to thrive.			
Complete assets and needs assessments throughout the year via a multi-stakeholder site community school steering committee to determine community school resources.	District-provided resources Site-identified staff extra-time		
Expand after-school program to ensure students have access to enriched learning opportunities beyond the traditional school day.	Community School Grant	5000-5999: Services And Other Operating Expenditures	114,600
Provide a full-time Community School Coordinator to lead community school activities and serve as the after-school lead that will ensure students have access to after-school programs, provides family education opportunities, and leads the Family/Community School Center.	Community School Grant	2000-2999: Classified Personnel Salaries	125,000
Provide a Family/Community School Center that will serve as the hub for for families and students requiring wrap-around services, parent/family education, and after-school activities. Led by the Community Schools Coordinator, the Family/Community School Center will bring community resources from local partners and agencies.	Community School Grant	4000-4999: Books And Supplies	10,400

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	1000-1999: Certificated Personnel Salaries District Central funding	147,573
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools. Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional	District-provided materials and resources		

<p>supports as well as case management and guidance for students in the SST process. Targeting specifically student groups identified in CSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.</p>			
<p>MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework. Targeting specifically student groups identified in CSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as</p>	<p>District-provided materials and resources Site-identified resources</p>	<p>4000-4999: Books And Supplies</p>	<p>4000</p>
<p>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.</p>			
<p>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.</p>			
<p>MTSS, Tier 1, 2, &3: Assign 1.0 FTE of a RBT provide individual and group wellness and behavior support. Targeting specifically student groups identified in CSI: Latinx, Pacific Islander, students identifying as Two or More Races, students identified as English Learners, Youth with Compromised Housing, Students with Disabilities, and students identified as SocioEconomically Disadvantaged.</p>	<p>Site-identified staff expenses</p>	<p>2000-2999: Classified Personnel Salaries Site Title 1</p>	<p>94,913</p>

STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB)	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries	
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified staff extra-time and meeting costs		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	Site-identified staff extra-time and meeting/activities costs		
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.	Site-identified staff extra-time		
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism. (School-to-Home Connection Meetings)	Site-identified resources	4000-4999: Books And Supplies	4,000
MTSS Tier 2 Youth with Compromised Housing, 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,	Site-identified staff extra-time		

specific negative experiences, learning challenges, etc			
MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): 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)	Site-identified staff extra-time and meeting costs		
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	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		
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site-identified staff extra-time		

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.

The implementation of the PAF program, led by our L&L TOSA's has been extremely effective in increasing the early literacy skills of our K-2 students. The implementation of supports and curriculum to support our newcomers was started. Teachers were given the Rewards Program, but found it very difficult to implement in the classroom. The Math TOSA worked effectively with our 4th grade teachers to collaborate about curriculum and data.

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

The funding for extended hours was not used, because teachers did not have the bandwidth to support this. There was just not enough time in the school day or school year overall to effectively meet all of the intended plan.

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 are adding hands on literacy and math centers to help provide more hands on learning experiences that UDL aligned in all classrooms. It is noted under Goal 1.

GOAL 2 ANALYSIS

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

With the leadership of our Community Services Specialist, we were very effective in achieving our equity goal around family engagement.

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

The family events we planned this year included the students, so we did not need the extra funding for childcare.

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 added a budget for our CSS to be able to better support our families.

GOAL 3 ANALYSIS

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

We are very proud of the successful implementation of this goal and the effectiveness of the strategies and activities planned. Our consultant support helped us to rethink how we teach our students and set up our classrooms. We were able to begin creating a common language and systems in the classroom. These consistent systems will support students academically and social emotionally. We also implemented a new PBIS reward system, that both students and teachers supported. It was focused on positive recognition and touched all students.

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

Playworks was unable to fulfill their contracted agreement, and therefore, we had to end the contract in April.

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 not have Playworks on campus next year, and we will no longer have a Student Support TOSA.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,295,631.00

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 (\$)
	\$307,000.00
District Central funding	\$701,618.00
Other	\$131,000.00
Site Supplemental	\$9,000.00
Site Title 1	\$138,413.00
Site Title 1 Family Engagement	\$8,600.00

Subtotal of state or local funds included for this school: \$1,295,631.00

Total of federal, state, and/or local funds for this school: \$1,295,631.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	307,000.00
District Central funding	701,618.00
Other	131,000.00
Site Supplemental	9,000.00
Site Title 1	138,413.00
Site Title 1 Family Engagement	8,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	20,000.00
1000-1999: Certificated Personnel Salaries	593,268.00
2000-2999: Classified Personnel Salaries	473,963.00
4000-4999: Books And Supplies	59,300.00
5000-5999: Services And Other Operating Expenditures	119,600.00
5800: Professional/Consulting Services And Operating Expenditures	29,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		20,000.00
1000-1999: Certificated Personnel Salaries		29,000.00

2000-2999: Classified Personnel Salaries		125,000.00
4000-4999: Books And Supplies		18,400.00
5000-5999: Services And Other Operating Expenditures		114,600.00
1000-1999: Certificated Personnel Salaries	District Central funding	564,268.00
2000-2999: Classified Personnel Salaries	District Central funding	137,350.00
2000-2999: Classified Personnel Salaries	Other	108,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	23,000.00
2000-2999: Classified Personnel Salaries	Site Supplemental	8,000.00
4000-4999: Books And Supplies	Site Supplemental	1,000.00
2000-2999: Classified Personnel Salaries	Site Title 1	94,913.00
4000-4999: Books And Supplies	Site Title 1	32,000.00
5000-5999: Services And Other Operating Expenditures	Site Title 1	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Title 1	6,500.00
2000-2999: Classified Personnel Salaries	Site Title 1 Family Engagement	700.00
4000-4999: Books And Supplies	Site Title 1 Family Engagement	7,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	629,695.00
Goal 2	415,450.00
Goal 3	250,486.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Natalie Delahunt	Principal
Jennifer Lucas	Parent or Community Member
Liz Hollands	Parent or Community Member
Shannon Twomey	Classroom Teacher
Elisa Bernstein	Classroom Teacher
Hannah Schmidt	Classroom Teacher
Shannon McGovern	Other School Staff
Renee Skinner	Other School Staff
Avida Aguilar	Parent or Community Member
Celia Santana	Parent or Community Member
Clara Diaz	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
	Other: School Site Council Members

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 15, 2024.

Attested:

	Principal, Natalie Delahunt on 05/15/24
	SSC Chairperson, Liz Hollands on 05/15/24