



SAN MATEO PARK ELEMENTARY

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Mateo Park Elementary School	41690396044986	May 20, 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 with a Title 1 Schoolwide Program, San Mateo Park is using this SPSA to describe the goals, strategies, and actions being implemented to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards.

As a school identified for Additional Targeted Support and Improvement (ATSI), San Mateo Park is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of Students with Disabilities in the area of Chronic Absenteeism and suspensions.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

In this SPSA, there are several sections with information that explains how San Mateo Park has met the ESSA requirements for the ATSI program or Schoolwide Title I programs in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

The section called “Student Performance Data: Data Indicators and Targets” includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups; statements of challenges in their academic performance and engagement; and statements of the key planning ideas to improve their performance and engagement-- including actions that can address any resource inequities identified for these student groups.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the planning process for this SPSA/Annual Review and Update the school consulted with all the teachers, staff, and family through various engagements this spring. The ELAC provided input and feedback on May 20, 2024. The teachers and staff provided input and feedback on May 14, 2024. School Site Council had the opportunity to meet for input and feedback, approval on May 20, 2024. Community Schools Steering Committee had the opportunity to meet for input and feedback, approval on June 3, 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%	%		0	
African American	0.31%	0.33%	1.23%	1	1	4
Asian	1.23%	1.31%	1.23%	4	4	4
Filipino	1.85%	1.31%	1.53%	6	4	5
Hispanic/Latino	79.08%	83.01%	83.13%	257	254	271
Pacific Islander	1.54%	1.31%	0.92%	5	4	3
White	8.31%	6.86%	6.13%	27	21	20
Multiple/No Response	5.85%	4.9%	4.29%	19	15	14
	Total Enrollment			325	306	326

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	48	45	46
Grade 1	51	51	47
Grade 2	60	48	52
Grade3	43	53	57
Grade 4	61	46	58
Grade 5	62	63	48
Total Enrollment	325	306	326

Data Statements: Strength

1. The enrollment has remained consistent over the past three years.

Data Statements: Challenges

2. Possible grade level splits due to uneven numbers in multiple grade levels.

Why are we getting these results?

3. We added preschool and TK on our campus that feeds into our K-5 classes.

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	210	202	219	64.6%	66.0%	67.2%
Fluent English Proficient (FEP)			30			9.2%
Reclassified Fluent English Proficient (RFEP)	18	27		5.5%	8.8%	

Conclusions based on this data:

1. The number of EL has remained consistent across the three years.

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	18.07%				5 percentage	23%
3 rd	20.37%				5 percentage	25%
5 th	19.68%				5 percentage	24%
All English Learner/Multilingual Students	5.50%				10 percentage points	16%
Special Education	17.39%				10 percentage points	27%
Socio-Economically Disadvantaged	9.80%				10 percentage points	29%
Black/AA						
Filipino						
Hispanic/Latino	14.96%				10	25%
Native Hawaiian						
English Learner	5.50%				10	15%
RFEP	53.34%				5 percentage	58%

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	22.99%				5 percentage	28%
3 rd	35.18%				5 percentage	40%
5 th	19.35%				5 percentage	24%
All English Learner/Multilingual Students	10.31%				10 percentage points	20%
Special Education	39.13%				10 percentage points	49%
Socio-Economically Disadvantaged	13.47%				10 percentage points	23%
Black/AA						
Filipino						
Hispanic/Latino	19.55%				10	39%
Native Hawaiian						
English Learner	10.31%				10	20%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
RFEP	53.34%				5 percentage	58%

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	20.97%					
5 th	20.97%					
All English Learner/Multilingual Students	5.40%				10 percentage points	15%
Special Education	18.75%				10 percentage points	28%
Socio-Economically Disadvantaged	13.64%				10 percentage points	24%
Black/AA						
Filipino						
Hispanic/Latino	20.83%				10	30%
Native Hawaiian						
English Learner	5.40%				10	15%
RFEP					5 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	34.6%				10 percentage points	44.6%
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	39.06%	24.82%	29.28%		5 percentage	44%
1 st	39.13%	35.90%	32.50%		5 percentage	44%
3 rd	23.08%	14.58%	15.63%		5 percentage	28%
All English Learner/Multilingual Students					10 percentage points	
Special Education	22.92%	3.45%	13.79%		10 percentage points	32%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Socio-Economically Disadvantaged	29.03%	15.11%	23.81%			
Asian	62.50%	50.00%	75.00%			
Black/AA						
Filipino						
Hispanic/Latino	32.93%	18.99%	23.08%		10	42%
Native Hawaiian						
White	77.78%	73.33%	78.57%			
English Learner	25.38%	13.83%	14.21%		10	35%
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		56.51%	52.63%		80%	135.7%
3 rd		57.14%	54.17%		80%	
5 th		48.84%	50.00%		80%	
English Learner/Multilingual Students		47.85%	42.00%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		37.93%	26.67%		80%	
Socio-Economically Disadvantaged		52.83%	48.25%		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)	12.71	3.22	9.61		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)		5	1		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	34.07%	21.34%	22.26%		50%	17%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	36.32%	21.46%	21.76%		50% reduction	18%
Special Education	43.75%	26.67%	27.66%		50%	22.50%
Socio-Economically Disadvantaged	36.00%	21.53%	22.73%		50% reduction	18%
Asian	25.00%					
Black/AA	75.00%	75.00%				
2+ more	33.33%	8.33%				
Filipino		55.56%	50.00%			
Hispanic/Latino	34.62%	20.67%			50%	17%
Native Hawaiian		33.33%	75.00%			
White	35.00%	17.24%	6.25%			
English Learner	36.32%	21.46%	21.76%		50%	18%
RFEP	34.07%				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	2.1%				50%	
All English Learner/Multilingual Students	2.2%				50% reduction	
Special Education	6%				50% reduction	
Socio-Economically Disadvantaged	3%				50% reduction	
Black/AA						
Filipino						
Hispanic/Latino	2.6%				50%	
Native Hawaiian						
White	0%					
English Learner	2.2%				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	73%			63%	5 percentage	68%
4 th	61%			62%	5 percentage	67%
5 th	72%			65%	5 percentage	70%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	90%			69%	5 percentage	74%
4 th	65%			55%	5 percentage	60%
5 th	79%			62%	5 percentage	67%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	81%			70%	5 percentage	75%
4 th	61%			51%	5 percentage	56%
5 th	83%			68%	5 percentage	73%

Data Statements: Strength

- Noticed that ELA and Math CAASPP increased. 3rd grade (9% increase) and SWD (17% increase) met and exceeded in ELA. All students and student groups increased 10%-40% meeting and exceeding in Math.
 - Chronic absenteeism is decreasing for all students.

Data Statements: Challenges

- Decrease of 30% of students increasing one level or more on the ELPAC with only 34.6% increasing one level.
 - Chronic absenteeism remained consistent for SWD from the end of 2023 to the middle of 2024 which indicates that it could continue to increase.
 - All grade levels on the CHKS data (caring adults in school and feel safe at school) decreased 10-30% agreeing and strongly agreeing.
 - EL are performing significantly lower on CAASPP ELA and Math than all students.

Planning Statements

- All of our teachers will attend district and site PD to implement the 3 EL strategies. Full implementation of at least 2 signature strategies (Language Function Wall and Constructive Conversations).
 - Dedicating 1 staff meeting a month to reinforce the signature strategies. (Language Function Wall, Constructive Conversations, using positive language about students, staff, and families).
 - During walkthroughs make sure the principal goes through each classroom at least once per month and provide feedback.
 - Implementation of an instructional leadership team to focus on MLL and implementing signature strategies.
 - Tier 2 intervention for students for extended learning using Summit K12.
 - Increase community outreach to improve chronic absenteeism with a focus on SWD.

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 targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided curriculum.		
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided resource.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades TK-3 to support in-class instruction and pull-out supports for foundational literacy (PAF) targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided 2.0 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	300,000
MTSS, Tier 1: Implement grade level collaboration and site visits to support district initiatives and core curriculum for multilingual learners.	Site-identified additional teacher extra-time and substitute costs to support peer classroom visits and observations	1000-1999: Certificated Personnel Salaries Site Title 1	1,488
See above	Site-identified additional teacher extra-time and substitute costs to support peer classroom visits and observations	1000-1999: Certificated Personnel Salaries Site Supplemental	2,001
MTSS Tier 1 & 2: Assign additional para-educator to provide push-in academic support for grades K-2 (PAF) targeting specifically English Learners and student groups identified in ATSI: SWD.	Site-identified additional para-educator 1 FTE at 6.5 hours/day and 1 FTE at 4 hours/day	2000-2999: Classified Personnel Salaries Site Supplemental	69,024

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 assessment for grades 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings and grade level collaboration that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost, C&I Supplemental materials) targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided materials and resources Site-identified C&I supplemental materials	4000-4999: Books And Supplies Site Supplemental	4,754
MTSS, Tier 1 & 2: Multilingual TOSA to provide coaching and support to teachers for multilingual students targeting specifically English Learners and student groups identified, reclassification, monitoring and curriculum needs targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provide 1 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	155,314
MTSS: Tier 1: Collaborate with designated district leaders for after-school programming to ensure targeted academically struggling students are enrolled in the after school program.	District-provided resources		
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process targeting specifically English Learners and student groups identified in ATSI: SWD.	Site-identified staff time		
MTSS, Tier 1: Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture targeting specifically English Learners and student groups identified in ATSI: SWD.	Site-provided resources		

MTSS, Tier 1: Implement instructional Leadership Team to focus on MLL and implementing signature strategies.	Site-identified staff time	1000-1999: Certificated Personnel Salaries Site Title 1	3,512
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new TK-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all TK-5 students targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of TK-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost) targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided materials and resources		
MTSS, Tier 1 & 2: Math TOSA to provide coaching and support to teachers targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided 1FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	148,349
MTSS, Tier 1: Student/family Engagement in Mathematics, STEM	District-provided Math Festival (Title 4)	5000-5999: Services And Other Operating Expenditures District Central funding	4,000
MTSS, Tier 1: Implement Math and STEM instructional materials to support core curriculum	Site identified materials and resources (Title 4)	4000-4999: Books And Supplies District Central funding	1,000
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules, lead Lego Teacher	District-provided materials and resources and lead Lego Teacher stipend.		
MTSS, Tier 1: Provide "Science for Scientist" engagements to deepen student science learning	Site-identified program (Title 4)	5000-5999: Services And Other Operating Expenditures	10,000

		District Central funding	
MTSS, Tier 1: Ensure all students who want to can attend Outdoor Education, to deepen student science learning	District-provided program for 5th graders	District Central funding	19,000
STRATEGY: Implement Visual and Performing Arts Programming			
Implement Music4Minors performing arts program	Consultant contract (Prop 28)	District Central funding	25,884
See above	Consultant contract ((District Measure V)	District Central funding	20,434
Implement Art4Schools visual arts program for all classrooms	Consultant contract (Prop 28)	District Central funding	23,175
STRATEGY: Strengthen Extended Day Interventions and Supports			
Collaborate with Boys & Girls Club, Peninsula Bridge, and Homework Central to provide academic and enrichment supports, to targeted struggling students, enrolled in extended day programming.	District provided resources Site-identified staff extra time and meeting costs (ELO-P funds)	1000-1999: Certificated Personnel Salaries District Central funding	19,911

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Provide access to books for students and families.	Site-identified resources	4000-4999: Books And Supplies Site Title 1	1,500
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	2000-2999: Classified Personnel Salaries Site Supplemental	48,721
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. Implement school site family engagement and education nights for families.	District-provided resources Site-identified materials and supplies and staff extra time	4000-4999: Books And Supplies Site Title 1	500
See above	See above	1000-1999: Certificated Personnel Salaries Site Title 1	1,000
See above	See above	4000-4999: Books And Supplies Site Title 1 Family Engagement	1,702
See above	identified child care	2000-2999: Classified Personnel Salaries Site Title 1	951
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development,	District-provided resources		

that build culturally responsive 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		
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		
STRATEGY: Full Service Community School Initiative			
Provide a site-based Community School Coordinator will be provided to ensure the Community School process continues at the site. This personnel will be focused on ensuring a thriving after-school program, liaison between the district and after-school program leads, lead the site's family/school resource center (community school hub), tab community resources for students and families, lead the assets/needs input process, ensure parent empowerment/engagement.	Community schools grant (site-based grant staff - Community Service Specialists)	2000-2999: Classified Personnel Salaries Other	125,000
Implement Community School Center and Family Workshops: This Community School Center or Family Resource Center will serve as the hub for the site's community school model. It will serve as a place where families can visit for wrap-around services, guidance with regards to community resources, and parent/family education and workshops based on family needs. Center will provide workshops materials, workshop books, and provide professional development to staff and families on topics based on community school input (excluding any furniture, technology, facilities, and other non-allowable purchases based on grant rules).	Community schools grant	4000-4999: Books And Supplies Other	10,400
Expand after-school program to ensure students have access to enriched learning opportunities beyond the traditional school day. This action will ensure students continue to access wrap-around services, enriching activities, sports offerings, tutoring support, and related services.	Community schools grant (wrap around enrichment, sports, tutoring, etc)	5000-5999: Services And Other Operating Expenditures Other	95,248

See above	Community schools grant (wrap around enrichment, sports, tutoring, etc)	2000-2999: Classified Personnel Salaries Other	19,352
Facilitate Community Schools Input Engagements: Designated Site-Based Community School Coordinator will lead Community School engagements with multi-stakeholders to continue the assets and needs assessments, evaluate programs, apprise families of resources and opportunities in the community for self-empowerment (legal, medical, mental health, career), and collect input on after-school programming.	Community schools grant (site-based grant staff - Community Service Specialists)		
Run Steering Committee to Coordinate Day and Extended-learning Programs: Designated Site-Based Community School Coordinator along with a representative site team (staff, parents, students) will engage in monthly steering committee meetings to continue advocating for community school needs, make decisions regarding resources and supports directed to the site, and evaluate community grant priorities on an ongoing basis.	Community schools grant (site-based grant staff - Community Service Specialists)		
Engage with a district-level community school steering committee to give input on resources, professional development, and family wrap-around supports needed for students and families to thrive.	Community schools grant		
Build Wrap Around Services for After-School: Based on site assets and needs assessments, the Designated Site-Based Community School Coordinator will reach out to the community at large to bring resources and agencies to support students and families. The nature of these resources and agencies may include the following: social services, dental/eyecare/medical care, legal support, social worker support, and/or housing information.	Community schools grant		

SPSA Goals and Strategies

Goal 3

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 2.0 FTE of Counselors to provide individual and group wellness support targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided 1.0 FTE for Counselor	1000-1999: Certificated Personnel Salaries District Central funding	100,000
See above	Site-identified extra counseling staff 1.0 FTE	1000-1999: Certificated Personnel Salaries Site Title 1	159,545
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools targeting specifically English Learners and student groups identified in ATSI: SWD.	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 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided materials and resources Site-identified materials and supplies	4000-4999: Books And Supplies Site Supplemental	500
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	District-provided materials and resources		

management and guidance for students in the SST process targeting specifically English Learners and student groups identified in ATSI: SWD.			
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 and unexcused absences (Truancy/SART-SARB) targeting specifically English Learners and student groups identified in ATSI: SWD.	Site-identified staff		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified staff		
MTSS, Tier 1 all students: Designated staff and care team members will lead the implementation/expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	Site-identified staff		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.	Site-identified staff		
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx: targeting specifically English Learners and student groups identified in ATSI: SWD. 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.	Site-identified staff		
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx targeting	Site-identified staff		

<p>specifically English Learners and student groups identified in ATSI: SWD.</p> <p>Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).</p>			
<p>MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx targeting specifically English Learners and student groups identified in ATSI: SWD. Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.</p>	Site-identified staff		
<p>STRATEGY: Supporting Students with Compromised Housing/Foster Youth</p>			
<p>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).</p>	Site-identified staff		
<p>MTSS Tier 2 All students: designated staff and Care Team members will make regular positive calls and conduct personal outreach to families of students with compromised housing/foster youth.</p>	Site-identified staff		
<p>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.</p>	Site-identified staff		
<p>MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.</p>	Site-identified staff		

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.

Most of the strategies in goal 1 were implemented. The strategies that were most effective to support learning opportunities for all students in order to help close the achievement gap were coaching and PD from site's Teachers on Special Assignment (TOSA), time for teachers to collaborate, and opportunities for teachers to observe other classes. In addition, we purchased instructional materials based on the PD and coaching recommendations. Students had access to ST Math and Footsteps 2 Brilliance (F2B) after school which provided opportunities to learn in a fun way after school. School-wide we regroup students for the DELD. The additional para-educators provided push-in academic support in the lower grades. The past two years we have been collecting input from all stakeholders in the hopes to become a community school to expand our wrap around services. Our CARE team meets weekly to oversee SST process and Tier 2 and Tier 3 supports. We implemented District's common formative assessments.

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 strategies that were not as consistent across all classes were teachers being as international as they could with the integrated ELD throughout the school day and the use of the Hello curriculum for our newcomers. We originally planned to use the Rewards curriculum, however, this did not take place as the PD focus for the upper grades was more around math than literacy. We did not offer a Math Boost this school year, instead we utilized the ST Math in the after school program. The TWIG science professional development during the school year did not occur due to lack of subs across the district, although our 4th and 5th grade classes did participate in Science from Scientist to deepen their science learning throughout the school year.

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 plan on providing more targeted PD, being more purposeful during staff meetings, and coaching support focused on supporting multilingual students, reinforcing integrated ELD and culturally relevant strategies. All teachers will fully implement the district signature strategies that are presented at District PD and followed up at a staff meeting at least one staff meeting per month. Principal will conduct walk throughs and follow up with feedback both on strengths and areas of growth. The site will start an instructional leadership team at the site to focus on multilingual students, culturally responsive and social emotional strategies, and implementation of the District's signature strategies. The site will provide targeted Tier 2 intervention for students for extended learning using Summit K12.

GOAL 2 ANALYSIS

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

Most of the strategies in goal 2 were implemented. The strategies that were most effective to reduce inequitable outcomes for all students and staff by prioritizing equity, access, and inclusion were community outreach specialists, family engagement events with materials, translation, and child care, community school assets and needs assessment, and providing access to books for students and families. Some of the coffee chats throughout the year were geared towards how to help your child at home with literacy, math, and social emotional. The community outreach specialist helped improve home to school connection and resources for families.

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 strategies that were not as consistent across all classes were teachers not fully implementing culturally responsive curriculum and practices throughout the day. Our EL students that are at promise only 50% of them are getting a level 3 on the ELPAC and the other 50% are below level 3.

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.

Our goal is to increase the number of students that are reclassified and at promise students on ELPAC. In addition, to increase access to the core instruction. We plan on providing more targeted PD, being more purposeful during staff meetings, and coaching support focused on supporting multilingual students, reinforcing integrated ELD and culturally relevant strategies. All teachers will fully implement the district signature strategies that are presented at District PD and followed up at a staff meeting at least one staff meeting per month. Principal will conduct walk throughs and follow up with feedback both on strengths and areas of growth. The site will start an instructional leadership team at the site to focus on multilingual students, culturally responsive and social emotional strategies, and implementation of the District's signature strategies.

GOAL 3 ANALYSIS

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

Most of the strategies in goal 3 were implemented. The strategies that were most effective in providing a safe, caring, nurturing, and culturally responsive environment for all students to meet the needs of the whole child were having 2 full time counselors.

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 strategies that were not as consistent across all classes was not all teachers fully implementing of the PBIS program. The funds set aside for enrichment, author visits, and in class presentations was not fully utilized as the site's PTA was able to support with covering the cost of these items and/or the enrichment opportunities were free.

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.

Our goal is to focus on culturally relevant instruction MLL and latin x students. Our CARE Team is working on improving the SST process, data collection, and intervention opportunities. We plan on providing more targeted PD, being more purposeful during staff meetings, and coaching support focused on supporting multilingual students, reinforcing integrated ELD and culturally relevant strategies. All teachers will fully implement the district signature strategies that are presented at District PD and followed up at a staff meeting at least one staff meeting per month. Principal will

conduct walk throughs and follow up with feedback both on strengths and areas of growth. The site will start an instructional leadership team at the site to focus on multilingual students, culturally responsive and social emotional strategies, and implementation of the District's signature strategies.

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	\$1,372,265.00

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	\$827,067.00
Other	\$250,000.00
Site Supplemental	\$125,000.00
Site Title 1	\$168,496.00
Site Title 1 Family Engagement	\$1,702.00

Subtotal of state or local funds included for this school: \$1,372,265.00

Total of federal, state, and/or local funds for this school: \$1,372,265.00

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	827,067.00
Other	250,000.00
Site Supplemental	125,000.00
Site Title 1	168,496.00
Site Title 1 Family Engagement	1,702.00

Expenditures by Budget Reference

Budget Reference	Amount
	44,884.00
1000-1999: Certificated Personnel Salaries	891,120.00
2000-2999: Classified Personnel Salaries	263,048.00
4000-4999: Books And Supplies	20,356.00
5000-5999: Services And Other Operating Expenditures	109,248.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Central funding	88,493.00
1000-1999: Certificated Personnel Salaries	District Central funding	723,574.00
4000-4999: Books And Supplies	District Central funding	1,000.00
5000-5999: Services And Other Operating Expenditures	District Central funding	14,000.00

2000-2999: Classified Personnel Salaries	Other	144,352.00
4000-4999: Books And Supplies	Other	10,400.00
5000-5999: Services And Other Operating Expenditures	Other	95,248.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	2,001.00
2000-2999: Classified Personnel Salaries	Site Supplemental	117,745.00
4000-4999: Books And Supplies	Site Supplemental	5,254.00
1000-1999: Certificated Personnel Salaries	Site Title 1	165,545.00
2000-2999: Classified Personnel Salaries	Site Title 1	951.00
4000-4999: Books And Supplies	Site Title 1	2,000.00
4000-4999: Books And Supplies	Site Title 1 Family Engagement	1,702.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	807,846.00
Goal 2	304,374.00
Goal 3	260,045.00

School Site Council Membership

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

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

Name of Members	Role
Karrie Haselton	Principal
Kimberly Amoroso	Classroom Teacher
Brenda Cooks	Classroom Teacher
Evelin Franco	Other School Staff
Erin Cardenas	Parent or Community Member
Rebecca Galvin	Parent or Community Member
Courtney Hansberger	Parent or Community Member
Merien Castro	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: Community Schools Steering Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2024.

Attested:

	Principal, Karrie Haselton on May 20, 2024
	SSC Chairperson, Brenda Cooks on May 20, 2024