

School Year: **2024-25**



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
Highlands Elementary School	41690396044911	May 14, 2024	June 27, 2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
As a school identified for Additional Targeted Support and Improvement (ATSI), Highlands is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students: In the area of attendance for Students With Disabilities.

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 Highlands has met the ESSA requirements for the ATSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

The section called “Student Performance Data: Data Indicators and Targets” includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and

engagement of all students and of specific struggling student groups; statements of challenges in their academic performance and engagement; and statements of the key planning ideas to improve their performance and engagement.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Highlands has active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, Classrooms (Room Parents), Art For Schools. The school follows the District's established homework policy and conferences with parents a minimum of one time a year, more often as the need arises. The Highlands School Site Council is directly involved in planning, budget development, program implementation and evaluation of the school site plan. Teachers, principal, staff and parents are members of the School Site Council; therefore, input and discussion are representative of the major school groups. The PTA sponsors family-oriented activities throughout the year. In addition, the PTA provides supplemental learning activities such as field trips to cultural events, science experiences and enrichment activities, supplemental instructional materials and support. The PTA engages the parent community through yearly surveys to inform decisions on yearly budgets.

Staff PD meetings aligned to SPSA Goals: (Classified & Certificated): 8/22/23, 9/19/23, 10/24/23, 11/28/23, 1/23/24, 1/30/24, 2/13/24, 3/19/24, 4/16/24, Budget review: 4/9/24, 4/16/24

SSC / ELAC meetings aligned to SPSA Goals: SSC meetings 10/10/23, 12/12/23, 2/6/24, 3/5/24, 4/9/24, 5/14/24 Approval date 5/14/24. ELAC Dates: 9/28/23, 11/13/23, 3/25/24, Budget review SSC/ELAC 4/9/24, 5/14/24, 5/20/24

PTA Meetings: 1/9/24, 2/6/24, 3/5/24, 4/9/24, 5/7/24, 6/4/24

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%	%		0	
Asian	23.95%	25.71%	26.76%	103	99	95
Filipino	2.56%	3.12%	3.10%	11	12	11
Hispanic/Latino	28.14%	28.83%	27.32%	121	111	97
Pacific Islander	0.23%	0.26%	0.28%	1	1	1
White	29.53%	26.49%	25.35%	127	102	90
Multiple/No Response	12.79%	13.25%	14.08%	55	51	50
	Total Enrollment			430	385	355

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	74	83	53
Grade 1	59	52	56
Grade 2	80	47	52
Grade3	65	78	47
Grade 4	68	59	71
Grade 5	84	66	56
Total Enrollment	430	385	355

Data Statements: Strength

1. We continue to have a diverse student population representative of our community here in San Mateo

Data Statements: Challenges

2. Our enrollment has declined by 100 students since 2020-2021 school year.

Why are we getting these results?

3. Pandemic, families in the community moved out of the bay area, increased school choice options in SMFCSD, and private schools

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	81	76	72	18.8%	19.7%	20.3%
Fluent English Proficient (FEP)			29			8.2%
Reclassified Fluent English Proficient (RFEP)	37	32		8.6%	8.3%	

Conclusions based on this data:

1. There is a need to improve reclassification data moving more students into RFEP status
2. There is a need to implement consistent implementation of designated and integrated ELD using adopted ELA/ELD programs.

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	58.62%				5 percentage	63%
3 rd	60.75%				5 percentage	65%
5 th	58.21%				5 percentage	63%
All English Learner/Multilingual Students	11.62%				10 percentage points	22%
Special Education					10 percentage points	
Socio-Economically Disadvantaged	23.53%				10 percentage points	33%
Asian	71.43%				5 percentage	76%
Black/AA						
2+ more					5 percentage	
Filipino						
Hispanic/Latino	20.84%				10	31%
Native Hawaiian						
White	89.47%				5 percentage	94%
English Learner	11.62%				10	22%
RFEP					5 percentage	

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	61.39%				5 percentage	66%
3 rd	74.36%				5 percentage	79%
5 th	49.26%				5 percentage	54%
All English Learner/Multilingual Students	9.09%				10 percentage points	29%
Special Education					10 percentage points	
Socio-Economically Disadvantaged	11.76%				10 percentage points	22%
Asian	78.57%				5 percentage	83%
Black/AA						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
2+ more					5 percentage	
Filipino						
Hispanic/Latino	16.67%				10	26%
Native Hawaiian						
White	68.42%				5 percentage	73%
English Learner	9.09%				10	
RFEP					5 percentage	

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	49.25%					
5 th	49.25%					
All English Learner/Multilingual Students	0%				10 percentage points	0%
Special Education					10 percentage points	
Socio-Economically Disadvantaged	5.88%				10 percentage points	25%
Asian	71.43%				5 percentage	76%
Black/AA						
2+ more					5 percentage	
Filipino						
Hispanic/Latino	8.34%				10	18%
Native Hawaiian						
White	78.95%				5 percentage	84%
English Learner	0%				10	10%
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	47.2%				10 percentage points	57.2%
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	72.01%	63.35%	69.01%		5 percentage	77%
1 st	71.93%	67.27%	77.19%		5 percentage	76%
3 rd	67.09%	43.48%	55.10%		5 percentage	72%
All English Learner/Multilingual Students					10 percentage points	
Special Education	30.00%	40.00%	45.83%		10 percentage points	40%
Socio-Economically Disadvantaged	39.56%	32.47%	39.13%		10 percentage points	49%
Asian	88.24%	77.42%	85.23%		5 percentage	93%
Black/AA						
2+ more					5 percentage	
Filipino						
Hispanic/Latino	39.29%	32.26%	37.14%		10	49%
Native Hawaiian						
White	86.87%	73.42%	84.52%		5 percentage	91%
English Learner	26.76%	22.73%	25.00%		10	36%
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		83.84%	82.51%		80%	
3 rd		85.11%	83.67%		80%	
5 th		94.64%	84.48%		80%	
English Learner/Multilingual Students		56.72%	61.84%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		85.71%	62.07%		80%	
Socio-Economically Disadvantaged		64.37%	58.95%		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)	11.38	2.88	8.60			14

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	12	5		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	14.13%	15.32%	10.40%		50%	7%
All English Learner/Multilingual Students	29.58%	16.67%	23.08%		50% reduction	15%
Special Education	26.67%	16.67%	21.88%		50%	5.55%
Socio-Economically Disadvantaged	35.23%	23.21%	14.58%		50% reduction	13%
Asian	5.83%	13.89%	3.53%		50%	17.50%
Black/AA						
2+ more	9.09%	20.59%	6.52%		50%	4.50%
Filipino		7.14%	9.09%			
Hispanic/Latino	30.91%	16.46%	20.00%		50%	15.50%
Native Hawaiian	100.00%	50.00%	100.00%			
White	7.07%	13.13%	5.50%		50%	3.50%
English Learner	29.58%	16.67%	23.08%		50%	16%
RFEP	14.13%				50%	7%

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	0%				50%	
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	0%				50% reduction	
Socio-Economically Disadvantaged	0%				50% reduction	
Asian	0%				50%	
Black/AA						
2+ more					50%	
Filipino	0%					
Hispanic/Latino	0%				50%	
Native Hawaiian						
White	0%				50%	
English Learner	0%				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	75%			89%	5 percentage	94%
4 th	87%			79%	5 percentage	84%
5 th	90%			84%	5 percentage	89%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	69%			71%	5 percentage	76%
4 th	86%			79%	5 percentage	84%
5 th	89%			83%	5 percentage	88%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	73%			94%	5 percentage	99%
4 th	78%			98%	5 percentage	100%
5 th	93%			94%	5 percentage	99%

Data Statements: Strength

- 59% of all students are meeting or exceeding the benchmark in ELA and 61% of all students are meeting or exceeding the benchmark Math. (61%) of 5th Grade student who are meeting or exceeding the benchmark in ELA. (58%) of 5th Grade students meeting or exceeding the benchmark. 3rd Grade students ELA (60%) Math (74%).

ELA Benchmark Data: Students with Disabilities (41.67% growth to 46% MOY 2024) meeting or exceeding the benchmark). Math Students with Disabilities (62% meeting or exceeding the benchmark)

Highest student group performance are White Students @ 84%, Asian Students @ 85% who are meeting or exceeding the benchmark.

Spring 2024 Statements:

ELA District Literacy Benchmark: All student groups exceeded growth expectations from Beginning of year to middle of year. Multilingual student literacy growth was from BOY 26% to MOY 25% growth meeting the benchmark. Latino student data is MOY 37%.

Math CFA All Student percentages are above the 80% benchmark goal for Middle of Year, with Highlands students performing at 83%

CHKS Data demonstrate that an increase in students feeling connected at school and that there are kind and caring adults to support them. 3rd grade growth from (2023) 75% to (2024) 89% (14% growth rate) 4th grade 87% to 79% and 5th grade 90% to 84%.

Data Statements: Challenges

- Focal students for ELA and Math are:

ELA: Latino/Hispanic students ELA (21%) and English Learner (12%)

Math: Latino/Hispanic (16%) English Learner (9%)

Chronic Absenteeism Latino/Hispanic (MOY 2024 20%) English Learners (MOY 2024, 23%)

Spring 2024 Statements:

CHKS Data show increases sense of feeling safe at school: 3rd grade = 94% (from 73% last year), 4th grade = 78% (from 48% last year), 5th grade=94% (from 93% last year)

Our Chronic Absenteeism rates from BOY to MOY is currently from 15% to 10% All school. Our students who participate in SPED programming have increased their absenteeism rate from 16% to MOY 21%, and Latinx students have decreased absenteeism from BOY 16% to MOY 20%

Planning Statements

- Grade levels continue to participate in year long professional development and coaching in specific focus areas. K-2 focused on early literacy, 3rd grade focused on mathematics and Phonics for Reading, and 4-5 focused mathematics. All grades provided small group intervention during the school day in the area of literacy. The school created a plan to support regular attendance among subgroups who have chronic absenteeism and have increased our parent education opportunities around chronic absenteeism through Parent Square messaging, report card communication, and School Site Council and ELAC meetings.

Fidelity to the PAF K-2 literacy program with students. Small group literacy instruction daily.

Increase participation for target groups using the Intervention Programs Footsteps2Brilliance and ST Math.

Improve attendance for target groups through Attendance Flyers, personalized contact with families with our School Community Worker & Principal, and incentives for student with attendance improvements.

Spring 2024 Statements:

Math TOSA will work with 4th/5th grade levels to support student outcomes through coaching and additional math instruction.

ELA TOSA will work with K-2 grade levels to support student outcomes in foundational skills

District will begin the SART and SARB process for 2024-2025. Site level will send out truancy notification letter based on attendance data.

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.	District Central funding	
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards").	District-provided curriculum.	District Central funding	
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.	District Central funding	
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction during small group reading supports for foundational literacy (PAF).	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	149,671
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students.	District-provided resource.		
MTSS Tier 1: Implement Take Home Book program K-2 & 3-5			
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports during integrated and designated ELD time.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based reading assessment for grades 3-5.	District-provided materials and resources	District Central funding	

MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day. Targeting specifically student groups identified in ATSI: Students with IEPs, Latinx.	District-provided materials and resources	District Central funding	
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead	District Central funding	
Additional decodable books for K-2 Classrooms Libraries, decodable books to support target EL students		4000-4999: Books And Supplies Site Lottery	4,446
Supplemental EL Curriculum and Student Supplies to support multilingual and newcomer students		4000-4999: Books And Supplies Site Supplemental	1,000
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources	District Central funding	
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 teachers to collaborate with site Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 2: Implement math intervention programs to support unfinished learning and develop positive math mindsets of targeted students--focused on grades 3rd/4th/5th. Targeting specifically student groups identified in Targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs, Latinx.	District-provided materials and resources	District Central funding	
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		

MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs, Latinx.	District-provided materials and resources		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: 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		
STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	Prop 28, District Measure V	5000-5999: Services And Other Operating Expenditures District Central funding	26,265
Implement Music4Minors. Performing arts program	Prop 28, District Measure V	5000-5999: Services And Other Operating Expenditures District Central funding	50,520
STRATEGY: Strengthen Extended Day Interventions and Supports			
Implement extended day programming to provide academic and enrichment supports, to targeted struggling students	ELOP- TBD	District Central funding	

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot, reclassification, supplemental F2B ST Math support in the home) and other academic/wellness resources.	District-provided resources		
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified staff .5 FTE or 4 hours daily	2000-2999: Classified Personnel Salaries Site Supplemental	30,951
Expand school efforts to get input and feedback from families, including regular ELAC, SSC, and PTA meeting. Yearly surveys, parent outreach from Principal and School Community Worker. Books and Materials for ELAC families.	Site identified materials	4000-4999: Books And Supplies Site Supplemental	2,000
STRATEGY: Responsive” Curriculum & Practices			
Increase classroom resources to build and support culturally responsive classrooms and school-wide inclusive culture. (Family Heritage celebrations, Multicultural celebrations, inclusive practices, LGBTQ+)	District-provided resources		
Outdoor Education Opportunities for Students in 4th (Coloma) and 5th (Mission Springs)	Transportation and fees	5000-5999: Services And Other Operating Expenditures Site Supplemental	7,022
Implement school curriculum, practices, and actions, supported	District-provided resources		

by staff professional development, that build inclusive classrooms and school-wide culture.			
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SPSA Goals and Strategies

Goal 3

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	110,853
MTSS, Tier 1 & 2: District based Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework. School Wide SEL/Multicultural Book of the Month Program & Life Skills Program. PBIS Incentives and Materials.	Site purchased materials and resources	4000-4999: Books And Supplies Site Supplemental	5,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools. 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 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	District-provided materials and resources		

related Culturally Responsive strategies.			
MTSS, Tier 1: Implement site-based strategies for health and safety through supported play, so that students experience safe play and build physical, mental and social/emotional health.	District-provided materials and resources		
School Wide Multicultural & PBIS Assemblies.	Site Supplemental	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	2,000
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). Targeting specifically student groups identified in ATSI: Students with IEPs, Latinx.	District Provided Protocols and Policies	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities. Targeting specifically student groups identified in ATSI: Students with IEPs, Latinx.	Site Identified Staff Extra Time	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS Tier 2 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.	Site Identified	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS Tier 3 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 to reduce their chronic absenteeism.			

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.

Academics:

Language and Literacy.

This year we fully implemented PAF K-2 with fidelity in all classrooms. Our full time Teacher on Special Assignment for Literacy supported the K-2 PAF schedule by providing small group PAF instruction to our students in each grade level. Additional support was provided to 4th and 5th grade students in literacy using CLAVES curriculum. Students continued to use Footsteps 2 Brilliance as an in class and at home support. This year teachers assigned correlated PAF lessons in Footsteps2Brilliance for additional practice aligned to their PAF lessons for the week. We increased our Take Home Book Program TK-5 by purchasing take home books for each classroom. Grade level teams sent books home daily with children in library book bags. This year our TOSA supported the interim assessments for Literacy and we were able to complete all student assessments this year. This year during ELAC meetings we were able to provide books and supplemental materials to families who attended ELAC.

Math

This year we continued to fully implement the Engage NY / Zearn Math program with fidelity. Teachers communicated with students and parents about unfinished Zearn work, and asked families to participate in ST Math as additional interventions for students. All classrooms participated in Math CFA and teacher cycles of administration, scoring, data analysis and instructional reengagement with support from our half time math TOSA. Classrooms K-5 engaged in including math mindset routines into their math routines for the day.

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

MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction during small group reading supports for foundational literacy (PAF). Staff attended summer PD, or fall options to best implement our core programs.

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 continue with this goal and deepen our practices for implementing the core programs. We will continue to work on supplementing the PAF program to increase a comprehensive approach to literacy. Teachers will assign correlated lessons from Footsteps2Brilliance for students in their small group reading sections.

GOAL 2 ANALYSIS

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

This year we continued to provide site-based School community worker to support communication between home and school. The goal was to improve school-home communications, 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. Our SCW did significant outreach to families and supported with family needs and implementation of F2B & ST Math. SCW recruited families to attend school functions & events, parent teacher conferences, and ELAC meetings. Funds were used to support transportation and fees for families to be able to attend outdoor education opportunities in 4th and 5th grades.

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

Intended strategies happened and were successful.

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 made one change to the plan in the area of offering transportation for families to attend school events. Families did not use this bus resource and were able to attend in their private cars.

GOAL 3 ANALYSIS

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

Provided a safe, caring, nurturing culturally responsive environment for all student sto meet the needs of teh whole child.
Strategies included continued PBIS and Restorative Practices, and book of the month, Bear Badges. We continued to implemented a MTSS CARE team model, with tier 1-2 and 3 level supports which included counseling, mental health therapy, Lunch bunch, and social skills groups.

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

Intended strategies happened and were successful.

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 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	\$464,728.00

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	\$412,309.00
Site Lottery	\$4,446.00
Site Supplemental	\$47,973.00

Subtotal of state or local funds included for this school: \$464,728.00

Total of federal, state, and/or local funds for this school: \$464,728.00

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	412,309.00
Site Lottery	4,446.00
Site Supplemental	47,973.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	335,524.00
2000-2999: Classified Personnel Salaries	30,951.00
4000-4999: Books And Supplies	12,446.00
5000-5999: Services And Other Operating Expenditures	83,807.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	335,524.00
5000-5999: Services And Other Operating Expenditures	District Central funding	76,785.00
4000-4999: Books And Supplies	Site Lottery	4,446.00
2000-2999: Classified Personnel Salaries	Site Supplemental	30,951.00
4000-4999: Books And Supplies	Site Supplemental	8,000.00

5000-5999: Services And Other Operating Expenditures	Site Supplemental	7,022.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	306,902.00
Goal 2	39,973.00
Goal 3	117,853.00

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
- 0 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Sharon Lee	Parent or Community Member
Heather Rarden	Parent or Community Member
Eric Low	Parent or Community Member
Vacant	Parent or Community Member
Lisa Hamor	Classroom Teacher
Emily Matto	Classroom Teacher
John Perry	Classroom Teacher
Carrie Betti	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/14/2024.

Attested:



Principal, Carrie Betti on 5/14/24



SSC Chairperson, Emily Matto on 5/14/24