

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
Parkside Montessori	41690396044994	May 20th, 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), Parkside is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students: Hispanic and Socio-Economically Disadvantaged students in the area of Chronic Absenteeism.

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

In this SPSA, several sections with information explain how Parkside has met the ESSA requirements for the ATSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Engagements about Parkside's Strategic Plan and Partnerships:

Parkside State of the School Events - look at student data and strategic plan, by Grade Level with all parents:

TK and K- March 5th, 2024

1st and 2nd- March 6th, 2024

3rd and 4th Grade - March 13th, 2024

5th-8th Grade- March 14th, 2024

Montessori Leadership Team, staff engagements:

March 7th, 2024, March 14th, 2024, April 11th, 2024 and May 23, 2024

School Site Council+ELAC met to discuss and approve the School Site Plan

May 20th, 2024

PTA Final Budget Vote and Calendar Vote

May 21st, 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	1.05%	0.91%	1.91%	3	3	8
Asian	22.11%	21.34%	23.15%	63	70	97
Filipino	4.56%	4.57%	4.30%	13	15	18
Hispanic/Latino	18.25%	24.09%	21.48%	52	79	90
Pacific Islander	0.35%	0.3%	1.19%	1	1	5
White	37.19%	35.37%	35.08%	106	116	147
Multiple/No Response	15.09%	11.59%	10.74%	43	38	45
	Total Enrollment			285	328	419

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	56	77	51
Grade 1	46	40	52
Grade 2	45	40	48
Grade 3	53	42	44
Grade 4	41	48	47
Grade 5	23	38	49
Grade 6	21	20	30
Grade 7		23	22
Grade 8			27
Total Enrollment	285	328	419

Data Statements: Strength

- Parkside's total student enrollment has gradually increased as we have expanding our program from a TK-5 to a PreK-8 Program. We are a program of about 420 students now and that will be a steady state for our school. This number does not include our Pre-K (~20) and SDC (~25).
 - Parkside is a diverse campus -with four sub-groups of 10% or more representing out student body across: Hispanic/Latino, White, Asian, Multiple/No Response

Data Statements: Challenges

2. - Understanding what our anticipated attrition rate will be, now that we are a PK-8 to help inform our staffing model.

Why are we getting these results?

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

School and Student Performance Data

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	42	35	36	14.7%	10.7%	8.6%
Fluent English Proficient (FEP)			67			16.0%
Reclassified Fluent English Proficient (RFEP)	38	50		13.3%	15.2%	

Conclusions based on this data:

1. 12% of our incoming class are English Learners, that is higher than our overall EL rate, our conclusion is that as students stay with us they reclassify - making our incoming cohorts have the highest EL % and that number decreases over time
2. The number of students RFEP students as of 5/20/24 is 47, the data in this form seems in accurate.
3. Parkside's highest percentage of English Learners are in our SDC program. More attention and support need to be given to support reclassification of students in our SDC 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	68.90%				5 percentage	74%
3 rd	63.42%				5 percentage	68%
5 th	58.83%				5 percentage	63%
All English Learner/Multilingual Students					10 percentage points	
Special Education	11.11%				10 percentage points	21%
Socio-Economically Disadvantaged	53.85%				10 percentage points	64%
Asian	78.95%				5 percentage	83%
Black/AA						
2+ more	82.14%					
Filipino						
Hispanic/Latino	41.18%				10	51%
Native Hawaiian						
White	71.93%				5 percentage	76%
English Learner					10	
RFEP	86.36%				5 percentage	91%

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	59.15%				5 percentage	64%
3 rd	65.86%				5 percentage	71%
5 th	44.12%				5 percentage	49%
All English Learner/Multilingual Students					10 percentage points	
Special Education	18.51%				10 percentage points	28%
Socio-Economically Disadvantaged	50%				10 percentage points	60%
Asian	76.31%				5 percentage	81%
Black/AA						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
2+ more	64.29%					
Filipino						
Hispanic/Latino	35.29%				10	45%
Native Hawaiian						
White	61.40%				5 percentage	66%
English Learner					10	
RFEP	68.18%				5 percentage	73%

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	50%					
5 th	50%					
All English Learner/Multilingual Students					10 percentage points	
Special Education					10 percentage points	
Socio-Economically Disadvantaged					10 percentage points	
Asian					5 percentage	
Black/AA						
Filipino						
Hispanic/Latino					10	
Native Hawaiian						
White	61.54%				5 percentage	66%
English Learner					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	43.8%				5 percentage points	53.8%
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	84.43%	79.89%	83.92%		5 percentage	90%
1 st	94.29%	87.50%	86.27%		5 percentage	99%
3 rd	76.19%	68.18%	68.18%		5 percentage	81%
All English Learner/Multilingual Students					10 percentage points	
Special Education	30.23%	37.50%	42.31%		10 percentage points	40%
Socio-Economically Disadvantaged	76.92%	68.00%	69.88%		10 percentage points	86%
Asian	93.67%	82.47%	88.24%		5 percentage	98%
Black/AA						
Filipino						
Hispanic/Latino	66.67%	69.86%	66.27%		10	76%
Native Hawaiian						
White	85.29%	82.31%	89.92%		5 percentage	90%
English Learner	57.89%	36.36%	39.29%		10	67%
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		72.35%	63.73%		80%	146.8%
3 rd		69.77%	53.49%		80%	
5 th		67.35%	59.18%		80%	
English Learner/Multilingual Students		66.67%	33.33%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		70.21%	50.85%		80%	
Socio-Economically Disadvantaged		36.36%	12.12%		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)					20%	

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	5	2		20%	13%

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	12.13%	16.27%	10.39%		50%	6%
All English Learner/Multilingual Students	32.14%	36.11%	32.14%		50% reduction	16%
Special Education	31.58%	34.00%	25.49%		50%	15.50%
Socio-Economically Disadvantaged	29.79%	16.98%	19.10%		50% reduction	15.25%
Asian	3.70%	10.71%	1.27%		50%	1.50%
Black/AA		12.50%	14.29%			
2+ more	2.78%	5.71%	12.50%			
Filipino		15.79%	12.50%			
Hispanic/Latino	32.88%	20.83%	18.07%		50%	16%
Native Hawaiian						
White	8.57%	22.15%	9.52%		50%	4.25%
English Learner	32.14%	36.11%	32.14%		50%	16%
RFEP	12.13%				50%	6%

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	0.3%	0.20%			50%	0.015%
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	0%				50% reduction	
Socio-Economically Disadvantaged	0%				50% reduction	1.2%
Asian	0%				50%	
Black/AA						
Filipino	0%					
Hispanic/Latino	0%				50%	0.090%
Native Hawaiian						
White	0.9%	1%			50%	
English Learner	0%				50%	1.05%
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	82%			73%	5 percentage	78%
4 th	81%			84%	5 percentage	89%
5 th	82%			84%	5 percentage	89%
6 th				78%	5 percentage	83%
7 th				86%	5 percentage	91%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	83%			74%	5 percentage	79%
4 th	85%			74%	5 percentage	79%
5 th	78%			81%	5 percentage	86%
6 th				86%	5 percentage	91%
7 th				87%	5 percentage	92%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	93%			88%	5 percentage	93% %
4 th	87%			89%	5 percentage	94%
5 th	89%			91%	5 percentage	96%
6 th				92%	5 percentage	97%
7 th				89%	5 percentage	94%

Data Statements: Strength

- In literacy on CAASPP:

 - 69% of all students met/exceeded the standard, +2% from the previous year

In math on CAASPP:

 - 59% of all students met/exceeded the standard, +2% from the previous year

CHKS

 - Avg of 81% of students in 3rd-8th feel connected to school
 - Avg. of 80.4% of students in 3rd-8th feel they have caring adults in school
 - Avg. of 89.8% of students in 3rd-8th feel safe at school

In Chronic Absence

 - All Students - 10.39% Chronic absence rate at mid-year, a reduction of 1.74%
 - Special Education - 25.49% Chronic absence rate at mid-year, a reduction of 6.09%
 - SED - 19.10% Chronic absence rate at mid-year, a reduction of 10.69%
 - Hispanic - 18.07% Chronic absence rate at mid-year, a reduction of 14.81%

In Suspension

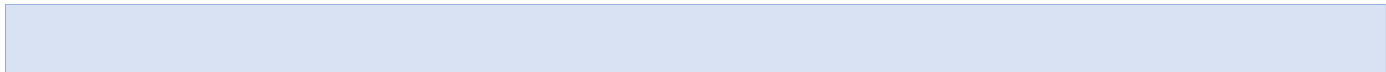
- 0.2% of all students suspended

Data Statements: Challenges

2. In literacy on CAASPP:
- 11.11% of Special Education students met/exceeded (69% of all students met/exceeded)
 - 41.18% of Hispanic/Latino students met/exceeded (69% of all students met/exceeded)
 - 53.85% of SED students met/exceeded (69% of all students met/exceeded)
- In math on CAASPP:
- 18.51% of Special Education students met/exceeded (59% of all students met/exceeded)
 - 35.29% of Hispanic/Latino students met/exceeded (69% of all students met/exceeded)
 - 50% of SED students met/exceeded (69% of all students met/exceeded)
- CHKS
- 73% of 3rd graders feel connected to school (81% schoolwide)
 - 74% of students in 3rd and 4th grade feel they have caring adults in school (80.4% schoolwide)
- In Chronic Absence
- English learners: 32.14% Chronic absence rate at mid-year (no improvement from EOY 23-24)

Planning Statements

3. As we work to continue aligning our Montessori teaching style with the common core standards we will hold the following curricular focus areas:
- CAASPP Data Literacy and Math Plan:
- Early Literacy - Continue our early literacy Montessori Tier 2 Supports. Montessori Pathway will be in its 3rd year of implementation in 24-25 and the program continues to accelerate at-risk students and graduate most students to Tier 1 instruction. We believe that the success of this Tier 2 literacy intervention will result in increasing numbers of students in 3rd grade (and beyond) meeting/exceeding the state standard.
- Upper Elementary Literacy - In 23-24, Parkside piloted the Montessori Pathway as a Tier 2 for our 4th-6th graders. Based on teacher reports and student growth, the program was not as successful at Upper Elementary as it has been in Primary and Lower Elementary.
- In 24-25, Parkside will pilot Lexia Pro, using site funds, as a Tier 2 intervention for our 4th-6th graders who are not yet reading at grade level.
- In Math, Parkside will have a 0.5 FTE Math Tosa who will work to establish Tier 2 systems and supports to support identify and provide targeted support to our students who are not on track to meet math standards.
- English Learner Reclassification Plan:
- In 24-25, Parkside will partner with the SMFCSD multilingual department to align our Montessori approach to English Language Development with the District's key impact strategies. We will also need a particular focus on supporting our SDC programs, which support a high percentage of Parkside's overall English Learners.
- In Chronic Absence:
- The school counselor and principal will use the monthly district data reports to reach out to families and hold SART or SST-type meetings related to attendance. Supporting problem-solving and education around the importance of school attendance and the harm of chronic absences.
 - The principal will work with teachers to ensure staff are aware of their chronically absent students and are reaching out to encourage regular school attendance
 - The principal will work with the PTA and Site Council to raise awareness in the parent's community about the harm of chronic absence.
 - This team will need to prioritize outreach and support for our English Learner families



SPSA Goals and Strategies

Goal 1

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham aligned literacy supplemental curricula for core instruction in grades PreK-3 (Montessori Phonetic Scope and Sequence, Hands on Materials like the Moveable Alphabet and Sandpaper Letters, and Waseca).	District provided		
MTSS, Tier 2: Implement Montessori for All Reading Pathway for K-3rd grade students performing behind grade level	District provided		
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades PreK-3 to support in-class instruction and pull-out supports for foundational literacy (Montessori Pathway is Tier 2). assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.	District Provided	1000-1999: Certificated Personnel Salaries Site Supplemental	72,437
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and grade level staff meetings that lead to instructional re-engagement strategies in classrooms.	District-provided materials and resources		
MTSS, Tier 1 & 2: Teachers providing designated and integrated ELD instruction for students identified as English learners	District-provided, Montessori aligned curriculum.		
STRATEGY: Mathematics			

MTSS, Tier 1: Continue implementation of Montessori math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support 4th and 5th-grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 0.5 FTE ToSA	1000-1999: Certificated Personnel Salaries Site Supplemental	90,000
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-8 students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional re-engagement.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost)	District-provided materials and resources		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education, with considerations for the Montessori setting	District-provided materials and resources		
STRATEGY: Implementation of Montessori Academic Program			
Assign a Montessori ToSAs to support PreK to 8th grade teacher support and program quality improvements	PTA funded 0.5 FTE	1000-1999: Certificated Personnel Salaries Site PTA	90,000
Keep staff and community engaged in the latest from the American Montessori Society through the benefits as a Member School	Annual Membership in the American Montessori Society	5000-5999: Services And Other Operating Expenditures Site Magnet	2,755
Supporting Teachers with Ongoing Public Montessori Professional Development and School Support	Teacher extra-time	1000-1999: Certificated Personnel Salaries Site Magnet	9,367
Teacher PD and Collaboration	Teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	4,000
Montessori Leadership Team - focused on implementing feedback from the National Center for	Teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000

Montessori in the Public Sector Essential Elements Review			
Grace and Courtesy/Second Step - Social Emotional Learning Curriculum Planning	Teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	1,500
Transparent Classroom data, Montessori data collection tool	Subscription for teacher data tracking program	5800: Professional/Consulti ng Services And Operating Expenditures Site Supplemental	4,895
Montessori team beginning of the year retreat to review strategic priorities aligned to Montessori Implementation Rubric	District funds for staff timecards	1000-1999: Certificated Personnel Salaries Site Supplemental	4,000
STRATEGY: Implement Visual and Performing Arts Programming			
Music Programming: TK-5 - Implement Music4Minors performing arts program	Consultant Contract, Prop 28, District Measure V	5800: Professional/Consulti ng Services And Operating Expenditures District Central funding	54,722
Music Programming: 6-8 - Implement Myriad Music performing arts program	Consultant Contract, Prop 28, District Measure V	5800: Professional/Consulti ng Services And Operating Expenditures District Central funding	29,205
Visual Arts Programming: TK-8 - Implement Art4Schools visual arts program for all classrooms	Consultant Contract, Prop 28, District Measure V	5800: Professional/Consulti ng Services And Operating Expenditures District Central funding	23,175
STRATEGY: Strengthen Extended Day Interventions and Supports			
Implement extended day programming to provide academic and enrichment supports, 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 • Object Code • Source	Amount
STRATEGY: Family Engagement			
Montessori Parent Education Events hosted 3 times throughout the year - translated into Spanish	Partnering with PTA and National Center for Montessori in the Public Sector for facilitation.	5000-5999: Services And Other Operating Expenditures Site Supplemental	500
Host monthly principal townhalls - an opportunity to hear updates about the school and answer community questions	No specific expenses		
Expand school efforts to get input and feedback from families, including the number of "Spanish-first" engagements/regular coffee chats, to strengthen the integration of family strengths and resources into school services and supports.	Site-identified staff extra-time and meeting costs		
Teachers send home classroom monthly newsletters to inform families of what the children will learn in class that month and provide general updates and reminders	No specific expenses		
Back to School Night hosted during the first two weeks of school and Open House hosted in the last two months of school - opportunities for parents to come onto campus to engage with students and staff	No specific expenses		
Parent/Teacher report card conferences hosted prior to the first report card trimester and second report card trimester - a chance to get an update from the teacher on the child's performance and for families to ask questions.	No specific expenses		
STRATEGY: Responsive" Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive	District-provided resources	District Central funding	

classrooms and school-wide culture.			
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources	District Central funding	
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources	District Central funding	

SPSA Goals and Strategies

Goal 3

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries Other	120,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and 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 supports as well as case management and guidance for students in the SST process.	See site expense for Grace & Courtesy SEL curriculum under Goal 1		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS,	District-provided materials and resources		

restorative practices, and progressive discipline framework.			
MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play” (Playworks, etc.), so that students experience safe play and build physical, mental and social/emotional health.	District-provided resources Site-identified staff extra-time		
MTSS 2, 3: Designated staff members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional “Hop/Skip/Drive” transportation, pantry & clothing closets).	District-provided Resources		
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		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead review attendance data and engage families with outreach and education when students are at risk of being chronically absent. Aim to identify the potential root causes of their chronic absenteeism and offer support	District Resource		
MTSS Tier 1, 2, 3 All Students with a focus on English Learners, Hispanic Students, Students with Disabilities, and Socio-Economically Disadvantaged students. Designated staff will launch an attendance team and will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).	District Resource		

<p>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.</p>	<p>District Resource</p>		
<p>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 to reduce their chronic absenteeism.</p>	<p>District Resource</p>		
<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>	<p>District Resource</p>		
<p>MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.</p>	<p>District Resources</p>		

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.

Goal 1 is related to our student outcomes and is broken into two focus areas, Language/Literacy and Math.

Language and Literacy:

Tier 1

- Implement Orton-Gillingham-aligned literacy supplemental curricula for core instruction in grades K-3 (Montessori Phonetic Scope and Sequence, Hands on Materials like the Moveable Alphabet and Sandpaper Letters, and Waseca).
- -> This approach has been effective

Support PreK-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.

- -> This approach has been effective

Tiers 1 and 2

Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students

- -> Footsteps has not fully taken off at Parkside and we need to continue working on implementation. We have started a book send-home system for our 1st-3rd grade students that sends decodable aligned to their level of performance, and that approach has proven to be successful

Assign Foundational Literacy ToSAs in grades PreK-3 to support in-class instruction and pull-out supports for foundational literacy (Montessori Pathway is Tier 2). assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.

- -> This approach has been effective

Implement language & literacy data cycles through principal and grade-level staff meetings that lead to instructional re-engagement strategies in classrooms.

- -> This approach has been effective

Teachers providing designated and integrated ELD instruction for students identified as English learners

- -> This approach has been effective

Math:

Tier 1

Continue implementation of Montessori math curricula, EngageNY/Zearn, and teacher guidance materials.

- -> This approach has been effective

Support staff to participate in summer and school-year professional development to implement core SMFC math program.

- -> This approach has been effective

Support 4th and 5th-grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.

- -> This approach has had some difficulty because a Math ToSA was not hired for Parkside. We did send an Upper Elementary teacher to get SVMl training and she is bringing it back to her team.

Tier 1 & 2

Implement ST Math as an at-home math resource for all K-8 students.

- -> This approach has been effective

Continue implementation of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional re-engagement.

- -> This approach has been effective

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)

- -> This approach has been effective

Tier 2

Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students--focused on grades 3rd/4th/5th.

- -> This did not happen this year, the district did not launch Math Boost in 23-24

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

Goal 1 is related to our student outcomes and is broken into two focus areas, Language/Literacy and Math.

Language and Literacy:

Tier 1

- Implement Orton-Gillingham-aligned literacy supplemental curricula for core instruction in grades PreK-3 (Montessori Phonetic Scope and Sequence, Hands on Materials like the Moveable Alphabet and Sandpaper Letters, and Waseca).
- -> Implemented as planned

Support PreK-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.

- -> Implemented as planned

Tiers 1 and 2

Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students

- -> Adjusted implementation

Assign Foundational Literacy ToSAs in grades PreK-3 to support in-class instruction and pull-out supports for foundational literacy (Montessori Pathway is Tier 2). assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.

- -> Implemented as planned

Implement language & literacy data cycles through principal and grade-level staff meetings that lead to instructional re-engagement strategies in classrooms.

- -> Implemented as planned

Teachers providing designated and integrated ELD instruction for students identified as English learners

- -> Implemented as planned

Math:
Tier 1

Continue implementation of Montessori math curricula, EngageNY/Zearn, and teacher guidance materials.

- -> Implemented as planned

Support staff to participate in summer and school-year professional development to implement core SMFC math program.

- -> Implemented as planned

Support 4th and 5th-grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.

- -> Implemented as planned

Tier 1 & 2

Implement ST Math as an at-home math resource for all K-8 students.

- -> Implemented as planned

Continue implementation of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional re-engagement.

- -> Implemented as planned

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)

- -> Implemented as planned

Tier 2

Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students--focused on grades 3rd/4th/5th.

- -> Adjusted implementation,

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.

Parkside will continue to implement the district's strategic plans, modifying the approaches as needed to align with Montessori implementation. In 24-25 a significant change will be that Parkside will have a 0.5 FTE Math ToSa and we intend to bring back after school extended learning (e.g Math Boost)

GOAL 2 ANALYSIS

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

Family Engagement

Montessori Parent Education Events hosted 3 times throughout the year

- -> Adjusted implementation, Parkside gave a survey to parents about Parent Education and is using those results to drive offerings

Host monthly principal townhalls - an opportunity to hear updates about the school and answer community questions

- -> Implemented as planned

Expand school efforts to get input and feedback from families, including the number of "Spanish-first" engagements/regular coffee chats, to strengthen the integration of family strengths and resources into school services and supports.

- -> Implemented as planned

Teachers send home classroom monthly newsletters to inform families of what the children will learn in class that month and provide general updates and reminders

- -> Implemented as planned

Back to School Night hosted during the first two weeks of school and Open House is hosted in the last two months of school - opportunities for parents to come onto campus to engage with students and staff

- -> Implemented as planned

Parent/Teacher report card conferences for the first report card trimester and second report card trimester - a chance to get an update from the teacher on the child's performance and for families to ask questions.

- -> Implemented as planned

Responsive Curriculum

Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.

- -> Implemented as planned

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

- -> Implemented as planned

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.

- -> Implemented as planned

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

Family Engagement

Montessori Parent Education Events hosted 3 times throughout the year

- -> Adjusted implementation, Parkside gave a survey to parents about Parent Education and is using those results to drive offerings

Host monthly principal townhalls - an opportunity to hear updates about the school and answer community questions

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- -> Implemented as planned

Teachers send home classroom monthly newsletters to inform families of what the children will learn in class that month and provide general updates and reminders

- -> Implemented as planned

Back to School Night hosted during the first two weeks of school and Open House is hosted in the last two months of school - opportunities for parents to come onto campus to engage with students and staff

- -> Implemented as planned

Parent/Teacher report card conferences for the first report card trimester and second report card trimester - a chance to get an update from the teacher on the child's performance and for families to ask questions.

- -> Implemented as planned

Responsive Curriculum

Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.

- -> Implemented as planned

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

- -> Implemented as planned

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.

- -> Implemented as planned

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.

Parkside will continue to implement the district's strategic plans, modifying the approaches as needed to align with Montessori implementation. We have a particular focus on improving our Montessori parent education offerings to help families deepen their understanding of the Montessori model.

GOAL 3 ANALYSIS

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

MTSS Wellness

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.

- -> Implemented as planned

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.

- -> Implemented as planned

Tier 1 & 2

Assign 1.0 FTE of Counselors to provide individual and group wellness support.

- -> Implemented as planned

Implement Student Study Team (SST) and 504 structures and tools.

- -> Implemented as planned

All Students with a focus on English Learners, Hispanic Students, Students with Disabilities, and Socio Economically Disadvantaged students.

- -> Implemented as planned

Designated staff will launch an attendance team and will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).

- -> Adjusted implementation - attendance team was waiting for district tools and supports.

Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.

- -> Implemented as planned

Tier 2 & 3

Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.

- -> Implemented as planned

Designated staff members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).

- -> Implemented as planned

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 Wellness

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.

- -> Implemented as planned

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.

- -> Implemented as planned

Tier 1 & 2

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Designated staff members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).

- -> Implemented as planned

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.

Parkside will continue to implement the district's strategic plans, modifying the approaches as needed to align with Montessori implementation. We have a particular focus on improving our Montessori parent education offerings to help families deepen their understanding of the Montessori model.

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	\$531,556.00

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	\$127,102.00
Other	\$120,000.00
Site Magnet	\$12,122.00
Site PTA	\$90,000.00
Site Supplemental	\$182,332.00

Subtotal of state or local funds included for this school: \$531,556.00

Total of federal, state, and/or local funds for this school: \$531,556.00

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	127,102.00
Other	120,000.00
Site Magnet	12,122.00
Site PTA	90,000.00
Site Supplemental	182,332.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	416,304.00
5000-5999: Services And Other Operating Expenditures	3,255.00
5800: Professional/Consulting Services And Operating Expenditures	111,997.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	107,102.00
1000-1999: Certificated Personnel Salaries	Other	120,000.00
1000-1999: Certificated Personnel Salaries	Site Magnet	9,367.00
5000-5999: Services And Other Operating Expenditures	Site Magnet	2,755.00

1000-1999: Certificated Personnel Salaries	Site PTA	90,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	176,937.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	4,895.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	411,056.00
Goal 2	500.00
Goal 3	120,000.00

School Site Council Membership

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

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

Name of Members	Role
Nima Tahai	Principal
Markesha Tatum	Parent or Community Member
Anna Wiggins	Parent or Community Member
Ada Johnson	Parent or Community Member
Julie Johnstone	Parent or Community Member
Andrew Reback	Classroom Teacher Parent or Community Member
Jacki Escobar	Classroom Teacher
Grace Dulnuan-Turner	Other School Staff
Cecelia Soriano	Other School Staff
Julie Mamis	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/24.

Attested:



Principal, Nima Tahai on 5/20/24



SSC Chairperson, Markesha Tatum on 5/20/24