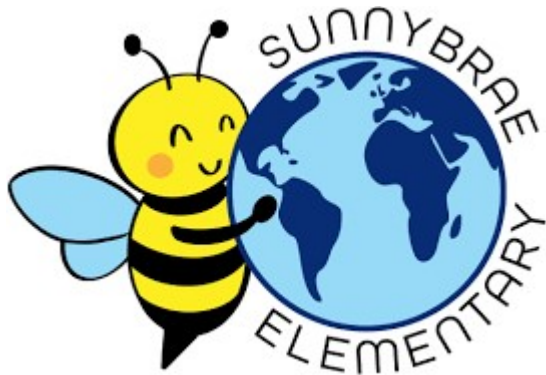




School Plan for Student Achievement (SPSA) Template

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
Sunnybrae Elementary School	41690396045017	May 20, 2024	June 28, 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, Sunnybrae 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. In addition, as a school identified for Additional Targeted Support and Improvement (ATSI), Sunnybrae 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: Students with disabilities in the area of ELA, Math and Chronic Absenteeism; Homeless in the area of Chronic Absenteeism.

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

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

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

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

The school collected feedback from various stakeholders during several meetings in which students data was presented. The stakeholders brainstormed strengths and challenges, root cause and possible strategies to improve student outcomes.

School Site Council- May 22, 2024

English Language Advisory Council - May 18, 2024

Instructional Leadership Team - Ongoing, team meetings starting April 2024

Staff Meeting - Ongoing, meetings starting April 2024

Parent Teacher Association - Ongoing, team meetings starting April 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	0.53%	0.54%	0.84%	2	2	3
Asian	5.32%	4.89%	3.90%	20	18	14
Filipino	2.93%	2.72%	1.95%	11	10	7
Hispanic/Latino	74.73%	75%	76.60%	281	276	275
Pacific Islander	2.66%	3.8%	3.34%	10	14	12
White	8.51%	8.7%	7.80%	32	32	28
Multiple/No Response	5.05%	3.8%	4.46%	19	14	16
Total Enrollment				376	368	359

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	82	82	56
Grade 1	48	59	63
Grade 2	52	47	60
Grade3	66	47	51
Grade 4	69	61	46
Grade 5	59	72	66
Total Enrollment	376	368	359

Data Statements: Strength

1. A strength was a slight increase in enrollment for the students in kindergarten. This will help to sustain enrollment as that group ages and moves up the grade levels.

Data Statements: Challenges

2. A challenge is the overall declining enrollment from the 19-20 school year to the 23-24 school year.

Why are we getting these results?

3. There are outside school factors that have impacted enrollment. The most impactful factor is the high cost of living. The area being less affordable impacts the number of families in the community.

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	230	224	213	61.2%	60.9%	59.3%
Fluent English Proficient (FEP)			51			14.2%
Reclassified Fluent English Proficient (RFEP)	48	44		12.8%	12.0%	

Conclusions based on this data:

1. Our EL population has remained stable since 21-22.
2. For 23-24, we did not have as many students reclassify.

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	20.81%				5 percentage	26%
3 rd	23.40%				5 percentage	28%
5 th	22.39%				5 percentage	27%
All English Learner/Multilingual Students	3.06%				10 percentage points	13%
Special Education	0%				10 percentage points	10%
Socio-Economically Disadvantaged	14.53%				10 percentage points	25%
Black/AA						
Filipino						
Hispanic/Latino	12.31%				10	22%
Native Hawaiian						
White	41.18%					
English Learner	0%				10	10%
RFEP	62.50%				5 percentage	67%

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	22.16%				5 percentage	27%
3 rd	34.78%				5 percentage	39%
5 th	14.50%				5 percentage	19%
All English Learner/Multilingual Students	5.94%				10 percentage points	16%
Special Education	0%				10 percentage points	10%
Socio-Economically Disadvantaged	15.13%				10 percentage points	25%
Black/AA						
Filipino						
Hispanic/Latino	14.28%				10	25%
Native Hawaiian						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
White	41.17%					
English Learner	5.94%				10	16%
RFEP	37.50%				5 percentage	42%

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	7.25%					
5 th	7.25%					
All English Learner/Multilingual Students	0%				10 percentage points	10%
Special Education	0%				10 percentage points	10%
Socio-Economically Disadvantaged	6.12%				10 percentage points	16%
Black/AA						
Filipino						
Hispanic/Latino	1.96%				10	12%
Native Hawaiian						
English Learner	0%				10	10%

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	37.2%				10 percentage points	47.2%
Middle School Long Term English Learners (LTEs)						

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	42.48%	33.75%	45.19%		5 percentage	47%
1 st	48.21%	27.12%	44.83%		5 percentage	53%
3 rd	37.78%	20.83%	20.00%		5 percentage	42%
All English Learner/Multilingual Students						
Special Education	19.67%	20.93%	25.49%		10 percentage points	29%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Socio-Economically Disadvantaged	36.05%	24.62%	39.92%		10 percentage points	
Asian	77.78%	68.75%	84.62%		5 percentage	
Black/AA						
Filipino						
Hispanic/Latino	33.64%	25.81%	36.21%		10	43%
Native Hawaiian						
White	71.43%	66.67%	75.00%			
English Learner	23.85%	19.15%	31.72%		10	33%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		56.86%	61.89%		80%	
3 rd		56.00%	64.58%		80%	
5 th		70.49%	54.24%		80%	
English Learner/Multilingual Students		46.15%	52.48%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)						
Special Education		46.34%	40.35%		80%	
Socio-Economically Disadvantaged		50.91%	57.14%		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)	11.09	2.81	8.38		20%	13

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	3.75	4.5	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	36.29%	25.07%	23.93%		50%	18%
All English Learner/Multilingual Students	41.52%	23.00%	25.98%		50% reduction	

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Special Education	41.79%	19.67%	22.22%		50%	22%
Socio-Economically Disadvantaged	39.67%	22.41%	26.69%		50% reduction	20%
Asian	16.00%	23.53%				
Black/AA	50.00%	100.00%	100.00%		50%	
2+ more		8.33%	18.75%		50%	
Filipino		11.11%	28.57%		50%	
Hispanic/Latino	39.03%	20.36%	24.81%		50%	20%
Native Hawaiian	71.43%	66.67%	54.55%		50%	
White	23.33%	26.32%	8.82%			
English Learner	41.52%	23.00%	25.98%		50%	20.50%
RFEP	36.29%				50%	18%

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	0.7%				50%	0.025%
All English Learner/Multilingual Students	1.2%				50% reduction	0.020%
Special Education	0%				50% reduction	1.55%
Socio-Economically Disadvantaged	0.4%				50% reduction	0.035%
Asian	0%					
Black/AA						
Filipino						
Hispanic/Latino	1%				50%	0.035%
Native Hawaiian	0%					
White	0%					
English Learner	1.2%				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	70%			82%	5 percentage	87%
4 th	61%			63%	5 percentage	68%
5 th	78%			62%	5 percentage	67%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	77%			80%	5 percentage	85%
4 th	72%			64%	5 percentage	69%
5 th	74%			58%	5 percentage	63%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	86%			100%	5 percentage	100%
4 th	58%			50%	5 percentage	55%
5 th	89%			67%	5 percentage	72%

Data Statements: Strength

1. An area of strength was that the suspension rates were zero across all groups of students. As a school on district literacy and math benchmark, the data indicator for all students showed an increase by at least 5%.

From the beginning of the year to the middle of the year measure for chronic absenteeism, there was a slight decrease in chronic absenteeism.

For our California Health Kids data, our 3rd grade they felt connected to school at 82%, caring adults in school at 80%, and felt safe at school at 100%.

Data Statements: Challenges

2. Our ELA CAASPP results showed that 20.8% of all students were meeting or exceeding standard. Our Math CAASPP results showed that 222% of all students were meeting or exceeding standard. Our ELA local indicators show that 25% of all students are meeting or exceeding standard.

Our district benchmark scores for literacy meeting/exceeding for all students was under 50% and for math meeting/exceeding for all students was under 65%.

For chronic absenteeism, all students, multilingual students, special education, socio-economically disadvantaged, Black, Filipino, Latino, Native Hawaiian, and EL were above 20% chronically absent.

For our California Health Kids data, our students in 4th and 5th grade decreased their agreement or strongly agreement with the statements of feeling connected at school, having a caring adult at school, and feeling safe at school.

Planning Statements

3. This year, grade levels participated in year long professional development and coaching in specific focus areas. K-2 focused on early literacy, K-3 on multilingual strategies, and 4-5 on math. 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 which included flyers and personalized contact with families. Increase of usage for Footsteps 2 Brilliance and ST Math for target student groups.

Next Year:

Continue professional learning work to strengthen instruction. This professional development for instruction in ELA and math includes our staff, certificated and classified, who work with our students with disabilities.

For mathematics, site math TOSA will work with grade levels to support math instruction and curriculum implementation.

To address chronic absenteeism, we will provide targeted intervention to support students with family phone calls, family meetings, home visits, attendance recognitions, SARC, and SARB. In addition to this outreach, for our students who are unhoused and students with IEPs, we will provide outreach to families for community resources to help address chronic absenteeism.

To address school climate concerns, we will continue to implement school wide PBIS, provide counseling support, social-emotional lessons in classrooms, morning meetings, and restorative conversations with students.

SPSA Goals and Strategies

Goal 1

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

Supporting Actions	Expenditure Description	Sources - Object Code - Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF) targeting specifically student groups in ATSI - Youth with Compromised Housing, Students with IEPs.	District-provided 2.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	327261
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-5 students targeting specifically student groups in ATSI - Youth with Compromised Housing, Students with IEPs.	District-provided resource.		
MTSS, Tier 1: Continue to implement designated English Language Development to strengthen language skills of Potential Long-Term English Learner students (4th & 5th grade), through professional development, teacher collaboration, and materials purchase targeting specifically student groups in ATSI - Youth with Compromised Housing, Students with IEPs.	District-provided materials and resources		
MTSS Tier 1: Provide supplemental materials to support literacy instruction	Site-identified supplemental materials	4000-4999: Books And Supplies Site Supplemental	23,000

MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory 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 that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost) targeting specifically student groups in ATSI - Youth with Compromised Housing, Students with IEPs.	District-provided materials and resources Site-identified additional teacher extra-time		
Purchase materials for ToSAs in support of the instruction of teachers who are receiving coaching	ToSA identified materials	4000-4999: Books And Supplies Site Supplemental	5,000
MTSS, Tier 2: Implement ELA and ELD intervention programs to support unfinished learning for targeted students--focused on grades 3rd/4th/5th targeting specifically student groups at risk of becoming LTELs	Certificated and classified hourly ELO-P	1000-1999: Certificated Personnel Salaries District Central funding	20,000
Supplemental materials to support instruction for multilingual students	Site identified materials	4000-4999: Books And Supplies Site Title 1	5158
Extend the hours of operation of the school library by an additional 1.2 hours	Staff hourly	2000-2999: Classified Personnel Salaries Site Supplemental	9840
MTSS Tier 1: Provide supplemental materials to support literacy instruction	Site-identified supplemental materials	4000-4999: Books And Supplies Site Title 1	3,551
MTSS Tier 2 and 3: Provide support for newcomers through Hello! curriculum	Site-identified supplemental materials	District Central funding	
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources		
MTSS, Tier 1: Support 4th - 5th grade teachers to collaborate with Site Math ToSA to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum	District-provided 1.0 Math ToSA, materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	164916

implementation, and data-informed planning.			
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students targeting specifically student groups in ATSI - Youth with Compromised Housing, Students with IEPs, Latinx.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement targeting specifically student groups in ATSI - Youth with Compromised Housing, Students with IEPs, Latinx.	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 student groups in ATSI - Youth with Compromised Housing, Students with IEPs, Latinx.	District-provided materials and resources		
Supplemental materials to support math instruction	Site identified materials	4000-4999: Books And Supplies Site Title 1	9,551
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 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		
Materials to support STEAM lessons	Site-identified materials	4000-4999: Books And Supplies Site Supplemental	5,000
STRATEGY: Building MTSS Systems			
Implement Instructional Leadership Team to analyze student achievement and next steps	Staff hourly	1000-1999: Certificated Personnel Salaries Site Title 1	10,000
Teacher collaboration and planning outside of contracted work hours	Staff hourly	1000-1999: Certificated Personnel Salaries Site Title 1	10000
Bilingual Paraeducator I to support classrooms	Personnel	2000-2999: Classified Personnel Salaries	53028

		Site Supplemental	
Paraeducator I to support classrooms	Personnel	2000-2999: Classified Personnel Salaries Site Title 1	51975
Substitute coverage to allow teachers to observe other teachers	Site identified days to request substitutes	1000-1999: Certificated Personnel Salaries Site Title 1	6,249
Collaborate with designated district leaders for after-school programming to ensure targeted academically struggling students are enrolled in the ASP	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. Targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs.	Site-identified materials		
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process. Targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs.			
Provide professional development for certificated and classified staff (ELA, ELD, math, SEL) including Be GLAD	Consultants or staff hourly	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	25246
STRATEGY: Strengthen Extended Day Interventions and Supports			
Collaborate with Boys and Girls Club of the Peninsula, Peninsula Bridge, and Homework Central to provide academic and enrichment supports to targeted struggling students enrolled in extended day programming	District-provided resources	5800: Professional/Consulting Services And Operating Expenditures Other	
STRATEGY: Implement Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	Consultant Contract	5800: Professional/Consulting Services And Operating Expenditures	29355

		Other	
Implement Music4Minors performing arts program	Consultant Contract	5800: Professional/Consulti ng Services And Operating Expenditures Other	48419

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources - Object Code - Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources and support family attendance by providing child care	Site-identified staff extra-time and meeting costs District-provided resources	2000-2999: Classified Personnel Salaries Site Title 1 Family Engagement	1969
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.	District-provided staff 1.0 fte	2000-2999: Classified Personnel Salaries District Central funding	118159
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.	Site-identified materials	4000-4999: Books And Supplies Site Title 1	2000
Implement school site family engagements and education for families with support for academic information (district supported programs) and other academic/wellness resources.	Site-identified materials and staff hourly	4000-4999: Books And Supplies Site Title 1	8000
Planning for family workshops and family engagement activities	Site-identified staff extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	3000
Incentives for parents to attend workshops to support students using Title IV funds	Site identified incentives--Title IV	4000-4999: Books And Supplies Site Title 1	5000

Interpreters to support family workshops and meetings	staff	2000-2999: Classified Personnel Salaries Site Title 1	2854
Childcare for families to attend the meetings and workshops	classified hourly	2000-2999: Classified Personnel Salaries Site Supplemental	2517
Implement school site family engagements and education for families with support for academic information (district supported programs) and other academic/wellness resources.	Community Organizations, consultants	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	11060
STRATEGY: Responsive" Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture through Sunnybrae Leadership Team / BIPOC Affinity group Implicit Bias/Culturally Responsive PD (certificated \$3500; classified \$1500)	Staff hourly	1000-1999: Certificated Personnel Salaries Site Title 1	5000
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture that is supportive of, but not limited to, the students with IEPs and families and the students who identify as LGBTQ+ and families.	Site-identified materials and strategies District-provided resources	4000-4999: Books And Supplies Site Lottery	4602
STRATEGY: Field Trips and Assemblies			
Provide access to learning opportunities outside of the classroom through assemblies for all grade levels	Cost of assemblies	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	6553
Provide access to learning opportunities outside of the classroom through field trips for all grade levels	Costs for field trip including student admission, chaperone admission, and transportation	5000-5999: Services And Other Operating Expenditures Site Title 1	25000
STRATEGY: Full Service Community School			
Complete assets and needs assessments throughout the year via a multi-stakeholder site community school steering committee to determine community school resources	District-provided resources Site-identified staff extra-time		
Engage with a district-level community school steering committee to give input on resources, professional development, and family wrap-	District-provided resources Site-identified staff extra-time		

around supports needed for students and families to thrive.			
Implement After-School Programming for students: Designated Site-Based Community School Coordinator will collaborate with school administration and core day staff to ensure students can access after-school programming. This action will ensure students continue to access wrap-around services, enriching activities, sports offerings, and related services during after-school hours. During this time, students will also be provided academic opportunities in language arts and math support to continue to develop their academic skills. This supporting action provides part of the funding to add more spots to students for after-school programs at the site.	Community School Grant	5000-5999: Services And Other Operating Expenditures	114,600
Provide a Site-Based Community School Coordinator: Designated 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 School Grant	2000-2999: Classified Personnel Salaries	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 regard 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	Community School Grant	4000-4999: Books And Supplies	10,400

school input (excluding any furniture, technology, facilities, and other non-allowable purchases based on grant rules).			
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.	Supported by community agencies		
Facilitate Community Schools Input Engagements: Designated Site-Based Community School Coordinator will lead 4 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.	Site-identified staff extra-time		
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.	Supported by staff		

SPSA Goals and Strategies

Goal 3

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

Supporting Actions	Expenditure Description	Sources - Object Code - Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.5 FTE of Counselors to provide individual and group wellness support.	District-provided 1.5 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	200,000
MTSS Tier 1 & 2: Incentives and certificates to support PBIS for student recognition	Site-identified materials and resources	4000-4999: Books And Supplies Site Title 1	6004
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	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: Materials to support mindfulness and SEL supplemental materials	Site-identified materials and resources	4000-4999: Books And Supplies Site Supplemental	5000
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.	District-provided materials and resources Site-identified staff extra-time		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources Site-identified staff extra-time		

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 resources Site-identified staff extra-time		
Increase the quality of PE and recess equipment to engage students to want to be at school	Site-identified materials	4000-4999: Books And Supplies Site Supplemental	3940
MTSS Tier 1 & 2: Materials to support mindfulness and SEL supplemental materials	Site-identified materials and resources	4000-4999: Books And Supplies Site Title 1	4000
For all students, update materials in case of emergency disaster procedures	Site-identified materials	4000-4999: Books And Supplies Site Supplemental	2500
Maintain the materials for emergency disaster procedures	Classified hourly	2000-2999: Classified Personnel Salaries Site Supplemental	1115
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		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified materials	4000-4999: Books And Supplies Site Title 1	8786
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 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.	Site-identified staff		
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI):	Site-identified staff		

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.			
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, (ATSI): Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).	Site-identified staff		
MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, (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.	Site-identified staff extra-time		
STRATEGY: Supporting Students with Compromised Housing and Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).	Site-identified staff support		
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff support		
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site-identified staff support		

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Annual Review

SPSA Year Reviewed: 2023-24

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

GOAL 1 ANALYSIS

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

The majority of strategies and actions were implemented to address the overall achievement of students. District curriculum was implemented. Teachers on Special Assignment were used to support language and literacy, math, and instruction for multilingual students.

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

One major difference from intended implementation and budgeted expenditures was that we did not implement the strategies of intervention support after school in literacy and math.

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.

A change to the activities is to no longer support RAZ kids licenses. Students can use Footsteps 2 Brilliance. An addition to strategies is to have professional development for staff around multilingual students and how to better to support their achievement.

GOAL 2 ANALYSIS

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

The strategies to address equity provided additional learning opportunities for students through field trips and culturally relevant books. A limited number of family workshops were implemented.

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

Parent education workshops were held within the work day and therefore funds were not spent at the allocated level. The staff BIPOC leadership team did not meet regularly and so the funds were also not spent at the allocated level.

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.

Due to funding level changes, a major change to this goal is that the site will not fund a community service specialist position. Additionally, there is a planned reduction in the allocation for the site BIPOC hourly.

GOAL 3 ANALYSIS

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

The strategies to address wellness was implemented partially. We had 1.5 counselors. We had a program to recognize students and incentivize student behavior. Materials were purchased to support structured SEL and mindfulness tools for classrooms.

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

Money was not spent on tracking behavior data in the student information system.

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.

The PE/recess equipment budget will increase in order to support intramural activities during lunch time for students.

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	\$1,484,608.00

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 (\$)
	\$250,000.00
District Central funding	\$830,336.00
Other	\$77,774.00
Site Lottery	\$4,602.00
Site Supplemental	\$125,000.00
Site Title 1	\$194,927.00
Site Title 1 Family Engagement	\$1,969.00

Subtotal of state or local funds included for this school: \$1,484,608.00

Total of federal, state, and/or local funds for this school: \$1,484,608.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	250,000.00
District Central funding	830,336.00
Other	77,774.00
Site Lottery	4,602.00
Site Supplemental	125,000.00
Site Title 1	194,927.00
Site Title 1 Family Engagement	1,969.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	746,426.00
2000-2999: Classified Personnel Salaries	366,457.00
4000-4999: Books And Supplies	111,492.00
5000-5999: Services And Other Operating Expenditures	139,600.00
5800: Professional/Consulting Services And Operating Expenditures	120,633.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries		125,000.00
4000-4999: Books And Supplies		10,400.00

5000-5999: Services And Other Operating Expenditures		114,600.00
1000-1999: Certificated Personnel Salaries	District Central funding	712,177.00
2000-2999: Classified Personnel Salaries	District Central funding	118,159.00
5800: Professional/Consulting Services And Operating Expenditures	Other	77,774.00
4000-4999: Books And Supplies	Site Lottery	4,602.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	3,000.00
2000-2999: Classified Personnel Salaries	Site Supplemental	66,500.00
4000-4999: Books And Supplies	Site Supplemental	44,440.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	11,060.00
1000-1999: Certificated Personnel Salaries	Site Title 1	31,249.00
2000-2999: Classified Personnel Salaries	Site Title 1	54,829.00
4000-4999: Books And Supplies	Site Title 1	52,050.00
5000-5999: Services And Other Operating Expenditures	Site Title 1	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Title 1	31,799.00
2000-2999: Classified Personnel Salaries	Site Title 1 Family Engagement	1,969.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	807,549.00
Goal 2	445,714.00
Goal 3	231,345.00

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
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Cynthia Chin	Principal
Tina Smith	Parent or Community Member
Bry Meyers	Parent or Community Member
Irais Martinez	Parent or Community Member
Charlotte Cheng	Parent or Community Member
Roger Diaz	Parent or Community Member
Miriam Cruz	Other School Staff
Thao Le	Classroom Teacher
Katrien Hemelsoet	Classroom Teacher
Elaine Trang	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
	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 5/20/2024.

Attested:

	Principal, Cynthia Chin on 5/20/2024
	SSC Chairperson, Charlotte Cheng on 5/20/2024