

2019-20 School Plan for Student Achievement



Schools Supported by Title 1 Funds

August 22, 2019

Goals for this Time

Shared understanding of

- 19-20 SPSA process & key features;
- Title 1 support for 4 SMFCSD Schools;
- SPSAs of 4 “Title 1” Schools, by focusing on key strategy & actions

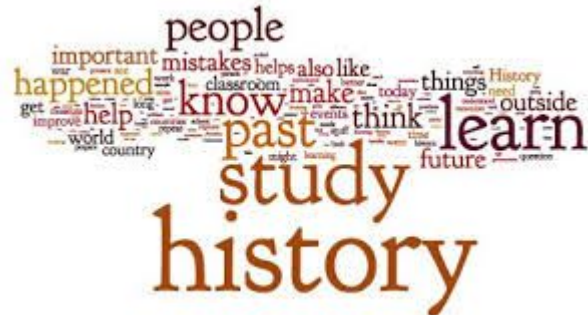
Recommend these SPSAs for Board approval

19-20 SPSA Overview

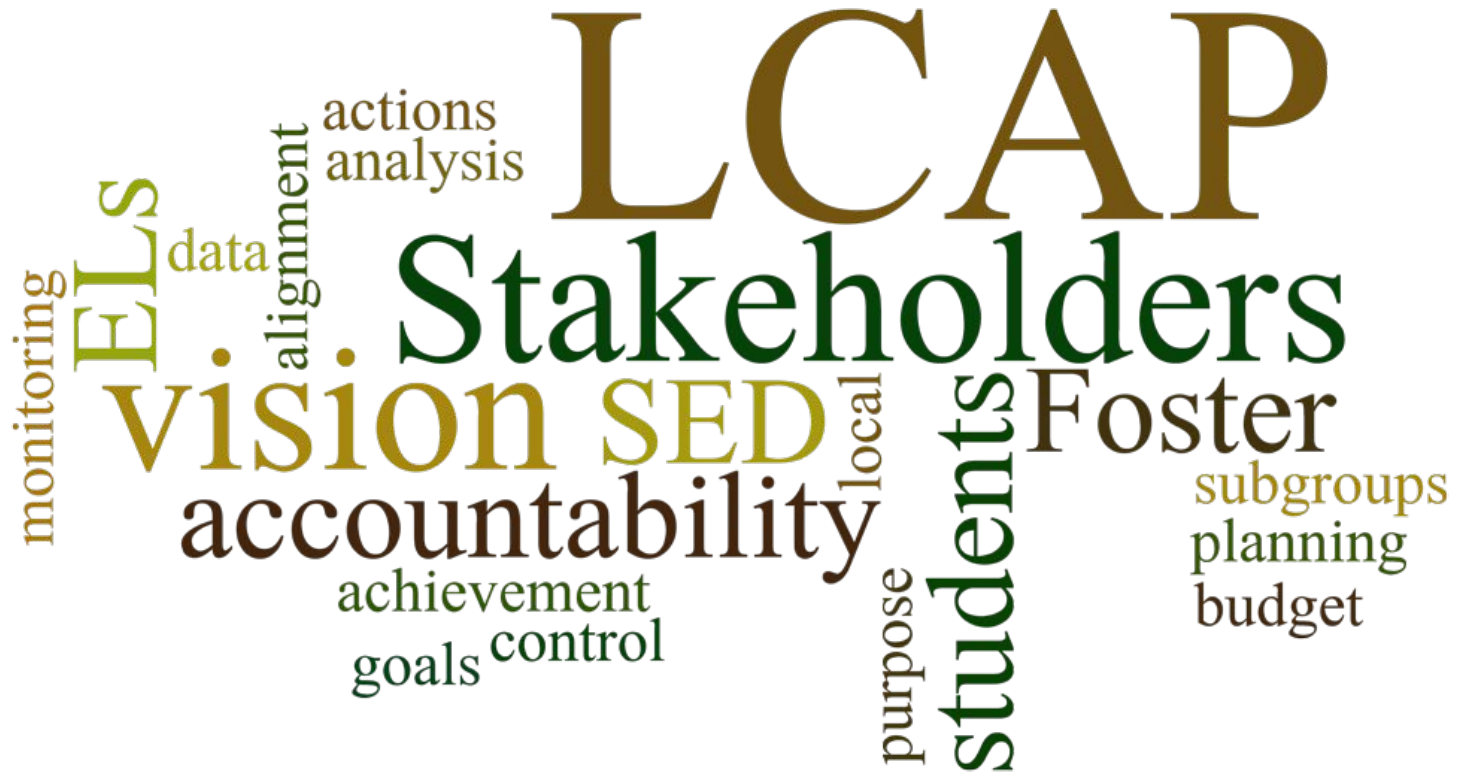
SPSA: The School Plan for Student Achievement



Single Plan for Student Achievement



Align with the District's Local Control Accountability Plan ...



Steps to the SPSAs (February to Now)

Collaborative Inquiry & Planning



1. How are we doing? *(Literacy, Math, Wellness, Family Engagement)*

Understand Our Data

2. Why are we performing this way?

Brainstorm “Causes”

3. What do we continue doing?

Do differently? Start or stop doing?

Identify & plan SPSA Strategies/Actions/Budget

SPSA Goals aligned to LCAP Goal Areas

Academic Achievement

Language & Literacy/Mathematics



Wellness



Family Engagement

SPSA Indicators & Targets aligned to LCAP Indicators & Targets

STATE

Measurable Outcomes

Baseline/Actual Outcome

- 17-18 for Summative Indicators (e.g., SBAC)
- 18-19 for Leading Indicators (Galileo, RI, F&P)

Expected Outcome

- 18-19 targets for Summative Indicators (e.g., SBAC)
- 19-20 targets for Leading Indicators (Galileo, RI, F&P)

SBAC ALL Students Status	10.1 points above	10 points above proficient
SBAC ALL Students Growth	13.4 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-24.9	0 points above proficient
SBAC SED Students Growth	15.3	15 points rise in average distance from proficient
SBAC EL Students Growth	14.7	15 points rise in average distance from proficient
SBAC SwD Growth	n/a	15 points rise in average distance from proficient

SPSA Indicators & Targets aligned to LCAP Indicators & Targets

The logo for San Mateo-Foster County School District (SMFCSD) is a brown, jagged, starburst-like shape. Inside the shape, the text "SMFCSD" is written in white, bold, sans-serif capital letters.

SMFCSD

Galileo All Students Status	35%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	39%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	49% Met Grade Level Benchmark	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	47% Met Expected Growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth

SPSA Strategies aligned to LCAP Strategies

Strategy

Teachers teach ELD standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons four times a week to leveled English Learner groups

Strategy

Teachers provide high rigor/high engagement tasks at a variety of depth of knowledge to ensure rigor and providing continuous communication about the expectation to students using I can content language objectives

Strategy

Teachers utilize LIFESKILLS, Responsive Classroom, and the systems of PBIS with students to support high levels of school engagement and positive social emotional relationships with students and adults.

A Strategy: What we want Teachers/Staff to do with students/families to support students and accelerate their learning

SPSA Actions (the implementation details)

Teachers will engage in on going PD in staff meetings.	No additional cost to site.		0
Teacher will engage in grade level collaboration in teams -	Extra time and/or subs. No additional costs to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Language & Literacy TOSAs to work on coaching teachers and working with students	3.0 Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	251,619.00
		1000-1999: Certificated Personnel Salaries District Title I	118,696.00
Principal & Language and Literacy TOSA observations and feedback and monitoring of teachers	No additional cost to site		0

Actions: What Leaders/Teachers/ Staff do
to ensure the implemented strategy is high quality in all “spaces”

SPSA Budget aligned to LCAP Budget

Teachers will engage in on going PD in staff meetings.	No additional cost to site.		0
Teacher will engage in grade level collaboration in teams -	Extra time and/or subs. No additional costs to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Language & Literacy TOSAs to work on coaching teachers and working with students	3.0 Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	251,619.00
		1000-1999: Certificated Personnel Salaries District Title I	118,696.00
Principal & Language and Literacy TOSA observations and feedback and monitoring of teachers	No additional cost to site		0

Title 1 Support for 4 SMFCSD Schools

WHY & HOW of Title 1 School Funding

- WHY: Title 1 “supplements”--adds and/or deepens supports to accelerate student learning
- HOW: Schools with high percentage of economically struggling families AND high percentage of academically struggling students
 - In SMFCSD, schools with > 50% FRPL using County Data

Fiesta Gardens
San Mateo Park
Sunnybrae
LEAD



SPSAs

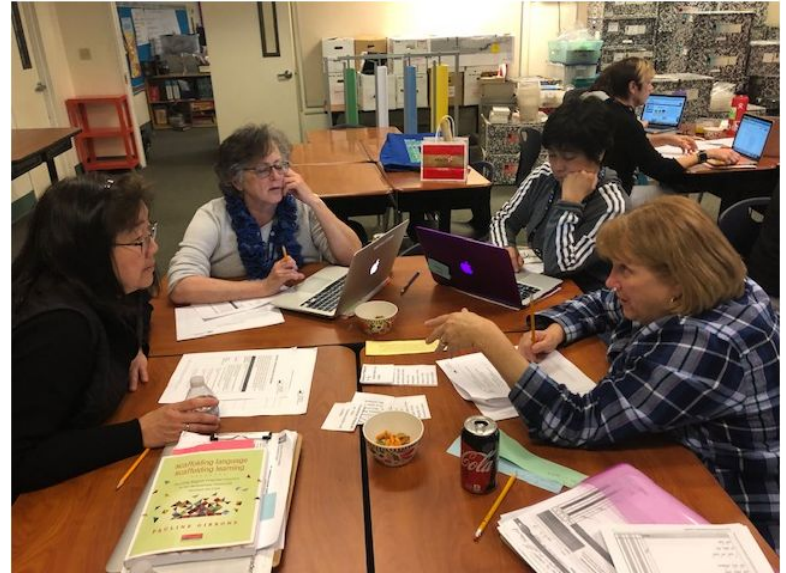
San Mateo Park

Park's High-Leverage SPSA Strategy:

A sustained focus on our English Learner population.

How it Impacts Teachers:

Year-long professional development is designed from research-based best practices for English learners, as part of **a three-year plan** for professional learning. This is year two of that work. Teachers have time set aside during their contracted day to design lessons based on new learning. Teacher progress will be measured annually through the **English Learner Review of Services**.

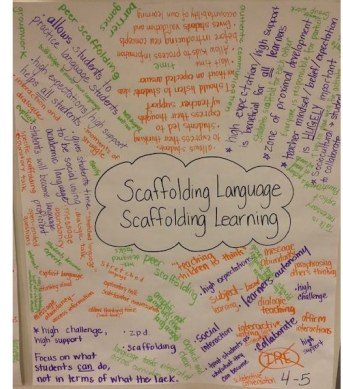
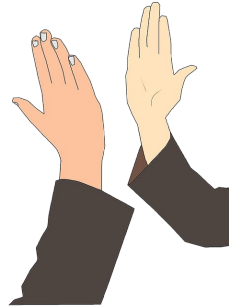


Park's High-Leverage SPSA Strategy:

A sustained focus on our English Learner population.

How it Impacts Students:

Students are more deeply engaged in the **Benchmark Curriculum** and teachers are using the **SMFC ELL Signature Strategies** with students on a regular basis.



Benchmark
EDUCATION®

Park's High-Leverage SPSA Strategy:

A sustained focus on our English Learner population.

How we are Accessing Central Supports:

An additional **reading specialist** and **halftime counselor** were added this year using LCAP funds to ensure that all teachers have sufficient support to provide high-quality Tier 1 instruction to all learners. As well as close **partnership with Ed Services.**



Park's High-Leverage SPSA Strategy:

A sustained focus on our English Learner population.

How we are Measuring our Impact:

San Mateo Park School has seen a **25.2 point rise on 2018 SBAC scores for ELL students** during the last school year. We are excited and hopeful that the data will demonstrate continued acceleration toward the distance from the standard.

We will also **progress monitor using F&P**. We determined baseline data in 18-19.



Sunnybrae

Sunnybrae's High-Leverage SPSA Strategy:

A sustained focus on our English Learner population.

How it impacts teachers:

Year-long professional development is designed from research-based best practices for English learners, as part of **a three-year plan** for professional learning. This is year one of that work. Teachers have time set aside during their contracted day to design lessons based on new learning. Teacher progress will be measured annually through the **English Learner Review of Services**.



Sunnybrae
Elementary School

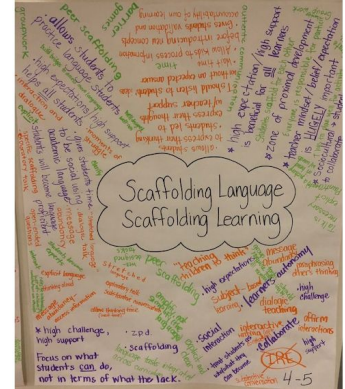
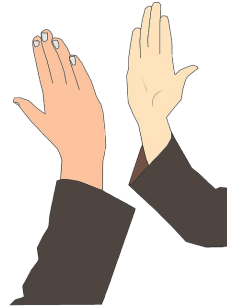
An Authorized International
Baccalaureate World School

Sunnybrae's High-Leverage SPSA Strategy:

A sustained focus on our English Learner population.

How it Impacts Students:

Students will be more deeply engaged in the **Benchmark Curriculum** and will experience higher academic engagement.



Benchmark
EDUCATION®

Sunnybrae's High-Leverage SPSA Strategy:

A sustained focus on our English Learner population.

How we are Accessing Central Supports:

Coordinator of EL Services will be providing monthly professional development to the staff.

Three TOSAs will be receiving professional development with the classroom teachers.

Coordinator of EL Services will be meeting monthly with the principal and Pedagogical Leadership Team to plan for PD.



Sunnybrae's High-Leverage SPSA Strategy:

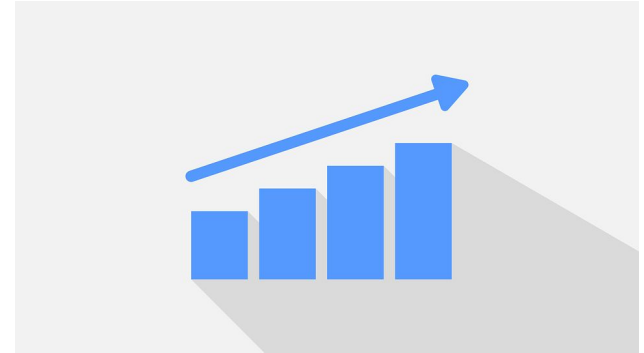
A sustained focus on our English Learner population.

How we are Measuring our Impact:

The “All Student” group is 56.8 points below the standard in English Language Arts on the 2018 SBAC. We expect to see an increase in each student group.

Grade level teams will meet regularly to review formative assessments and plan instruction as a team.

We will progress monitor using F&P. 49% of students are beginning the 2019-2020 school year at grade level.



LEAD

High-Leverage SPSA Strategy:

A focus on Academic Engagement in Tier 1 Instruction

How it impacts teachers:

Teachers will engage in their second year of a 3-day strand of Professional Development in the Benchmark Curriculum tailored to their grade level needs.

TOSAs will support new and veteran teachers in grade level teams with implementing Benchmark in a balanced literacy framework.

Explicit efforts will increase family participation in classroom learning and school events to support student engagement in academics.



lead

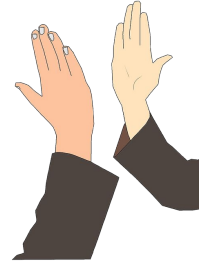
High-Leverage SPSA Strategy:

A focus on Academic Engagement in Tier 1 Instruction

How it Impacts Students:

Students will be more deeply engaged in the Benchmark Curriculum and teachers will use the **SMFC ELL Signature Strategies** and **Morning Meeting** with students on a regular basis.

Wellness and Family Engagement efforts will provide important social-emotional supports for students to engage in rigorous learning.



High-Leverage SPSA Strategy:

A focus on Academic Engagement in Tier 1 Instruction

How we are Accessing Central Supports:

Benchmark training and the release time necessary for collaboration will be funded through LCFF Supplemental Funds.

Three TOSAs provide balanced MTSS supports.



High-Leverage SPSA Strategy:

A focus on Academic Engagement in Tier 1 Instruction

How we are Measuring our Impact:

Grade level teams will meet regularly to review formative assessments and plan instruction as a team.

We will **progress monitor** student achievement and engagement using:

- F&P
- CHKS
- School attendance
- Family attendance at school events and parent-teacher conferences
- Behavior referrals



Fiesta Gardens

Fiesta Gardens High-Leverage SPSA Strategy:

Focusing on differentiating student learning in mathematics in a dual-immersion program.

How it Impacts Teachers: Led by the Principal and site math coach, teachers will engage in **cycles of inquiry** around mathematics teaching and learning for bilingual students. Using student work and assessment samples, teachers will plan and develop lessons and units based on individual student data.

Our district-adopted math curriculum provides a foundation for teachers to develop and implement **signature math strategies** to support the diversity of learners, languages and background knowledge, while ensuring access to rigorous, engaging instruction in Spanish.



**FIESTA GARDENS
INTERNATIONAL
SCHOOL**

A California Distinguished School

Fiesta Gardens High-Leverage SPSA Strategy:

Focusing on differentiating student learning in mathematics in a dual-immersion program.

How it Impacts Students:

Students will **deepen their conceptual understanding** of grade-level mathematics as they engage in relevant and purposeful math tasks in Spanish. Students will work individually and in teams as they **persevere** through math problems, develop **flexibility with numbers** and develop a **growth mindset** about their math ability.



Fiesta Gardens High-Leverage SPSA Strategy:

Focusing on differentiating student learning in mathematics in a dual-immersion program.

How we are Accessing Central Supports:

A half-time bilingual math coach was added to Fiesta Gardens School this year using the **Abbott Complex Block Grant** to ensure that all teachers have sufficient support to provide high-quality Tier 1 instruction. As well as close **partnership with Ed Services**, including facilitation of the Abbott Complex ES Principal PLC.



Fiesta Gardens High-Leverage SPSA Strategy:

Focusing on differentiating student learning in mathematics in a dual-immersion program.

How we are Measuring our Impact:

Fiesta Gardens has seen a **10.8 point rise on 2018 SBAC scores for All students** and a **9.7 point rise for English Learners** during the last school year. With our focus on Tier 1 mathematics and support from our math coach, we should see a continued acceleration toward the distance from the standard.

The Abbott Complex sites will pilot a **Performance-based Mathematics Assessment** to monitor student progress.



Recommendation for Approval

Questions?