



Foster City  
Elementary

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foster City Elementary School	41690396044895	1-18-20	January 21, 2021

## Stakeholder 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

School Site Council members provided input and support on this plan.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Language and Literacy

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

## Goal 1

Increase student achievement in language and literacy, as measured by CAASPP and local reading assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

### Strengths

“Overall” (average) students score 73.6 points above standard proficiency level on the 2018 CAASPP and exceed the district growth target

English Learners score 39.1 points above standard

Students With Disabilities exceeded district growth target on CAASPP

86% of all students met Grade Level Reading Expectations on the 2nd Trimester assessment

Assessment, exceeding district expectation of 65%

### Challenges

English Learners did not meet district growth target (15 point rise) on CAASPP

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"><li>• 18-19 Summative Indicators (eg SBAC)</li><li>• 19-20 for Leading Indicators (RI, F&amp;P)</li></ul>	Expected Outcome <ul style="list-style-type: none"><li>• 19-20 targets for Summative Indicators (eg SBAC)</li><li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li></ul>
SBAC ALL Students Status	73.6 points above	10 points above proficient
SBAC ALL Students Growth	7.5 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	55.5 points above	0 points above proficient
SBAC SED Students Growth	18.7 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	10.1 point rise	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC SwD Growth	18.3 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	72.8 points above	10 points above proficient
SBAC 5th Grade Students Status	91 points above	10 points above proficient
SBAC 8th Grade Students Status	NA	10 points above proficient
Elementary: F&P All Students Status	86% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	73% met change	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Baseline determined 2020-21	80% of students make Expected Growth
Middle: RI All Students Status	NA	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	NA	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	NA	80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Tier I classroom instruction includes a balanced-literacy instructional approach, using Benchmark Advance units as the primary instructional resource, while modifying for distance learning and hybrid learning per health orders. Teachers assess student reading levels in efficient manner, adjusting Tier 1 instruction for any loss of learning that may have occurred during the final trimester of 2019-2020.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Support adult learning through coaching sessions with Language and Literacy Teacher / Reading Specialist	Language and Literacy TOSA .5 FTE	1000-1999: Certificated Personnel Salaries District Funded	62432
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Grade level collaboration at Data Meetings and other times which includes innovation and continuous improvement processes toward meeting language and literacy goals.	Data Meetings - No cost due to distance learning schedule		0
Ongoing assessment using efficient and accurate assessments			
Ongoing professional learning on distance learning practices and identifying essential standards and the instructional resources that support learning	Professional Development Opportunities - registration fees, subs, time cards	None Specified Site LCFF Supplemental A	8000
Implement Distance Learning Support Hub for identified struggling learners	Staffing costs	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	70,000

## Strategy & Supporting Actions 2

### Strategy

Provide struggling readers targeted and intensive support to accelerate their learning.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Struggling readers.

Reading Specialist provides targeted, short-term support for students in grades K-2 who are more than a year behind in expected reading level and for whom classroom interventions are not resulting in expected growth.	Language and Literacy TOSA .5 FTE	1000-1999: Certificated Personnel Salaries District Funded	62432
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## Strategy & Supporting Actions 3

### Strategy

Teachers teach students narrative, informational, and opinion writing using Benchmark Advance as the primary resources for both the content and instructional design.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students.

<b>Supporting Actions</b> Grade level teams will continue to build and share their calibrated writing samples for each trimester using Benchmark prompts and content	<b>Proposed Expenditure Description</b>	<b>Source(s)</b>	<b>Amount</b>
School leadership team will identify an additional writing assignment (narrative, informational, or opinion) at each grade level for process / published writing using Writing Workshop pedagogical approach.	No additional cost to site		
	No additional cost to site		

## Strategy & Supporting Actions 4

### Strategy

Teachers will regularly teach designated ELD to students at the emerging, expanding, and bridging levels of English proficiency, using the Benchmark Advance Designated ELD resources.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

English Learners.

Teachers will continue to use best practices during designated ELD time			
Teachers will explore structures for providing opportunities for designated ELD instruction in both distance learning and hybrid models			0
	No additional cost to site		

## Strategy & Supporting Actions 5

### Strategy

General Education teachers will include students from our special day classes in both academic and non-academic learning opportunities.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students served in Special Day Classes.

<b>Supporting Actions</b> Create structures and systems for inclusion in general education classrooms	<b>Proposed Expenditure Description</b>	<b>Source(s)</b>	<b>Amount</b>
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Provide professional learning opportunities for both general and special education staff on best practices for inclusion	No additional cost to site		
Create structures and systems for inclusion in general education classrooms, both hybrid and DL	No additional cost to site		

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Mathematics

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

## Goal 2

Increase student achievement in language and literacy, as measured by CAASPP and local assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

### Strengths

Overall, our students scored 76.3 points above standard proficiency level on the 2018 CAASPP ELs, SwD and SED students all met growth targets

### Challenges

Monitoring performance data during pandemic

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"><li>• 18-19 Summative Indicators (eg SBAC)</li><li>• 19-20 for Leading Indicators (RI, F&amp;P)</li></ul>	Expected Outcome <ul style="list-style-type: none"><li>• 19-20 targets for Summative Indicators (eg SBAC)</li><li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li></ul>
SBAC ALL Students Status	76.3 points above	10 points above proficient
SBAC ALL Students Growth	7.9 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	48.5 points above	0 points above proficient
SBAC SED Students Growth	49.1 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	16.2 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	29.4 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	94.6 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC 5th Grade Students Status	64.9 points above	10 points above proficient
SBAC 8th Grade Students Status	NA	10 points above proficient

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Teachers teach common core mathematics, focusing on the mathematical practices, using the the district adopted curriculum as well as engaging and challenging rich math tasks and technology to accelerate learning for all students.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Professional learning at staff meetings will focus on increasing opportunities for students to engage in rich math tasks and other instructional routines that yield more student thinking and sense making, as well as purposeful and elaborated classroom talk	no additional cost to site		
Ongoing participation in counting collections for teachers in grades k-3.	no additional cost to site	District LCFF Supplemental C	
Teachers collaborate during Wednesday collaboration days, identifying challenging, common core-aligned math tasks (MARS tasks, SFUSD Math Curriculum, etc) in order to engage all students in deeper mathematical learning for students at all levels.	No expense since time is within workday		
Students have access to IXL and other online resources for practice and reinforcement	Online subscription	0001-0999: Unrestricted: Locally Defined PTA	7995



## Strategy & Supporting Actions 2

### Strategy

Teachers will teach English Learners the math-related academic language necessary for grade-level math

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

English Learners

Professional learning at staff and data meetings will include opportunities for Integrated ELD strategies during mathematical conversations and other instructional routines that involve discussion	Data Meetings	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	
Teachers collaborate on Wednesdays and attend district professional development opportunities	no additional cost to site		

## Strategy & Supporting Actions 3

### Strategy

General Education teachers will include students from our special day classes in both academic and non-academic learning opportunities

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students served in Special Day Classes

<b>Supporting Actions</b> Create structures and systems for inclusion in general education classrooms	<b>Proposed Expenditure Description</b>	<b>Source(s)</b>	<b>Amount</b>
Provide professional learning opportunities for both general and special education staff on best practices for inclusion	See expenditure in Goal 1, Strategy 1, Action 1		
Create structures and systems for inclusion in general education classrooms	No additional cost to site.		

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Wellness

## LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

## Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

## Identified Need

Students need to develop emotional regulation and conflict management techniques through direct instruction, common vocabulary and positive support from our teachers and staff members.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey-Grade 5		met expectation
California Healthy Kids Survey-Grade 5		met expectation
California Healthy Kids Survey-Grade 5		met expectation
California Healthy Kids Survey-Grade 5		met expectation
California Healthy Kids Survey-Grade 5		Area of growth
California Healthy Kids Survey-Grade 5		Area of growth
		Area of growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

Strategy

Full-time school counselor will lead schoolwide effort to address the social-emotional learning needs of students

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Full-time school counselor will provide classroom Tier 1 instruction using district adopted SEL program during in-person and distance learning	Full time counselor	1000-1999: Certificated Personnel Salaries Other	100,000
Counselor will lead teachers in SEL professional learning during collaboration and staff meeting times	no expense		

## Strategy & Supporting Actions 2

### Strategy

Provide Tier 2 counseling to students with social, emotional and behavioral needs that are not adequately addressed during Tier 1 instruction or in-class interventions

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Group and individual therapy sessions	Youth Services Bureau	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	6493
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## Strategy & Supporting Actions 4

### Strategy

Teachers and Leaders will use strategies and common expectations during instructional time and recess, based on the Positive Behavior Intervention and Support systems

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Ongoing professional learning and team planning to encourage positive student behavior across the school.	Release time for planning. Professionally Develop new strategies and learning through attending the local PBIS conference.	1000-1999: Certificated Personnel Salaries Donations	2,000
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Family Engagement

## LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

## Goal 4

Strengthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

## Identified Need

Improving family school partnerships to support students academic and social emotional needs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2019 EVS Survey Outcome Factor - Involvement	Average 99.6	NA
Spring 2019 PTA School of Excellence Survey "Our School Shows respect tot all families regardless of differences"	Always or Frequently - 91%	NA
Spring 2019 PTA School of Excellence Survey "Our School provides clear, two-way conversations about student progress or needs	Always or Frequently - 79%	NA
Spring 2019 PTA School of Excellence Survey "Our School Helps families understand how they can support their child's learning"	Always or Frequently - 80%	NA
Spring 2019 PTA School of Excellence Survey "Our School includes students as active participants in discussion or expectations and work quality	Always or Frequently - 60%	NA

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Align site practices with district communication committee's recommendations for school and classroom communication

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Professional learning during staff meetings on classroom-level communications following district guidelines	No additional cost to site.		
Site will update school calendar and web page regularly with important information	No additional cost to site.		
Principal will send regular clear and concise communications to community	No additional cost to site.		
Engage parent community to help design pandemic response communication strategy			

# 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:

2 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Patrick Hurley	Principal
Jill Robertson	Classroom Teacher Parent or Community Member
Jeff Rehling	Classroom Teacher
Jadelyn Chang	Classroom Teacher
Amanda Goll	Principal
Grace Chang	Other School Staff
Deepti Jain	Parent or Community Member
Alison Proctor	Parent or Community Member
Ryan Lee	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 1-8-2021.

Attested:

Handwritten signatures in blue ink. The top signature is 'P. Hurley' and the bottom signature is 'Grace Chang'. A horizontal line extends from the 'P. Hurley' signature to the right, pointing towards the first signature box.

Principal, Patrick Hurley on 1-8-2021
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SSC Chairperson, Grace Chang on 1-26-2021
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