

School Year: **2020-21**



MEADOW HEIGHTS
ELEMENTARY SCHOOL
SAN MATEO - FOSTER CITY SCHOOL DISTRICT

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
Meadow Heights Elementary School	41690396044960	January 14, 2021	

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Stakeholder Involvement 2
- Goals, Strategies, & Proposed Expenditures..... 3
 - Goal 1..... 3
 - Goal 2..... 7
 - Goal 3..... 9
 - Goal 4..... 11
- School Site Council Membership 13
- Recommendations and Assurances 14

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

Teachers: 5/20/21, 1/12/21
English Language Advisory Committee: 6/3/20, 1/13/21
School Site Council: 1/14/21

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: On SBAC all students are 10.6 points above proficient. On SBAC all students grew 6.6 points. English Learners on SBAC grew 8.6 points. 3rd Graders on SBAC are 13.9 points above standard. 5th graders on SBAC are 7.7 above standard.

Challenges: SED Students are -44.2 points below proficient and also experienced a decrease of -2.7 points.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	<ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	10.6 above	10 points above proficient
SBAC ALL Students Growth	6.6 rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-44.2 below	0 points above proficient
SBAC SED Students Growth	-2.7 decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	8.6 rise	15 points rise in average distance from proficient
SBAC SwD Growth	39.5 rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	13.9 above	10 points above proficient
SBAC 5th Grade Students Status	7.7 above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC 8th Grade Students Status	N/A	10 points above proficient
Elementary: F&P All Students Status	69% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	64% met	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	N/A	80% of students make Expected Growth
Middle: RI All Students Status	N/A	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	N/A	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	N/A	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

Teachers teach ELD standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons in leveled EL groups during in--person or distance learning.

Students to be Served by this Strategy

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

All students including English Learners will be served by this strategy.

Teachers will participate in professional development around best practices in English Language Development, (ELD) provided by SMFCSD. Teachers will use district curated ELD and DELD curriculum in person and virtually.	No cost to the site		
--	---------------------	--	--

Strategy & Supporting Actions 2

Strategy

Teachers use Benchmark curriculum to provide differentiated balanced literacy instruction to all students in person and or during distance learning. Teachers and specialists deliver Tier I and Tier II reading support based on student assessment data in person and or during distance learning. Teachers teach ELD standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons to leveled EL groups in person and or during distance learning. Teachers provide leveled reading groups teaching reading strategies and foundational skills in school and/or during distance learning.

Students to be Served by this Strategy

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

All students including English Learners and Students w/Disabilities

Language and Literacy TOSA will provide support to teachers on best practices for small group reading instruction, teaching reading strategies, and foundational skills. She will support teachers in analyzing student reading assessments and planning instruction based on student needs.	1.5 FTE Language and Literacy TOSA	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	173,425.00
Teachers will participate in virtual meetings to review reading assessment data and create action plans for reading instruction during staff meetings and team meetings.		None Specified Site LCFF Supplemental A	
Language and Literacy TOSA will demonstrate reading instruction lessons for teachers virtually. The intervention will be provided virtually for students by the Language and Literacy TOSA.		1000-1999: Certificated Personnel Salaries	0

Strategy & Supporting Actions 3

Strategy

Teachers will provide high engagement tasks at a variety depth of knowledge to ensure rigor and providing continuous communication about the expectation to students in school and/or during distance learning.

Students to be Served by this Strategy

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

All students including English Learners and Students w/Disabilities

Teachers will participate in professional development around using the Benchmark Advance curriculum virtually.	No additional cost to site		0
Teachers will work in grade level and cross grade level teams on best practices for using virtual curriculum	No additional cost to site		0

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 Mathematics, 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: All students on SBAC are 1.8 points above standard and this is an 18.2 point rise. SED students experienced a 15.6 point rise on SBAC. English Learner students experienced a 31.8 point rise in mathematics. 3rd Grade students had 26.5 points above standard.

Challenges: SED students are -43.6 points below standard and 5th Grade students are -37.8 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ALL Students Status	1.8 above	10 points above proficient
SBAC ALL Students Growth	18.2 rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-43.6 below	0 points above proficient
SBAC SED Students Growth	15.6 rise	15 points rise in average distance from proficient
SBAC EL Students Growth	31.8 rise	15 points rise in average distance from proficient
SBAC SwD Growth	30.3 rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	26.5 above	10 points above proficient
SBAC 5th Grade Students Status	-37.8 below	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	<ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC 8th Grade Students Status	N/A	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 provide strategies that challenge all learners in rigorous tasks that require students to explain their mathematical reasoning using specialized academic language in school and/or during distance learning.

Students to be Served by this Strategy

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

All students including English Learners and Students w/Disabilities

A Math Coach will provide professional development on best practices for math instruction during in-school or distance learning. The math coach will provide additional math resources for distance learning for staff and families supporting students during distance learning.	.33 FTE Math TOSA	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	46,695.00
Teachers will participate in math professional development. Teachers will observe math lessons by the Math Coach and discuss the lesson. Teachers will receive input and feedback from the Math Coach.	Substitute Cost	None Specified Low Performing Student Block Grant	

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 be engaged in school during in-person or distance learning with time focused on developing positive social emotional relationships with students and adults.

Identified Need

5th grade data from the CA Healthy Kids Survey Data showed that: 70% school contentedness, 65% caring adults in school, 63% social emotional learning supports, 75% feel safe at school in 2019-2020.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey Data	5th-grade data from the CA Healthy Kids Survey Data showed that: 70% school contentedness, 65% caring adults in school, 63% social emotional learning supports, 75% feel safe at school in 2019-2020	

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 will teach Life Skills through children's literature, Soul Shoppe virtual assemblies, Mindfulness practices w/the school counselor, following Responsive Classroom Practices, and the systems of PBIS with students to support high levels of school engagement and positive social-emotional relationships with students and adults. Best practices around health and safety around Covid-19 will be taught with students in-person or during distance learning.

Students to be Served by this Strategy

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

All students

Students will participate in four virtual Soul Shoppe assemblies through distance learning. Assemblies will focus on life skills and adapting it to distance learning.	Program Cost	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	5000.00
The school's CARE team will meet to review student and staff needs to plan outcomes and next steps for needed support.	No additional cost to site		0
Teachers will start each day with a Morning Meeting to focus on the social-emotional well-being of students during in-person or distance learning.	No additional cost to site	None Specified Other	
A school counselor will provide virtual individual and group support to students who need additional social-emotional support.	.5 FTE School Counselor	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
A psychologist intern will provide virtual individual support for students who need additional social-emotional support.	.25 FTE YSB Intern Counselor	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
The school counselor will provide virtual Mindfulness lessons across a grade levels.	See Cost above for Counselor		
Continue implementation of PBIS School Wide during in-person or distance learning.	Teacher Time Card, literature, awards	4000-4999: Books And Supplies Site LCFF Supplemental C	1000.00
Half Time Inclusion TOSA will engage staff with inclusion best practices to provide all with supports from small group work, providing professional development to classified SPED staff, and guiding teachers in a variety of settings.	.5 INCLUSION TOSA	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	60000.00

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, 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 during in-person and distance learning.

Identified Need

10-15 parents attend attend ELAC meetings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Virtual Participation for ELAC meetings	10-15 parents	maintain and increase by 5-10 families
Virtual PTA meetings	15-20 parents	maintain and increase by 5-10 families
Principal Coffee Chats	15-20 parents	maintain and increase 5-10 families

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

The Teachers and Principal will engage with families to make decisions, support, encourage, monitor, and advocate on behalf of their students to excel academically and social emotionally.

Students to be Served by this Strategy

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

All Students

Virtual Back to School Night for all grade levels with the classroom teacher and	No additional cost to site		
--	----------------------------	--	--

another Back to School Night with the Principal virtually.			
ELAC meetings held virtually with district support.			
Student-Led conferences where students explain to their families about the learning throughout the school year.	No cost to site		
Teacher-parent virtual conference where teachers communicate with families about student progress and areas of needed growth academically and socially emotionally.	No cost to site		
Bilingual School Community Worker to support link from school to home with families and teachers in school and/or during distance learning.	.20 FTE Community Worker	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	21,345.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Stephanie Fraumeni	Principal
Jen Kawakami	Classroom Teacher
Diana Harris	Parent or Community Member
Marjan Wells	Other School Staff

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.

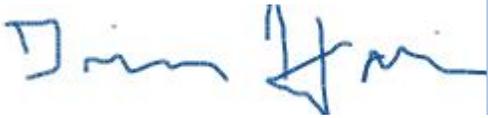
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 14, 2021.

Attested:



Principal, Stephanie Fraumeni on January 14, 2021



SSC Chairperson, Diana Harris on January 8 14 2021