



# 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
San Mateo Park Elementary School	41690396044986	January 22, 2021	February 4, 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..... 10

    Goal 4..... 13

    Goal 5..... 15

School Site Council Membership ..... 16

Recommendations and Assurances ..... 17

## 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

As part of the planning process for this SPSA/Annual Review and Update the school consulted with the staff for input and feedback on December 8th. The school consulted with PTA for input on January 14th and ELAC for input and feedback on January 12th. School Site Council had the opportunity to meet for input and feedback on December 9th.

# 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, Galileo, 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: -SBAC all students grew 3.8 points

- SBAC SED students had a 1.9 rise
- ELD Coaching with planning time
- SBAC 5th grade data grew 36 points

Challenges: -EL students saw a 3.9 point decline

- EL students decreased by 3.9 points
- SBAC 3rd grade data demonstrates -74.5 points below standard

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected 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>	<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	-38.6 points below	10 points above proficient
SBAC ALL Students Growth	3.8 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-52.7 points below	0 points above proficient
SBAC SED Students Growth	1.9 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	-3.9 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	-0.8 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-74.5 points below	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	-2.1 points below	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Elementary: F&P All Students Status	46% met grade level benchmark	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	43% met change	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		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		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 four times a week to leveled English Learner groups

### Students to be Served by this Strategy

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

English Learners

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	2.0 Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	269,707.00
		1000-1999: Certificated Personnel Salaries District Title I	136,519.00

Principal & Language and Literacy TOSA observations and feedback and monitoring of teachers	No additional cost to site		0
Principal observations and feedback, monitoring of Language and Literacy TOSA	No additional cost to site		0
Principal will define staff meeting PD, Scope & Sequence	No additional cost to site		0

## Strategy & Supporting Actions 2

### Strategy

Teachers provide leveled reading groups daily teaching reading strategies and foundational skills

### Students to be Served by this Strategy

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

All students

Teacher participate in Data Meetings and Professional Development in staff meetings	timecards, sub costs	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	4,500.00
Teachers will visit exemplar classrooms	sub costs	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Teachers will participate lesson study in grade level teams	sub costs	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Reading Specialist Coaching TK-2 and 3-5 Reading Specialist TK-5 working with students	see ToSA costs above in Strategy 1	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	0
		1000-1999: Certificated Personnel Salaries District Title I	0
Leadership will define staff meeting PD, Scope & Sequence	no additional cost to site		0
Principal & Reading Specialist will observe and give feedback and monitoring of teachers	No additional cost to site		0

## Strategy & Supporting Actions 3

### 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

### Students to be Served by this Strategy

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

All students

Teachers will participate in PD in staff meetings	No additional cost to site		0
Site visits to other classrooms	Subs. No additional cost to site	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Lesson Study in grade level teams	Subs. No additional cost to site	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	0
Reading Specialists Coaching and working with students K-2 and 3-5	see ToSA costs above in Strategy 1		0
Language and Literacy TOSA for coaching and working with students	see ToSA costs above in Strategy 1		0
Principal will define staff meeting Professional Development, Scope & Sequence	No additional cost to site		0
Principal, Reading Specialist, and ELD Coach observations and feedback and monitoring of teachers	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, Galileo, 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 made a 10.6 raise on SBAC

- SBAC data shows that EL students made a 5 point rise
- SBAC data shows that SED students made a 9 point rise

Challenges: -Students are still -47.8 points below standard

- SED students are still 63.4 points below standard on the SBAC
- 3rd grade students are 46.2 points below standard on the SBAC
- 5th grade students are 61.3 points below standard on the SBAC

## 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	-47.8 points below	10 points above proficient
SBAC ALL Students Growth	10.6 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-63.4 points below	0 points above proficient
SBAC SED Students Growth	-2.3 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	5 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	9 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-46.2 points below	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	-61.3 points below	10 points above proficient
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 strategic strategies that challenge all learners in rigorous tasks (MARS)

### Students to be Served by this Strategy

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

All students

Teachers participate in professional development during staff meetings	No additional cost to site.		0
Teachers are released to visit other classrooms in the district that are participating in the block grant	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Teacher are provided release time for observation, feedback, and collaboration with grade level peers	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0

## Strategy & Supporting Actions 2

### Strategy

Teachers' lessons include many opportunities for students to explain their mathematical reasoning using specialized academic language and hands-on activities such as Counting Collections to align EnVision Math.

### Students to be Served by this Strategy

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

All students

Teachers participate in professional development during staff meetings	No additional cost to site.		0
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Teachers participate site visits to other classrooms in the district that are participating in the block grant	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Teachers are released so leadership can provide observation, feedback, and collaboration with grade level peers	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Teachers are trained in Counting Collections for 3rd grade from San Mateo County Office of ELMI Project	Sub costs, teacher salaries. No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	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

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

Strengths: -A high percentage of students feel connected to school and staff

Challenges: -Chronic absenteeism

- Parents need more information about how their students are performing
- Teachers report needing to spend more time teaching school-wide structures that support positive learning environments
- Parents need more information about how their students are doing in learning English and reclassification procedures
- Students do not yet feel comfortable participating in class

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	English Learners 6.6% Chronically absent - increased 0.8%	English Learners - declined 1.5%
Chronic Absenteeism	Hispanic 9.4% Chronically absent - increased 1.5%	Hispanic - declined 2.0%
Chronic Absenteeism	Socioeconomically Disadvantaged 9.6% Chronically absent - declined 0.5%	Socioeconomically Disadvantaged - declined 1.5%
California Healthy Kids Survey	A high percentage of students feel connected to school and staff - 71%	A higher percentage of students feel connected to school and staff - 80%

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 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.

### Students to be Served by this Strategy

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

All students

New teachers will be trained in school-wide PBIS structures through offerings from the district office	no additional cost to site.		0
PBIS team will meet over the summer to create observation and feedback tools. These tools will be used with teachers who need additional classroom management support. PBIS team will review the check-in check-out system regularly to ensure effectiveness.	Training costs.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	1,000.00
Training - Teachers will be trained in the Responsive Classroom focusing on the Morning Meeting and supported by the PBIS handbook.	Training costs. No cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	

## Strategy & Supporting Actions 2

### Strategy

Students exhibiting Tier 3 behavior and needing mental health support will receive the help they need from our school psychologist, school counselor, and Art Therapy Intern

### Students to be Served by this Strategy

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

Students exhibiting Tier 3 behavior

Observation and feedback - the school psychologist will provide observations for students who are exhibiting Tier 3 behavior	no additional cost to site.		0
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School counselor will provide support to students.	.5 School Counselor (2.5 days a week) plus .4 Art Therapy Intern (2 days a week)	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	0
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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 child's academic and social-emotional growth in alignment with the school.

## Identified Need

Teachers will plan to create school wide events that encourage all families to attend, participate and have a link to learning

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Collect sign-in sheets to ensure parents attend Family Engagement events.	At least 25% of students and their families have attended each of the Family Engagement events this year	Increase expected families attending Family Engagement events by 15%.

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 and staff will engage and empower families to make decisions, support, encourage, monitor, and advocate on behalf of their students.

### Students to be Served by this Strategy

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

All students and families

ELAC Engagement meetings	Provide translation and meeting services.	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	3,500.00
Increase School Office Assistant position by one	3.35 hours classified		5,651.00

hour to support families with language support			
Family Engagement meetings	Provide translation and meeting services.	5000-5999: Services And Other Operating Expenditures Site Title I	1,605.00
Parents will be supported during Back to school night to support student learning, encourage and monitor student progress.	No additional cost to sites.		0
Parents will be supported during Math Night & Science Night to encourage and monitor math and science progress	No additional cost to sites.		0
International Feast empowers families and recognizes the cultural diversity of our school.	No additional cost to sites.		0
Parents will be supportive during Reading in a Winter Wonderland, I love Reading, and Literacy Night to support and be an advocate regarding reading instruction.	No additional cost to sites.		0
Teachers, students and families are working collaboratively to use Summer Reading Plans and Weekly Reading Logs to support, monitor, and encourage student achievement and continuous improvement.	No additional cost to sites.		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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

**Students to be Served by this Strategy**  
(Identify either All Students or one or more specific student groups)

# 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
Cristina Haley	Principal
Robin Parsons-Gee	Classroom Teacher
Laura Kerkhoff	Classroom Teacher
Gina Johnstone	Classroom Teacher
Mercedes Navarro	Other School Staff
Shelly D'Souza	Parent or Community Member
Becca Duran	Parent or Community Member
Erin Cardenas	Parent or Community Member
Monica Tello	Parent or Community Member
Janet Manson	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**



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 January 14, 2021.

Attested:



Principal, Cristina Haley on January 22, 2021



SSC Chairperson, Robin Parsons-Gee on January 22, 2021