



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
Fiesta Gardens International School	41-69039-6044887	May 4, 2023	June 22, 2023

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)

Additional Targeted Support and Improvement
As a school identified for Additional Targeted Support and Improvement (ATSI), Fiesta Gardens 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 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 Fiesta Gardens has met the ESSA requirements for the [[ATSI program or 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.

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

Stakeholder involvement was included in the development of the SPSA during ELAC Meetings, SSC Meetings, Staff Meetings, Parent Community Meetings. We met several times to discuss data, strategies, and prioritized actions to support SPSA.

DELAC - 9/8/23 - 10/13 - 11/10 - 1/12 - 2/16 - 3/16 - 4/13 - 5/4 - 5/11 - 6/1

SSC - 9/27 - 10/11 - 11/1 - 11/8 - 12/19 - 2/21 - 4/26 - 5/4

ELAC - 10/27 - 12/19 - 3/2 - 5/4

PTA - 5/4

ACADEMIC TEAM - 9/11

STAFF MEETING - 5/9

Approval Meeting date: May 4, 2023

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School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	0.2%	0.47%	0.76%	1	2	3
Filipino	%	%	0%			0
Hispanic/Latino	82.2%	82.03%	81.57%	382	347	323
Pacific Islander	0.9%	0.47%	0.51%	4	2	2
White	13.1%	12.29%	11.62%	61	52	46
Multiple/No Response	3.4%	4.49%	4.55%	16	19	18
	Total Enrollment			465	423	396

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	71	62	63
Grade 1	92	66	57
Grade 2	73	88	62
Grade3	75	69	82
Grade 4	76	70	65
Grade 5	78	68	67
Total Enrollment	465	423	396

Data Statements: Strength

1. We started recruiting for kinder earlier for our program at Turnbull and we are trying to add a TK class

Data Statements: Challenges

2. We have reduced a preschool on campus and it is currently a Fee Based program

Why are we getting these results?

3. Many families are moving out of the area

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	173	206	180	37.2%	48.7%	45.5%
Fluent English Proficient (FEP)	58	50	62	12.5%	11.8%	15.7%
Reclassified Fluent English Proficient (RFEP)	0	12	18	0.0%		

Conclusions based on this data:

1. We increased our number of students from 22-23 to 18 students being reclassified
2. We increased by 6 reclassifying students from 21-22
3. We changed practices of using the Reading Inventory instead of the Spanish Reading Levels F&P.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	35%				5 percentage	40%
3 rd	31%				5 percentage	36%
5 th	44%				5 percentage	49%
All English Learner/Multilingual Students	14.44%				10 percentage points	24.44%
Special Education	16.67%				10 percentage points	26.67%
Socio-Economically Disadvantaged	24.24%				10 percentage points	34.24%
Black/AA						
Filipino						
Hispanic/Latino	29%				10	39%
Native Hawaiian						
White	70%				5 percentage	75%
English Learner	0%				10	
RFEP	70%				5 percentage	75%

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	34%				5 percentage	39%
3 rd	48%				5 percentage	53%
5 th	22%				5 percentage	27%
All English Learner/Multilingual Students	15.38%				10 percentage points	25.38%
Special Education	33.33%				10 percentage points	43.33%
Socio-Economically Disadvantaged	18.18%				10 percentage points	28.18%
Black/AA						
Filipino						
Hispanic/Latino	26%				10	36%
Native Hawaiian						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
White	80%				5 percentage	85%
English Learner	0%				10	
RFEP	40%				5 percentage	45%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students						
All English Learner/Multilingual Students	0%				10 percentage points	
Special Education	0%				10 percentage points	
Socio-Economically Disadvantaged	16.13%				10 percentage points	26.13%
Black/AA						
Filipino						
Hispanic/Latino	7.14%				10	17.14%
Native Hawaiian						
White	25%				5 percentage	30%
English Learner	0%				10	
RFEP	50%				5 percentage	55%

District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	51.79%				10 percentage points	61.79%
Middle School Long Term English Learners (LTELs)					10 percentage points	

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		42%	52.59%		5 percentage	47%
1 st		54.84%	75.44%	96.49%	5 percentage	59.84%
3 rd		40%	37.97%	42.50%	5 percentage	45%
All English Learner/Multilingual Students		17.06%	38.34%		10 percentage points	27.06%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Special Education		31%	32.14%		10 percentage points	41%
Socio-Economically Disadvantaged					10 percentage points	
Black/AA						
Filipino						
Hispanic/Latino		36%	48.89%		10	46%
Native Hawaiian						
White					5 percentage	
English Learner		16%	31.76%		10	26%
RFEP		50.00%	86.96%		5 percentage	55%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		78.80%	60.16%		80%	158.8%
3 rd		75.90%	51.95%			
5 th		80.60%	87.10%			
English Learner/Multilingual Students		69.32%	46.75%			
Middle School Long Term English Learners (LTELs)						
Special Education		58.62%	58.62%			
Socio-Economically Disadvantaged			50.00%			

Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)						

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	0.58				20%	

Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	20.5%	21.97%	26.09%		50%	1025%
All English Learner/Multilingual Students					50% reduction	

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Special Education	27%	13.33%	16.67%		50%	13.5%
Socio-Economically Disadvantaged	25.7%		30.00%		50% reduction	12.85%
Black/AA						
2+ more			27.78%			
Filipino						
Hispanic/Latino	21.3%	21.70%	26.58%		50%	10.65%
Native Hawaiian						
White	17.3%	21.18%	22.92%		50%	8.65%
English Learner	24.6%	21.67%	30.86%		50%	12.3%
RFEP					50%	

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	11.60%				50%	5.8%
All English Learner/Multilingual Students					50% reduction	
Special Education	23.08%				50% reduction	11.54%
Socio-Economically Disadvantaged	12.68%				50% reduction	6.34%
Black/AA						
Filipino						
Hispanic/Latino	11.30%				50%	5.65%
Native Hawaiian						
White	10.95%				50%	5.47%
English Learner	12.44%				50%	6.22%
RFEP	8.33%				50%	4.16%

CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree

Feel Connected to School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd					5 percentage	
4 th	70%				5 percentage	75%
5 th	80%			72%	5 percentage	85%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd					5 percentage	
4 th	68%				5 percentage	73%
5 th	67%			67%	5 percentage	72%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 rd					5 percentage	
4 th	90%				5 percentage	95%
5 th	96%			78%	5 percentage	100%

Data Statements: Strength

- In Literacy:
 RFEP students ranked 70% performance
 White students ranked 70% performance
 In Math:
 White students ranked 80% performance
 3rd grade students ranked at 48% performance higher than 5th grade and other significant groups

ELA Benchmark
 * All students and English Learner groups Met and Exceeded went up 10%. RFEP student moved 36%.

Math Benchmarks
 All 5th-grade groups saw an increase of 7% meeting and exceeding standards.

Chronic Absenteeism
 Students with Disability group's chronic absenteeism has declined by 11%

Data Statements: Challenges

- In Literacy the following subgroups are scoring below 30%:
 EL students ranked at 14.44%
 SWD students ranked at 16.67%
 SED students ranked at 24.24%

In Math the following subgroups are scoring below 35%:
 EL students ranked at 15.38%
 SWD students ranked at 33.33%
 SED students ranked at 18.18%

ELA Benchmark
 3rd grade had a slight decrease of 3% Met and Exceeded standard.

Math Benchmark
 *The EL student group declined by 23% meeting and exceeding standards.

Chronic Absenteeism
 All student groups except SWD increased in Chronic Absenteeism

Planning Statements

3. This year, grade levels are participating in year long professional development and coaching in specific focus areas. K-2 will focus on early literacy, 3rd grade is focused on mathematics, and 4-5 is focused English Language Development. All grades will provide small group intervention during the school day in the area of literacy.

Fidelity to the Aprendo Leyendo K-2 literacy program with students. Small group literacy instruction daily. Increase participation for target groups using the Intervention Programs Footsteps2Brilliance and ST Math. Improve attendance for target groups through Attendance Matters Flyers, personalized contact with families, and incentives for student attendance improvement. The school will create a plan to support regular attendance among subgroups who have chronic absenteeism.

Literacy TOSA will support significantly below grade level students in English Language Arts. Grade-level collaboration that is academic and data-driven will continue to be a focus to support students in ELA Mathematics. A system of SSTs is in place to support student academic needs.

SOA will work to keep track and communicate with parents for students that have 5 or more absences. Parent meetings will be conducted that includes the importance of attendance and collaboration with families to connect them to resources.

Systems will be put in place to ensure that CHS survey is given by all grades in the Spring 2024,

Math TOSA will work with 3rd to 5th grade teachers in implementation of ZEARN with Spanish Language Supports.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 8th 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 ("Aprendo Leyendo")	District-provided curriculum.	District Central funding	
MTSS, Tier 1: Support PK-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Site-provided substitute to release teachers for peer observations with Foundational Literacy ToSA. Summer PD paid for by district.	1000-1999: Certificated Personnel Salaries Site Supplemental	4,625
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). 2 Literacy & Language Tosa's	District-provided 2.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	290,129.00
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.	District Central funding	
MTSS, Tier 1 & 2: Provide additional teacher professional development and planning in key instructional strategies and content	Teacher extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	11,000
MTSS Tier 1: Implement school curriculum, practices, and actions, supported by staff and professional development, that builds culturally responsible classrooms and school-wide culture.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources	District Central funding	
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	District Central funding	

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 identified in ATSI: Students with IEPs.	Teacher extra time for data meetings, inquiry and planning (\$4158) Teacher and para-educator extra time for after-school student intervention and support (\$3250) Includes district-provided programs, materials and resources	District Central funding	7,408
MTSS Tier 1 & 2: Provide additional para-educator support for language and literacy instruction in Kindergarten	Para-educator staffing	2000-2999: Classified Personnel Salaries Site Supplemental	30,988.00
MTSS Tier 1 & 2: Provide additional para-educator support for language and literacy instruction	Para-educator staffing	2000-2999: Classified Personnel Salaries Site PTA	18,000
MTSS Tier 1 & 2: Provide para-educator support for digital literacy instruction	Para-educator staffing	2000-2999: Classified Personnel Salaries Site PTA	51,000
MTSS Tier 1 & 2: Provide I-station Licenses to support phonics awareness and development for students.	400 student licenses	5000-5999: Services And Other Operating Expenditures District Central funding	14,000
MTSS Tier 1 & 2: Provide additional literacy supports, resources, and materials: LEER Program; Library & Media Center materials; Reading Buddies	LEER Program (\$750); Library & Media Center materials (\$3,000); Reading Buddies (\$275)	4000-4999: Books And Supplies Site PTA	4,025
Dual Immersion Consultant - Rosa Molina to support the development of the guiding principles for dual immersion implementation	Consultant contract	5800: Professional/Consulting Services And Operating Expenditures District Central funding	10,000.00
MTSS Tier 2: Provide Incoming Kindergarten Summer Jump Start program 2 weeks X 4hours	Certificated Staff extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	3,000
MTSS, Tier I and II Implement MTSS CARE Team to oversee and provide tier II and tier III academic, behavior, and social emotional supports as well as case management and guidance for students in SST process. Targeting specific groups identified in ATSI, students with IEP's.	District PD resources		
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math	District-provided materials and resources		

curricula, EngageNY/Zearn, and teacher guidance materials.		District Central funding	
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	District Central funding	
MTSS, Tier 1: Support 4th & 5th grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials and resources	District Central funding	
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students--focused on grades 4th/5th. Targeting specific groups identified in ATSI with IEP's.	District-provided materials and resources	District Central funding	
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.	District Central funding	
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.	District Central funding	
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)	District-provided materials and resources	District Central funding	
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Support 4-5th staff to participate in summer and school-year professional development to deepen implementation of TWIG Science curriculum.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Implement LEGO Education modules and include Stipend for Lego Champions	District-provided materials and resources	District Central funding	
STRATEGY: Expand Visual and Performing Arts Programming			

MTSS Tier 1: Implement Art 4schools, visual arts program for all classrooms.	District provided resources	District Central funding	
STRATEGY: Expanded Pre- Kindergarten and After School Programing			
Collaborate with designated district leaders for pre-kindergarten to align pre-k and k literacy and math programs so that all students are ready for grade level kindergarten learning	site identified staff	District Central funding	
Collaborate with designated district leaders for afterschool programing to ensure targeted academically struggling students are enrolled in the ASP	District-provided resources	District Central funding	
Collaborate with designated district leaders for transitional kindergarten to align TK, K, literacy and math programs so that students are ready for grade-level kindergarten learning.	District/Site provided resources	District Central funding	
STRATEGY: New School Design Initiative			
Build site and district new school design steering committees to engage all stakeholder voices to bring in resources needed to provide opportunities for students in the area of quality early learning (access to TK, pre-K) extended learning day, and academic learning interventions.	District-provided resources	District Central funding	
Engage with a district level new school design steering committee to give input on resources, professional development, and family wrap-around supports needed for students and families to thrive.	District-provided resources	District Central funding	
Complete assets and needs assessments through out the year via a multi-stakeholder site new school design steering committee to determine school resources.	District-provided resources	District Central funding	

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.	Site-identified staff extra-time; meeting and workshop costs for Family Engagement Learning Initiative District-provided resources	5000-5999: Services And Other Operating Expenditures Site Supplemental	950.00
Provide site-based community outreach service specialists, 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.	Site-identified staff 2.0 FTE	2000-2999: Classified Personnel Salaries District Central funding	200,000.00
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.	District-provided resources	District Central funding	
ELAC Parent Engagement (EL Parent Workshops)	Multilingual Families	4000-4999: Books And Supplies Site Supplemental	1,000.00
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Materials and resources, provided by PTA Classroom funds District-provided resources	4000-4999: Books And Supplies Site PTA	13,750
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	Materials and resources, provided by PTA Classroom funds District-provided resources	District Central funding	

Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources	District Central funding	
STRATEGY: Full Service Community School Initiative			
Build site community, school steering committees to engage all stakeholder voices to bring in resources needed to provide opportunities for students in the areas of quality, early learning (access to pre-k, TK), extended learning day, and academic interventions.	District provided resources	District Central funding	
Engage with the district-level community school steering committee to give input on resources, professional development, and family wrap-around supports needed for students families needed to thrive.	District provided resources	District Central funding	
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	District Central funding	

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 1.0 FTE of Counselors and art therapy intern to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	102,000.00
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources	District Central funding	
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	District Central funding	
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources	District Central funding	
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	District Central funding	
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS,	Site provided extra staff collaboration	1000-1999: Certificated Personnel Salaries	2,750.00

restorative practices, and progressive discipline framework.	District-provided materials and resources	Site Supplemental	
MTSS, Tier 1: Provide Share Path Mindfulness supports	Site resources	None Specified Site PTA	10,000
MTSS, Tier 1 & 2: Purchase Toolbox Project Curriculum/2nd Step to support the social-emotional development of students	Site provided materials and resources	4000-4999: Books And Supplies Site Lottery	1000.00
MTSS, Tier 1: SEL Safety Committee & Teacher Support for Parent Ed Night to support parent education and materials & supplies.	Site identified staff extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	1000.00
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All students; designated staff and CARE Team members will attend district training implement district attendance protocols for chronic absences and unexcused absences. Targeting specific group identified in ATSI students with IEP's.	District -provided	District Central funding	
MTSS Tier I All students designated staff and CARE Team members will lead the implementation / expansion of attendance rewards and recognition activities. Targeting specifically student groups identified in ATSI students with IEP's.	Site provided materials and resources	District Central funding	
MTSS Tier I 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 student / families, in an effort to reduce chronic absenteeism. Targeting specifically student groups identified in ATSI students with IEP's	Site provided materials and resources	District Central funding	
MTSS Tier 2 All Students; designated staff and Community Specialist Service members will make daily, weekly, monthly positive calls home and conduct personal outreach to families of students who are chronically absent. Targeting specifically student groups identified in ATSI, students with IEP's.	Site provided materials and resources	District Central funding	
MTSS Tier 2 Youth with compromised housing students with IEP's, Latinx, ATSI, on a quarterly basis CARE Team members in collaboration as needed with district	District & Site materials and resources	District Central funding	

staff will review the chronic absenteeism of these specific student groups and identify / monitor the actions taken to reduce their chronic absenteeism. Targeting specifically student groups identified in ATSI students with IEP's.			
MTSS Tier 2 Youth with compromised housing, students with IEP's, Latinx (ATSI), Care Team members will conduct empathy interview with students and families with these specific student groups to identify the potential school base root and cause of their absenteeism (Transportation, School Connection, Specific negative experience, learning challenges, ETC..	District & Site resources	District Central funding	
MTSS Tier 3 Youth with compromised housing, students with IEP's, Latinx (ATSI), counselor and district assigned social worker will prioritize 1:1 and group supports to students from these specific groups to reduce their chronic absenteeism.	District & Site resources	District Central funding	
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2,3; designate staff and CARE team members will attend district training and implement district recommended district actions for supporting students with compromised housing/foster youth intake protocols communication procedures automatic SST steps, individual learning plans, free bus passes, and optional "hop, skip, drive" transportation, pantry, clothing closets.	District & Site resources	District Central funding	
MTSS Tier 2 All students, designated staff and CARE Team members will make daily, weekly, monthly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	District & Site resources	District Central funding	
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.	District & Site resources	District Central funding	
MTSS Tier 3 Counselor will prioritize 1:1 support to students	District & Site resources		

with compromised housing / foster youth.		District Central funding	
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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	\$776,625.00

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 (\$)
District Central funding	\$623,537.00
Site Lottery	\$1,000.00
Site PTA	\$96,775.00
Site Supplemental	\$55,313.00

Subtotal of state or local funds included for this school: \$776,625.00

Total of federal, state, and/or local funds for this school: \$776,625.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Central funding	623,537.00
Site Lottery	1,000.00
Site PTA	96,775.00
Site Supplemental	55,313.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	414,504.00
2000-2999: Classified Personnel Salaries	299,988.00
4000-4999: Books And Supplies	19,775.00
5000-5999: Services And Other Operating Expenditures	14,950.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Central funding	7,408.00
1000-1999: Certificated Personnel Salaries	District Central funding	392,129.00
2000-2999: Classified Personnel Salaries	District Central funding	200,000.00
5000-5999: Services And Other Operating Expenditures	District Central funding	14,000.00

5800: Professional/Consulting Services And Operating Expenditures	District Central funding	10,000.00
4000-4999: Books And Supplies	Site Lottery	1,000.00
2000-2999: Classified Personnel Salaries	Site PTA	69,000.00
4000-4999: Books And Supplies	Site PTA	17,775.00
None Specified	Site PTA	10,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	22,375.00
2000-2999: Classified Personnel Salaries	Site Supplemental	30,988.00
4000-4999: Books And Supplies	Site Supplemental	1,000.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	950.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	444,175.00
Goal 2	215,700.00
Goal 3	116,750.00

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
Jeannette Ramirez	Principal
Margarita Astudillo	Other School Staff
Shirley Casco	Classroom Teacher
Carolina Chinchilla	Classroom Teacher
Vidal Cubero	Classroom Teacher
Danelia Madriz	Parent or Community Member
Illiana Parsons	Parent or Community Member
Racquel Roach	Parent or Community Member
Candice Dombkowski	Parent or Community Member
	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 May 4, 2023.

Attested:



Principal, Jeannette Ramirez on May 4, 2023



SSC Chairperson, Illiana Parsons on May 4, 2023