



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	June 6, 2024	June 27, 2024

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)

Schoolwide Program

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.

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.

Community Schools survey- Early fall 2023

Community Schools Steering Committee- September 18, 2023; October 23, 2023; November 6, 2023; November 27, 2023; December 11, 2023; January 22, 2024

SSC - October 11, 2023; December 6, 2023; January 29, 2024; February 20, 2024; April 17, 2024; June 6, 2024

ELAC - June 6, 2024

Staff meeting - April 23, 2024; May 7, 2024

Approval Meeting date: June 6, 2024

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	0%	0.24%		0	1
Asian	0.47%	0.76%	0.49%	2	3	2
Filipino	%	0%	%		0	
Hispanic/Latino	82.03%	81.57%	82.77%	347	323	341
Pacific Islander	0.47%	0.51%	0.24%	2	2	1
White	12.29%	11.62%	11.17%	52	46	46
Multiple/No Response	4.49%	4.55%	4.13%	19	18	17
	Total Enrollment			423	396	412

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	63	72
Grade 1	66	57	62
Grade 2	88	62	57
Grade 3	69	82	62
Grade 4	70	65	77
Grade 5	68	67	63
Total Enrollment	423	396	412

Data Statements: Strength

1. Kindergarten enrollment increased by 25 between 21-22 and 23-24 school years.

Data Statements: Challenges

2. Third grade has decreased by 20 between 22-23 and 23-24 school years.

Why are we getting these results?

3. Pur Magnet immersion program attracts families to our school site, and families tend to stay in the program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	206	180	201	48.7%	45.5%	48.8%
Fluent English Proficient (FEP)			66			16.0%
Reclassified Fluent English Proficient (RFEP)	50	62		11.8%	15.7%	

Conclusions based on this data:

1. Our English Learners increased by 4 percent (perhaps because of our increased Kindergarten enrollment.)
2. Our RFEP student numbers have decreased by 10 percent, likely due to our fifth graders moving on to the middle school last year.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	32.23%				5 percentage	47%
3 rd	32.09%				5 percentage	37%
5 th	37.31%				5 percentage	42%
All English Learner/Multilingual Students	5.38%				10 percentage points	15%
Special Education	23.53%				10 percentage points	33%
Socio-Economically Disadvantaged	12.38%				10 percentage points	22%
Black/AA						
2+ more	63.63%					
Filipino						
Hispanic/Latino	24.86%				10	35%
Native Hawaiian						
White	72%				5 percentage	77%
English Learner	5.38%				10	
RFEP	65%				5 percentage	70%

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	35.07%				5 percentage	40%
3 rd	38.27%				5 percentage	43%
5 th	34.33%				5 percentage	239%
All English Learner/Multilingual Students	11.83%				10 percentage points	22%
Special Education	23.52%				10 percentage points	34%
Socio-Economically Disadvantaged	15.24%				10 percentage points	25%
Black/AA						
2+ more	72.72%					
Filipino						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Hispanic/Latino	27.75%				10	38%
Native Hawaiian						
White	72%				5 percentage	77%
English Learner	11.83%				10	
RFEP	65%				5 percentage	70%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	35.82%					
3 rd	35.82%					
All English Learner/Multilingual Students	53.49%				10 percentage points	
Special Education					10 percentage points	
Socio-Economically Disadvantaged	14.70%				10 percentage points	25%
Black/AA						
Filipino						
Hispanic/Latino	23.07%				10	33%
Native Hawaiian						
White					5 percentage	
English Learner	53.49%				10	63%
RFEP					5 percentage	

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	45.3%				10 percentage points	55.3%
Middle School Long Term English Learners (LTELs)					10 percentage points	

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	60.42%	52.67%	37.70%		5 percentage	66%
1 st	96.49%	56.45%	27.42%		5 percentage	100%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	42.50%	22.95%	29.63%		5 percentage	47%
All English Learner/Multilingual Students	35.66%				10 percentage points	45%
Special Education	46.15%	43.33%	21.43%		10 percentage points	56%
Socio-Economically Disadvantaged	44.76%	45.20%	23.48%		10 percentage points	
Asian	100.00%	50.00%	50.00%			
Black/AA						
Filipino						
Hispanic/Latino	55.93%	48.62%	34.74%		10	65%
Native Hawaiian						
White	86.11%	79.55%	57.14%		5 percentage	91%
English Learner	35.66%	34.39%	18.64%		10	45%
RFEP					5 percentage	

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		70.28%	74.47%		80%	158.8%
3 rd		88.52%	80.00%		80%	
5 th		88.52%	88.71%		80%	
English Learner/Multilingual Students		56.38%	61.75%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		70.00%	56.67%		80%	
Socio-Economically Disadvantaged		60.98%	65.24%		80% Proficiency Target	

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	10.40	2.63	7.86			12

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	1	6	1		20%	

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	23.47%	16.75%	18.27%		50%	12.50%
All English Learner/Multilingual Students	25.57%	16.42%	20.86%		50% reduction	
Special Education	18.42%	10.71%	22.58%		50%	9%
Socio-Economically Disadvantaged	26.70%	11.36%	20.42%		50% reduction	13%
Asian			50.00%			
Black/AA		33.33%				
2+ more	27.78%	7.14%	6.25%			
Filipino						
Hispanic/Latino	24.05%	14.39%	18.94%		50%	12%
Native Hawaiian	100.00%	33.33%				
White	18.37%	20.41%	16.67%		50%	9%
English Learner	25.57%	16.42%	20.86%		50%	12.5%
RFEP	23.47%				50%	11.50%

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	0%				50%	0.025%
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	0%				50% reduction	1.4%
Socio-Economically Disadvantaged	0%				50% reduction	0.025%
Black/AA						
Filipino						
Hispanic/Latino	0%				50%	0.01%
Native Hawaiian						
White	0%				50%	
English Learner	0%				50%	
RFEP					50%	

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

Feel Connected to School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd				71%	5 percentage	76%
4 th				72%	5 percentage	77%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
5 th	72%			70%	5 percentage	75%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd				68%	5 percentage	73%
4 th				58%	5 percentage	63%
5 th	67%			68%	5 percentage	73%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd				84%	5 percentage	89%
4 th				68%	5 percentage	73%
5 th	78%			80%	5 percentage	85%

Data Statements: Strength

- In literacy:**
Our reclassified students performed significantly higher with 33% meeting or exceeding standard. Between 21-22 and 22-23 school years, students with disabilities increased their ELA CAASPP scores by 11 percent.

In Math:
The number of all students meeting and exceeding standard increased by 2%.

ELA Benchmark:
In our Dual Immersion program ELA Benchmarks, our students have scored significantly higher.

Math Benchmarks:
Overall increase in meet or exceeding district math benchmarks by 4%
Multilingual and Socioeconomically disadvantaged students increased by 5% meeting or exceeding.

Chronic absenteeism:
We have seen a decrease of students labeled as chronically absent by 5 %.
The largest decrease was amongst our hispanic/latino students by 6%.

CHKS
71% of all students feel connected to school
84% of 3rd grade and 80% of 5th grade feel safe at school.

Data Statements: Challenges

- In literacy:**
Our overall ELA decreased by 2 percent exceeding or meeting standards. The largest decrease was 5th graders with a decrease of 7 percent.

There is a 27% difference between all students and English Learners meeting or exceeding standard in ELA CAASPP

In Math:

Third grade students decreased in meeting or exceeding standard by 10%.
English Language Learners decreased meeting and exceeding standard by 11%

ELA Benchmarks:

We have seen a decrease amongst all students of 23%, the biggest decrease was with English learners by 17% and Socio-economically disadvantaged by 22%.

Math Benchmarks:

Decrease amongst students with disabilities in meeting or exceeding district math benchmarks by 5%.

Chronic absenteeism:

Chronic absenteeism continues to be an area of concern, with 18% of all students currently being labeled as chronically absent.

CHKS:

58% of fourth graders strongly agree or agree that they have a caring adult on campus

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-5th grade is focused on mathematics, 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 personalized contact with families of concern and incentives for student attendance improvement. The school will create a plan to support regular attendance among subgroups who have chronic absenteeism.

We will be hiring 2 part time immersion Tosas/6th grade teachers that will focus on creating vertical alignment for ELA and ELD benchmarks and practices.

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.

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			
Dual Language Immersion TOSA- 2 .5 fte positions (paired with 6th grade teaching positions) & Teacher extra time for planning	Two 0.5 FTE DLI TOSA	1000-1999: Certificated Personnel Salaries District Central funding	175,000
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 Title 1	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	323,012
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 Title 1	12,209
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	Site Title 1	7,406
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 Title 1	45,684
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
MTSS Tier 2: Provide Incoming Kindergarten Summer Jump Start program 2 weeks X 4hours	Certificated Staff extra time	1000-1999: Certificated Personnel Salaries Site Title 1	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	District Central funding	

curricula, EngageNY/Zearn, and teacher guidance materials.			
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	
MTSS, Tier 1 & 2: MathToSA	District provided 1.0 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	177,683
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			
Implement Music4Minors performing arts program	Consultant Contrat	District Central funding	52,621
MTSS Tier 1: Implement Art 4schools, visual arts program for all classrooms.	District provided resources	District Central funding	30,900
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 extended learning programing to ensure targeted academically struggling students are enrolled in the ASP	District-provided resources	District Central funding	18,751
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 1.0 FTE	2000-2999: Classified Personnel Salaries District Central funding	126,810
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 Title 1 Family Engagement	1,145.00
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,	Materials and resources, provided by PTA Classroom funds District-provided resources	District Central funding	

that build inclusive classrooms and school-wide culture.			
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	
Expand after-school program to ensure students have access to enriched learning opportunities beyond the traditional school day.	District provided resources		114,600
Provide a full-time Community School Coordinator to lead community school activities and serve as the after-school lead that will ensure students have access to after-school programs, provides family education opportunities, and leads the Family/Community School Center.	District provided resources	2000-2999: Classified Personnel Salaries	125,000
Provide a Family/Community School Center that will serve as the hub for for families and students requiring wrap-around services, parent/family education, and after-school activities. Led by the Community Schools Coordinator, the Family/Community School Center will bring community resources from local partners and agencies.	District provided resources	4000-4999: Books And Supplies	10,400

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			
Positive Play/Para II PE (3.25)	District & PTA resources	2000-2999: Classified Personnel Salaries District Central funding	30,576
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors and art therapy intern to provide individual and group wellness support.	District-provided 1.4 FTE for Counselors/ Mental Health Clinicians Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	198,163
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	District-provided materials and resources		

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 Central funding	
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	Site provided extra staff collaboration District-provided materials and resources	1000-1999: Certificated Personnel Salaries Site Supplemental	2,750.00
MTSS Tier 1,2, & 3: monitor PBIS and student data through the Swis program	Swis PBIS program	4000-4999: Books And Supplies Site Title 1	400.00
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
MTSS, Tier 1 & 2: Assign 1.0 FTE Restorative Justice TOSA	Site resources	Site Supplemental	120,300
MTSS, Tier 1 & 2: Assign 1.0 FTE Restorative Justice TOSA	Site resources	Site Title 1	40,000
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.	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.	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.	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	Site provided materials and resources	District Central funding	

students who are chronically absent.			
MTSS Tier 2 Youth with compromised housing students with IEP's, Latinx, on a quarterly basis CARE Team members in collaboration as needed with district 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.	District & Site materials and resources	District Central funding	
MTSS Tier 2 Youth with compromised housing, students with IEP's, Latinx, 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, 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	District & Site resources	District Central funding	

Absenteeism of these specific students and identify / monitor the actions taken to reduce their chronic absenteeism.			
MTSS Tier 3 Counselor will prioritize 1:1 support to students with compromised housing / foster youth.	District & Site resources	District Central funding	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

GOAL 1 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In terms of implementation of items in Goal 1 of the SPSA, this year we were able to implement most plans with fidelity. We purchased Epic licenses for the 4th grade class, provided 2 weeks of Kindergarten orientation for students that did not participate in pre school, implemented various support strategies for reading (such as the Reading Buddies and Leer program and supporting our students with 2 language and literacy TOSAS). Our programs such as art for schools and music for minors enriched our school life (although some music for minors teachers in the lower grades were in need of more support in regards to management and age appropriate lessons; there were some changes in staffing to remediate this). In terms of staffing, allocations for our TOSAS (Math and L&L) and paraprofessionals provided great supports for students. All of these personnel were able to provide targeted supports to students. Allocations to our Academic Team meetings were successful in that we collaboratively worked to determine the academic needs of our site for further focus in terms of alignment. Through our collaborations, we were able to determine that we must increase our focus in providing consistent and meaningful support for our English Language learner students. Data regarding FGIS English Language Learner progress was shared with staff, and we will collectively work towards strengthening our support for ELL students with the aim of furthering reclassification and supporting achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not provide as much teacher release time as we had originally planned for (in regards to observing and data talks). We did have release time for a few teachers (mainly in TK and K) to observe others around the district, but we would have liked to provide more of this and data talks. We were also not able to initiate an after school program with as wide an impact as we would have hoped (though we did offer after school literacy groups for many Kindergarten students). Further, this year we did not collaborate with Rosa Molina as originally planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We plan to have more supports in the realm of after school possibilities, while this funding is especially fund in equity as we are becoming a community school, we expect this resource to have an impact in achievement through the support of a community school coordinator and increased after school fund support. We will no longer work with Rosa Molina, but we look forward to aligning our program through the support of our 2 .5 Dual language Immersion Tosas.

GOAL 2 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our equity items were adhered to with utmost fidelity. We had multiple family engagement nights (Súper Sábados, Community schools engagement nights, math & pizza night, ELAC meetings, etc...). We were able to provide meaningful support to our community through the work of our community service specialists. Our CSS team worked to support families with food, shelter and many other necessities as they arose. Through our community partnerships, we consistently provided food dispersal, had clothing and uniforms available for students, and we were able to provide targeted supports for families as needs arose. Student life was enriched through student council and field trip funds ensured all students had an enriching educational experience this 2023-24 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The main difference between intended implementation and budgeted expenditures is that one of our community service specialist positions was not able to be renewed once one of our CSS's left her position at FGIS. We were unable to rehire for this position and thus, the work shared by our 2 CSS's (as planned in SPSA) was primarily undertaken by one CSS for most of the school year. Still, the work the remaining CSS did was effective in providing equity and access to resources for our families.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The main change to note is that we will become a community school next year. We have received additional central funding under Goal 2 to implement after school programs, to hire an extended day community service specialist (to coordinate and facilitate our wrap around services), and to expand our community room.

GOAL 3 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year we were able to implement almost all of our wellness goals. We included mindfulness through Sharepath for all of our students (with the exception of K and TK), incorporated Second Step curriculum and Toolbox to support students socio emotionally, and we had multiple parent ed night events. This year we were fortunate to implement our "parent connections" series in partnership with our district LGBTQ COSA. These meetings focused on supporting families navigate through LGBT related discussions with their children in a safe and supportive manner. Further, we implemented our PBIS system and incorporated various "big prizes" to engage students in following our PBIS procedures. We were fortunate to have a full time Mental Health Clinician and our encanto room functioned as a space for wellness support throughout the day and especially during recess.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The main points were we were not able to implement our wellness goals center on staffing. Our positive play coach resigned due to schedule conflicts midway through the year and we were not able to fill this position. Further, while we had .4 allocation for a counseling inter which we were not able to staff.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The main changes are that we are hoping to add a full time Restorative Justice Tosa to our staff next year and we are increasing the Para II PE/positive play position to 3.25. We hope that this will strengthen the overall emotional wellbeing of our students and support them in positive interactions with adults and their peers.

GOAL 4 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

GOAL 5 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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	\$1,734,760.00

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 (\$)
	\$250,000.00
District Central funding	\$1,147,516.00
Site Lottery	\$1,000.00
Site PTA	\$96,775.00
Site Supplemental	\$125,000.00
Site Title 1	\$113,324.00
Site Title 1 Family Engagement	\$1,145.00

Subtotal of state or local funds included for this school: \$1,734,760.00

Total of federal, state, and/or local funds for this school: \$1,734,760.00

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

Expenditures by Funding Source

Funding Source	Amount
	250,000.00
District Central funding	1,147,516.00
Site Lottery	1,000.00
Site PTA	96,775.00
Site Supplemental	125,000.00
Site Title 1	113,324.00
Site Title 1 Family Engagement	1,145.00

Expenditures by Budget Reference

Budget Reference	Amount
	83,521.00
1000-1999: Certificated Personnel Salaries	897,442.00
2000-2999: Classified Personnel Salaries	397,070.00
4000-4999: Books And Supplies	30,720.00
5000-5999: Services And Other Operating Expenditures	14,950.00
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		114,600.00
2000-2999: Classified Personnel Salaries		125,000.00

4000-4999: Books And Supplies		10,400.00
	District Central funding	102,272.00
1000-1999: Certificated Personnel Salaries	District Central funding	873,858.00
2000-2999: Classified Personnel Salaries	District Central funding	157,386.00
5000-5999: Services And Other Operating Expenditures	District Central funding	14,000.00
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
	Site Supplemental	120,300.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	3,750.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	950.00
	Site Title 1	47,406.00
1000-1999: Certificated Personnel Salaries	Site Title 1	19,834.00
2000-2999: Classified Personnel Salaries	Site Title 1	45,684.00
4000-4999: Books And Supplies	Site Title 1	400.00
4000-4999: Books And Supplies	Site Title 1 Family Engagement	1,145.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	937,916.00
Goal 2	392,655.00
Goal 3	404,189.00

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
Daniel Robles	Principal
Isabel Centeno Jimenez	Other School Staff
Shirley Casco	Classroom Teacher
Carolina Chinchilla	Classroom Teacher
Karina Marquez	Classroom Teacher
Danelia Madriz	Parent or Community Member
Iliana Parsons	Parent or Community Member
Daniela Mosto	Parent or Community Member
Candice Dombkowski	Parent or Community Member
Nathalia Aghabadalian	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

Other: Community Schools Steering 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 June 6, 2024.

Attested:



Principal, Daniel Robles on June 6, 2024



SSC Chairperson, Nathalia Aghabadalian on June 6, 2024