



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 9, 2026	

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
As a school with a Title 1 Schoolwide Program, this SPSA describes the goals, strategies, and actions being implemented to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards while immersing students in the dual-immersion 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.

In this SPSA, there are several sections with information that explains how Fiesta Gardens International School has met the ESSA requirements for the Fiesta Gardens Program/Title I 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--including actions that can address any resource inequities identified for these student groups

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

Educational partner 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 2025

Community Schools Steering Committee- 9/18/25, 12/1/25, 1/12/26, 2/23/26, 3/16/26, 5/4/26

SSC - 10/27/25, 11/17/25, 12/8/25, 1/13/26, 2/2/26, 3/12/26, 5/14/26, 6/4/26

ELAC - March 5th, 2026

Staff meeting - April 14th, 2025

Approval Meeting date with School Site Council and ELAC Board: June 6th, 26

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School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Fiesta Gardens International School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.24%	0.24%	0.24%	1	1	1
Asian	0.49%	0.72%	1.44%	2	3	6
Filipino	%	0.24%	0.24%		1	1
Hispanic/Latino	82.77%	82.30%	83.21%	341	344	347
Pacific Islander	0.24%	%	%	1		
White	11.17%	12.20%	10.55%	46	51	44
Multiple/No Response	4.13%	3.35%	2.88%	17	14	12
Total Enrollment				412	421	417

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	20
Kindergarten	72	71	75
Grade 1	62	65	67
Grade 2	57	63	59
Grade3	62	54	56
Grade 4	77	62	48
Grade 5	63	75	59
Grade 6		10	21
Grade 7			12
Total Enrollment	412	421	417

Conclusions based on this data:

- Enrollment increased for the 2024-25 school year as we introduced our first TK class with 21 students. Our second grade enrollment increased slightly, our third grade enrollment increased, and our fifth grade enrollment increased as well, which contributed to the increase of nine students from 23-24 to 24-25.
- Third grade has seen a continued decrease from 22-23 school year to the 24-25 school year.

3. Our magnet immersion program attracts families to our school site, and families tend to stay in the program. That leads to consistency to enrollment numbers. We've also relocated for the 25-26 school year to North Central San Mateo, which has also begun to attract more students, which should add to increase in our school numbers.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	201	198	200	45.5%	48.8%	48.0%
Fluent English Proficient (FEP)	66	67	63		16.0%	15.1%
Reclassified Fluent English Proficient (RFEP)			19	15.7%		9.0%

Conclusions based on this data:

1. English Learners continue to represent nearly half of the student population, remaining relatively stable over the three-year period, increasing from 45.5% (20123–24) to 48.8% (2024–25) and remaining high at 48.0% (2025–26). This indicates a sustained need for targeted English learner supports and instructional programs.
2. The number and percentage of Fluent English Proficient (FEP) students have remained relatively consistent, with 66 students in 2023–24, 67 students in 2024–25, and 63 students in 2025–26. This stability suggests that the overall composition of students entering school already proficient in English has changed little over time.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students decreased from 15.7% in 2023–24 to 11.0% in 2025–26, suggesting that fewer English Learners are meeting reclassification criteria. This trend may indicate a need to strengthen language development supports, monitor student progress toward reclassification, and examine barriers that may be impacting reclassification rates.

School and Student Performance Data

Data Indicators and Targets

<https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B%2218IBDnQGjtOhi9hGk37x4yDLMQX9XkYK2%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22113391625150572991705%22%2C%22resourceKeys%22%3A%7B%7D%7D>

Data Statements: Strength

1. Literacy & Early Learning

District literacy benchmark data demonstrates measurable growth across multiple primary grade levels. PAF Interim Assessment data showed second grade students increasing from 22% meeting/exceeding benchmark expectations during the 1st Interim to 40% by the 3rd Interim, reflecting strong growth in foundational literacy development. English Learners improved from 10% during the 1st Interim to 23% by the 3rd Interim, while students receiving Special Education services increased from 21% to 37% during the same assessment cycle. Hispanic/Latino students demonstrated growth from 17% to 33%, indicating positive outcomes from targeted literacy supports, structured phonics instruction, and intervention systems.

NWEA MAP Reading benchmark data also reflected improvement targets focused on acceleration growth. Third grade students are projected to increase from 32.7% to 37.7%, fourth grade from 36.2% to 41.2%, and sixth grade from 23.8% to 28.8% meeting grade-level expectations. Instructional teams continue implementing structured literacy practices, differentiated instruction, and collaborative data cycles to strengthen reading comprehension, fluency, and writing outcomes.

English Learners

English Learners continue demonstrating gradual progress in language acquisition and attendance improvement. ELPAC data indicates that the percentage of students increasing one performance level or maintaining Level 4 proficiency increased from 45.3% in Fall 2023 to 46.5% in Fall 2024, with a 2025–26 target of 52.4%. Chronic absenteeism among English Learners decreased significantly from 23% in 2023–24 to 13.64% in 2025–26, reflecting positive outcomes from attendance interventions and family outreach systems.

Although English Learners continue performing below grade-level standards academically, district literacy benchmark data showed encouraging intervention growth, with English Learners increasing from 10% to 23% in PAF Interim literacy performance. Instructional systems focused on designated and integrated ELD instruction, oral language development, and bilingual communication continue supporting student growth.

Mathematics Performance

Mathematics performance remains an area of relative strength compared to English Language Arts achievement. CAASPP Mathematics results showed overall student performance at 26.81% meeting or exceeding standards in Spring 2025, compared to 20.13% in ELA. Several student groups demonstrated stronger mathematics outcomes, including RFEP students performing at 59.09% meeting/exceeding standards, while Hispanic/Latino students scored 21.60%.

District Common Formative Assessment data also reflected strong mathematics performance in primary grades. Kindergarten students demonstrated 82.4% proficiency during the 1st Interim, while first grade students increased dramatically from 54.7% to 95.2% between the 1st and 2nd Interim assessments. Second grade students maintained strong performance at 84.7% proficiency during the 2nd Interim. Teachers continue utilizing standards-aligned instruction, formative assessments, and collaborative planning cycles to strengthen conceptual understanding and mathematical reasoning.

School Climate & Relationships

California Healthy Kids Survey (CHKS) data indicates several positive indicators related to school climate, student relationships, and safety. Student reports of caring adults in school remained relatively strong across grade levels. In 2025–26, 70% of 3rd grade students, 63% of 4th grade students, and 65% of 5th grade students reported positive perceptions of caring adults in school.

Students also generally reported feeling connected to school. CHKS connectedness data showed 65% of 3rd graders, 60% of 4th graders, and 63% of 5th graders reporting positive feelings of school connectedness during 2025–26. School safety indicators also remained relatively stable, with 69% of 3rd grade students reporting feeling safe at school.

Additional CHKS indicators demonstrated positive perceptions of school support systems:

78–79% of students reported access to social-emotional learning supports.

72–75% of students reported positive antibullying climate indicators.

70–75% of students reported positive perceptions of caring adults in school.

79–90% of students reported feeling safe at school or while traveling to and from school.

These indicators suggest that schoolwide restorative practices, SEL supports, counseling systems, and family engagement efforts continue contributing positively to student wellness and school climate.

Attendance & Student Wellness

Attendance data demonstrates gradual improvement across multiple student groups. Overall chronic absenteeism decreased from 17% in 2023–24 to 12.93% in 2025–26. Significant reductions were also observed among:

Homeless Youth: 20% to 7.14%

English Learners: 23% to 13.64%

Hispanic/Latino students: 19% to 12.9%

Suspension rates remained at 0% across all student groups during the reporting periods, indicating successful implementation of restorative practices, proactive behavior supports, and positive school climate systems.

Counseling supports, SEL instruction, attendance review teams, and family outreach systems continue contributing to improved student engagement and wellness.

Data Statements: Challenges

2. Data Statements: Challenges ELA Achievement (Critical Area)

CAASPP English Language Arts achievement remains the school's greatest academic challenge. Overall proficiency declined significantly to 20.13% meeting/exceeding standards in Spring 2025, compared to 32.32% in Spring 2024. Several student groups continue performing substantially below grade-level standards:

English Learners: 3.3%

Students with Disabilities: 8.7%

Socioeconomically Disadvantaged students: 23.46%

Hispanic/Latino students: 20.13%

Writing performance remains particularly concerning, with many students continuing to struggle with evidence-based responses, academic vocabulary, and reading comprehension skills. Foundational literacy gaps remain evident across multiple grade levels, particularly among students requiring intensive intervention supports.

Writing & Foundational Literacy

Writing continues to be one of the weakest academic performance areas schoolwide. Literacy benchmark data indicates that many students are entering upper elementary grades without secure decoding, fluency, and comprehension skills. NWEA MAP Reading data shows that only 8.3% of 7th grade students and 5.9% of students receiving Special Education services are currently meeting benchmark expectations. English Learners also remain significantly below grade-level literacy expectations at 9.6% proficiency.

CHKS meaningful participation indicators also reflect concerns related to student academic engagement and classroom participation. In 2025–26:

Only 47% of 3rd grade students

34% of 4th grade students

45% of 5th grade students

reported positive perceptions of meaningful participation in school.

Mathematics Achievement

Although mathematics performance remains stronger than ELA overall, achievement declined across several grade levels and student groups. CAASPP Mathematics results decreased from 33.17% in Spring 2024 to 26.81% in Spring 2025 for All Students. English Learners performed at only 5.56% meeting/exceeding standards, while Students with Disabilities scored 4.55%.

Upper grade interim benchmark data also reflected declining trends:

Third grade math benchmark scores declined from 78.8% to 50%

Fourth grade declined from 69.9% to 47.6%

Fifth grade declined from 76.8% to 68.3%

Students continue struggling with mathematical reasoning, modeling, and communicating mathematical thinking, indicating the need for stronger vertical alignment and intervention systems.

Student Engagement & School Connectedness

CHKS data indicates declining levels of meaningful participation, engagement, and school connectedness across multiple grade levels. School connectedness declined from prior years:

3rd grade: 71% to 65%

4th grade: 72% to 60%

5th grade: 70% to 63%

Students also reported relatively low levels of meaningful participation:

3rd grade: 47%

4th grade: 34%

5th grade: 45%

Additional CHKS indicators demonstrated concerns related to boredom and peer relationships:

33–37% of students reported school boredom.

42% reported mean rumors spread about them.

46–56% reported being called bad names or targeted by mean jokes.

23–25% reported experiences with cyberbullying.

These indicators suggest that although students generally feel physically safe and supported by adults, many students remain disengaged academically and socially disconnected from their learning experiences.

Attendance & Chronic Absenteeism

Although attendance improved overall, chronic absenteeism remains a significant barrier to achievement among several student groups. Socioeconomically Disadvantaged students continue demonstrating elevated absenteeism rates at 14.39%, while Students with Disabilities remain at 17.95% chronic absenteeism.

Attendance inconsistencies continue negatively impacting intervention continuity, instructional time, academic growth, and student engagement. Students experiencing chronic absenteeism also continue demonstrating lower academic performance and weaker school connectedness indicators.

Subgroup Achievement Gaps

Achievement gaps remain significant across nearly all academic indicators. RFEP students continue outperforming all other student groups, scoring:

45.45% in ELA

59.09% in Mathematics

54.54% in Science

In comparison:

English Learners scored only 3.3% in ELA and 5.56% in Mathematics

Students with Disabilities scored 8.7% in ELA and 4.55% in Mathematics

Hispanic/Latino students scored 20.13% in ELA and 21.6% in Mathematics

These data points highlight persistent inequities among student groups and reinforce the need for intensified Tier 1 instruction, targeted intervention supports, and expanded academic acceleration systems.

Planning Statements

3. Planning Statement 3: Improve Student Engagement, Attendance, School Climate, Wellness, and Academic Achievement

To improve student engagement, attendance, school climate, wellness, and overall academic achievement, Fiesta Gardens International School will implement a comprehensive schoolwide approach focused on strengthening Tier 1 instruction, increasing student connectedness, expanding intervention supports, and improving equitable outcomes for all student groups. Current academic, attendance, and CHKS data indicate that while students generally report positive relationships with adults and feelings of safety, significant challenges remain in English Language Arts achievement, writing, mathematics performance, student engagement, and chronic absenteeism.

CAASPP 2025 data showed overall ELA proficiency declining to 20.13% meeting/exceeding standards, while mathematics proficiency declined to 26.81%. English Learners performed at only 3.3% proficiency in ELA and 5.56% in mathematics, while Students with Disabilities scored 8.7% in ELA and 4.55% in mathematics. CHKS data also demonstrated declining student connectedness and engagement, with meaningful participation indicators as low as 34% among 4th grade students. Chronic absenteeism remains elevated among Students with Disabilities (17.95%), Socioeconomically Disadvantaged students (14.39%), and English Learners (13.64%).

To address these needs, the school will implement measurable schoolwide improvement goals aligned to academic achievement, engagement, wellness, and attendance outcomes.

2026–27 Schoolwide Academic, Climate, and Attendance Targets English Language Arts Achievement Goals

The school will increase CAASPP ELA proficiency rates by strengthening Tier 1 literacy instruction, intervention systems, and writing supports:

All Students: increase from 20.13% to 25.13%

Socioeconomically Disadvantaged students: increase from 23.46% to 33.46%

English Learners: increase from 3.3% to 13.3%

Students with Disabilities: increase from 8.7% to 18.7%

Hispanic/Latino students: increase from 20.13% to 30.13%

RFEP students: increase from 45.45% to 50.45%

Mathematics Achievement Goals

The school will improve mathematical reasoning, conceptual understanding, and standards-aligned instruction to increase mathematics proficiency rates:

All Students: increase from 26.81% to 31.81%

Socioeconomically Disadvantaged students: increase from 17.12% to 27.12%

English Learners: increase from 5.56% to 15.56%

Students with Disabilities: increase from 4.55% to 14.55%

Hispanic/Latino students: increase from 21.6% to 31.6%

RFEP students: increase from 59.09% to 64.09%

The school will also target increased benchmark performance through Common Formative Assessments and NWEA MAP growth:

3rd grade reading benchmark: increase from 32.7% to 37.7%

4th grade reading benchmark: increase from 36.2% to 41.2%

6th grade reading benchmark: increase from 23.8% to 28.8%
English Learner reading benchmark: increase from 9.6% to 18.3%
Students with Disabilities reading benchmark: increase from 5.9% to 30.5%
Writing & Foundational Literacy Goals

To strengthen writing instruction and foundational literacy development, the school will prioritize structured literacy practices, evidence-based writing instruction, and intervention supports.

The school will work toward:

Increasing 2nd grade PAF literacy proficiency from 40% to 50%
Increasing English Learner literacy intervention proficiency from 23% to 35%
Increasing Students with Disabilities literacy intervention proficiency from 37% to 45%
Increasing Hispanic/Latino literacy intervention proficiency from 33% to 40%

Writing instruction goals will include:

Increasing student performance on constructed response tasks across grade levels
Expanding academic vocabulary and oral language routines
Increasing meaningful participation in literacy discussions and collaborative writing tasks
Implementing consistent writing rubrics and grade-level aligned instructional practices
Student Engagement & School Connectedness Goals

CHKS data indicates the need to strengthen student belonging, engagement, and meaningful participation. The school will work toward the following climate and engagement targets:

Increase School Connectedness:
3rd grade: increase from 65% to 70%
4th grade: increase from 60% to 68%
5th grade: increase from 63% to 68%
Increase Meaningful Participation:
3rd grade: increase from 47% to 52%
4th grade: increase from 34% to 39%
5th grade: increase from 45% to 50%
Increase Caring Adult Indicators:
3rd grade: increase from 70% to 75%
4th grade: increase from 63% to 68%
5th grade: increase from 65% to 70%

The school will also work to reduce negative school climate indicators:

Reduce reports of school boredom from 33–37% to below 25%
Reduce cyberbullying reports from 23–25% to below 15%
Reduce peer conflict and rumor reports from 42% to below 30%
Attendance & Chronic Absenteeism Goals

To improve attendance and instructional continuity, the school will continue implementing targeted attendance intervention systems focused on early identification, family engagement, and wraparound supports.

The school will work toward reducing chronic absenteeism rates to:

All Students: decrease from 12.93% to 6.47%
English Learners: decrease from 13.64% to 6.82%
Hispanic/Latino students: decrease from 12.9% to 6.45%
Socioeconomically Disadvantaged students: decrease from 14.39% to 7.2%
Students with Disabilities: decrease from 17.95% to 8.98%
Homeless Youth: decrease from 7.14% to 3.57%

The school will maintain suspension rates at 0% schoolwide through continued implementation of restorative practices, SEL instruction, and proactive behavior supports.

Key Actions to Achieve Schoolwide Goals

To achieve these academic, engagement, wellness, and attendance goals, Fiesta Gardens International School will:

- Strengthen Tier 1 instruction through collaborative planning and instructional walkthroughs
- Expand structured literacy and evidence-based writing practices across grade levels
- Increase mathematics intervention focused on reasoning, discourse, and problem-solving
- Expand Tier 2 and Tier 3 intervention systems for literacy and mathematics
- Strengthen designated and integrated ELD instruction for English Learners
- Increase opportunities for student voice, leadership, and meaningful participation
- Expand restorative practices and relationship-building classroom routines
- Implement targeted attendance monitoring and intervention systems
- Increase family outreach efforts and bilingual communication systems
- Expand counseling services, SEL supports, and mental health interventions
- Monitor student progress through regular data cycles using CAASPP, MAP, PAF, ELPAC, CHKS, attendance, and formative assessment data

Instructional teams, counselors, administrators, and family engagement partners will regularly evaluate progress toward schoolwide goals to ensure continuous improvement in academic achievement, student wellness, school connectedness, and equitable outcomes for all student groups.

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/ Language and Literacy TOSA - to support language and literacy development for all students, pedagogical development for all students	.5 DLI/.5 L&L	1000-1999: Certificated Personnel Salaries District Central funding	174,526
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: Funding to purchase Supplemental Materials	Classroom Materials	4000-4999: Books And Supplies Site Lottery	5,318
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). 1Literacy & Language Tosa	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	175,000
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: Full Day Sub Release for Teachers	ELD/Planning/Prep	Site Title 1	11,746
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-5 curriculum-based foundational literacy assessments and	District-provided materials and resources	District Central funding	

computer-based mCLASS assessment.			
		Site Supplemental	
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	47,984
MTSS Tier 1 & 2 provide additional para educator support in grades 1, 3, 4, 5 (5 hours daily)	Para educator staffing	2000-2999: Classified Personnel Salaries Site Supplemental	42,840
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: Consultation Services - Master Plan - ATDLE	Professional Development	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	29,420
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 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		
Summit K-12 - Teacher PD Release Training	Professional Devemopment	Site Title 1	1,000
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, Amplify, and teacher guidance materials.	District-provided materials and resources	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	
		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 2: Implement After School Intervention System	After School Math Intervention - 2 days a week x 8 weeks x 4 times a year.	1000-1999: Certificated Personnel Salaries	9,500

		Title IV	
		District Central funding	
		1000-1999: Certificated Personnel Salaries 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	
		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 - TK - 5th	Consultant Contrat	District Central funding	58,025
MTSS Tier 1: Implement Art 4schools, visual arts program for all classrooms. ES Visual Arts (2025-26 Art4Schools \$29,320 - K - 5th, \$6,000 - 6th - 8th)	District provided resources	District Central funding	56,320
		5000-5999: Services And Other Operating Expenditures Title IV	
MTSS Tier 1: Expand Visual and Performing Arts 7th Grade Elective	Consultant contract	District Central funding	12,500
	CSMA - VAPA	Other	
	CSMA - Equipment	Other	
STRATEGY: Strengthen Extended Day Interventions and Supports			
		District Central funding	
		District Central funding	
		District Central funding	
Collaborate with Boys & Girls Club, Newton Center, Peninsula Bridge, Homework Central ... to provide academic and enrichment supports, to targeted struggling students,	District-provided resources	District Central funding	

enrolled in extended day programming			
STRATEGY: Student Safety and Well-Being			
MTSS, Tier 2: Well rounded educational opportunities for incoming Kindergarten students to improve the safety and health of students through social-emotional learning to improve overall campus climate.	Kinder JumpStart Program - 4 hours a day for 2 weeks	5000-5999: Services And Other Operating Expenditures Title IV	3,000
		District Central funding	
		District Central funding	
		Site Supplemental	
		Site Supplemental	
		Site Supplemental	

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 <ul style="list-style-type: none"> 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
		District Central funding	
ELAC Parent Engagement (EL Parent Workshops)	Multilingual Families	4000-4999: Books And Supplies Site Title 1 Family Engagement	1,474.00
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	4000-4999: Books And Supplies Site PTA	13,750
		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	
		District Central funding	
		District Central funding	
		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	District Central funding	116,583
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	District Central funding	118,917
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	District Central funding	14,500

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 1.4 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	
Healthy Student Initiatives - Anti - Bias Training for Staff - Britt Hawthorne (In - Person - \$15,000/ Virtual Events - \$5,000)	Site-allocated resources	Title IV	15,000
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	5800: Professional/Consulting Services And Operating Expenditures 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	2,752.00

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	650
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: Funding for School Wide Assemblies for Safety and Wellness	Funds for school wide assemblies for safety and wellness	5000-5999: Services And Other Operating Expenditures Title IV	8,320
Campus and Classroom materials supporting student safety and healthy behavior	instructional materials and supplies	4000-4999: Books And Supplies Title IV	2,500
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	
		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 students who are chronically absent.	Site provided materials and resources	District Central funding	
		District Central funding	
		District Central funding	
		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 with compromised housing / foster youth.	District & Site resources	District Central funding	
STRATEGY: Wellness			
PD - Team Building - Alignment Meeting - BOY	Beginning of year retreat with professional development for staff on master plan	Site Title 1	10,000

Annual Review

SPSA Year Reviewed: 2025-26

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.

This year, we were able to strengthen our student's academic achievement through our commitments made under goal 1. We expanded our grade levels to TK-6, our 2 new 6th grade teachers shared a cohort of students and worked as Dual language Immersion ToSAs when not in the classroom. Through this work, we were able to provide support to our teachers and students in terms of ELD instruction and professional reflection. Our DLI and Language and Literacy ToSAs met regularly to ensure our immersion program is aligned vertically and that a consistent progression of learning is happening for our students. They, along with our Math ToSA, provided regular professional development support during our staff meetings. This led to direct impacts in terms of teacher planning and collaboration. Conversations included teacher reflection and commitments to next steps. Further, our paraprofessionals were able to provide consistent academic support for students in Kindergarten and 2nd grade. We were able to implement after school intervention for 4th-5th grade students at risk of becoming long-term English Language Learners through our Summit K-12 program. As in years prior, our Kinder Jump Start allowed for students that were new to schooling this year to have an introduction to the classroom and school wide expectations prior to the start of the 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.

This year, overall we were able to implement our plan well. A point of growth for us is to provide more outside PD for staff. We were effective in our in-house PD offerings, but we would have liked for more staff members to participate in conferences and other outside opportunities for professional growth. This year, we were able to have 3 rounds of data talks. The roll out of these data talks was intended to impact all grades, however, only 3rd-5th grade teachers met twice this year for data. The original intention was for all grade levels to have a few rounds of data talks with ToSAs and administrators this year. We also did not have a Digital literacy Para for roughly half of the year due to resignation and the termination of our digital literacy programs for grades 1-5.

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.

One major change is that next year we plan to include a para I on staff to support with literacy. We currently have a para support in TK, K and 2nd grade. We are planning on extending these supports to 1st, 3rd, 4th and 5th grades. Another change is that, due to our campus swap, we will not offer our Kinder Jumpstart for the 2025-26 school year as teachers will not have access to their new classrooms in time for summer implementation. We will also eliminate the digital literacy para position for 1st-6th grade (though the Kindergarten digital literacy position remains). By providing a general para in elementary classrooms, we will be able to better support literacy skills and development.

Lastly, another major change will be that next year our Math ToSA position will be split between our site and other schools within the district. This year our Math ToSA was full time at our site. We will also only have 1 DLI half time ToSA.

GOAL 2 ANALYSIS

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

Overall, we were able to implement our goal 2 plan effectively. Our CSS team, composed of both a Community Schools Specialist and our Community Service Specialist, maintained our resources in the community room well organized and accessible for our community. The team has been able to effectively create partnerships with outside organizations to provide regular food donations for families, to keep our community well stocked with food and clothing resources for families, and fostering a sense of belonging and inclusion for all families. This year we also completed our first year of community schools implementation. While we did not get the state grant as hoped, our Community School Steering Committee effectively expanded our after school programming to include sports, science and art programs at no cost to students. We also expanded our parent engagement to include PIQE (Parent Institute for Quality Education) as well as our regular events such as ELAC, coffee chats and Súper Miércoles (a Wednesday night parent engagement event that focuses on mindfulness, digital support for students, and an introduction to our online programs).

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

For the most part, we were able to implement our plan with fidelity. Our community schools specialist joined our team this year, we were able to implement our community schools practices and furthered our community and student engagement after school. While LGBTQ acceptance is a big priority for our school and we did have our district LGBTQ Tosas lead a staff meeting, the impact was not as impactful for students and families as in prior years. Last year we included a parent education series on LGBTQ topics. This year that was absent.

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 will continue to implement our parent engagement events, staff our CSS team in our community room, and continue with our community schools after school programming. While the budget to expand our after school programming remains the same for our site, next year, we will expand our capacity for after school childcare through the districts funding of Boys and Girls Club on campus. This will greatly expand our after school childcare capacity and will focus on serving families of higher socioeconomic need.

GOAL 3 ANALYSIS

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

Overall, our implementation went great. we were able to implement our restorative justice practices very well. The district sponsored professional development for all certificated staff. Our RJ ToSA and admin participated in a week long training at the district office. Our RJ ToSA and Mental Health Clinician formed our wellness team, which met weekly throughout the year with admin to problem solve and determine next steps for students that came up for support. Further, our RJ ToSA created an RJ implementation team, which created a shared and collaborative vision for restorative practices at our site. We developed a cohesive system to distinguish between students needing mental health

support and Restorative support. We also extended our disciplinary pathway to include a restorative portion with our RJ ToSA after discipline occurred. This was shared with staff and our community. Overall, feedback was positive though there are next steps for bringing restorative practices into the hands of students and defining clearer expectations for practices in the classroom. Our CARE team met regularly throughout the year. We developed a semi consistent practice of alternating the daily focus between 3 themes: academic & behavior concerns (SST next steps included), absenteeism and discipline review (we implemented our SART meetings consistently based on these meetings), and inviting teachers to share grade level or classroom needs. This ensured that our multi tiered systems of support were functioning consistently and in a collaborative manner. Unfortunately, this year, we were not able to acquire a PE para to support with physical activity in Kinder and TK.

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 major difference between our intended implementation and actual implementation was that we did not secure a physical education para. This primarily affected Kinder and TK as in these grades, classroom teachers needed to implement physical education activities.

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 difference is that the time for our PE para will be increased to 5.5 hours. Our PE para is being transferred to our site and we expect for the PE para to support our physical education teacher with multiple grades, including TK and K. The PE para position is being removed from SPSA as it was funded by PTA but will now be funded by the central office. While not a direct SPSA item, we will be extending the reach of our restorative practices next school year. We are looking forward to incorporating a peace path onto our playground. This will necessitate the expansion of our restorative practices to include students as leaders and for them to be able to self monitor their own implementation of restorative practices. Our RJ ToSA, along with our RJ implementation team, will work on next steps to empower students for this task.

Another change is that next year our RJ ToSA will be completely funded by our Title 1 funds instead of through central funding.

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	\$1,164,763.00

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 (\$)
Title IV	\$38,320.00

Subtotal of additional federal funds included for this school: \$38,320.00

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	\$924,534.00
Site Lottery	\$6,318.00
Site PTA	\$45,775.00
Site Supplemental	\$47,542.00
Site Title 1	\$100,800.00
Site Title 1 Family Engagement	\$1,474.00

Subtotal of state or local funds included for this school: \$1,126,443.00

Total of federal, state, and/or local funds for this school: \$1,164,763.00

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
District Central funding	924,534.00
Site Lottery	6,318.00
Site PTA	45,775.00
Site Supplemental	47,542.00
Site Title 1	100,800.00
Site Title 1 Family Engagement	1,474.00
Title IV	38,320.00

Expenditures by Budget Reference

Budget Reference	Amount
	275,508.00
1000-1999: Certificated Personnel Salaries	560,941.00
2000-2999: Classified Personnel Salaries	108,824.00
4000-4999: Books And Supplies	28,717.00
5000-5999: Services And Other Operating Expenditures	12,270.00
5800: Professional/Consulting Services And Operating Expenditures	29,420.00
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Central funding	376,845.00

1000-1999: Certificated Personnel Salaries	District Central funding	547,689.00
4000-4999: Books And Supplies	Site Lottery	6,318.00
2000-2999: Classified Personnel Salaries	Site PTA	18,000.00
4000-4999: Books And Supplies	Site PTA	17,775.00
None Specified	Site PTA	10,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	3,752.00
2000-2999: Classified Personnel Salaries	Site Supplemental	42,840.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	950.00
	Site Title 1	22,746.00
2000-2999: Classified Personnel Salaries	Site Title 1	47,984.00
4000-4999: Books And Supplies	Site Title 1	650.00
5800: Professional/Consulting Services And Operating Expenditures	Site Title 1	29,420.00
4000-4999: Books And Supplies	Site Title 1 Family Engagement	1,474.00
	Title IV	15,000.00
1000-1999: Certificated Personnel Salaries	Title IV	9,500.00
4000-4999: Books And Supplies	Title IV	2,500.00
5000-5999: Services And Other Operating Expenditures	Title IV	11,320.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	649,204.00
Goal 2	266,174.00
Goal 3	249,385.00

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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Dustin DeMakas	Principal
Karina Contreras	Other School Staff
Amy Wilson	Classroom Teacher
Gabby Lazalde	Classroom Teacher
Cyrus Limón	Classroom Teacher
Hector Cabrera	Parent or Community Member
Cintya Heredia	Parent or Community Member
Alma Morales	Parent or Community Member
Silvana Quintanilla	Parent or Community Member
Karla Ramos	Parent or Community Member
Isabel Jimenez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 June 9, 2026.

Attested:

	Principal, Dustin DeMakas on June 9, 2026
	SSC Chairperson, Silvana Quintanilla on June 9, 2026