



Cottage Grove
Elementary School
Growing Thinkers, Leaders, and Dreamers

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
Cottage Grove (formerly Lead) Elementary School	41690396044804	May 20, 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

Targeted Support and Improvement

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.

As a school identified for Targeted Support and Intervention (TSI) or Additional Targeted Support and Intervention this SPSA describes the goals, strategies, and actions being implemented to improve the chronic absenteeism of students in Special Education.

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 Cottage Grove, formerly Lead, has met the ESSA requirements for the Schoolwide Program and TSI 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

Input from stakeholders occurred through the School Site Council, English Language Advisory Committee, staff meetings, and parent and community input meetings throughout this school year. SSC meetings occurred on September 17, October 15, November 19, 2025, January 21st, February , March 19th, and May 21st, 2025. ELAC meetings occurred on September 13th, November 8th, 2024, and February 24th, March 7th, and May 16th, 2025. PTA meetings on September 4th, October 16th, December 11th 2024 and January 22nd, March 25th, and May 20th, 2026.

Feedback for each stakeholder group looked similar. Our staff was able to participate in first looking at the data, identifying root causes, and then giving suggestions and input around what to start, stop, continue, and new ideas to support the data based on our student's and community's needs.

Final approval was at the School Site Council meeting on May 20th, 2026.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cottage Grove (formerly Lead) Elementary 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
American Indian	0.29%	0.29%	0.28%	1	1	1
African American	0.29%	%	%	1		
Asian	2.29%	2.58%	4.48%	8	9	16
Filipino	4.87%	3.72%	3.92%	17	13	14
Hispanic/Latino	74.21%	73.35%	75.35%	259	256	269
Pacific Islander	6.02%	5.73%	4.20%	21	20	15
White	5.16%	6.02%	5.04%	18	21	18
Multiple/No Response	6.30%	7.45%	5.60%	22	26	20
Total Enrollment				349	349	357

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	35
Kindergarten	46	48	44
Grade 1	57	52	63
Grade 2	59	56	46
Grade3	54	59	57
Grade 4	51	60	54
Grade 5	56	52	58
Total Enrollment	349	347	357

Conclusions based on this data:

1. Our enrollment declined and led to a decrease of 1 FTE.
2. Lead's enrollment has remained relatively steady.
3. Bay Area housing prices have not fallen despite COVID and other factors. This mirrors the Districts decline in enrollment.

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	209	202	192	56.5%	59.9%	53.8%
Fluent English Proficient (FEP)	22	27	35		6.3%	9.8%
Reclassified Fluent English Proficient (RFEP)			18	8.4%	5.2%	11%

Conclusions based on this data:

- For this school year, Lead's number of English Learners decreased.
- For this school year, Lead reclassified more students than the previous school year.
- Lead reclassified more students in the 2024-2025 school year.

School and Student Performance Data

Data Indicators and Targets

<https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B%2218jvXdYHRbm3sHzgPbCf-iCVm30PDtMZt%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22116968459494555431746%22%2C%22resourceKeys%22%3A%7B%7D%7D>

Data Statements: Strength

1. Early literacy:
LEAD Elementary demonstrates strong early literacy outcomes, with K–2 students showing significant growth on PAF assessments. Most student groups are approaching or meeting the 80% proficiency benchmark, indicating effective Tier 1 literacy instruction and early intervention systems.

In Math:
Primary grade mathematics performance remains a strength, with students consistently meeting or exceeding benchmark expectations on common formative assessments.

Chronic absenteeism:
Chronic absenteeism has decreased significantly across all student groups, reflecting improved engagement and effective attendance interventions.

CHKS:
School Connectedness: Significant increase in students feeling part of the school (+24%)
Adult Relationships: 81% of students report adults care about them
School Safety: 100% of staff report school is a safe place for students
Student Engagement: Decrease in reported boredom (-16%)
Student Motivation (Staff Perception): Increased by +18%
Family Engagement: Staff report strong systems for welcoming and involving families

English Learners:
English Learners are demonstrating accelerated growth in both language acquisition and literacy, as evidenced by increased ELPI performance and a substantial rise in CAASPP ELA proficiency.

Data Statements: Challenges

2. In literacy:
CAASPP ELA proficiency in grades 3–5 has declined over time, with disproportionately low outcomes for Hispanic/Latino and socio-economically disadvantaged students.

NWEA:
There is a significant drop in student performance between primary and upper grades, suggesting a lack of vertical alignment and insufficient transfer of foundational skills to grade-level rigor.

Math:
Upper grade mathematics achievement remains below grade-level expectations across all student groups, with minimal growth and persistent gaps among English Learners, Hispanic/Latino students, and students with disabilities.

CHKS:
Student-Reported Harassment: Increased by +7% despite staff perceiving improvement
Mental Health Indicators: Slight rise in frequent sadness (+3%)

Planning Statements

3. This year, lower grade levels are participating in year-long professional development and coaching in Math. Schools will continue to increase participation for target groups using the Intervention Programs: Footsteps2Brilliance and ST Our school will implement a vertically aligned TK–5 instructional framework to strengthen outcomes for all students, with more emphasis on grades 3–5 where achievement gaps are most pronounced. In literacy and mathematics, we will prioritize high-quality Tier 1 instruction supported by structured literacy practices, writing across content areas, and a strong emphasis on conceptual understanding and problem-solving. Teachers will use common formative assessments to monitor progress and adjust instruction. Targeted small group interventions will be expanded to meet the needs of English Learners, socioeconomically disadvantaged students, and students with disabilities, ensuring equitable access to rigorous, standards-aligned instruction.
- To promote coherence across grade levels, we will align curriculum, instructional strategies, and expectations from TK through fifth grade, with a particular focus on academic language development and consistency in instructional routines. English Learner supports will be strengthened through both designated and integrated ELD, with increased opportunities for structured academic discourse embedded throughout the school day. Together, these efforts aim to reduce the performance drop-off between primary and upper grades while accelerating achievement for all student groups.
- In addition to academic supports, we will prioritize a positive and inclusive school climate to ensure students feel safe, connected, and ready to learn. This includes expanding Tier 1 social-emotional learning and restorative practices, strengthening Tier 2 and Tier 3 behavioral supports, and using student perception and discipline data to guide continuous improvement. Attendance will be addressed through proactive systems for early identification, family outreach, and engagement strategies to reduce chronic absenteeism. By integrating strong instruction, targeted interventions, and a supportive school environment, we aim to improve overall student outcomes, close achievement gaps, and ensure every student is prepared for long-term success

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards"). Targeting specifically student groups identified in CSI: EL, Hispanic, Socio-economically Disadvantaged and Students with Disabilities in the areas of ELA, Math English Language Progress Indicator(ELPI) and Chronic Absenteeism.	District-provided curriculum.		
MTSS, Tier 1: Support K-2 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
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).	Site funded 1.0 FTE ToSA	None Specified District Central funding	101,222
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).	Supplemental TOSA transition funding	1000-1999: Certificated Personnel Salaries	47,407
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).	Archer Grant	1000-1999: Certificated Personnel Salaries	41,100

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).	District-provided funding	1000-1999: Certificated Personnel Salaries District Central funding	179,236
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students.	District-provided resource.		
MTSS, Tier 2 & 3: Provide three paraeducator to support by pushing in and supporting small group learning focused on foundational literacy. Targeting specifically student groups identified in TSI: Students with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.	Site-identified 6.5 hour Paraeducator 3 roles	2000-2999: Classified Personnel Salaries Site Title 1	124,599
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based NWEA for 3-5.	District-provided materials and resources		
Strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost). Targeting specifically student groups identified in TSI: Students with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.	District-provided resources		
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STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, Amplify, and teacher guidance materials.	District-provided materials and resources		
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		
MTSS, Tier 2: Implement math intervention programs (Go Math) to support unfinished learning and	District-provided materials and resources		

develop positive math mindsets of targeted students.			
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students. Targeting specifically student groups: Latinx, students identified as English Learners, and students identified as SocioEconomically Disadvantaged.	District-provided resource.		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		
MTSS, Tier 1: Provide outdoor education and hands-on learning experiences to fifth grade students for a four-day and three-night overnight science education trip to Mission Springs.	District-provided materials and resources	District Central funding	
STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	District-provided materials and resources	Other	30,981
Implement Music4Minors performing arts program	District-provided materials and resources	Other	56,696
STRATEGY: School Culture and Support			
MTSS, Tier 1 & 2: Implement MTSS CARE team 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. Targeting specifically student groups identified in TSI: Students with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.	Site-identified staff extra-time and meeting costs		
MTSS, Tier 1 & 2: Implement MTSS CARE team 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. Targeting specifically student groups identified in TSI: Disadvantaged and Students with Disabilities in the areas of ELA, Math, English Language Progress Indicator(ELPI), and Chronic Absenteeism.	Site-identified resources		

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			
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		
Provide site-based community outreach specialists and workers to improve school-home communications during the summer 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 during the summer months.	District-provided resources		
Extended Hours to staff to 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	2000-2999: Classified Personnel Salaries Site Title 1 Family Engagement	700
Family Engagement Event Materials and Supplies 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 resources	4000-4999: Books And Supplies Site Title 1 Family Engagement	700
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development,	Site-identified staff extra-time and meeting costs		

that build culturally responsive classrooms and school-wide culture.	District-provided resources		
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.	Site-identified staff extra-time and meeting costs District-provided resources		
Supplemental classroom supplies to ensure high needs students have equal access and opportunity for achievement	Site-identified additional expenses	4000-4999: Books And Supplies Site Title 1	10000
STRATEGY: Full Service Community School			
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), extended learning day, and academic interventions.	District-provided resources Site-identified staff extra-time		
Engage with a district-level community school steering committee to give input on resources, professional development, and family wrap-around supports needed for students and families to thrive.	District-provided resources Site-identified staff extra-time		
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 Site-identified staff extra-time		
Expand after-school program to ensure students have access to enriched learning opportunities beyond the traditional school day.	Community School Grant	5000-5999: Services And Other Operating Expenditures Other	211,202
Provide a full-time Community School Specialist o 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.	Community School Grant	2000-2999: Classified Personnel Salaries Other	125,871
Provide a full-time Community School Specialist o 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 Other	60,000

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.	Community School Grant	4000-4999: Books And Supplies Other	10,400
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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 <ul style="list-style-type: none"> 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 to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	123,343
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools. Targeting specifically student groups identified in TSI: Students with Disabilities.	District-provided materials and resources		
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		
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. Targeting specifically student groups identified in TSI: Students with Disabilities	District-provided materials and resources		
SEL/PBIS curriculum & materials & training	Materials and Curriculum	4000-4999: Books And Supplies Title IV	5,000
STRATEGY: Reducing Chronic Absenteeism			

MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB)	Site-identified staff extra-time and meeting costs		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified staff extra-time and meeting costs		
MTSS Tier 1 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 students/families, in an effort to reduce chronic absenteeism.	Site-identified staff extra-time and meeting/activities costs		
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.	Site-identified staff extra-time		
MTSS Tier 2 Students with IEPs and Chronic Absenteeism Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc	Site-identified staff extra-time		
MTSS Tier 2 Students with IEPs: Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.	Site-identified staff extra-time		
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district-recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and	Site-identified staff extra-time and meeting costs		

optional “Hop/Skip/Drive” transportation, pantry & clothing closets)			
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site-identified staff extra-time		
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.	Site-identified staff extra-time		
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site-identified staff extra-time		

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.

The implementation of the PAF program, led by our L&L TOSA's, and supported by our site paras, has been extremely effective in increasing the early literacy skills of our K-2 students. The collaboration of our L&L TOSAS with our MLL TOSA has strengthened the effectiveness of our PAF program for our MLL learners. The implementation of supports and curriculum to support our RFEP learners was effective in increasing overall achievement. Our ELPI scores also increased slightly due to the collaboration of our TOSA team and the coaching cycles our ML TOSA did with grade level teams.

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

Due to an unexpected medical leave of one of our L&L TOSA's, we were without that support for 5 months of the school year leading to uncertainty that we will meet our 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.

We used all of our resources to ensure that we have 2 L&L TOSA's again next year to fill in the gaps from this year and continue to make growth.

GOAL 2 ANALYSIS

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

With the support of our Community Services Specialist, we were very effective in strengthening our home to school connection with families and identifying barriers and challenges. We were able to open up our school pantry with food and other household items to support families. Our use of our own teachers and staff to administer the ELPAC test was extremely effective in raising test scores.

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

Our CSS had to spend a lot of time working on afterschool programming and this took away time for being able to support 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.

We are confident that heading into year 3 of after school programming, the systems will be set and more organized, allowing our CSS to out more focus back on our families.

GOAL 3 ANALYSIS

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

Due to our intentional focus on improving our chronic absenteeism, we saw a huge decrease in students being absent.

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

Despite well meaning meetings and intentions, we still struggled with the attendance of our students with disabilities.

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 not have the same amount of funding for attendance meetings with families, and shift to a monthly check in call or meeting with individual families.

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	\$1,128,457.00

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	\$5,000.00

Subtotal of additional federal funds included for this school: \$5,000.00

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 (\$)
	\$88,507.00
District Central funding	\$403,801.00
Other	\$495,150.00
Site Title 1	\$134,599.00
Site Title 1 Family Engagement	\$1,400.00

Subtotal of state or local funds included for this school: \$1,123,457.00

Total of federal, state, and/or local funds for this school: \$1,128,457.00

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
	88,507.00
District Central funding	403,801.00
Other	495,150.00
Site Title 1	134,599.00
Site Title 1 Family Engagement	1,400.00
Title IV	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	30,981.00
1000-1999: Certificated Personnel Salaries	391,086.00
2000-2999: Classified Personnel Salaries	311,170.00
4000-4999: Books And Supplies	26,100.00
5000-5999: Services And Other Operating Expenditures	211,202.00
None Specified	101,222.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		88,507.00
1000-1999: Certificated Personnel Salaries	District Central funding	302,579.00

None Specified	District Central funding	101,222.00
	Other	87,677.00
2000-2999: Classified Personnel Salaries	Other	185,871.00
4000-4999: Books And Supplies	Other	10,400.00
5000-5999: Services And Other Operating Expenditures	Other	211,202.00
2000-2999: Classified Personnel Salaries	Site Title 1	124,599.00
4000-4999: Books And Supplies	Site Title 1	10,000.00
2000-2999: Classified Personnel Salaries	Site Title 1 Family Engagement	700.00
4000-4999: Books And Supplies	Site Title 1 Family Engagement	700.00
4000-4999: Books And Supplies	Title IV	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	581,241.00
Goal 2	418,873.00
Goal 3	128,343.00

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
- 3 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Natalie Delahunt	Principal
Ashley Vindel	Parent or Community Member
Zac Wolfe	Parent or Community Member
Shannon Twomey	Other School Staff
Elisabeth Glikbarg	Classroom Teacher
Janet Chappell	Classroom Teacher
Kimberly Milagros	Parent or Community Member
Renee Skinner	Other School Staff
Yolanda Miranda	Parent or Community Member
Arteivia Muaava	Parent or Community Member
Linda Tong	Classroom Teacher
Clara Diaz	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: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2026.

Attested:

	Principal, Natalie Delahunt on 05/21/26
	SSC Chairperson, Ashley Vendel on 05/21/26