



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
Beresford Elementary School	41690396044846	May 11, 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. In this SPSA, there are several sections with information that explains how Beresford Elementary School has met the ESSA requirements for Title 1 in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 Beresford Elementary School has met the ESSA requirements for the Title 1 Schoolwide program 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

ELAC- (input) 4/29/26

ELAC- (feedback and approval) 4/29/26

SSC- (input) 4/13/26

SSC- (feedback and approval) 5/11/26

PTA- (input) 5/12/26

PTA- (feedback and approval) 5/12/26

Staff- (input) 4/14/26

Staff- (feedback and approval) 5/12/26

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Beresford 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	0.47%	0.46%	%	1	1	
African American	%	%	1.52%	1	1	3
Asian	7.08%	8.72%	6.60%	15	19	13
Filipino	3.30%	3.21%	3.05%	7	7	6
Hispanic/Latino	60.85%	58.72%	56.35%	129	128	111
Pacific Islander	2.83%	1.83%	3.55%	6	4	7
White	17.92%	19.27%	19.80%	38	42	39
Multiple/No Response	7.55%	6.42%	6.60%	16	14	13
Total Enrollment				212	218	197

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		19	13
Kindergarten	40	23	32
Grade 1	23	39	25
Grade 2	35	26	35
Grade3	39	35	24
Grade 4	36	39	29
Grade 5	39	33	39
Total Enrollment	212	214	197

Conclusions based on this data:

1. Fourth and Fifth grade enrollment has remained relatively consistent over the past three years.
2. Beresford has had a decrease in enrollment by 21 students.
3. District is seeing declining enrollment over the past two years. Due to rising costs and inflation, families are moving out of the Bay Area. Some families dis-enroll their child in fourth and fifth grade to attend private schools in preparation for high school.

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	82	79	73	34.9%	38.7%	37.1%
Fluent English Proficient (FEP)	31	32	28		14.6%	14.2%
Reclassified Fluent English Proficient (RFEP)	14	2	8	10.1%	7%	10.9%

Conclusions based on this data:

1. Multilingual population has decreased 2.5%
2. RFEP students increased from 2 to 8 students.
3. The population of ELLs has declined and the total school population has declined.

School and Student Performance Data

Data Indicators and Targets

<https://docs.google.com/spreadsheets/d/1jqFADLdwYP0Z1DzJgSsYWzO7yS42C1C6ZqCIQzqs3Qk/edit?usp=sharing>

Data Statements: Strength

1. In CAASPP ELA, 44.74% Fourth grade students met or exceeded standards. Special Education Students showed gains with 9.09% meeting or exceeding standards.

In CAASPP Math, 44.23% students met or exceeded standards with Fourth Grade having the highest gains of 60.52% meeting or exceeding standards. All subgroups showed gains from the year before with 5.71% English Language Learners, 34.91% Socio-economically disadvantaged students, 18.18% Special Education Students, and 25.81% Hispanic/Latino students meeting or exceeded standards.

CHKS data: 1) 71% of Third, 78% of Fourth and 77% of Fifth graders feel connected to school, 2) 79% of Third, 91% Fourth and Fifth feel safe at school

In ELA Benchmarks there were significant gains with the following percentages met or exceeded grade level assessments: Kindergarten (100%), First grade (92%), Second grade (62%), Socio-Economically Disadvantaged (85%), English Learners (76%), Hispanic/Latino (84%)

In the area of the math benchmarks, between fall and winter 1st grade (96%) increased the number of students meeting or exceeding standards.

Expanded Visual and Performing Arts Program has been maintained.

Data Statements: Challenges

2. In CAASPP ELA, English Language Learners and Hispanic/Latino students show a persistent gap in achievement with 0% AND 19.35% meeting or exceeding standards respectively.

In CAASPP Math, 29.42% of Third grade students and 31.26% of Fifth grade students met or exceeded standards which is below the school-wide performance of 44.23%. While an increase from the year prior, 5.71% English Language Learners and other subgroups (SED, Special Education, and Hispanic/Latino) still show a persistent gap in achievement.

Chronic Absenteeism increased in all subgroups. Chronic Absenteeism continues to be a concern with an increase of 22.50% of students chronically absent overall.

Of our English Language Learners, 16% are chronically absent.

Planning Statements

3. Year long professional development and coaching in the grades K-3 literacy curriculum PAF with TOSA support.
Year long professional development and coaching in grades 3, 4 and 5 around Project Based Learning (PBL) and mathematics with TOSA support.
Regular student data meetings to analyze student performance, identify areas of strength and areas of growth and to develop targeted interventions to improve student learning
Improve attendance through creating systems and incentives to support families who are chronically absent.
Year long support and coaching in all grades with a focus on multilingual learners, supports and strategies.
As part of providing well-rounded education, we will contract for expanded visual and performing arts programming.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL TK-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: Continue to implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum with TOSA support. Site-identified additional teacher extra-time		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards").	With TOSA support.		
MTSS, Tier 1: Support K-3 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-3 to support in-class instruction for foundational literacy (PAF and Phonics for Reading).	District-provided 1.0 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	164,920
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 1 & 2 Collaborate with Peninsula Bridge to provide academic and enrichment supports, to targeted struggling students, enrolled in extended day programming	District-provided resources		
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	District-provided materials and resources		

computer-based Reading Inventory assessment for grades 3-5.			
MTSS, Tier 1 & 2: Assign Multilingual Support TOSA TK-5 to support ELD planning, in-class and pull-out instruction for Multilingual Learners and Newcomers	Site identified Teacher on Special Assignment	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 1: Teacher resource materials and student materials (literacy and math)		4000-4999: Books And Supplies Site Supplemental	7,500
MTSS, Tier 1 & 2: Continue cycles through principal and site staff and data meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day. Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.		1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support 4-5th staff to participate in summer and school-year professional development to implement core SMFC math program.	Summer per diem, covered by district. Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries District Central funding	
MTSS, Tier 2: Continue to support unfinished learning and intervention activities outside the school day, and develop positive math mindsets of targeted students. Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.	District-provided materials and resources and technology licenses.	4000-4999: Books And Supplies Site Supplemental	4,000
MTSS, Tier 1 & 2: Continue to implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments (Amplify) and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the	District-provided materials and resources		

school day (e.g., ELO-P), Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.			
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Continue to implement LEGO Education modules, with support from the lead Lego teacher.	District-provided materials and resources and lead Lego teacher stipend.		
STRATEGY: Visual and Performing Arts			
Visual Arts Contract (\$25,230 + 15,000 from Title IV)	Consultant Contract	5000-5999: Services And Other Operating Expenditures Title IV	40,230
Visual Arts Contract (\$770 from Supplemental)	Consultant Contract	5000-5999: Services And Other Operating Expenditures Site Supplemental	770
Provide expanded VAPA Instruction (as part of priority for Well Rounded Education) Music for Minors 5th Grade Instrumental	Consultant Contract	5000-5999: Services And Other Operating Expenditures District Central funding	20,800
Art Program Materials	District-provided resource.	4000-4999: Books And Supplies Site Lottery	2,548
Art Program Materials	District-provided resource.	4000-4999: Books And Supplies Site Supplemental	212
MTSS, Tier 1: Implement visual and performing arts programming: Implement Myriad Music and Music for Minors music programs. Implement Art Program visual arts program for all classrooms.	Consultant contract (Prop 28)	5800: Professional/Consulting Services And Operating Expenditures District Central funding	17,029
MTSS, Tier 1: Implement visual and performing arts programming: Implement Myriad Music and Music for Minors music programs. Implement Art Program visual arts program for all classrooms.	Consultant contract (VAPA)	5800: Professional/Consulting Services And Operating Expenditures District Central funding	5,884
Provide expanded VAPA Instruction (as part of priority for Well Rounded Education)		1000-1999: Certificated Personnel Salaries District Central funding	20,000

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			
Continue to Implement family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness family engagement events.	Site-identified staff extra-time and meeting costs District-provided resources	0001-0999: Unrestricted: Locally Defined Site Supplemental	4,000
Continue to Implement family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness family engagement events.	Site-identified staff extra-time and meeting costs District-provided resources	4000-4999: Books And Supplies Site Title 1 Family Engagement	699
Provide site-based community outreach specialist to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth, to expand school and community-based resources available to families and to support students throughout the school day.	Site-identified staff 6.5 hrs.	2000-2999: Classified Personnel Salaries Site Title 1	69,152
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		
STRATEGY: Responsive” Curriculum & Practices			
Increase professional development and resources to support practices, and actions that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Increase classroom libraries with literature that builds inclusive	Purchase of ABAR books for classroom libraries.	4000-4999: Books And Supplies	5,539

classrooms and multi-cultural literature that represent the cultural backgrounds within our schools (heritage celebrations, LGBTQ+)		Site Supplemental	
Provide experiential learning and grade level content reengagement activities for all students to have a variety of learning experiences and exposure.	Site funding for assemblies	5000-5999: Services And Other Operating Expenditures Site Supplemental	7,200
Implement school curriculum, practices, and actions supported by staff professional development that build inclusive classrooms and school-wide culture.	District-provided resources		
Staff Training - Culturally Responsive Classrooms/ABAR or similar training, consulting services, in-person/online that support the following student groups: youth with compromised housing, students with IEPs and Latinx.	Site funding for training	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	14,000
Implement school curriculum, practices, and actions, supported by staff professional development and staff timecards (for Certificated and Classified) that build culturally responsive classrooms and school-wide culture. Targeting specifically student groups: : Youth with Compromised Housing, Students with IEPs, Latinx.	Site funding for training	1000-1999: Certificated Personnel Salaries Site Title 1	11,512
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGTBQ+ students and families.	District-provided resources		

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 .50 FTE of Counselor to provide individual and group wellness support.	District-provided .50 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	77,825
MTSS, Tier 1 & 2: District-based Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District-provided materials and resources		
MTSS, Tier 1 & 2: Continue to implement Student Study Team (SST) and 504 structures and tools.	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 -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: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		
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	District-provided materials and resources		

Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
Supplemental SEL materials for K-5	Site based funding	4000-4999: Books And Supplies Site Supplemental	2,800
Experiential student games to promote problem solving, collaboration and compromise skills while outside.	site based funding	4000-4999: Books And Supplies Site Supplemental	2,000
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).			
MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): 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.			
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 optional "Hop/Skip/Drive" transportation, pantry & clothing closets).			
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	site based funding	4000-4999: Books And Supplies Site Supplemental	3,000

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.

Goal 1 Achievement

Teacher Collaboration

Effective. Teachers were provided release time and substitute coverage to collaborate with the Literacy, Math, and Multilingual Teachers on Special Assignment (ToSAs). Through ongoing data cycles and collaborative planning, teachers analyzed student progress, identified focal students, and developed SMARTIE goals and acceleration plans to support all learners, with a particular focus on multilingual learners and students requiring additional academic support.

Materials to Support Literacy Program

Effective. Additional instructional materials were purchased to strengthen small-group instruction and Tier 2 and Tier 3 interventions. Resources included supplemental literacy materials, classroom supports, and expanded collections of diverse and culturally responsive books for classroom instruction and school libraries.

Technology Licenses

Effective. School-wide technology licenses were purchased to support vocabulary development, language acquisition, and reading comprehension for all students.

Goal 1: Achievement

In 2025–2026, Beresford’s achievement goal was to create equitable learning opportunities for all Pre-K through 5th grade students, resulting in the closing of achievement gaps and preparing students for long-term academic and personal success in high school and beyond. To support this goal, the school focused on three key areas:

Language and Literacy

Mathematics

Science/STEM

Language and Literacy

Beresford continued the full implementation of PAF, an Orton-Gillingham-based supplemental literacy program, in grades K–2 to strengthen foundational reading skills. Additional targeted support was provided for multilingual learners through designated interventions, coaching cycles, and differentiated instruction.

Staff participated in ongoing professional development focused on foundational literacy, English Language Development strategies, and effective implementation of supplemental literacy curricula. Teachers in grades 3–5 utilized Rewards and Phonics for Reading to provide targeted intervention and accelerate growth in foundational literacy skills across student groups.

Teachers regularly collaborated with Literacy and Multilingual ToSAs through data meetings and instructional cycles to analyze student progress, identify needs, and develop responsive instructional strategies. Particular attention was given to multilingual learners and students needing additional support to meet grade-level standards.

Recognizing the needs of newcomer students, the school implemented both in-class and pull-out supports using newcomer curricula, including Hello! and Strong, with an emphasis on smaller instructional groups and differentiated pacing to increase access and engagement.

The Foundational Literacy ToSA provided both classroom coaching and direct intervention support in programs such as PAF, Phonics for Reading, and Rewards. In addition, TK–3 students had access to Footsteps2Brilliance as a home literacy resource, allowing teachers to monitor progress and target specific skill development for students requiring additional practice.

Mathematics

Beresford continued implementation of the K–5 mathematics curriculum Engage NY/Zearn while also promoting the use of ST Math as a supplemental at-home resource.

The on-site Math ToSA supported teachers through coaching cycles, collaborative planning, and professional learning focused on mathematics content knowledge, curriculum implementation, and data-informed instruction.

Teachers engaged in multiple data meetings throughout the year to develop and implement K–5 formative assessments and collaboratively analyze student work to inform instructional decisions.

The school also emphasized the development of mathematical vocabulary and student discourse to support conceptual understanding for all learners, particularly multilingual students.

In addition, five staff members representing grades K–2, along with the Multilingual and Math ToSAs, participated in a mathematics lesson study focused on instructional improvement through cycles of planning, observation, reflection, and lesson revision. Two teachers also participated in piloting materials for a future mathematics adoption.

Science/STEM

The TWIG Science curriculum and accompanying teacher guidance materials were implemented across all K–5 classrooms. Teachers incorporated the district's EL Signature Strategies to increase access to grade-level science content and academic vocabulary for multilingual learners.

Teachers also used Benchmark resources to reinforce science concepts and collaborated to deepen implementation of the TWIG curriculum in culturally and linguistically responsive ways.

Additionally, all TK–5 students participated in regular LEGO Lab sessions, where they engaged in coding, engineering, and hands-on STEM learning experiences that promoted problem-solving, collaboration, and critical thinking skills.

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

No differences.

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.

None at this time.

GOAL 2 ANALYSIS

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

Goal 2: Family Engagement

In 2025–2026, Beresford’s equity goal was to continue reducing inequitable outcomes for all students and staff by prioritizing equity, access, and inclusion. To support this goal, the school focused on strengthening family partnerships, increasing culturally responsive practices, and expanding equitable access to resources and opportunities for students and families.

Our site-based Community Outreach Specialist played an integral role in strengthening school-home communication and engaging families in culturally responsive ways that aligned school and family supports for students’ academic and social-emotional growth.

Beresford continued to increase opportunities for family voice and feedback through family engagement events, parent meetings, and coffee chats. These efforts helped strengthen relationships with families and supported the integration of family strengths, experiences, and resources into school supports and services.

To increase participation and accessibility, childcare and engaging student activities were provided during ELAC meetings. In addition, ELAC meetings were held within the community where many multilingual families reside, resulting in increased attendance and stronger family engagement.

A continued focus this year was the development of culturally responsive classrooms and inclusive school practices. Staff participated in professional development throughout the year centered on equity, inclusion, language acquisition, and culturally responsive teaching practices. Six staff members participated in BE GLAD training, strengthening instructional strategies that support language development and literacy for multilingual learners.

Community Outreach

Very Effective. The Community Outreach and Student Support Paraprofessional actively engaged with families to strengthen home-school connections, improve communication, and ensure equitable access to school resources and supports.

Materials for Parent Outreach Meetings

Effective. Materials and resources were purchased to support parent engagement meetings and strengthen communication and collaboration between home and school.

Student Academic and Experiential Activities

Effective. Students participated in a variety of academic and experiential learning opportunities designed to provide equitable access and broaden student experiences. Assemblies, enrichment activities, and school-wide events supported student engagement across literacy, STEM, visual arts, and performing arts.

Staff Training: Responsive Curriculum and Practices

Beresford continued to invest in professional learning and resources that support culturally responsive classrooms and an inclusive school culture. Staff development opportunities focused on building equitable instructional practices and strengthening supports for multilingual learners and diverse student populations.

Expanding Classroom Libraries Through ABAR

All teachers received additional books and resources to expand classroom libraries with culturally inclusive and representative literature. Teachers collaborated to curate collections that reflected the identities, cultures, and lived experiences of students and families within the school community. The school also purchased shared texts used across grade levels to help foster common experiences, inclusive conversations, and a school-wide culture of belonging and respect.

This work remains ongoing, and Beresford will continue to deepen its commitment to equity, inclusion, culturally responsive practices, and meaningful family engagement in the coming school year.

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

None at this time.

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.

Beresford has received additional funding from Title 1 and Title 4. We have allocated these funds to work with an ABAR consultant next year.

GOAL 3 ANALYSIS

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

Goal 3: Wellness

In 2025–2026, Beresford’s wellness goal was to provide a safe, caring, nurturing, and culturally responsive environment that supports the needs of the whole child. To achieve this goal, the school continued implementing Multi-Tiered Systems of Support (MTSS) strategies focused on student wellness, social-emotional learning (SEL), behavior, and access to support services.

As part of our MTSS framework, a .50 FTE school counselor provided individual and small-group counseling support to students. The school also collaborated closely with the district social worker to help remove barriers to learning both within and outside of the school environment and to address factors impacting student wellness and engagement. The counselor and social worker regularly participated in CARE team meetings to provide expertise, guidance, and coordinated support for students of concern.

Beresford continued implementation of our Student Study Team (SST) and 504 processes and structures to ensure students received appropriate academic, behavioral, and social-emotional supports. Staff, administrators, counselors, teachers, and CARE team members participated in district-supported professional development during the school year focused on SST and 504 implementation, PBIS, restorative practices, progressive discipline, and student wellness strategies.

Additionally, staff engaged in professional learning related to Implicit Bias and culturally responsive practices to strengthen equitable systems and inclusive learning environments for all students.

The school’s MTSS CARE team played a central role in coordinating Tier 2 and Tier 3 supports, including academic interventions, behavior support, social-emotional services, case management, and SST guidance. The team worked collaboratively to implement wellness-centered practices grounded in PBIS, restorative approaches, and proactive student support systems.

School-wide assemblies and activities were designed to strengthen community, build a positive school culture, and create a shared sense of belonging. These assemblies emphasized common language around problem-solving, inclusion, empathy, and community responsibility.

The school counselor also delivered monthly SEL lessons in classrooms to support students’ emotional awareness, self-regulation, relationship skills, and social-emotional development. Supplemental materials were purchased to strengthen implementation of the district’s SEL curriculum, Second Step, and to create continuity and common language across the school community.

To further support collaboration, communication, and relationship-building among students, the school purchased experiential games and outdoor equipment that promoted teamwork, problem-solving, compromise, and inclusive participation during recess and physical education activities.

Beresford also implemented targeted protocols and interventions to address chronic absenteeism and tardiness. The CARE team prioritized outreach and support for students experiencing attendance challenges, particularly students experiencing housing instability, students with IEPs, and Latinx students identified through intake surveys, communication with families, and the SST process. Supports included access to free bus passes, transportation assistance, and before- and after-school care through the Annex program.

To encourage positive attendance habits and strengthen school engagement, attendance incentives, recognition awards, and celebrations were incorporated into school-wide assemblies and activities throughout 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.

None

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.

None at this time.

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	\$486,620.00

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	\$40,230.00

Subtotal of additional federal funds included for this school: \$40,230.00

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	\$306,458.00
Site Lottery	\$2,548.00
Site Supplemental	\$56,021.00
Site Title 1	\$80,664.00
Site Title 1 Family Engagement	\$699.00

Subtotal of state or local funds included for this school: \$446,390.00

Total of federal, state, and/or local funds for this school: \$486,620.00

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	306,458.00
Site Lottery	2,548.00
Site Supplemental	56,021.00
Site Title 1	80,664.00
Site Title 1 Family Engagement	699.00
Title IV	40,230.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	4,000.00
1000-1999: Certificated Personnel Salaries	279,257.00
2000-2999: Classified Personnel Salaries	69,152.00
4000-4999: Books And Supplies	28,298.00
5000-5999: Services And Other Operating Expenditures	69,000.00
5800: Professional/Consulting Services And Operating Expenditures	36,913.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	262,745.00
5000-5999: Services And Other Operating Expenditures	District Central funding	20,800.00

5800: Professional/Consulting Services And Operating Expenditures	District Central funding	22,913.00
4000-4999: Books And Supplies	Site Lottery	2,548.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	4,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	5,000.00
4000-4999: Books And Supplies	Site Supplemental	25,051.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	7,970.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	14,000.00
1000-1999: Certificated Personnel Salaries	Site Title 1	11,512.00
2000-2999: Classified Personnel Salaries	Site Title 1	69,152.00
4000-4999: Books And Supplies	Site Title 1 Family Engagement	699.00
5000-5999: Services And Other Operating Expenditures	Title IV	40,230.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	288,893.00
Goal 2	112,102.00
Goal 3	85,625.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Jadelyn Chang	Principal
Zoya Salameh	Classroom Teacher
Julee Flores	Classroom Teacher
Billy Norman	Other School Staff
Sharon DiPierro	Parent or Community Member
Noelle Chard	Parent or Community Member
Rebecca Bingham	Parent or Community Member
Fina Pengosro	Other School Staff
Lara Irias	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/26.

Attested:



Principal, Jadelyn Chang on 5/11/26



SSC Chairperson, Sharon DiPierro on 5/11/26