

School Year: 2026-27



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
Highlands Elementary School	41690396044911	May 12, 2026	June 25, 2026

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Educational Partner Involvement	3
School and Student Performance Data	4
Student Enrollment.....	4
Data Indicators and Targets	6
SPSA Goals and Strategies.....	7
Goal 1.....	7
Goal 2.....	10
Goal 3.....	12
Annual Review	14
Budget Summary	17
Budget Summary	17
Other Federal, State, and Local Funds	17
Budgeted Funds and Expenditures in this Plan	18
Funds Budgeted to the School by Funding Source.....	18
Expenditures by Funding Source	18
Expenditures by Budget Reference	18
Expenditures by Budget Reference and Funding Source	18
Expenditures by Goal.....	19
School Site Council Membership	20
Recommendations and Assurances	21
Instructions.....	22
Instructions: Linked Table of Contents	22
Purpose and Description	23
Educational Partner Involvement	23
Resource Inequities	23
Goals, Strategies, Expenditures, & Annual Review	24
Annual Review	25
Budget Summary	26
Appendix A: Plan Requirements	28
Appendix B:.....	31
Appendix C: Select State and Federal Programs	33

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

Highlands has active parental support through the PTA, English Learner Advisory Committee (ELAC), School Site Council, Classrooms (Room Parents). As part of the planning process for this SPSA/Annual Review and Update the school consulted with all the teachers, staff, and family through various engagements this spring. The ELAC provided input and feedback on March 2, 2026 & May 4, 2026. The teachers and staff provided input and feedback on March 17, 2026 & April 14, 2026. School Site Council had the opportunity to meet for input and feedback on March 3, 2026, approval on May 12, 2026.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Highlands 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	%	0.26%	0.57%		1	2
African American	%	0.26%	0.57%		1	2
Asian	26.76%	24.27%	23.50%	95	92	82
Filipino	3.10%	2.90%	3.15%	11	11	11
Hispanic/Latino	27.32%	28.50%	26.65%	97	108	93
Pacific Islander	0.28%	1.32%	1.72%	1	5	6
White	25.35%	24.54%	22.06%	90	93	77
Multiple/No Response	14.08%	13.98%	16.62%	50	53	58
Total Enrollment				355	379	349

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		34	38
Kindergarten	53		51
Grade 1	56		50
Grade 2	52		54
Grade3	47		56
Grade 4	71		53
Grade 5	56		47
Total Enrollment	355		349

Conclusions based on this data:

1. We continue to have a diverse student population representative of our community here in San Mateo
2. Our enrollment continues to declined. We are projected to have 313 students in TK-5 for the 2026-27 school year.
3. We currently have 2 TK classes and will only have 1 TK class for the 2026-27 school year.

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	72	71	68	19.7%	20.3%	19.5%
Fluent English Proficient (FEP)	29	36	36		8.2%	10.3%
Reclassified Fluent English Proficient (RFEP)			66	8.3%		6.06%

Conclusions based on this data:

1. There is a need to improve reclassification data moving more students into RFEP status each year. L&L TOSA and Para Educators will continue to provide small group and individualized intervention support during the school day.
2. Our school wide commitment for the 2026-27 school years is to focus on differentiated sentence frames, using more visuals, realia, and manipulatives to support our English Learners with the roll out of the newly adopted math curriculum.
3. Teachers will incorporate the ELPAC practice during DELD starting in September 2026.

School and Student Performance Data

Data Indicators and Targets

<https://docs.google.com/spreadsheets/d/1X1jjHC8rupgNPZKievNB8CrCYZQmkFgCYT-NVlxEmbE/edit?gid=850833729#gid=850833729>

Data Statements: Strength

1. 60.12% of all students are meeting or exceeding the benchmark in ELA, and 63.09% are meeting or exceeding in Math, showing overall academic progress.

Socio-Economically Disadvantaged students improved by 6.82% in Math, and multiple student groups (SED, English Learners, Special Education, and Hispanic/Latinx) demonstrated strong gains on Math Common Formative Assessments from Spring to Fall 2025.

Kindergarten through 2nd grade students showed growth in early literacy (PAF), particularly in Kindergarten and 1st grade, and 4th grade students demonstrated a 12.3% increase on NWEA Reading.

5th grade Science scores increased by 15.97%, and CHKS data shows that a high percentage of students report feeling safe at school.

Data Statements: Challenges

2. ELA and Math performance for English Learners and Hispanic/Latino students remains significantly below overall student averages (ELA: 8.34% EL, 26.53% Hispanic/Latino; Math: 4.17% EL, 20.41% Hispanic/Latino).

English Learner progress remains inconsistent, with only slight gains in ELA and a decline in Math, indicating a need for stronger language development supports.

While early literacy shows growth in K–1, 2nd grade performance remains below expected benchmarks, and some subgroup performance in literacy remains low.

Chronic absenteeism has increased to 14.55% school-wide, with higher rates among key student groups, impacting overall student achievement.

CHKS data shows mixed results in student connectedness and meaningful participation, suggesting a need to strengthen student engagement and voice.

Planning Statements

3. Highlands Elementary will prioritize increasing participation in the California Healthy Kids Survey (CHKS) by having staff personally contact families to communicate the importance of the survey and ensure permission slips are submitted. The school will also strengthen attendance systems and family outreach to reduce chronic absenteeism.

The school will implement a strong instructional focus on supporting English Learners and focal student groups through differentiated sentence frames, increased use of visuals, realia, and manipulatives, and intentional strategies to increase student talk and academic discourse across content areas.

Highlands will schedule at least two structured data meetings during the school year, with substitute coverage provided, so teachers can analyze student data, monitor progress, and plan targeted instructional next steps. Additionally, the Language & Literacy TOSA and Para Educators will continue to provide small group and individualized intervention during the school day to address learning gaps and improve student outcomes.

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.	District Central funding	
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 (Phonics for Reading).	District-provided curriculum.	District Central funding	
MTSS, Tier 1: Support staff to participate in summer professional development.	Summer per diem, covered by district.	District Central funding	
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-2 to support in-class instruction during small group reading supports for foundational literacy (PAF).	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	156,328
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all Pre K-3 students.	District-provided resource.		
MTSS, Tier 1: Implement district approved literacy assessments throughout the school year	District-provided materials and resources	District Central funding	
MTSS, Tier 1 & 2: English Learner/Multilingual Teacher on Special Assignment Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead	District Central funding	
Additional decodable books for classrooms libraries and student supplies to support target EL students	Site-provided materials	4000-4999: Books And Supplies Site Lottery	4,524
MTSS, Tier 1 & 2: Data meetings with grade level teams during school day to plan lessons, groups, and intervention with substitutes covering the classroom	Site-provided cost for Substitutes	1000-1999: Certificated Personnel Salaries Site Supplemental	1,000

MTSS, Tier 2: Implement Summit K12 for Multilingual Learners in grades 4–8 to provide supplemental language development, literacy support, and ELPAC preparation in order to accelerate English language proficiency and improve student outcomes.	District-provided resource		
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of K-5 math curricula	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Support staff to participate in summer professional development.	Summer per diem, covered by district.	District Central funding	
MTSS, Tier 1: Support teachers to collaborate with district Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials and resources	District Central funding	
MTSS, Tier 1 & 2: 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 and teacher cycles of administration, scoring, analysis, and instructional reengagement.	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		
STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	Prop 28	5000-5999: Services And Other Operating Expenditures Other	2,648
See above (Art4School) continuation	Add'l District VAPA Funding	5800: Professional/Consulting Services And Operating Expenditures District Central funding	23,768
See above (Art4School) continuation	Site-provided Supplemental	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	874

Implement Music4Minors. Performing arts program	Prop 28	5000-5999: Services And Other Operating Expenditures Other	53,155
STRATEGY: Strengthen Extended Day Interventions and Supports			
Implement extended day programming to provide academic and enrichment supports, to targeted struggling students.	ELOP- funds	District Central funding	

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot, reclassification, supplemental F2B ST Math support in the home) and other academic/wellness resources.	District-provided resources		
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified staff .5 FTE or 4 hours daily	2000-2999: Classified Personnel Salaries Site Supplemental	40,225
Expand school efforts to get input and feedback from families, including regular ELAC, SSC, and PTA meeting. Yearly surveys, parent outreach from Principal and School Community Worker. Books and Materials for ELAC families. Timecard for School Community outreach during evening events.	Site identified materials & timecard for School Community Outreach during evening events	2000-2999: Classified Personnel Salaries Site Supplemental	500
Expand access for students to learn outside of the school campus (bus cost or entry fees for field trips)	Site-provided resource	5000-5999: Services And Other Operating Expenditures Site Supplemental	942
STRATEGY: Responsive" Curriculum & Practices			
Increase classroom resources to build and support culturally responsive classrooms and school-wide inclusive culture. (Family Heritage celebrations, Multicultural celebrations, inclusive practices, LGBTQ+)	District-provided resources		

Outdoor Education Opportunities for Students 5th (Mission Springs)	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	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 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	110,853
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	District Central funding	
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework. School Wide SEL & Life Skills Program. PBIS Incentives and Materials.	Site purchased materials and resources	4000-4999: Books And Supplies Site Supplemental	500
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools. 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 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: Implement site-based strategies for health and	District-provided materials and resources		

safety through supported play, so that students experience safe play and build physical, mental and social/emotional health.			
MTSS, Tier 1: Implement PBIS lunch bunch with school counselor	Site Supplemental	4000-4999: Books And Supplies Site Supplemental	500
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		
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		
MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx: On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff		
MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx: 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		

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 Highlands Elementary continued implementing targeted literacy instruction and intervention supports across grade levels. Our Language and Literacy TOSA and Para Educators provided small group and individualized intervention support during the school day to address learning gaps and strengthen literacy skills. In addition, we continued implementing schoolwide math instructional practices focused on differentiated instruction and student engagement. All classrooms participated in Math Common Formative Assessments (CFAs) to monitor student progress and guide instructional planning.

Students also participated in art and music education to support a well-rounded educational experience. We provided supplemental supplies, books, and instructional materials to support our multilingual learners, along with ongoing professional development throughout the school year from our Multilingual TOSA, Math TOSA, and Language & Literacy TOSA.

Overall, the intended strategies were successfully implemented and contributed to continued academic growth across multiple student groups.

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 intended strategies and activities were implemented as planned and were overall successful. Intervention services, professional development, and instructional supports were provided throughout the school year. However, the school identified a need for more consistent and intensive language development supports across grade levels, particularly for English Learners and focal student groups.

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.

Highlands Elementary will continue strengthening instructional supports for English Learners and focal student groups by increasing the use of structured academic discourse, differentiated language supports, and targeted small group interventions. Teachers will continue utilizing differentiated sentence frames, visuals, manipulatives, and increased opportunities for student academic discourse to support access to grade-level content.

As the school implements the new math curriculum, there will be an increased focus on incorporating these instructional strategies within mathematics instruction. The school will also continue scheduling structured data meetings throughout the year to monitor student progress, analyze data, and refine instructional practices.

GOAL 2 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 continued to provide a site-based School Community Worker (SCW) to support communication between home and school. The goal was to improve school-home communication, engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth, and expand school and community-based resources available to families.

The SCW recruited families to attend school functions and events, parent-teacher conferences, and ELAC meetings in order to strengthen family engagement and participation. Funds were also used to support transportation and fees for families so students could participate in the overnight 4th grade Coloma trip, ensuring equitable access to enrichment opportunities and learning experiences outside the classroom.

Overall, the intended strategies were successfully implemented and supported increased family engagement and student access to school programs and activities.

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 intended strategies and activities were implemented as planned and were successful in supporting family engagement, communication, and equitable access to school opportunities and resources.

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 school will continue prioritizing equity-focused instructional practices and increase emphasis on designated and integrated English Language Development strategies across content areas. Highlands Elementary will continue supporting family engagement through the School Community Worker and outreach efforts that strengthen connections between home and school.

Due to increased costs for field trips, transportation, and program fees, the school has set aside additional funds to help cover the cost of buses and entrance fees so classes can continue participating in educational and enrichment experiences outside of the school setting.

GOAL 3 ANALYSIS

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

This year Highlands Elementary continued to provide a safe, caring, nurturing, and culturally responsive environment for all students to support the needs of the whole child. Strategies included the continued implementation of PBIS and Restorative Practices, including Bear Badges and schoolwide PBIS incentives to promote positive behavior and student recognition.

We also continued implementing an MTSS CARE Team model to support students through Tier 1, Tier 2, and Tier 3 interventions. These supports included counseling services, mental health therapy, lunch bunch groups, and social skills groups to address student social-emotional and behavioral needs. Overall, these systems supported a positive school climate and student access to appropriate levels of support.

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 intended strategies and activities were implemented as planned and were successful in supporting student wellness, behavior systems, and access to social-emotional supports.

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.

Highlands Elementary will continue strengthening attendance systems, family outreach, and student engagement opportunities to improve student wellness outcomes. The school will increase efforts to promote student connectedness, meaningful participation, and a positive school climate through student voice activities and family engagement initiatives. Staff will also continue increasing CHKS participation rates through direct communication with families to ensure strong representation and feedback from the school community.

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	\$395,817.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Central funding	\$290,949.00
Other	\$55,803.00
Site Lottery	\$4,524.00
Site Supplemental	\$44,541.00

Subtotal of state or local funds included for this school: \$395,817.00

Total of federal, state, and/or local funds for this school: \$395,817.00

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	290,949.00
Other	55,803.00
Site Lottery	4,524.00
Site Supplemental	44,541.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	268,181.00
2000-2999: Classified Personnel Salaries	40,725.00
4000-4999: Books And Supplies	5,524.00
5000-5999: Services And Other Operating Expenditures	56,745.00
5800: Professional/Consulting Services And Operating Expenditures	24,642.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	District Central funding	267,181.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	23,768.00
5000-5999: Services And Other Operating Expenditures	Other	55,803.00
4000-4999: Books And Supplies	Site Lottery	4,524.00

1000-1999: Certificated Personnel Salaries	Site Supplemental	1,000.00
2000-2999: Classified Personnel Salaries	Site Supplemental	40,725.00
4000-4999: Books And Supplies	Site Supplemental	1,000.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	942.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	874.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	242,297.00
Goal 2	41,667.00
Goal 3	111,853.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Tracy Chiao	Parent or Community Member
Shirin Bakhshay	Parent or Community Member
Emiko Kurotsu	Parent or Community Member
Edvin Sesam Osorio	Parent or Community Member
Esvin Vasquez	Parent or Community Member
Karrie Haselton	Principal
Jill Watt	Other School Staff
Lisa Hamor	Classroom Teacher
Emily Matto	Classroom Teacher
John Perry	Classroom Teacher

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 5/12/26.

Attested:



Principal, Karrie Haselton on 5/18/26



SSC Chairperson, John Perry on 5/18/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- 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 either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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