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
Sunnybrae Elementary School	41690396045017	May 20, 2026	

Purpose and Description

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

Schoolwide Program

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.

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 Sunnybrae has met the ESSA requirements for the 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.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....3
Educational Partner Involvement 3
School and Student Performance Data 4
Student Enrollment....4
Data Indicators and Targets....6
SPSA Goals and Strategies....8
Goal 1....8
Goal 2....12
Goal 3....16
Annual Review 20
Budget Summary 22
Budget Summary 22
Other Federal, State, and Local Funds 22
Budgeted Funds and Expenditures in this Plan 23
Funds Budgeted to the School by Funding Source....23
Expenditures by Funding Source 23
Expenditures by Budget Reference 23
Expenditures by Budget Reference and Funding Source 23
Expenditures by Goal....24
School Site Council Membership 25
Recommendations and Assurances 26

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

The school collected feedback from various stakeholders during several meetings in which students data was presented. The stakeholders brainstormed strengths and challenges, root cause and possible strategies to improve student outcomes.

School Site Council- April 15, 2026 and May 20, 2026
English Language Advisory Council - April 15, 2026 and May 20, 2026
Instructional Leadership Team - Ongoing, team meetings starting April 2026
Staff Meeting - Ongoing, meetings starting April 2026
Parent Teacher Association - May 14, 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 Sunnybrae 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
African American	0.84%	0.58%	0.27%	3	2	1
Asian	3.90%	4.34%	4.62%	14	15	17
Filipino	1.95%	3.18%	4.35%	7	11	16
Hispanic/Latino	76.60%	75.72%	74.73%	275	262	275
Pacific Islander	3.34%	3.18%	3.80%	12	11	14
White	7.80%	6.07%	5.43%	28	21	20
Multiple/No Response	4.46%	5.78%	5.43%	16	20	20
			Total Enrollment	359	346	368

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	20
Kindergarten	56	48	62
Grade 1	63	56	49
Grade 2	60	60	57
Grade3	51	60	62
Grade 4	46	50	63
Grade 5	66	52	50
Grade 6			2
Grade 7			3
Total Enrollment	359	346	368

Conclusions based on this data:

1. Enrollment overall has been relatively stable over the last three years.

2. There are outside school factors that have impacted enrollment. The most impactful factor is the high cost of living. The area being less affordable impacts the number of families in the community.

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	213	193	198	60.9%	59.3%	53.8%
Fluent English Proficient (FEP)	51	51	60		14.2%	16.3%
Reclassified Fluent English Proficient (RFEP)			19	12.0%		9.64%

Conclusions based on this data:

1. Our EL population has remained stable since 23-24 with a slight decline in percentage of students.
2. We have baseline data to help us understand our population of Fluent English Proficient students.
3. We increased our percentage of Fluent English Proficient students.

School and Student Performance Data

Data Indicators and Targets

https://drive.google.com/drive/folders/18V4z3J1lpX9Azt2jRNkmTLy24wBPBDaI

Data Statements: Strength

1. An area of strength was in our K-2 district benchmarks, these grade levels shows growth in ELA and math.

From the beginning of the year to the middle of the year measure for chronic absenteeism, there was a slight decrease in chronic absenteeism.

For our suspension data, we had a decrease in the suspension percentage.

We used Title IV funds to support anti-bullying workshops. Families in attendance for the workshops gave positive feedback that we plan to continue for next year. Equipment for PE and recess allowed for more activities at recess time. Additionally the classroom materials and materials for wellness helped with replenishing the calming corners in classrooms and for building safer classroom communities.

Data Statements: Challenges

2. Our ELA CAASPP results showed that 19.88% of all students were meeting or exceeding standard. Our Math CAASPP results showed that 16.46% of all students were meeting or exceeding standard.

Our district benchmark scores for literacy meeting/exceeding for 2nd - 5th grades were under 50% and for math meeting/exceeding for 3rd - 5th grade was under 75%.

For chronic absenteeism, all students, homeless youth, Native Hawaiian / Pacific Islander, special education, and socio-economically disadvantaged were above 20% chronically absent.

For our California Health Kids data, we were unable to measure our 5th grade students since we did not have enough families opt into the survey. In the data for 3rd and 4th grade, only 63% and 67% of the students feel connected to school.

Planning Statements

3. This year, grade levels participated in year long professional development and coaching in specific focus areas. All grades provided small group intervention during the school day in the area of literacy. As a school, we focused on increasing opportunities for students to speak. The school continued to provide professional development for instruction in ELA, embedded English Language Strategies, and math includes our staff, certificated and classified, who work with our students with disabilities.

To address chronic absenteeism, we held meetings with families to educate the importance of attendance and its impact.

To address school climate, we had nearly double the number of students in 3rd and triple the number of students in 4th grade who completed the survey compared to last year. While this is an increase, it is still not the majority of the grade level to have a better data set to make conclusions.

Next Year:
To address chronic absenteeism, we will plan a fall campaign to address student attendance. We will continue to hold meetings for families that struggle with attendance as we move through the SARB process.

To address school climate concerns and to support healthy and safe students, we will continue to implement school wide PBIS, provide counseling support, social-emotional lessons in classrooms, morning meetings, bullying workshops, and restorative conversations with students. We will also have a stronger outreach to complete the CHKS.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL TK 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 ● Object Code ● Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 1: Support new 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 ToSA in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF)	District-provided 1.0 FTE teacher	1000-1999: Certificated Personnel Salaries District Central funding	175475
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-5 students	District-provided resource.		
MTSS, Tier 1: Continue to implement designated English Language Development to strengthen language skills of Potential Long-Term English Learner students (4th & 5th grade), through professional development, teacher collaboration, and materials purchase	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-5 mCLASS DIBELS	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms	District-provided materials and resources Site-identified additional teacher extra-time		
Purchase materials for ToSAs in support of the instruction of teachers who are receiving coaching	ToSA identified materials	4000-4999: Books And Supplies Site Supplemental	750

MTSS, Tier 2: Implement ELA and ELD intervention programs to support unfinished learning for targeted students--focused on grades 3rd/4th/5th targeting specifically student groups at risk of becoming LTELs. For students in 4th and 5th, ML students will have access to Summit K12	District-provided resource.		
Extend the hours of operation of the school library by an additional 1.2 hours	Staff hourly	2000-2999: Classified Personnel Salaries Site Supplemental	11069
MTSS Tier 1: Provide supplemental materials to support literacy instruction	Site-identified supplemental materials	4000-4999: Books And Supplies Site Title 1	3000
STRATEGY: Mathematics			
MTSS, Tier 1: Implementation of new K-5 math curricula - Amplify	District-provided materials and resources		
MTSS, Tier 1: Support new staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources		
MTSS, Tier 1: Support 4th - 5th grade teachers to collaborate to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	Site resources		
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 (mCLASS) 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	District-provided materials and resources		
Supplemental materials to support math instruction	Site identified materials	4000-4999: Books And Supplies Site Title 1	2000
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		

Materials to support STEAM lessons	Site-identified materials	4000-4999: Books And Supplies Site Supplemental	750
STRATEGY: Building MTSS Systems			
Implement Instructional Leadership Team to analyze student achievement and next steps	Staff hourly	1000-1999: Certificated Personnel Salaries Site Title 1	8000
Teacher collaboration and planning outside of contracted work hours	Staff hourly	1000-1999: Certificated Personnel Salaries Site Title 1	4500
Bilingual Paraeducator I to support classrooms	Personnel	2000-2999: Classified Personnel Salaries Site Title 1	58249
Paraeducator I to support classrooms	Personnel	2000-2999: Classified Personnel Salaries Site Title 1	58464
Substitute coverage to allow teachers to observe other teachers and to have data meetings	Site identified days to request substitutes	1000-1999: Certificated Personnel Salaries Site Title 1	6500
Collaborate with designated district leaders for after-school programming to ensure targeted academically struggling students are enrolled in the ASP	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified materials		
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.			
Provide professional development for certificated and classified staff (ELA, ELD, math, SEL)	Consultants or staff hourly	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	2000
STRATEGY: Strengthen Extended Day Interventions and Supports			
Collaborate with Boys & Girls Club of the Peninsula, Peninsula Bridge, and Homework Central to provide academic and enrichment supports, to targeted struggling students, enrolled in extended day programming	District-provided resources	5800: Professional/Consulting Services And Operating Expenditures Other	

STRATEGY: Implement Visual and Performing Arts Programming			
Implement Art4Schools visual arts program for all classrooms	Consultant Contract	5800: Professional/Consulting Services And Operating Expenditures Other	27440
Implement Music4Minors performing arts program	Consultant Contract	5800: Professional/Consulting Services And Operating Expenditures Other	53005

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources ● Object Code ● Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources and support family attendance by providing child care	Site-identified staff extra-time and meeting costs District-provided resources	2000-2999: Classified Personnel Salaries Site Title 1 Family Engagement	1617
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.	0.5 FTE site funded	2000-2999: Classified Personnel Salaries Site Supplemental	70000
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.	0.5 FTE district funded	2000-2999: Classified Personnel Salaries District Central funding	70000
Expand school efforts to get input and feedback from families, including the number of engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	Site-identified materials	4000-4999: Books And Supplies Site Title 1	2000
Implement school site family engagements and education for families with support for academic information (district supported programs) and other academic/wellness resources.	Site-identified materials and staff hourly	4000-4999: Books And Supplies Site Supplemental	1000

Planning for family workshops and family engagement activities	Site-identified staff extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	750
Incentives for parents to attend workshops to support students	Site identified incentives	4000-4999: Books And Supplies Site Title 1	3000
Interpreters to support family workshops and meetings	staff	2000-2999: Classified Personnel Salaries Site Title 1	2500
Childcare for families to attend the meetings and workshops	classified hourly	2000-2999: Classified Personnel Salaries Site Supplemental	2452
STRATEGY: Responsive" Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified materials and strategies District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture that is supportive of, but not limited to, the cultures of the school community, the students with IEPs and families and the students who identify as LGBTQ+ and families.	Site-identified materials and strategies District-provided resources	4000-4999: Books And Supplies Site Lottery	4771
STRATEGY: Field Trips and Assemblies			
Provide access to learning opportunities outside of the classroom through assemblies for all grade levels	Cost of assemblies	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	5495
Provide access to learning opportunities outside of the classroom through field trips for all grade levels	Costs for field trip including student admission, chaperone admission, and transportation	5000-5999: Services And Other Operating Expenditures Site Supplemental	30000
STRATEGY: Full Service Community School			
Complete assets and needs assessments throughout the year via a multi-stakeholder site community school steering committee to determine community school resources	District-provided resources Site-identified staff extra-time		
Engage with a district-level community school steering committee to give input on resources, professional development, and family wrap-around supports needed for students and families to thrive.	District-provided resources Site-identified staff extra-time		

Implement After-School Programming for students: Designated Site-Based Community School Coordinator will collaborate with school administration and core day staff to ensure students can access after-school programming. This action will ensure students continue to access wrap-around services, enriching activities, sports offerings, and related services during after-school hours. During this time, students will also be provided academic opportunities in language arts and math support to continue to develop their academic skills. This supporting action provides part of the funding to add more spots to students for after-school programs at the site.	Community School Grant	5000-5999: Services And Other Operating Expenditures	115095
Provide a Site-Based Community School Coordinator: Designated Site-Based Community School Coordinator will be provided to ensure the Community School process continues at the site. This personnel will be focused on ensuring a thriving after-school program, liaison between the district and after-school program leads, lead the site's family/school resource center (community school hub), tab community resources for students and families, lead the assets/needs input process, ensure parent empowerment/engagement	Community School Grant	2000-2999: Classified Personnel Salaries	125454
Implement Community School Center and Family Workshops: This Community School Center or Family Resource Center will serve as the hub for the site's community school model. It will serve as a place where families can visit for wrap-around services, guidance with regard to community resources, and parent/family education and workshops based on family needs. Center will provide workshops materials, workshop books, and provide professional development to staff and families on topics based on community school input (excluding any furniture, technology, facilities, and other non-allowable purchases based on grant rules).	Community School Grant	4000-4999: Books And Supplies	10,400

Build Wrap Around Services for After-School: Based on site assets and needs assessments, the Designated Site-Based Community School Coordinator will reach out to the community at large to bring resources and agencies to support students and families. The nature of these resources and agencies may include the following: social services, dental/eyecare/medical care, legal support, social worker support, and/or housing information.	Supported by community agencies		
Facilitate Community Schools Input Engagements: Designated Site-Based Community School Coordinator will lead 4 Community School engagements with multi-stakeholders to continue the assets and needs assessments, evaluate programs, apprise families of resources and opportunities in the community for self-empowerment (legal, medical, mental health, career), and collect input on after-school programming.	Site-identified staff extra-time		
Run Steering Committee to Coordinate Day and Extended-learning Programs: Designated Site-Based Community School Coordinator along with a representative site team (staff, parents, students) will engage in monthly steering committee meetings to continue advocating for community school needs, make decisions regarding resources and supports directed to the site, and evaluate community grant priorities on an ongoing basis.	Supported by staff		
Adminisitrative indirect cost per CDE guidelines for the Community Schools Grant	Community Schools Grant		22363

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	119245
MTSS Tier 1 & 2: Incentives and certificates to support PBIS for student recognition	Site-identified materials and resources	4000-4999: Books And Supplies Site Title 1	3000
MTSS, Tier 1 & 2: 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 in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
MTSS Tier 1 & 2: Materials to support mindfulness and SEL supplemental materials	Site-identified materials and resources	4000-4999: Books And Supplies Site Title 1	1375
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources Site-identified staff extra-time		
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 Site-identified staff extra-time		
MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play”, so	District-provided resources Site-identified staff extra-time		

that students experience safe play and build physical, mental and social/emotional health.			
Increase the quality of PE and recess equipment to engage students to want to be at school	Site-identified materials	4000-4999: Books And Supplies Title IV	3000
MTSS Tier 1 & 2: Materials to support mindfulness and SEL supplemental materials	Site-identified materials and resources	4000-4999: Books And Supplies Site Supplemental	1430
Maintain the materials for emergency disaster procedures	Classified hourly	2000-2999: Classified Personnel Salaries Site Supplemental	1113
For all students, update materials in case of emergency disaster procedures	Site-identified materials	4000-4999: Books And Supplies Site Supplemental	2500
Bullying prevention workshop	(in-house certificated hourly)	1000-1999: Certificated Personnel Salaries Title IV	1000
PBIS Incentives	Materials and supplies	4000-4999: Books And Supplies Title IV	4500
Classroom Materials	Materials and supplies	4000-4999: Books And Supplies Title IV	5000
Subs (for teachers to plan for improving students' relationships in the classroom)	Substitute pay	1000-1999: Certificated Personnel Salaries Title IV	1500
STRATEGY: Reducing Suspensions			
MTSS Tier 1, 2, 3 SWD: Designated staff and Care Team members will track suspensions for Students with Disabilities and recommend supports and interventions to reduce suspensions.	Site-identified staff extra-time and meeting costs		
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB)	Site-identified staff extra-time		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified materials	4000-4999: Books And Supplies Site Supplemental	1000
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the	Site-identified staff		

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

On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.			
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site-identified staff support		

Annual Review

SPSA Year Reviewed: 2025-26

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

GOAL 1 ANALYSIS

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

The majority of strategies and actions were implemented to address the overall achievement of students. District curriculum was implemented. Teachers on Special Assignment were used to support language and literacy, math, and instruction for multilingual students.

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

One major difference from intended implementation and budgeted expenditures was that we did not implement the strategies of intervention support after school in literacy and math. We also did not meet regularly with the instructional leadership team. The principal met with ToSAs, CARE team, Special Education Department, and regularly with staff.

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

Students can use Footsteps 2 Brilliance. An addition to strategies is to have professional development for staff around multilingual students and how to better to support their achievement. Due to budget needs, we have a reduction in language and literacy teacher on special assignment, math teacher on special assignment, and the amount of time on site for multilingual teacher on special assignment. We also have a change in the funding for our visual and performing arts strategies. The funding sources have changed but we are still able to provide the same level of music and art lessons to students across the school.

GOAL 2 ANALYSIS

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

The strategies to address equity provided additional learning opportunities for students through field trips and culturally relevant books. A limited number of family workshops were implemented.

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

Parent education workshops were held within the work day and therefore funds were not spent at the allocated level. We had a shift in the budget for our community service specialist. This position is now funded half through the school and half through district provided reosurces.

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 site will try to leverage goals from community schools grant to help with engaging families while strategies have a smaller amount of funds allocated to them.

GOAL 3 ANALYSIS

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

The strategies to address wellness was implemented partially. We had 1.5 counselors. We had a program to recognize students and incentivize student behavior. Materials were purchased to support structured SEL and mindfulness tools for classrooms.

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

We did nto have any major differences in implementation and activities for goals.

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.

Due to overall funding changes, we will make changes to the funding amount allocated to the strategies but still try to implement all of the strategies. Also due to funding, we reduce our staffing to just 1.0 FTE counselor.

GOAL 4 ANALYSIS

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

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

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

GOAL 5 ANALYSIS

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,022,762.00

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	$15,000.00

Subtotal of additional federal funds included for this school: $15,000.00

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

State or Local Programs	Allocation ($)
	$273,312.00
District Central funding	$364,720.00
Other	$80,445.00
Site Lottery	$4,771.00
Site Supplemental	$122,814.00
Site Title 1	$160,083.00
Site Title 1 Family Engagement	$1,617.00

Subtotal of state or local funds included for this school: $1,007,762.00

Total of federal, state, and/or local funds for this school: $1,022,762.00

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
	273,312.00
District Central funding	364,720.00
Other	80,445.00
Site Lottery	4,771.00
Site Supplemental	122,814.00
Site Title 1	160,083.00
Site Title 1 Family Engagement	1,617.00
Title IV	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	316,970.00
2000-2999: Classified Personnel Salaries	400,918.00
4000-4999: Books And Supplies	49,476.00
5000-5999: Services And Other Operating Expenditures	145,095.00
5800: Professional/Consulting Services And Operating Expenditures	87,940.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		22,363.00

2000-2999: Classified Personnel Salaries		125,454.00
4000-4999: Books And Supplies		10,400.00
5000-5999: Services And Other Operating Expenditures		115,095.00
1000-1999: Certificated Personnel Salaries	District Central funding	294,720.00
2000-2999: Classified Personnel Salaries	District Central funding	70,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	80,445.00
4000-4999: Books And Supplies	Site Lottery	4,771.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	750.00
2000-2999: Classified Personnel Salaries	Site Supplemental	84,634.00
4000-4999: Books And Supplies	Site Supplemental	7,430.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	30,000.00
1000-1999: Certificated Personnel Salaries	Site Title 1	19,000.00
2000-2999: Classified Personnel Salaries	Site Title 1	119,213.00
4000-4999: Books And Supplies	Site Title 1	14,375.00
5800: Professional/Consulting Services And Operating Expenditures	Site Title 1	7,495.00
2000-2999: Classified Personnel Salaries	Site Title 1 Family Engagement	1,617.00
1000-1999: Certificated Personnel Salaries	Title IV	2,500.00
4000-4999: Books And Supplies	Title IV	12,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	411,202.00
Goal 2	466,897.00
Goal 3	144,663.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cynthia Chin	Principal
Tina Smith	Parent or Community Member
Martha Dussan	Parent or Community Member
Alicia Hernandez	Parent or Community Member
Amabilia Fuentes	Parent or Community Member
Roger Diaz	Parent or Community Member
Janaina Brito de Santana	Other School Staff
Thao Le	Classroom Teacher
Diana Yu	Classroom Teacher
Jacqueline Alvarado	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 5/20/2026.

Attested:

	Principal, Cynthia Chin on 5/20/26
	SSC Chairperson, Jacqueline Alvarado on 5/20/26