



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
San Mateo Park Elementary School	41690396044986	May 4th, 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 San Mateo Park has met the ESSA requirements for the Title I Programs 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.....	7
Goal 1	7
Goal 2.....	10
Goal 3.....	13
Annual Review	16
Budget Summary	19
Budget Summary	19
Other Federal, State, and Local Funds	19
Budgeted Funds and Expenditures in this Plan	20
Funds Budgeted to the School by Funding Source.....	20
Expenditures by Funding Source	20
Expenditures by Budget Reference	20
Expenditures by Budget Reference and Funding Source	20
Expenditures by Goal.....	21
School Site Council Membership	22
Recommendations and Assurances	23

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

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 13, 2026 & May 8, 2026. The teachers and staff provided input and feedback on April 21, 2026 and May 5, 2026. The SSC and Steering Committee provided feedback on May 4, 2026. The SSC Approval Date: May 4, 2026. The PTA provided input on Community School Funds on May 13, 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 San Mateo Park 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	%	%	0.30%	0	0	1
African American	1.23%	0.59%	1.79%	4	2	6
Asian	1.23%	1.18%	1.19%	4	4	4
Filipino	1.53%	1.76%	2.39%	5	6	8
Hispanic/Latino	83.13%	85.59%	84.18%	271	291	282
Pacific Islander	0.92%	0.88%	0.60%	3	3	2
White	6.13%	5.00%	2.99%	20	17	10
Multiple/No Response	4.29%	2.94%	3.28%	14	10	11
Total Enrollment				326	340	335

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	46	50	54
Grade 1	47	59	65
Grade 2	52	44	51
Grade3	57	44	47
Grade 4	58	58	61
Grade 5	48	53	57
Total Enrollment	326	308	335

Conclusions based on this data:

1. The enrollment has remained consistent over the past three years.
2. There are no challenges at this time.
3. The enrollment has remained consistent.

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	219	253	244	66.0%	67.2%	72.8%
Fluent English Proficient (FEP)	30	32	29		9.2%	8.7%
Reclassified Fluent English Proficient (RFEP)			7	8.8%		3%

Conclusions based on this data:

1. The number of EL has remained consistent across the three years growing from 66% to 73%.
2. The number of RFEP has increased.
3. 7 students reclassified 2025-2026

School and Student Performance Data

Data Indicators and Targets

https://drive.google.com/file/d/18gdAYBPPQ_E_nITJNjwwAErmjNaD1bMd/view?usp=drive_link

Data Statements: Strength

1.
 - Increase on the CAASPP ELA Literacy for RFEP students by 0.5% and on the CAASPP Math for RFEP by 8.19%.
 - 64% of students Kinder-5th Met the Winter Zearn CFA (Large Growth from 24-25 (35%) to 25-26 (64%))
 - Increase ELPAC scores for students that increased by 1 level or maintained at a level 4
 - Increase in the number of students meeting or exceeding on the K-2 PAF assessment from 1st interim to 2nd interim
 - 5th graders report on the CHKS for the following questions: caring adults 73%, meaning participation 45%, feel connected to school 76%, and feel safe at school 84%.

Data Statements: Challenges

2.
 - Decrease on the CAASPP Literacy for all students by 3.9%, CAASPP Math for all students by 6.9%.
 - Decrease in ELPI from 2024-2025 to 2025-2026 from 46% to 32%

Planning Statements

3.
 - All of our teachers have participated in district and site PD to implement the 3 EL strategies. Full implementation of at least 2 signature strategies (Language Function Wall and Constructive Conversations).
 - During walkthroughs instructional team goes through each classroom at least once per month and provide feedback.
 - Implementation of an instructional leadership team to focus on MLL, implementing signature strategies, and academics.
 - TOSA support push in and pull out, and coaching support (L&L focus on K-2, Math focus on 4-5, and Multilingual K-5).
 - Data meetings throughout the school year with the TOSA, Principal, and grade level teams.
 - Tier 2 intervention for students for extended learning. (Phonics for Reading, Do the Math, Heggerty)
 - Increase community outreach to improve chronic absenteeism.
 - Provide additional STEM instruction with partnership with Science with Scientists.
 - Implement Positive Behavioral Intervention Systems to improve safety and positive school culture. (Safe and Healthy Students)

SPSA Goals and Strategies

Goal 1

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 targeting specifically English Learners.	District-provided curriculum.		
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students targeting specifically English Learners.	District-provided resource.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades TK-3 to support in-class instruction and pull-out supports for foundational literacy (PAF) targeting specifically English Learners.	District-provided 1.0 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	160,000
MTSS, Tier 1: Implement grade level collaboration and site visits to support district initiatives and core curriculum for multilingual learners.	Site-identified additional teacher extra-time and substitute costs to support peer classroom visits and observations	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
MTSS Tier 1 & 2: Assign additional para-educator to provide push-in academic support for grades K-2 (PAF) targeting specifically English Learners.	Site-identified additional para-educator 1 FTE at 4 hours/day and 1 FTE at 3.9 hours/day	2000-2999: Classified Personnel Salaries Site Supplemental	54,598
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based NWEA assessment for grades 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings and grade level collaboration that lead to	District-provided materials and resources Site-identified C&I supplemental materials		

instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g. C&I Supplemental materials) targeting specifically English Learners.			
MTSS, Tier 1: Implement instructional Leadership Team to focus on MLL and implementing signature strategies.	Site-identified staff time	1000-1999: Certificated Personnel Salaries Site Supplemental	3,512
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process targeting specifically English Learners.	Site-identified staff time		
MTSS, Tier 1: Implement practices supported by staff professional development, that build culturally responsive classrooms and school-wide culture targeting specifically English Learners.	Site-provided resources		
MTSS: Tier 1: Collaborate with designated district leaders for after-school programming to ensure targeted academically struggling students are enrolled in the after school program, IXL License	Aligned District-provided resources	None Specified Site Supplemental	8,004
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new TK-5 Amplify math curricula and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1 & 2: Continue implementation of TK-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement targeting specifically English Learners.	District-provided resource.		
MTSS, Tier 1 & 2: Math TOSA to provide coaching support to teachers targeting specifically English Learners as needed from District Office assigned Math TOSA when needed.	District-provided TOSA		
MTSS, Tier 1: Implement Math and STEM instructional materials to support core curriculum	Site-identified program (Title 4)	4000-4999: Books And Supplies Title IV	5,000
STRATEGY: Science/STEM			
MTSS, Tier 1: Provide "Science for Scientist" engagements to deepen student science learning	Site-identified program (Title 4)	5000-5999: Services And Other Operating Expenditures	10,000

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, lead Lego Teacher	District-provided materials and resources and lead Lego Teacher stipend.		
MTSS, Tier 1: Ensure all students who want to can attend Outdoor Education, to deepen student science learning	District-provided program for 5th graders		

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Family Engagement			
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	2000-2999: Classified Personnel Salaries Site Title 1	55,638
Expand school efforts to get input and feedback from families, including the number of parent engagement opportunities such as, regular coffee chats, steering committee, ELAC and SSC, to strengthen integration of family voice an assets that inform resources and school services and supports. Implement school site family engagement and education nights for families.	Site-identified materials and supplies		
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources		
STRATEGY: Full Service Community School Initiative			
Provide a site-based Community School Coordinator will be provided to ensure the Community School process continues at the site. This	Community schools grant (site-based grant staff - Community Service Specialists)	2000-2999: Classified Personnel Salaries Other	126,918

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.			
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 regards 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 schools grant - PIQE	5800: Professional/Consulting Services And Operating Expenditures Other	14,500
Facilitate Community Schools Input Engagements: Designated Site-Based Community School Coordinator will lead 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.	Family Engagement Title 1	5000-5999: Services And Other Operating Expenditures Site Title 1 Family Engagement	1,430
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.	Community schools grant (site-based grant staff - Community Service Specialists)		
Engage with a district-level community school steering	Community schools grant		

committee to give input on resources, professional development, and family wrap-around supports needed for students and families to thrive.			
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.	Community schools grant		
Administrative indirect cost per CDE grant guidelines	Community schools grant	5700-5799: Transfers Of Direct Costs Other	21,422.84
MTSS: Tier 1: After School Enrichment Programs: BGC Sports, Soccer, IXL License	Community schools grant	5700-5799: Transfers Of Direct Costs Other	62,700

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 targeting specifically English Learners and student groups identified in ATSI: SWD.	District-provided 1.0 FTE for Counselor	1000-1999: Certificated Personnel Salaries District Central funding	100,000
See aboveMTSS, Tier 1 & 2: Assign .62 FTE of Counselors to provide individual and group wellness support targeting specifically English Learners and student groups identified in ATSI: SWD.	Site-identified extra counseling staff .62 FTE (multi-funded)	1000-1999: Certificated Personnel Salaries Site Title 1	85,932
See aboveMTSS, Tier 1 & 2: Assign .18 FTE of Counselors to provide individual and group wellness support targeting specifically English Learners and student groups identified in ATSI: SWD.	Site-identified extra counseling staff .18 FTE (multi-funded)	1000-1999: Certificated Personnel Salaries Site Supplemental	53,665
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools targeting specifically English Learners.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework targeting specifically English Learners.	District-provided materials and resources Site-identified materials and supplies	4000-4999: Books And Supplies Site Supplemental	7,300
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,	District-provided materials and resources		

restorative practices, and progressive discipline framework.			
PBIS Program (Materials and supplies for School Reward Store, Student Council, Green Team)		4000-4999: Books And Supplies Title IV	7,300
PBIS Program (SEL Read Alouds, Supplies and Material, Book of the Month, Expectations Signs PBIS, School wide Assemblies)			
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process targeting specifically English Learners.	District-provided materials and resources		
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 and unexcused absences (Truancy/SART-SARB) targeting specifically English Learners.	Site-identified staff		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	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: targeting specifically English Learners. 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		
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for	Site-identified staff		

supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional transportation, pantry & clothing closets).			
MTSS Tier 2 All students: designated staff and Care Team members will make regular positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site-identified staff		
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.	Site-identified staff		
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	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.

Coaching and Professional Development from site's Teachers on Special Assignment (TOSA) was supportive in aligning instructional practices to support student learning. Teachers had structured time to collaborate, and opportunities for teachers to observe other classes this school year with the support of our instructional TOSA team and induction mentors. Students had access to Summit K12, ST Math and Footsteps 2 Brilliance (F2B) after school which provided opportunities to learn in a fun way after school. After school intervention was supported in Boys & Girls Club, and our English Learners used Summit K12 during their after school program, and once a week during DELD. School-wide regrouping for DELD ensured that students received differentiated instruction for DELD at their levels. The additional para-educators provided push-in academic support in the lower grades K-2. Our CARE team meets weekly to oversee SST process and Tier 2 and Tier 3 supports. We implemented District's common formative assessments across core content.

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

There was support from a Multilingual TOSA, Math TOSA, and Language & Literacy TOSA

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

We plan on providing more targeted PD reinforcing integrated ELD and culturally relevant strategies. All teachers will fully implement the district signature strategies that are presented at District PD and followed up at a staff meeting at least one staff meeting per month. Principal conducts regular walk throughs and follow up with feedback both on strengths and areas of growth. The site will continue an instructional leadership team at the site to focus on multilingual students, culturally responsive and social emotional strategies, and implementation of the District's signature strategies. The site will continue to provide opportunities to have data dive meetings.

GOAL 2 ANALYSIS

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

ELAC, SSC and Steering committee meetings were geared towards how to help your child at home with literacy, math, and social emotional. The community outreach specialist helped improve home to school connection and resources for families. We received Community School grant funds to implement wrap around, PIQE parent education, and created a Family Resource Center. The strategies that were most effective to reduce inequitable outcomes for all students and staff by prioritizing equity, access, and inclusion were community outreach specialists, family engagement events with materials, translation, and child care, community school assets and needs assessment, and providing access to books for students and families.

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

As a school we are still working on increasing parent participation in events and committee meetings. Staff is working on culturally relevant pedagogy inside the classrooms. Our TOSA team has supporting alignment in DELD, PAF Reading Instruction, and Math instruction.

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.

Our goal is to increase the number of families that attend school events and committees. In addition, to increase access to the core instruction. We plan on providing more targeted PD during staff meetings, and coaching support focused on supporting multilingual students, reinforcing integrated ELD and culturally relevant strategies. All teachers will fully implement the district signature strategies that are presented at District PD and followed up at a staff meeting at least one staff meeting per month. Principal will conduct walk throughs and follow up with feedback both on strengths and areas of growth.

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 that were most effective in providing a safe, caring, nurturing, and culturally responsive environment for all students to meet the needs of the whole child were having 2 full time counselors. CARE team structures were consistent this year and the team developed sustainable practices to continue to us in the future. (Classroom SST, Master tracker, SST's. 504 meeting, and an MTSS approach)

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

MTSS/ PBIS approach to teaching and learning continues to be an area of alignment and focus.

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.

Our goal is to focus on culturally relevant instruction Multilingual and latinx students. Our CARE Team supports improving the SST process, data collection, and MTSS intervention opportunities, creating action plans that Support Tier 1 and 2 interventions. Providing targeted Professional Development at weekly staff meetings, and coaching support focused on supporting multilingual students, reinforcing integrated ELD and culturally relevant strategies. All teachers will implement the district signature strategies that are presented at District Professional Development and followed up at a staff meetings at least twice a month. Principal will conduct walk throughs and follow up with feedback both on strengths and areas of growth.

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	\$782,919.84

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	\$12,300.00

Subtotal of additional federal funds included for this school: \$12,300.00

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 (\$)
	\$10,000.00
District Central funding	\$260,000.00
Other	\$225,540.84
Site Supplemental	\$132,079.00
Site Title 1	\$141,570.00
Site Title 1 Family Engagement	\$1,430.00

Subtotal of state or local funds included for this school: \$770,619.84

Total of federal, state, and/or local funds for this school: \$782,919.84

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
	10,000.00
District Central funding	260,000.00
Other	225,540.84
Site Supplemental	132,079.00
Site Title 1	141,570.00
Site Title 1 Family Engagement	1,430.00
Title IV	12,300.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	408,109.00
2000-2999: Classified Personnel Salaries	237,154.00
4000-4999: Books And Supplies	19,600.00
5000-5999: Services And Other Operating Expenditures	11,430.00
5700-5799: Transfers Of Direct Costs	84,122.84
5800: Professional/Consulting Services And Operating Expenditures	14,500.00
None Specified	8,004.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

5000-5999: Services And Other Operating Expenditures		10,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	260,000.00
2000-2999: Classified Personnel Salaries	Other	126,918.00
5700-5799: Transfers Of Direct Costs	Other	84,122.84
5800: Professional/Consulting Services And Operating Expenditures	Other	14,500.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	62,177.00
2000-2999: Classified Personnel Salaries	Site Supplemental	54,598.00
4000-4999: Books And Supplies	Site Supplemental	7,300.00
None Specified	Site Supplemental	8,004.00
1000-1999: Certificated Personnel Salaries	Site Title 1	85,932.00
2000-2999: Classified Personnel Salaries	Site Title 1	55,638.00
5000-5999: Services And Other Operating Expenditures	Site Title 1 Family Engagement	1,430.00
4000-4999: Books And Supplies	Title IV	12,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	246,114.00
Goal 2	282,608.84
Goal 3	254,197.00

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
- 3 Parent or Community Members

Name of Members	Role
Carrie Betti	Principal
Robin Parsons-Gee	Classroom Teacher
Victoria Ricossa	Other School Staff
Rachel Rodriguez	Classroom Teacher Other School Staff
Myrna Padilla	Other School Staff
Sandra Perez	Parent or Community Member
Mireya Rojas Araiza	Parent or Community Member
Wendy Lima	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Community Schools Steering 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 May 4, 2026.

Attested:

	Principal, Carrie Betti on May 4, 2026
	SSC Chairperson, Kelly Almanza on May 4, 2026