School Year: 2026-27

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Halkin Elementary	01-61291-6002463	May 21, 2026	June 16, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

Plan Purpose

Our School Plan for Student Achievement (SPSA) for the 2026-2027 school year is centered on improving reclassification rates for English Language Learners, as well as strengthening Tier 1 Math and Reading and Writing Instruction for all learners.

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. This plan is in direct alignment with our Local Control and Accountability Plan and all other federal, state, and local programs. The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

Analysis of our schoolwide data indicates that we need to continue to work on improving our reclassification rates for English Language learners, as well as focus on improving math fluency and writing proficiency.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success
Goal 2: Positive School Climate and School Connectedness
Goal 3: Equity and Inclusion with Families and Employee Engagement

Our School Plan for Student Achievement (SPSA) for the 2026-2027 school year is dedicated to enhancing academic English proficiency for all students through the integrated implementation of designated English Language Development (ELD) routines across all content areas.

To support this effort, teachers will receive targeted professional development in writing led by the Instructional Leadership Team (ILT) to ensure alignment and effective instructional practices. This plan underscores our commitment to closing achievement gaps and providing equitable access to high-quality education, ensuring that every student receives the support they need to thrive academically.

Goal 1: Universally Designed Teaching and Learning for College and Career Success
We are strengthening Tier 1 instruction and small group support to ensure all students access high-quality, grade-level content. Our targeted focus is on increasing English Learner reclassification through consistent designated ELD, improved progress monitoring, and language-rich learning environments.

Goal 2: Positive School Climate and School Connectedness
We are prioritizing social-emotional learning for all students. We continue to build students' positive self-regulation skills through Tier 1 and Tier 2 social-emotional initiatives such as lunch bunch, Peacemakers, and Toolbox, as well as with the incorporation of restorative justice practices to support students' interpersonal relationships and tools for navigating conflict.

Goal 3: Equity and Inclusion with Families and Employee Engagement
Family and staff partnership remains central. We are expanding outreach through Parent Coffee Chats, School Smarts Academy, and family participation in ELAC, SSC, and various parent groups on campus. Professional development for families through the Latino Family Project to improve home-school collaboration and culturally responsive community partnerships.

Education 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

Writing the SPSA and the Annual Review and Update has been an ongoing process of collaboration including our entire school community; primarily our parent groups and our staff. The School Site Council meets throughout the year to learn about the process and the plan, including budgetary information. The whole staff meets regularly and through our collaboration process gives feedback, suggestions, and works to implement the plan. As we move through the year we work to finalize the SPSA and approve it through the School Site Council (SSC) with input from English Learner Advisory Council (ELAC) and other parent leadership groups.

Date	Community Partner Group	Engagement Description
January 29, 2026	School Site Council	During the School Site Council meeting, we reviewed community partner feedback along with CAASPP results and SPSA goals. We discussed key supports for English Learners, including paraprofessional services, SEL/PBIS (Soul Shoppe), counseling, parent education and outreach, professional development, action research, and targeted interventions to support academic and social-emotional growth. School Site Council participants emphasized the need for continued support for students with disabilities and their families and discussed areas where the Community Schools grant and school funding can be coordinated.
January 26, 2026	Instructional Leadership Team (ILT)	During the ILT meeting, we reviewed CAASPP and SPSA goals and identified strategies to support English Learners and multilingual students, including grade-level collaboration, reading specialist and paraprofessional support, SEL and PBIS practices, counseling, parent engagement, targeted interventions, and ongoing PD to monitor progress and improve English language outcomes and mathematics outcomes.
February 12, 2026	Families-English Language Advisory Committee (ELAC)	During the ELAC meeting, we reviewed CAASPP results and SPSA goals, highlighting key strategies to support English Learners and multilingual students. These include paraprofessional support, social-emotional learning and PBIS practices, counseling services, parent education and outreach, and targeted academic interventions. Staff will also engage in professional development and action research to monitor progress and improve outcomes in English Language Arts/writing and social-emotional growth.
February 25,	Halkin Community Engagement	During the Hallkin Engagement meeting, we reviewed CAASPP results

2026		and SPSA goals and discussed support for English Learners, including paraprofessional support, SEL/PBIS practices, counseling, parent outreach, and targeted interventions. Staff also engage in professional development and action research to improve ELA and social-emotional outcomes.
February 13, 2026	Community Coffee Chat with Principal Washington	During the Coffee Chat meeting, we reviewed CAASPP results and SPSA goals, highlighting support for English Learners including paraprofessional services, SEL/PBIS (Soul Shoppe), counseling, parent education and outreach, professional development, and action research. Community members supported paraprofessional and intervention services and requested expanded parent education and support.
March 4, 2026	Staff Feedback/Staff and Faculty Meeting	During the Staff review sessions held during staff development and faculty meetings, We reviewed community partner feedback along with CAASPP results and SPSA goals, highlighting supports for English Learners, including paraprofessional services, SEL and PBIS (Soul Shoppe), counseling, parent education and outreach, professional development, action research, and targeted interventions for academic and social-emotional growth. Staff emphasized the need to maintain strong paraprofessional and intervention supports and discussed opportunities to coordinate Community Schools grant funding with school resources. Staff also expressed the importance of sustaining counseling and intervention services for students with the greatest needs.
April 16, 2026	CSAT Meeting	Review the CCSPP budget allocations
April 23, 2026	School Site Council	Presentation of Draft School Plan for Student Achievement (SPSA) and review of budget for the 2026-2027 school year.
May 20, 2026	CSAT Meeting	Reviewed and approved projects that will be funded through the CCSPP grant for 2026-27 school year.

May 21, 2026	School Site Council	Presentation of School Plan for Student Achievement (SPSA) and review of budget for the 2026-2027 school year.

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
728	257	41	638	153			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
40	31	411	151	40	5	4	34

CA School Dashboard 2025

Halkin Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension	
All Students	-45.7 pts 1 pts 333	-57.5 pts ↓ 4.1 pts 333	45.4 pts ↓ 2.6 pts 115	21.2% ↓ 7.6% 744	1.7% ↓ 0.6% 752	
English Learners	-56.2pts ↑ 11.4pts 155	-60.6 pts ↑ 8.2 pts 155	46.9 pts ↑ 6.8 pts 55	18.6% ↓ 7% 296	1.3% ↑ 0.4% 302	45.4% -1% 205

Long-term EL	**	**	**	**	**	
Foster Youth	**	**	**	**	**	
Homeless	**	**	**	**	**	
Socioeconomically Disadvantaged	-50.6 pts 2.6 pts 278	-63.5 pts ↓ 3.2 pts 278	43.7 pts ↓ 2.2 pts 96	23% ↓ 7.3% 630	1.7% ↓ 1% 636	
Students with Disabilities	-116.1 pts -2.3 pts 74	-123.3 pts ↓ 3.4 pts 73	26.1 pts ↓ 7.6 pts 24	32% ↓ 3.1% 178	2.8% ↓ 0.8% 179	

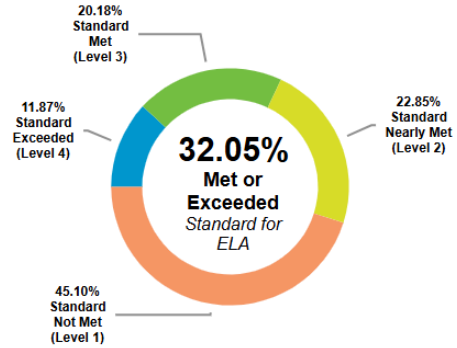
Halkin Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-45.7 pts 1 pts 333	-57.5 pts ↓ 4.1 pts 333	-45.4 pts ↓ 2.6 pts 115	21.2% ↓ 7.6% 744	1.7% ↓ 0.6% 752
African American	-68.3 pts ↓ 5.3 pts 16	-86.1 pts ↓ 5.2 pts 16	**	37.5% ↓ 2% 40	5% ↓ 13.2% 40
American Indian or Alaska Native	**	**	**	**	**
Asian	1.4 pts ↑ 12.4 pts 83	14.2 pts ↑ 14.6 pts 83	55.6pts 1.5 pts 32	4% ↓ 4.6% 173	1.1% 0% 175
Filipino	-7.9 pts ↑ 12.7 pts 16	-23.6 pts -0.4 pts 16	**	20% ↓ 10.6% 35	2.9% ↑ 2.9% 35

Hispanic	-64.9 pts 1 pts 184	-87.2 pts ↓ 9.3 pts 184	40.3 pts ↓ 3.7 pts 63	27.4% ↓ 5.4% 409	1.4% 0% 415
Native Hawaiian or Pacific Islander	**	**	**	**	**
White	**	**	**	11.1% ↓ 34.6% 27	3.7% ↑ 0.8% 27
Two or more races	**	**	**	20.8% ↓ 14.9% 48	2.1% ↑ 2.1% 48

CAASPP/ELPAC Results

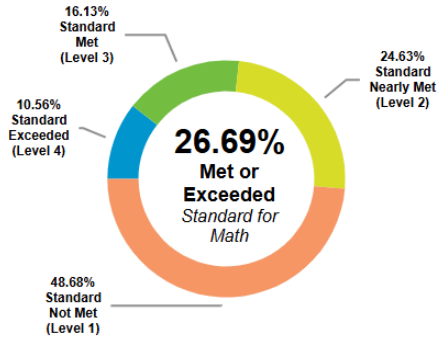
ELA

Percent of students within each achievement level



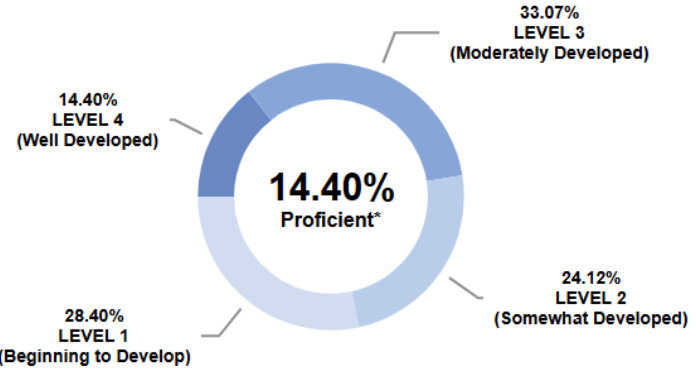
Mathematics

Percent of students within each achievement level



English Language Proficiency for Summative ELPAC

Percent of students within each performance level



Additional Data
Halkin CalSCHLS Survey Key Indicators 2025-2026

Parent Surveys	All

	%
Parent Involvement ● Promotion of parent involvement	41
● Parental Involvement in school	57
● School encourages me to be an active partner	42
● School actively seeks the input of parents	30
● Parents feel welcome to participate at this school	47
School Supports for Students ● Student learning environment	41
● School is a safe place for my child	39
● School motivates students to learn	41
● School has adults who really care about students	46
● Opportunities for meaningful student participation	40
● Teachers responsive to child's social and emotional needs	93
● School provides parents with advice and resources to support my child's social and emotional needs	84
Rules & Facilities ● School enforces rules equally	36
● School treats all students with respect	46
● School promotes respect of cultural beliefs	49

• Substance use problems	22
• School disorder	31
• Harassment or bullying (Large problem)	28
• Clean and well-maintained facilities	38

5th Grade Student Surveys	All %
Student Engagement and Supports • School Connectedness	73
• Academic motivation	84
• School boredom	54
• Caring adults in school	73
• High expectations-adults in school	87
• Meaningful participation	44
• Facilities upkeep	55
• Parent involvement in schooling	76
• Social and emotional learning supports	81
• Anti Bullying climate	74
School Safety and Cyberbullying	

• Feel safe at school	76
• Feel safe on way to and from school	91
• Been hit or pushed	48
• Mean rumors spread about you	39
• Called bad names or target of mean jokes	69
• Saw a weapon at school	9
• Cyberbullying	29
School Disciplinary Environment • Rule clarity	90
• Students well behaved	46
• Students treated fairly when break rules	52
• Students treated with respect	88
Substance Use & Health • Alcohol or drug use	9
• Eating of breakfast	79
• Late bedtime (10 pm or later)	23
Mental Health • Frequent sadness	25
• Wellness (feel good and happy)	64

Staff Surveys	All %
School Supports for Students ● Caring adult relationships	32
● High expectations-adults in school	36
● Student meaningful participation	25
● Promotion of parental involvement	26
● Student learning environment	36
● Facilities upkeep	22
● Support for social emotional learning	27
● Provides adequate counseling support services	27
● Anti Bullying climate	33
School Supports for Staff ● Staff working conditions	28
● Staff collegiality	29
School Safety ● Is a safe place for staff	34
● Is a safe place for students	34
Fairness, Rule Clarity and Respect for Diversity ● Fairness and rule clarity	25

• Respect for Diversity	34
Academic Motivation and Student Behavior • Students are motivated to complete schoolwork	21
• Students readiness to learn	12
• Harassment/bullying (Mod/Severe problem)	24
• Student depression (Mod/Severe problem)	30
Training Needs • Positive behavioral support/management	65
• Creating a positive school climate	57
• Meeting social/emotional/dev. needs	73
• Supporting students exposed to trauma	83

Data Analysis

When we examine our data, we see the story of our school unfolding. Our largest student groups are Latino and Asian students, with 83% of our scholars identified as socioeconomically disadvantaged students. We recognize that our students are generally performing farther from standards in Math compared to ELA. However, we are seeing a small reduction in chronic absenteeism, which is decreasing across all student groups, especially in students identified as English Learners. We will continue our focus on ensuring on-time attendance every day for all students.

Academic Indicator-CAASPP ELA

- According to the CA Dashboard, In 2025, the overall ELA scores for grades 3-5 maintained by 1 point when comparing

the 2023 and 2024 school years. In 2023, the Dashboard showed an overall increase of 4.7 points in ELA, however in 2024, there was an overall decline of 3.8 points.
- English Language Learners' overall scores increased by 11.4 points.
- African American students' scores dropped by 5.3 points
- Asian students's scores increased by 12.4 points
- Filipino students' scores increased by 12.7 points
- Socioeconomically disadvantaged students' overall scores decreased by 2.6 points
- Hispanic students' overall scores dropped by 1 point
- Students with Disabilities scores decreased by 2.3 points. This sub group remains our lowest performing group in ELA.

Academic Indicator-CAASPP Math
- According to the CA Dashboard, the overall Math scores for grades 3-5 decreased by 4.1 points in 2025.
- English Language Learner overall scores decreased by 8.2 points
- African American students' overall scores decreased by 5.2 points
- Asian students' scores increased by 14.6 points
- Filipino students' scores maintained (no increase or decrease by 0.4 points
- Socioeconomically disadvantaged students's scores increased by 3.2 points
- Hispanic students' scores dropped by 9.3 points
- Students with Disabilities scores dropped by 3.4 points, this sub group remains our lowest performing group in ELA.

Chronic Absenteeism
- Halkin continues to show progress in its efforts to reduce Chronic Absenteeism. In 2025, the chronic absence dropped to 21.2%. "While in 2024, 28.8% of students were identified as "chronically absent,"In 2023, 37.7% of students were tagged as "chronically absent, showing an overall decrease of 7.6%. Our site will continue to focus on intervention systems for absences to support students and families; these include, attendance incentives and celebrations for whole grade levels and classrooms, phone calls home to determine causes for absences, home visits when needed to offer additional support, and our SART and SARB process which are led by the Attendance Review Team (ART) at the site.

Suspensions
- Halkin's suspension rate in 2025 dropped to 1.7% as compared to the 2023 to 2024 at 2.4%. The suspension rates were low for all student groups. We will continue to work towards restorative practices and alternative means of discipline, including building Tier 1 interventions, targeting inquiry and support for African American and multilingual learners, Toolbox curriculum, Peacemakers, and Soul Shoppe classroom workshops. Our Community Schools grant will continue to fund additional counseling services. We will also continue to incorporate Tier 2 and Tier 3 interventions through our COST team.

Resource Inequities

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

The rate of suspending students, especially African American Students, English Learner progress and academic achievement in ELA and Math are areas of need as reported by the 2023 California Dashboard. The scores for our Students with Disabilities dropped in ELA and Math. We will provide target instruction and scaffold using core curricula texts during in-school and afterschool intervention classes We will continue to deploy our ELD paraprofessionals and Title 1 paraprofessionals in a manner that maximizes their time and focus on students in need of intervention. Distribution of meeting time, with an emphasis on Professional Learning Communities meeting several times a month during designated staff development meetings will continue so that teachers can plan for Tier 1 and Tier 2 support utilizing paraprofessional support. In addition to action research that examines multiple quantitative and qualitative data, staff will identify instructional needs, plan lessons in teams and use observation of each other as an additional source of data to inform instruction content and practices.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

School Goals:
ELA: By the end of the 2026-2027 school year, we will improve literacy for all learners in grades K-5, with a particular focus on multilingual learners, as measured by a 5 point increase on the CAASPP for grades 3-5, and a 5 point increase on the STAR ELA assessments for grades K-5.

Identified Need: The 2024-2025 California Dashboard results showed an overall decrease of -1% for all students in grades K-5. Multilingual learners identified as English learners (205) maintained by -1%.				
Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELA.1	Support teachers to participate in district-wide professional development for literacy.	Attend professional development workshops focused on phonemic awareness and reading	PD sign in sheets and Certificates of completion	N/A
ELA.2	Fund and strategically deploy Title I and ELD paraprofessionals to provide targeted academic support for students identified through assessment and classroom data.	Collaborate with paraprofessionals to provide targeted small-group instruction and intervention aligned to classroom learning goals. Use student data to identify and monitor students receiving support.	Budget allocations spreadsheet, meeting agendas, para schedules	Intervention Allocation Title 1 $45,000 district funded ELD paraprofessional
ELA.3	Establish and monitor a schoolwide Learning Academy intervention that provides supplemental literacy support for students needing additional instruction. Support staff with intervention resources and progress-monitoring tools.	Deliver Tier 2 literacy intervention during Learning Academy using district-approved materials and instructional practices. Monitor student progress and adjust supports based on data.	Learning Academy schedules/rosters, progress-monitoring records, data meeting notes.	N/A

ELA 4	Provide opportunities for professional learning via coaching, and classroom modeling of effective literacy practices across content areas through the support of coaches, Intervention Specialist and grade level leads.	Participate in optional coaching cycles and modeling opportunities. Implement literacy strategies that support reading, writing, speaking, and academic discourse across content areas.	Intervention specialist schedules for push in, teacher reflections, strategies in action.	NA
ELA 5	Facilitate collaboration and release time for planning and observation between Special Education teachers, coaches and Intervention Specialists to strengthen Tier 1 literacy instruction using board adopted grade-level curriculum. Provide	Attend collaborative meetings focused on ensuring access to grade-level content, addressing individual student needs, and supporting academic growth through effective instructional practices.	Collaborative planning agendas, lesson plans, intervention specialist schedules, classroom walkthrough data.	**Unrestricted** $4,800 Substitute teachers

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success
Math: By the end of the 2026–2027 school year, we will improve math fluency and literacy for all K–5 students, with a focus on multilingual learners, through the use of math talks, as measured by a 5-point increase in CAASPP (grades 3–5) and a 5-point increase in STAR Math (K–5).
Identified Need: The 2024-2025 California Dashboard results showed an overall decrease of -1% for all students in grades K-5. Multilingual learners identified as English learners (205) maintained by -1%.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
Math.1	Support deeper implementation of Eureka Math	Implement Eureka Math strategies focusing on core lessons in each grade level. Daily use of the Eureka math curriculum.	Exit tickets and data information from the walk-throughs. High-quality, inclusive instruction with scaffolding, language support, and culturally responsive practices; improved student performance on STAR assessments	NA
Math 2	Facilitate collaborative inquiry cycles and provide opportunities for peer observation and feedback focused on effective math instruction, including mathematical discourse, math talks, and making student thinking visible.	Engage in collaborative data analysis and instructional planning using agreed-upon protocols. Implement math talk strategies and routines that promote reasoning, problem-solving, and student discourse.	PLC agendas, data analysis protocols, peer observation notes, lesson plans demonstrating math talks, student work samples, and walkthrough evidence.	Hourly costs to pay for substitute teachers. Teachers can observe each other and give feedback.
Math 3	Offer math intervention for students in after school programs	Refer students for intervention based on classroom performance and assessment data. Collaborate with intervention staff and monitor student progress to adjust supports as needed	Intervention rosters, attendance records, progress-monitoring data, STAR Math results, exit ticket data, and CAASPP performance data.	Title 1, Hourly pay and Community Schools grant allocation

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success				
ELD: All English Learners will grow by one performance level on the ELPAC (until 4) and 5 percentile points on StarReading				
Identified Need: According to the 2024-2025 Summative ELPAC results,19.5% of English Learners decreased by at least one EPL level, and 35.1% maintained their EPLI levels (ie. did not move up a level from the previous year.) 45.4% of English Learners are making progress				
Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELD.1	Monitor designated ELD instruction	Teach 30 minutes of designated ELD instruction daily	Teacher Daily Lesson plans and classroom schedules reflecting ELD time	NA
All	Coordinate intervention supports for English Learners and monitor student progress	Identify students needing additional support and provide targeted instruction based on student data.	Reading intervention groups; more students showing grade level proficiency in reading	Teachers and Intervention teacher/TOSA 1.0 FTE
All	Provide a Roving sub for teachers to support their attendance at Student Study Team (SST) meetings.	Fill out COST forms to identify students with special needs and attend SST meeting with data prepared	SST forms completed	**Unrestricted** $4,800 Substitute teachers
All	Purchase supplies for teachers	Use purchase materials to effectively teach students	Purchase orders	**Unrestricted** $13,000 **LCAP** $12,000

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for English Language Arts-Student Performance Based on Distance from the Standard on the ELA CAASPP	Overall=45.7 points below standard, decrease of 1 points from the previous year English Learners= 56.2 points below standard Socioeconomically Disadvantaged=50.6 points below standard Students with Disabilities=116.1 points below standard	Increase academic outcomes for ELA by 5 points for all groups.
Academic Indicator for Mathematics-Student Performance Based on Distance from the Standard on the ELA CAASPP	Overall=57.5 points below standard, increase of 4.1 points from the previous year English Learners=60.6 points below standard Socioeconomically Disadvantaged=63.5 points below standard Students with disabilities=123.3 points below standard	Increase academic outcomes for Mathematics by 5 points for all groups.
English Language Proficiency Indicator for English Learners-Summative ELPAC	Level 4 (Well Developed)=14.40% Level 3 (Moderately Developed)=33.07% Level 2 (Somewhat Developed)=24.12% Level 1 (Beginning to Develop)=28.40%	Increase the percentage of English Language Learners in all grade levels who demonstrate one or more levels of growth on the ELPAC by 10%

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness
School Goal: Continue to reduce the suspension rate for all students, especially for English Language Learners, Filipino students and students with two or more races. The suspension rate for all students is 1.7%. The suspension rate for English Learners is 1.3%. Suspension rates for Asian students is 1.1%, Filipino students is 2.9%, HIspanic 1.4% and White students is 0.8%.
Identified Need: The California Healthy Kids Survey shows some gaps in the perceptions of students and adults about school safety, sense of belonging, meaningful participation in decision making, and the presence of supportive adults. 73% of students in 5th grade reported feeling a sense of School Connectedness all the time while 42% of parents who completed the California Healthy Kids survey reported feeling encouraged to be an active partner in the school all the time. 25% of staff reported that students engage in meaningful participation all of the time, while 44% of students reported that they engaged in meaningful participation all of the time. 32% of teachers reported that students have access to an adult who cares all of the time, while 73% of 5th graders reported having an adult at school who cares accessible all the time.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Two teacher leads will provide Toolbox training for all staff.	Implement Toolbox SEL curriculum in the classroom with fidelity	• During weekly PD's, teachers will share feedback on Toolbox implementations in their classrooms. • Surveys and peer observations to reflect	SEL Allocation LCAP/Site Discretionary

			upon Toolbox in action.	
2.2	Facilitate quarterly meetings for the Safety, Family Outreach, and Continuous Improvement teams to strengthen student–adult relationships and promote a positive, connected school climate.	Reflect and evaluate teacher and parent needs for safety, creating classroom communities that foster a sense of belonging and active participation.	• Team agendas • surveys in addition to California Healthy Kids Survey to measure growth	LCAP/Site Discretionary Title 1 $2000
2.3	Allocate funds for the continuation of Peacemakers program	Reinforce Peacemakers language in classrooms for Tier 1 implementation of positive conflict resolution skill building	• schedule Peacemakers training with lead teachers for new teachers and student peacemaker leads • schedule Peacemakers for conflict resolution at recess	SEL Allocation LCAP/Site Discretionary $3,000
2.4	Staff Classroom Behavior Management workshop	Tier 1 implementation of positive conflict resolution skill building	Reducing Recurring Behavior Problems: Practical Strategies for Decreasing Repetitive, Difficult Behavior (Grades 1-12)	The Bureau of Education and Research $3600
2.5	Collaborate with Intervention Specialists on Tier 2 SEL support programs, including small groups with prosocial skills	Identify students in need of Tier 2 socialization support and recommend prosocial skills small group support	SEL group schedule	Intervention Title 1 $1000
2.6	Allocate funds for Positive Behavior incentives to support PBIS programs	PBIS Committee: Continue to develop structures around PBIS implementation	Community Meetings -PBIS Menu	PBIS Allocation LCAP $2,000

		Teachers: Follow guidelines to reinforce positive behaviors, including using Splash tickets		
2.7	Schedule school-wide assemblies to celebrate inclusion and diversity	Support school-wide goal of building a culture of spreading kindness and respect for all learners	-Calendar of assemblies	Events and Assemblies LCAP $1000
2.8	Work with teachers to plan and schedule enrichment opportunities that support SEL and instructional learning during and after school	Plan and execute enrichment opportunities for students in their classrooms	Calendar of enrichment activities	Prop 28-Arts Funding $60,000
2.9	Plan and schedule music enrichment opportunities that support SEL and instructional learning during and after school	Plan and execute enrichment opportunities for students in their classrooms	Calendar of enrichment activities	Prop 28-Arts and Music Funding $28,000

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates as indicated by the 2024-2025 CA Dashboard	The suspension rate for all students is 1.7%. The suspension rate for English	Decrease the suspension rate for Filipino students by 10%

	Learners is 1.3%. Suspension rates for Asian students is 0%, Filipino students is 2.9%, HIspanic 0% and White students is 0.8%.	
Chronic Absenteeism as indicated by the 2023-2024 CA Dashboard	Overall=21.2% chronically absent (declined by 7.6%) African American students= 37.5% chronically absent (declined 2%) Students with Disabilities=32% chronically absent (declined 5.5%)	Decrease chronic absenteeism for African American students and Students with Disabilities by 10%
California Healthy Kids Survey	School Connectedness:students=73%, parents=47% Meaningful Participation:teachers=25%, students=44% Adult at School Cares: teachers=32%, students=73% Respect for Diversity: teachers=34%, students=88%	increase Indicators for School Connectedness by 10%

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement
School Goal: By the end of the 2026-2027 school year, Halkin Elementary will have added 2 new parent workshops, increasing offerings to engage families in academic and social-emotional partnerships.

Identified Need: Families in all parent groups, but most urgently in the Community Schools Action Team have identified a need for stronger connections between families and to the school. Parents want partnership and coaching around supporting academics, language needs, and addressing social and emotional needs.				
Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Launch the Latino Family Project. Two teachers will be trained to coordinate and implement the program during the 2026/2027 school year	A Family-Centered Framework. Provides ideas as to how to get Hispanic parents involved in the school community, grade level specific program training, and English Language Development tools and curriculum.	• Parent Square flyers for parent workshops • attendance sheets for workshops	Family Engagement Community Schools grant Title 1 $3,000 for the Latino Family Project curriculum $2,000 for staff hourly pay
3.2	Facilitate family school involvement by managing the volunteer pipeline and partnering with the Parent Facilitator to simplify the clearance process.	Invite families who are cleared as volunteers to support in the classroom and in school wide events	• budget allocated for volunteer fingerprinting • schedule fingerprinting event 2x in the school year	Family Engagement Community Schools grant
3.3	Explore strategies to promote family to family connections	Invite teachers to facilitate room parent or volunteer leaders for the classroom	• Survey parents on how their expertise can be utilized in the classroom.	Family Engagement Community Schools grant

		opt-in directory of families or communication platform for families	• Teacher Parent Square newsletter	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Workshops offered in the 2025-2026 school year: • Math Night • Multicultural Night • ELAC: ELPAC Workshop • Safety presentation–by the Directory of Student Safety • San Leandro Public Library workshops • Box out Bullying workshop series • School SMARTS • Know Your Rights	Total Number of family workshops offered=8	Increase list of workshop offerings by adding 2 more workshops. Possible future workshops include: • Latino Literacy Project • DLI workshops conducted by DLI teacher team

Annual Review

SPSA Year Reviewed: 2025-26

ANALYSIS

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

Many goals were met based on the annual review conducted with staff, families, and the School Site Council during the following formal reviews: SPSA Review January 29, 2026 and April 23, 2026 and data from LCAP meetings. The SSC reviewed a draft of the SPSA on April 23, 2026. During the reviews, staff and families emphasized the need for continued para support with intentional scheduled planning time, support for English Learners, and attention to chronic absenteeism.

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

District funded certificated release time was provided throughout the course of the 2026-27 academic year for professional development.

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.

Funding for teacher release time and extra hours for professional development to improve Tier 1 instruction within the school day, support for action research through work with Silicon Valley Math Initiative (SVMI) and the Instructional Leadership team (funded by Community Schools grant), and support for community wellness (funded by Community Schools grant).

Proposed School Site Budget

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

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
$39,636	$50,960	$49,025	n/a	n/a	$7,745	$25,000	$172,366

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$172,366
Total Federal Funds Provided to the School from the LEA for CSI	n/a
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$172,366

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 1	$50,960

Subtotal of additional federal funds included for this school: $ 50, 960

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

State or Local Programs	Allocation ($)
CCSPP Community Schools Grant	$270,000

Subtotal of state or local funds included for this school: $ 270,000

Total of federal, state, and/or local funds for this school: $442,366

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:

Name	Role
Jorge Contreras	Librarian, Chairperson
Lorien Lee	Teacher
Alejandra Orozco	Teacher
Michael Allen	Head Custodian, Teamster
Misty Horn	Teacher
Jennifer Amate	Administrative Assistant
Lorena Montoya	Vice Principal
Cinithia Pena	Parent
Ivy Cahill	Parent
Laura Ibarra	Parent
Jessica Collazo	Office Assstant
Nikki Washington	Principal

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:

Name	Signature	Committee
Cinthia Pena	Cinthia	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 May 21, 2026.

Name	Signature	Date	Role
Jorge Contreras		5/21/26	SSC Chairperson
Nikki Washington		5-21-2026	Principal