Hagginwood Elementary

School Site Council Agenda/Minutes
Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

03/25/2026   2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://zoom.us/j/98907686877

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		Present / Absent *Presente/ Ausente*
Parent	Kirsten Lee	
Parent	Fong Lee	
Parent	Faith Roseberry	
Parent	Sarah Mickel	
Parent	Sandra Smith	
Alternates *(Alternativos)***:**		

*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)

*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*	Present / Absent *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Marc Moorehead	
Teacher: *Maestro(a):* Erin Pressler	
Teacher: *Maestro(a):* Jasjeet Bahniwal	
Teacher: *Maestro(a):* Marie Gallegos	
Other Staff: *Otro Personal:* Kirstin Fitzgerald	
Alternates: *Alternativos:*	
*Teachers must be the majority **Los maestros deben ser mayoría*	

AGENDA		
ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** *Presidente*	This meeting is called to order at: *Se abre la sesión a las* Total Members in Attendance: *Total de Miembros Presentes:* Quorum: *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)*
Review Agenda *Repasar Agenda*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)*
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Hagginwood January 28, 2026 SSC Minutes 2✎ Previous Minutes	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		

Other
 	
  SPSA Addendum:
 	
  Approve Addendum #2
 	
  1✎ Attachment
	Chairperson
	Presidente
		I move to approve the *Propongo aprobar a la*
		
		Person *Persona:*
		Second *Se secundó*:
		In favor *A favor* :
		Oppose *En contra*:
		Abstain *En abstención*:
		Motion: Pass or Fail:
		Moción: Aprobada o Rechazada

N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		

Title I Evaluation (Evaluación de Título I)
 	
   Review SPSA Program Evaluation
 	
   1✎ Attachment
	Chairperson
	Presidente
		Summary of Action Taken
		Resumen de Medidas Adoptadas

N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
SPSA Draft 1✎ Attach Document	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** *Presidente*	**Summary of Reporting** (*Resumen de Informes*)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** *Presidente*	**Summary of Presentation** (*Resumen de Presentación*)
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Adjournment: *Aplazamiento:*	**Chairperson** *Presidente*	**Time**: *Hora:*

Next meeting date: *Fecha de próxima reunión:*	05/20/2026	2:30 PM

Hagginwood Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

01/28/2026   2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://zoom.us/j/98907686877

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		Present / Absent *Presente/ Ausente*
Parent	Kirsten Lee (Yr.2)	Present
Parent	Fong Lee (Yr.2)	Present
Parent	Faith Roseberry (Yr.2)	Present
Parent	Sarah Mickel (Yr.1)	Present
Parent	Sandra Smith (Yr.1)	Present
Alternates *(Alternativos)***:**		
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) **Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).*		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Marc Moorehead		Present
Teacher: *Maestro(a):* Erin Pressler (Yr.1)		Present
Teacher: *Maestro(a):* Jasjeet Bahniwal (Yr.1)		Present
Teacher: *Maestro(a):* Marie Gallegos (Yr.1)		Absent
Other Staff:*Otro Personal:* Kirstin Fitzgerald (Yr.2)		Present
Alternates: *Alternativos:*		
*Teachers must be the majority **Los maestros deben ser mayoría*		

AGENDA

ITEM *ARTÍCULO*	Facilitator *Facilitador(a)*	Minutes *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** *Presidente*	This meeting is called to order at: *Se abre la sesión a las* 2:34 PM Total Members in Attendance: 9 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* No public commentary as no public members were present.
Review Agenda *Repasar Agenda*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* Mr. Moorehead reviewed the agenda.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Hagginwood November 19, 2025 SSC Minutes 1✎ Previous Minutes	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Kirstin FitzGerald Second *Se secundó*: Sarah Mickel In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Other Approve SPSA Funded position 26-27 SST FTE .06 1 ✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* SPSA funded position for 26-27 SST.06 Person *Persona:* Faith Callahan Second *Se secundó:* Erin Pressler In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		

Title I Evaluation (Evaluación de Título I)
 	
  Review SPSA Program Evaluation
 	
  Review relevant data
 	
  2✎ Attachment
	Chairperson
	Presidente
		Summary of Action Taken
		Resumen de Medidas Adoptadas
		
		Mr. Moorehead reviewed the SPSA program evaluation and relevant data.

Needs Assessment (Evaluación de Necesidades)
 	
  Review Needs Assessment
 	
  Review relevant data
 	
  1✎ Attachment
	Chairperson
	Presidente
		Summary of Action Taken
		Resumen de Medidas Adoptadas
		
		Mr. Moorehead reviewed the needs assessment and relevant data.
		Mrs. Smith inquired about SST funding and how it works. Mr. Moorehead clarified that each year new funding is available. He explained the cost changes yearly based on benefits and experience. The estimate for next year is approximately $68,000.

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

ELAC Reporting *Informes ELAC*	**Chairperson** *Presidente*	**Summary of Reporting (***Resumen de Informes)* No ELAC members reporting.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** *Presidente*	**Summary of Presentation (***Resumen de Presentación)* No outside presenters in attendance.
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Thought Exchange Survey https://drive.google.com/file/d/1LtE4w-BEgrNkqwEl190pTQdDV04hAeH5/view	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Mr. Moorehead reviewed thought exchange survey and provided the link for attendees to complete.
Adjournment: *Aplazamiento:*	**Chairperson** *Presidente*	**Time**: *Hora:* 3:18 PM

Next meeting date: 03/18/2026   2:30 PM
Fecha de próxima reunión:

Hagginwood Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

01/28/2026   2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://zoom.us/j/98907686877

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		Present / Absent *Presente/ Ausente*
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Parent	Fong Lee (Yr.2)	Present
Parent	Faith Roseberry (Yr.2)	Present
Parent	Sarah Mickel (Yr.1)	Present
Parent	Sandra Smith (Yr.1)	Present
Alternates *(Alternativos)***:**		
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) **Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).*		
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Principal/Designee: *Directora(a)/ Designado(a):* Marc Moorehead		Present
Teacher: *Maestro(a):* Erin Pressler (Yr.1)		Present
Teacher: *Maestro(a):* Jasjeet Bahniwal (Yr.1)		Present
Teacher: *Maestro(a):* Marie Gallegos (Yr.1)		Absent
Other Staff:*Otro Personal:* Kirstin Fitzgerald (Yr.2)		Present
Alternates: *Alternativos:*		
*Teachers must be the majority **Los maestros deben ser mayoría*		

AGENDA		
ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** *Presidente*	This meeting is called to order at: *Se abre la sesión a las* 2:34 PM Total Members in Attendance: 9 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* No public commentary as no public members were present.
Review Agenda *Repasar Agenda*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* Mr. Moorehead reviewed the agenda.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Hagginwood November 19, 2025 SSC Minutes 1✎ Previous Minutes	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Kirstin FitzGerald Second *Se secundó*: Sarah Mickel In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Other Approve SPSA Funded position 26-27 SST FTE .06 1✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* SPSA funded position for 26-27 SST.06 Person *Persona:* Faith Callahan Second *Se secundó*: Erin Pressler In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		

Title I Evaluation (Evaluación de Título I)
 	
  Review SPSA Program Evaluation
 	
  Review relevant data
 	
  2✎ Attachment
	Chairperson
	Presidente
		Summary of Action Taken
		Resumen de Medidas Adoptadas
		Mr. Moorehead reviewed the SPSA program evaluation and relevant data.

Needs Assessment (Evaluación de Necesidades)
 	
  Review Needs Assessment
 	
Review relevant data
 	
  1✎ Attachment
	Chairperson
	Presidente
		Summary of Action Taken
		Resumen de Medidas Adoptadas
		
		Mr. Moorehead reviewed the needs assessment and relevant data.
		Mrs. Smith inquired about SST funding and how it works. Mr. Moorehead clarified that each year new funding is available. He explained the cost changes yearly based on benefits and experience. The estimate for next year is approximately $68,000.

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** *Presidente*	**Summary of Reporting (***Resumen de Informes)* No ELAC members reporting.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** *Presidente*	**Summary of Presentation (***Resumen de Presentación)* No outside presenters in attendance.
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Thought Exchange Survey https://drive.google.com/file/d/1LtE4w-BEgrNkqwEl190pTQdDV04hAeH5/view	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Mr. Moorehead reviewed thought exchange survey and provided the link for attendees to complete.
Adjournment: *Aplazamiento:*	**Chairperson** *Presidente*	**Time**: *Hora:* 3:18 PM

Next meeting date: 03/18/2026   2:30 PM
Fecha de próxima reunión:

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/19/2025   2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://zoom.us/j/98907686877

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*		
Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
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Parent	Fong Lee (Yr.2)	Absent
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Parent	Sarah Mickel (Yr.1)	Present
Parent	Sandra Smith (Yr.1)	Present
Alternates *(Alternativos)***:**		
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Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Marc Moorehead		Present
Teacher: *Maestro(a):* Erin Pressler (Yr.1)		Present
Teacher: *Maestro(a):* Jasjeet Bahniwal (Yr.1)		Absent
Teacher: *Maestro(a):* Marie Gallegos (Yr.1)		Absent
Other Staff: *Otro Personal:* Kirstin Fitzgerald (Yr.2)		Absent
Alternates: *Alternativos:*		
*Teachers must be the majority **Los maestros deben ser mayoría*		

AGENDA

ITEM *ARTÍCULO*	Facilitator *Facilitador(a)*	Minutes *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** *Presidente*	This meeting is called to order at: *Se abre la sesión a las* 2:38 PM Total Members in Attendance: 6 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* N/A
Review Agenda *Repasar Agenda*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* Principal Moorehead shared his screen via Zoom to show the attendees the agenda items. Per the Brown Act, agendas are to be posted 72 hours prior to the meeting.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Hagginwood October 8, 2025 SSC Minutes 1✎ Previous Minutes	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Faith Roseberry Second *Se secundó*: Sandra Smith In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Site Safety Plan (Plan de Seguridad del Centro) Safety Plan review and approval. 1✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Site Safety Plan Person *Persona:* Faith Roseberry Second *Se secundó*: Kirsten Lee In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Approved
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Title I Evaluation (Evaluación de Título I) Review SPSA Program Evaluation 1 ✎ Attachment	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Title 1 goals Principal Moorehead went over goals 1-3 on the evaluation, and explained how the costs are being spent. No questions or concerns arose regarding this item.
Other Share Site Data 1 ✎ Attachment	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Data is from 11/3, as the agenda had to be submitted to the district by Principal Moorehead. Chronic absenteeism and suspension rates are lower than the 2024-2025 school year. Enrollment has increased for the 2025-2026 school year. Benchmark rates are not accurate as testing occurred following the date the agenda was developed.

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		

SPSA Addendum
 	
  Addendum #1
 	
2 ✎ Attach Document
	Chairperson
	Presidente
		I move to approve the *Propongo aprobar a la* the SPSA Addendum #1
		
		Person *Persona:* Sarah Mickel
		Second *Se secundó*: Kirsten Lee
		In favor *A favor* : 6
		Oppose *En contra*: 0
		Abstain *En abstención*: 0
		Motion: Pass or Fail: Pass
		Moción: Aprobada o Rechazada
		
		  Motion approved

ELAC Reporting *Informes ELAC*	**Chairperson** *Presidente*	**Summary of Reporting** (*Resumen de Informes)* N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** *Presidente*	**Summary of Presentation (***Resumen de Presentación)* N/A
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
Adjournment: *Aplazamiento:*	**Chairperson** *Presidente*	**Time**: *Hora:* 3:05 PM

Next meeting date: 01/28/2026   2:30 PM
Fecha de próxima reunión:

Hagginwood Elementary

School Site Council Agenda/Minutes
Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/08/2025   2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://zoom.us/j/98907686877

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*		
Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Parent	Kirsten Lee (Yr.2)	Yes (Si)
Parent	Fong Lee (Yr.2)	Yes (Si)
Parent	Faith Roseberry (Yr.2)	Yes (Si)
Parent	Sarah Mickel (Yr.1)	Yes (Si)
Parent	Sandra Smith (Yr.1)	Yes (Si)
Alternates *(Alternativos)***:**		
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) **Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).*		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Marc Moorehead		Yes (Si)
Teacher: *Maestro(a):* Erin Pressler (Yr.1)		No
Teacher: *Maestro(a):* Jasjeet Bahniwal (Yr.1)		Yes (Si)
Teacher: *Maestro(a):* Marie Gallegos (Yr.1)		Yes (Si)
Other Staff:*Otro Personal:* Kirstin Fitzgerald (Yr.2)		Yes (Si)
Alternates: *Alternativos:*		
*Teachers must be the majority **Los maestros deben ser mayoría*		

AGENDA		
ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** *Presidente*	This meeting is called to order at: *Se abre la sesión a las* 2:36 PM Total Members in Attendance: 9 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* No public comments.
Review Agenda *Repasar Agenda*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* Mr. Moorehead reviewed agenda.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Hagginwood May SSC 2024-2025 Minutes 1✎ Previous Minutes	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Jasjeet Bahniwal Second *Se secundó*: Marie Gallegos In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros) Introduce New and current members	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Mr. Moorehead introduced new and current members.
Member Training (Formación de Miembros (TR link) https://docs.google.com/presentation/d/1eUL-MmZeWcZ7qLHVrb0Ofg3eKEgCWWkj16yU92AQrXY/edit?usp=sharing (TR video) https://www.youtube.com/watch?v=5SSjxMYMZWs Confirmation of member training completion.	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Mr. Moorehead confirmed 100% attendance for training event on 9/24/25.
Elect Officers (Elegir a Funcionarios) I move to elect (Name) as (position: Chairperson, Vice-Chairperson, Secretary): Motion: Second: In favor: Oppose: Abstain: Motion:	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Mrs. Roseberry was nominated as chairperson, motion passed with 9 in favor. Mrs. Gallegos was nominated as Vice chairperson, motion passed with 9 in favor. Mrs. FitzGerald was nominated as secretary, motion passed, with 9 in favor.

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) Bylaw review and approval. 1✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* bylaws Person *Persona:* Sandra Smith Second *Se secundó*: Mrs. Gallegos In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Bylaws reviewed by Mr. Moorehead and motion passed.
School Compact (Compacto Escolar School Compact review and approval 2✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* school compact Person *Persona:* Marie Gallegos Second *Se secundó*: Kirsten Lee In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* School compact reviewed by Mr. Moorehead and motion passed.
Parent Involvement (Participación de Padres) Parent Involvement review and approval 2✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* parent involvement Person *Persona:* Sandra Smith Second *Se secundó*: Marie Gallegos In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Parent involvement reviewed by Mr. Moorehead and motion passed.
N/A N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada* N/A

Document Review: *Revisión y de Documentos*		

| Other

   SPSA Goals:

   1✎ Attachment | **Chairperson**
Presidente | **Summary of Action Taken**
Resumen de Medidas Adoptadas

Mr. Moorehead reviewed SPSA goals. See attached documents. Sandra requested clarification on the SPSA process and Mr. Moorehead explained how needs are identified and timelines for SPSA approval. He also discussed addendums and how the process works. |
| Other

   CAASPP Data

   1✎ Attachment | **Chairperson**
Presidente | **Summary of Action Taken**
Resumen de Medidas Adoptadas

Mr. Moorehead reviewed CAASPP Data. School SBAC data has shown significant gains over the course of three years. Mr. Moorehead discussed the possibility of creating an addendum to adjust goals for next meeting. |

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		

| N/A | **Chairperson**
Presidente | I move to approve the *Propongo aprobar a la*
  N/A

Person *Persona:*
Second *Se secundó*:
In favor *A favor* :
Oppose *En contra*:
Abstain *En abstención*:
Motion: Pass or Fail:
Moción: Aprobada o Rechazada
  N/A |

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** *Presidente*	**Summary of Reporting (***Resumen de Informes)* ELAC members were trained and voted in. Discussed the importance of attendance matters.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** *Presidente*	**Summary of Presentation (***Resumen de Presentación)* No guest reports or presenters available.
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* No new information provided.
Adjournment: *Aplazamiento:*	**Chairperson** *Presidente*	**Time**: *Hora:* 3:48 PM

Next meeting date: 11/19/2025   2:30 PM
Fecha de próxima reunión:

Twin Rivers Unified School District
Comprehensive School Safety Plan
SB 187 Compliance Document
(Education Code Section 32280-32289.5 and 49390-49395)

2025-2026

School: Hagginwood Elementary_____

CDS Code: 34 76505 6033385_____

School Address: 1418 Palo Verde Ave, Sacramento, CA 95815_____

School Phone: 916-566-3475_____

Principal's Name: Marc Moorehead_____

Principal's Email: marc.moorehead@trusd.net_____

Date of Adoption by Board of Trustees: _____

2✎ Attach evac map & aerial view

Signatures:

Marc Moorehead	Principal	
	SSC Chairperson	
	Executive Director	

Table of Contents

Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:
- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
  A) Child abuse reporting procedures
  B) Disaster and emergency procedures, including adaptations for pupils with disabilities
  C) Earthquake emergency procedures
  D) Use of facilities during emergencies
  E) Suspension and expulsion policies
  F) Notification of dangerous pupils
  G) Discrimination, harassment, hate crime reporting
  H) Dress code policies
  I) Safe ingress and egress
  J) School discipline procedures
  K) Tactical response to criminal incidents
  L) Prohibition of high-intensity drills
  M) Reporting dangerous or unlawful activity
  N) Sudden cardiac arrest response
  O) Opioid overdose protocol
  P) Instructional continuity plan
  Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

Comprehensive School Safety Plan Vision
The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:
1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures

List names and place an X in the column representing each person's role.

School Safety Planning Committee Members (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	Principal or designee	Teacher Rep. of Cert. Employees	Parent	Classified Employee	Other School Staff	Law Enforcement
Name						
Twin Rivers Police						X
Marc Moorehead	X					
Sana Abdussamed		x				
Kirstin Fitzgerald					x	
Amanda Martinez				x		
Doua Lee			x			

Date reviewed/amended: _____

Date communicated to the public: _____

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

- A) A representative of the local school employee organization
- B) A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
- C) A representative of each teacher organization at the school site
- D) A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

Part III: Site Demographics and Assessment of School Safety

Number of Students	346
Number of Staff	50
Number of Disabled Students	45
Number of Disabled Staff	0
Site Square Acreage / Square Footage	2540
Number of Classrooms	20
Number of Other Rooms	9
Number of Parking Lots	1
Campus Safety Specialist (CSS) On-Site (Y/N)	N
Health Assistant On-Site (Y/N)	Y

2024 California School Dashboard	**% of Students**
Suspensions	6.5
Chronic absence rates	33.8
2024-25 School Climate Report Card (Elementary)	**% of Students**
School Connectedness	82
Academic Motivation	93

Meaningful Participation	45
Facilities Upkeep	87
Parent Involvement in Schooling	81
Social and Emotional Learning Supports	72
Antibullying Climate	72
Feel Safe at School	88
Cyberbullying	22
Rule Clarity	85

At __Hagginwood Elementary_____, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student's mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District's Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

Part IV: Key Safety Personnel – Incident Command System

_____

Incident Command System
Year: 2025-2026

Name	Work Phone	Cell Phone
COMMAND STAFF		
Incident Commander (Principal)		
Primary: ███████	████████	████████
Alternate: ███████	████████	████████
GENERAL STAFF		
OPERATIONS SECTION		
Section Leader: ████████	████████	████████
Alternate: ███████	████████	████████
Accountability Unit		
Unit Leader: ████████	████████	████████
Team 1: ██████████████	████████	████████
Team 2:		
Medical Unit		
Unit Leader: █████	████████	████████
Triage Team: █████	████████	████████
Treatment Team: █████	████████	████████
Search & Rescue Unit		
Unit Leader: ██████	████████	████████
Team 1: ██████	████████	████████
Team 2: █████	████████	████████
PLANNING & INTEL SECTION		
Section Leader: ████████	████████	████████
Alternate: ██████	████████	████████
Situation Unit		
Unit Leader: ██████	████████	████████
Alternate: ██████	████████	████████

LOGISTICS SECTION		
Section Leader: ███████	███████	███████
Alternate: ███████	███████	███████
Supply Unit		
Unit Leader: ███████	███████	███████
Alternate: ███████	███████	███████

Incident Command System
Year: 2025-2026

EOC

Incident Commander (Principal)

Marc Moorehead

Safety Officer
Police Services

Logistics

Supply Unit

Planning & Intelligence

Situation Unit

Operations

Accountability Unit

Medical Unit

Search & Rescue Unit

Team 1

Team 2

Triage Team

Treatment Team

Team 1

Team 2
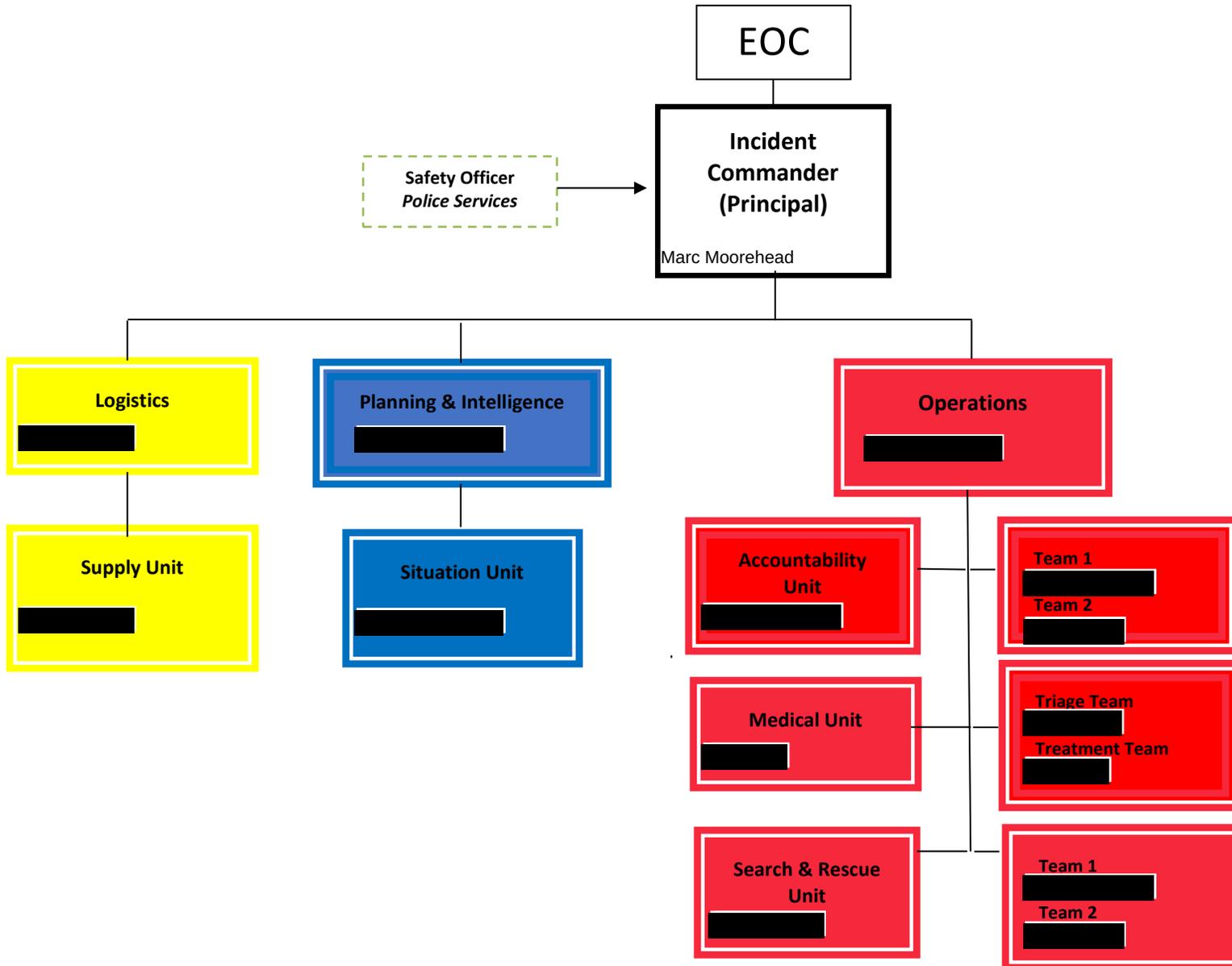
RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
Priorities	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	What are the most important things to focus on immediately? Gain accountability of all students and staff within 10 minutes of the onset of the incident.
Objectives	Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available. Objectives can be thought of as the "big picture" response mechanisms that allow the Incident Commander to address the defined priorities.	How do I address the identified priorities? 1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area. 2) Conduct Search and Rescue Operations
Strategies	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	What are the specific resources I need to deploy in order to accomplish the stated objectives? 1) Deploy Accountability Team to the Evacuation Assembly Area. 2) Deploy Search and Rescue Teams to selected areas.
Tactics and Tasks	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	What are the specific task directives? 1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name. 2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point. 3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.

INCIDENT COMMAND SYSTEM
POSITION DESCRIPTIONS

COMMAND STAFF

The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

Incident Commander (IC) (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- ☐ Establishing the incident objectives and priorities that guide incident action planning and operations
- ☐ Approving all response plans and strategies based on expert advice
- ☐ Approving all external messages
- ☐ Determining the operational cycle
- ☐ Assessing the situation
- ☐ Establishing an Incident Command Post (ICP)
- ☐ Establishing or modifying an appropriate organization
- ☐ Ensuring planning meetings are scheduled as required
- ☐ Coordinating activity for all Command and General Staff
- ☐ Coordinating with key people and District officials
- ☐ Approving requests for additional resources or for the release of resources
- ☐ Keeping District administration informed of incident status
- ☐ Approving the use of trainees, volunteers, and auxiliary personnel
- ☐ Order the demobilization of the incident when appropriate.

UNIFIED COMMAND

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

GENERAL STAFF SECTION

OPERATIONS

The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

OPERATIONS SECTION CHIEF:
- ☐ Manage tactical operations at the site / Incident Command Post level.
- ☐ Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- ☐ Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- ☐ Assist in the development of the operations portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan for Operations
- ☐ Ensure safe tactical operations
- ☐ Request additional resources to support tactical operations
- ☐ Approve release of resources from assigned status (not release from the incident)
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

ACCOUNTABILITY UNIT LEADER
- ☐ Gain accountability of all students, staff, visitors, and contractors at the Incident site
- ☐ Report accountability status to the Incident Command Post
- ☐ Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- ☐ Track movement of personnel to off-site reunification and conduct on-site parent release operations.

MEDICAL UNIT LEADER

- ☐ At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- ☐ Oversee the triage and medical treatment of all casualties
- ☐ Report casualty status and fatalities to the Incident Command Post
- ☐ Track movement of casualties and recommend mitigation strategies to the Incident Commander
- ☐ Liaise with medical first responder upon arrival and provide casualty status
- ☐ Request additional personnel and supplies as needed
- ☐ Liaise with the Coroner's Office on scene

SEARCH AND RESCUE UNIT LEADER

- ☐ Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- ☐ Develop and implement search and rescue plans
- ☐ Track search and rescue team activities
- ☐ Document team actions
- ☐ Ensure teams have appropriate equipment
- ☐ Make equipment and personnel requests to the Incident Commander, as necessary
- ☐ Report all information to the Incident Commander
- ☐ Assist fire department operations at their request
- ☐ Brief arriving fire department personnel as directed
- ☐ Assist medical teams with immediate intervention treatment as needed

PLANNING & INTELLIGENCE

The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

PLANNING & INTELLIGENCE SECTION CHIEF:

- ☐ Collect and process situation information
- ☐ Supervise the preparation of the Incident Action Plan
- ☐ Establish information requirements and reporting schedules for the Situation Unit
- ☐ Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- ☐ Report any significant changes in incident status
- ☐ Compile and display incident status information
- ☐ Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- ☐ Oversee preparation of Incident demobilization plan
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

☐ Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SITUATION UNIT LEADER
☐ Maintain the Incident Command Post status board
☐ Responsible for documenting, managing, and displaying all incoming and outgoing incident information
☐ Document assignments and supply needs
☐ Notify the Incident Commander of pertinent information and status changes
☐ Establish information requirement
☐ Fill EOC information requests
☐ Maintains a master record of the incident

LOGISTICS

All incident material support and staffing needs are provided by the Logistics Section.

LOGISTICS SECTION CHIEF:

☐ Manage all incident logistics
☐ Provide logistical input to the Incident Commander in preparing the Incident Action Plan
☐ Brief other Section and Unit Leaders as needed
☐ Conduct logistical forecasting
☐ Identify anticipated and known incident service and support requirements
☐ Request additional resources as needed
☐ Review and provide input to all plans and planning subsections, as required
☐ Supervise requests for additional resources
☐ Direct and oversee the activation, operations, and demobilization of the Logistics Section
☐ Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SUPPLY UNIT LEADER
☐ Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.

Part V: Firearm Safety Notification Procedures (California Education Code 49392)

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

Part VI: Threat Reporting Procedures (California Education Code 49393)

1. Purpose

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

2. Definitions

- **Threat or perceived threat**: Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity**: Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee**: All certificated and classified staff, contractors, and governing board members who interact with students.

3. Immediate Response and Reporting Protocol
    A. Staff Observations and Mandatory Reporting

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
    o **Report to site administration and**
    o **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

- o **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
- Site administrators will use Catapult EMS to:
  - o Track incident response in real-time
  - o Coordinate with district and law enforcement partners
  - o Document steps taken throughout the incident

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4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
  1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
  2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
  3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
     - Conduct a timely investigation
     - Review the California DOJ firearm registry
     - Conduct a search of the school site if warranted by reasonable suspicion
- **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.

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5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
- In cases involving threats of violence, mental health supports may be offered, including:
  - o Counseling referrals
  - o SST or IEP team review, if applicable
  - o Safety re-entry planning

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6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
  - o Review the adequacy of the response
  - o Ensure all supports and consequences were implemented appropriately
  - o Adjust safety protocols if needed

Part VII: Emergency Response Protocols

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:
- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.

2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

   Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

   A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
   B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
   C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

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Off-Site Evacuation Locations

	1st OFF-SITE EVACUATION LOCATION		
Name of Evacuation Facility:	████████████████		
Contact Person:		**Phone:**	████████
Address:	████████████████		
Special Conditions of Facility Owner:			
	2ND OFF-SITE EVACUATION LOCATION		
Name of Evacuation Facility:			
Contact Person:		**Phone:**	
Address:			
Special Conditions of Facility Owner:			

Part VIII: Strategies and Procedures for School Safety

School Plan for Student Achievement: Title I Funded Program Evaluation
Hagginwood Elementary

Monitoring and Evaluation Template

Goal #1
English/Language Arts: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 10% school wide. Mathematics: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 10% school wide. English Language Learners: By Spring 2026, Hagginwood proficiency rates for ELPAC will increase over the 2023-24 rates by a minimum of 10% school wide.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	1.1) Provide interventions with a Student Support Teacher (Title 1 Basic) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners and students reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).	Total: $54,995 Spent: $0 Balance: $54,995	Unable to identify suitable candidate for .6FTE SST unfilled position.	Modify: put posting on hold for 25-26 and reallocate funds for mentor program. Bring back to staff / ILT for discussion in early 2026
	1.2)	Total: $8,887 Spent: $8,887	Additional funding to use with Equity Multiplier SST-EL position	Continue

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	Provide interventions with a Student Support Teacher (ELL - Equity Multiplier) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST). >Position Control: Additional funding to use with Equity Multiplier funding	Balance: $0		
	1.3) Provide teacher release time for additional PLC work, professional development, Tier 1 and Tier 2 support, and data analysis >Utilize substitute/contractor for direct classroom release (SSP / COST)	Total: $3,030 Spent: $730 Balance: $2,300	SSP marathons scheduled.	Continue
	1.4) Provide technology, software, hardware, and accessories that will support student engagement, student learning, and improve academic achivement as well as enhance the quality of instruction delivered by teachers. >IXL Math	Total: $3,975 Spent: $3,975 Balance: $0	IXL math funded and implemented in classrooms.	Continue
	1.5) Provide supplies and materials to support classroom instruction and intervention above and beyond basic necessities. >WIN	Total: $4,059 Spent: $0 Balance: $4,059	WIN material purchases pending mid-year	Continue

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	1.6) Provide access to staff professional development to build teaching practices to enhance student thinking, collaboration, and achievement. Areas of need include but not limited to: Mathematics, Language Arts, Lesson Design, Teacher Clarity, PLC, and planning. >Registration costs >Sub Release costs >Teacher extra-duty	Total: $20,508 Spent: $9,200 Balance: $11,308	SCOE PD about 1/2 way through 4 part session.	Continue

Goal #2
No goal 2

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

Goal #3

Hagginwood will ensure a school environment that is safe, clean, and conducive to learning. The school climate and culture should contribute to a positive, student-centered environment. PBIS (Positive Behavior Interventions and Supports) will be used as our school-wide expectation system to define and encourage appropriate student behaviors.

Conditions & Climate: By Spring 2026, Hagginwood's suspension rate will decrease to a rate of less than 4%

Academic Engagement: By Spring 2026, Hagginwood's chronic absenteeism will decrease by 10%

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	3.1) Purchase materials, supplies, subscriptions, or other services to support PBIS program, character education, SEL, attendance, and/or restorative practices >positivity project	Total: $4,000 Spent: $4,000 Balance: $0	Positivity project purchased. Daily announcements ongoing. Classroom usage ongoing.	continue
	3.2) Provide assemblies related to student interest and need, such as arts, science, literacy, math, SEL, PBIS, Attendance, Academics, character education, in order to encourage attendance and decrease negative behaviors.	Total: $350 Spent: $0 Balance: $350	Assembly committee is identifying assemblies.	continue

Goal #4

Parent/guardian involvement contributes to higher success for students and communities, therefore, Hagginwood will ensure parent/guardian involvement with our students' education, and the educational program will be strengthened.

Parent/guardian involvement: By Spring 2026, Hagginwood parent/guardian involvement will increase in one or more events as measured by attendance rates.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	4.1) Develop and/or provide classes for families to access educational or other resources.	Total: $1,287 Spent: $350 Balance: $937	parent meetings held and planned	continue
	4.2) Provide parents with reference materials and resources. Provide parents with communication regarding involvement opportunities and student attendance. Provide light refreshments to families attending meetings Additional strategies, actions, and/or services include but not limited to: >Provide resources to improve communication between home and school	Total: $1,443 Spent: $100 Balance: $1,343	parent meetings held and remaining year scheduled. Office communication boards pending remodel completion	continue

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	>Provide communication for trainings, workshops, classes via flyers, Aeries communication, and marquee			

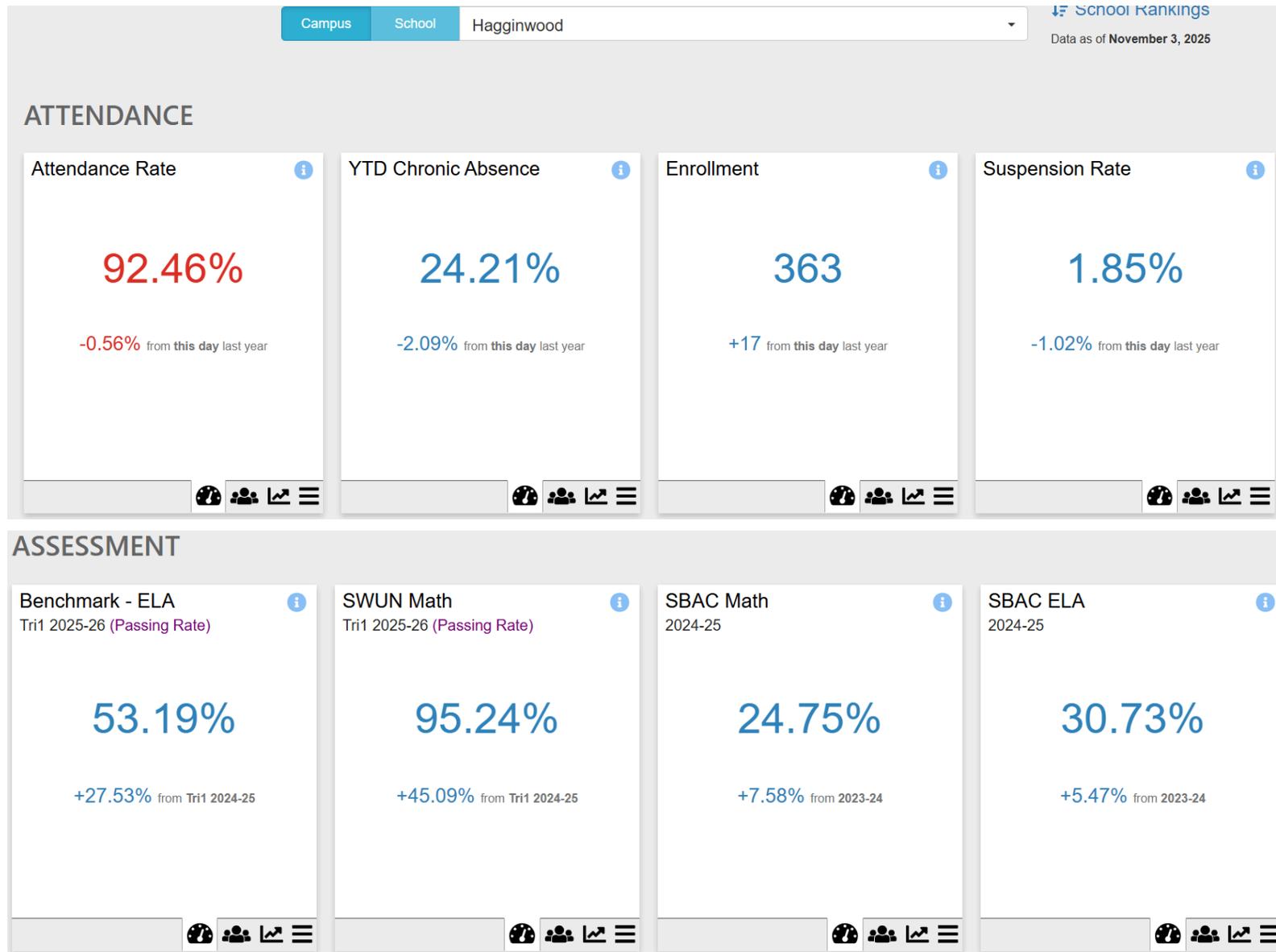| Goal #5 |
| --- |
| No goal 5 |

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

School Plan for Student Achievement: Title I Needs Assessment

Directions: Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?

HWE SSC 11.19.25 Data

| Campus | School | Hagginwood ▾ |

Data as of **November 3, 2025**

ATTENDANCE

Attendance Rate ⓘ	YTD Chronic Absence ⓘ	Enrollment ⓘ	Suspension Rate ⓘ
92.46%	**24.21%**	**363**	**1.85%**
-0.56% from **this day** last year	-2.09% from **this day** last year	+17 from **this day** last year	-1.02% from **this day** last year

ASSESSMENT

Benchmark - ELA ⓘ Tri1 2025-26 (Passing Rate)	SWUN Math ⓘ Tri1 2025-26 (Passing Rate)	SBAC Math ⓘ 2024-25	SBAC ELA ⓘ 2024-25
53.19%	**95.24%**	**24.75%**	**30.73%**
+27.53% from **Tri1 2024-25**	+45.09% from **Tri1 2024-25**	+7.58% from **2023-24**	+5.47% from **2023-24**

Note: Benchmarks are not accurate as the testing window hasn't closed and the data is based on a small subset of students.

ELPAC Summative
2024-25

8.46%

+2.86% from **2023-24**

i-Ready Diagnostic Pass Rate ⓘ
Diagnostic 1 of 2025-26

14.97%

+0.84% from **this day** last year

School Year: **2025-26**

2025-26 School Plan for Student Achievement Addendum #1

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
Hagginwood Elementary	34765056033385		

Table of Contents

SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
English/Language Arts: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 4% school wide. Mathematics: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 4% school wide. English Language Learners: By Spring 2026, Hagginwood proficiency rates for ELPAC will increase over the 2023-24 rates by a minimum of 10% school wide.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	**Funding Source**	**Amount**	**Type**	**Funding Source**	**Amount**	
1.1) Provide interventions with a Student Support Teacher (Title 1 Basic) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners and students reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).	1000-1999: 3000-3999:	Title I Basic Title I Basic	43532 11463	1000-1999: 3000-3999:	Title I Basic Title I Basic	-43532 -11463	0
1.2)	1000-1999:	Title I Basic	7256				8887

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	**Funding Source**	**Amount**	**Type**	**Funding Source**	**Amount**	
Provide interventions with a Student Support Teacher (ELL -Equity Multiplier) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST). >Position Control: Additional funding to use with Equity Multiplier funding	3000-3999:	Title I Basic	1631				
1.3) Provide teacher release time for additional PLC work, professional development, Tier 1 and Tier 2 support, and data analysis >Utilize substitute/contractor for direct classroom release (SSP / COST)	1000-1999: 3000-3999:	Title I Basic Title I Basic	2931 99				3033

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.4) Provide technology, software, hardware, and accessories that will support student engagement, student learning, and improve academic achivement as well as enhance the quality of instruction delivered by teachers. >IXL Math	5000-5999:	Title I Basic	3975				3975
1.5) Provide supplies and materials to support classroom instruction and intervention above and beyond basic necessities. >WIN	4000-4999: 5000-5999:	Title I Basic Title I Basic	2059 2000				4059
1.6) Provide access to staff professional development to build teaching practices to enhance student thinking, collaboration, and achievement. Areas of need include but not limited to: Mathematics, Language Arts, Lesson Design,	5000-5999: 1000-1999: 3000-3999:	Title I Basic Title I Basic Title I Basic	6800 13024 684				20508

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Teacher Clarity, PLC, and planning. >Registration costs >Sub Release costs >Teacher extra-duty							

SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement
No goal 2

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
Hagginwood will ensure a school environment that is safe, clean, and conducive to learning. The school climate and culture should contribute to a positive, student-centered environment. PBIS (Positive Behavior Interventions and Supports) will be used as our school-wide expectation system to define and encourage appropriate student behaviors. Conditions & Climate: By Spring 2026, Hagginwood's suspension rate will decrease to a rate of less than 4% Academic Engagement: By Spring 2026, Hagginwood's chronic absenteeism will decrease by 10%

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
3.1) Purchase materials, supplies, subscriptions, or other services to support PBIS program, character education, SEL, attendance, and/or restorative practices >positivity project	5000-5999:	Title I Basic	4000				4000
3.2) Provide assemblies related to student interest and need, such as arts, science, literacy, math, SEL, PBIS, Attendance, Academics, character education, in order to encourage attendance and	5000-5999:	Title I Basic	350	5000-5999: Services	Title I Basic	891	1241

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
decrease negative behaviors.							
3.3) Provide students with social and emotional supportive resources that positively impact student learning through programs that will help decrease referrals, suspensions, Chronic Absence, and increase Attendance. Including but not limited to PBIS school wide expectations lessons and assemblies, structured student engagement, mentorship, SEL, and materials. >Utilize contractor, vendor, and/or consultants for lessons, assemblies, engagement, mentorship, and SEL.				5000-5999: Services	Title I Basic	50000	50000

SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement
Parent/guardian involvement contributes to higher success for students and communities, therefore, Hagginwood will ensure parent/guardian involvement with our students' education, and the educational program will be strengthened. Parent/guardian involvement: By Spring 2026, Hagginwood parent/guardian involvement will increase in one or more events as measured by attendance rates.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
4.1) Develop and/or provide classes for families to access educational or other resources.	1000-1999: 3000-3999:	Title I Parent and Title I Parent and	1050 237				1287
4.2) Provide parents with reference materials and resources. Provide parents with communication regarding involvement opportunities and student attendance. Provide light refreshments to families attending meetings	4000-4999:	Title I Parent and	1443	4000-4999: Books	Title I Parent and	-112	1331

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Additional strategies, actions, and/or services include but not limited to: >Provide resources to improve communication between home and school >Provide communication for trainings, workshops, classes via flyers, Aeries communication, and marquee							

SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement
No goal 5

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

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.

Expenditures by Funding Source

Approved Expenditures

Funding Source	Amount
Title I Basic	99,804.00
Title I Parent and Family Engagement	2,730.00

+/- Proposed Changes

Funding Source	Amount
Title I Basic	-4,104.00
Title I Parent and Family Engagement	-112.00

New Total

Funding Source	Amount
	95,700
	2,618

Expenditures by Goal

Approved Expenditures	+/- Proposed Changes

Goal Number	Total Expenditures	Goal Number	Total Expenditures
Goal 1	95,454.00	Goal 1	-54,995.00
Goal 3	4,350.00	Goal 3	50,891.00
Goal 4	2,730.00	Goal 4	-112.00

Approval/Attested

Title	Signature	Date
SSC Chair		11/19/2025
Principal	*[signature]*	11/19/2025

HWE 25-26 Addendum #1 11/19/2025

Changes (summary):
>Reduce Title 1-Basic by (- $4,104) Site Allocation adjustment
>Reduce Title 1 -PFE by (-$112) Site Allocation adjustment

>Adjust Goal 1: from 10% to 4% growth (ELA)
>Adjust Goal 1: from 10% to 4% growth (Math)

>Adjust Goal 1.1: Provide interventions with a Student Support Teacher (Title 1 Basic)
Not Able to hire: Reduce to $0
>Salary: $43,532
>Benefits: $11,463

>Add G/A 3.3: Provide Mentorship - Moua Hill Mentor Team
$50,000

>Add $891 to G/A 3.2 -Assemblies

Detailed Changes for SSC

>Adjust Goal 1: from 10% to 4% growth (ELA)
English/Language Arts: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of <mark>4%</mark> school wide.

>Adjust Goal 1: from 10% to 4% growth (Math)
Mathematics: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of <mark>4%</mark> school wide.

>Reduce Title 1-Basic by (- $4,104) Site Allocation adjustment

Goal 1.1 SST (.6FTE) (- $54,995)
Addendum Reason: (Defund) Not able to Hire SST .6FTE
>Transfer OUT $43,532 from Title1 (Position Control -Salary)
>Transfer OUT $11,463 from Title1 (Position Control -Benefits)

Goal 3.2 Assemblies (+ $891)
Addendum Reason: Assemblies (Obj: 5800)
>Transfer IN $891 from G/A 1.1

Goal 3.3 NEW Mentors (+ $50,000)
Addendum Reason: (Funding new G/A) (Obj: 5800)
Action: Provide students with social and emotional supportive resources that positively impact student learning
through programs that will help decrease referrals, suspensions, Chronic Absence, and increase Attendance. Including
but not limited to PBIS school wide expectations lessons and assemblies, structured student engagement, mentorship,
SEL, and materials.
>Utilize contractor, vendor, and/or consultants for lessons, assemblies, engagement, mentorship, and SEL.

>Transfer IN $50,000 from G/A 1.1

>Reduce Title 1 -PFE by (-$112) Site Allocation adjustment

Goal 4.2 Reference Materials & Refreshments (- $112)
Addendum Reason: Reduction in funding
>Transfer OUT $25 from G/A 4.2 (Obj:4200)
>Transfer OUT $87 from G/A 4.2 (Obj:4325)

Hagginwood Elementary

| | **2026-27** | | RC 3010 Title I Basic | |
Position	PCN Employee	FTE	Salary/Benefits**
STUDENT SUPPORT TEACHER ***	141510 - OPEN	0.6	48,717.00
			19,427.15
	PC Totals by Program:	**0.600**	**$ 68,144.15**

School Plan for Student Achievement: Title I Funded Program Evaluation
Hagginwood Elementary

Monitoring and Evaluation Template

Goal #1
English/Language Arts: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 10% school wide. Mathematics: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 10% school wide. English Language Learners: By Spring 2026, Hagginwood proficiency rates for ELPAC will increase over the 2023-24 rates by a minimum of 10% school wide.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	G/A: 1.1 Provide interventions with a Student Support Teacher (Title 1 Basic) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners and students reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).	Total: $54,995 Spent: $0 Balance: $54,995	Unable to identify suitable candidate for .6FTE SST unfilled position.	November - Modify: put posting on hold for 25-26 and reallocate funds for mentor program (G/A: 3.3). Bring back to staff / ILT for discussion in early 2026 January - Seek Approval: ILT used Site Needs Survey and determined to re-open the position for 26/27.
	G/A: 1.2	Total: $8,887 Spent: $8,887	Additional funding to use with Equity Multiplier SST-EL position	November - Continue

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	Provide interventions with a Student Support Teacher (ELL - Equity Multiplier) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST). >Position Control: Additional funding to use with Equity Multiplier funding	Balance: $0		January - Possible change in funding source for 26/27
	G/A: 1.3 Provide teacher release time for additional PLC work, professional development, Tier 1 and Tier 2 support, and data analysis >Utilize substitute/contractor for direct classroom release (SSP / COST)	Total: $3,030 Spent: $1,500 Balance: $1,500	SSP marathons scheduled.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review
	G/A: 1.4 Provide technology, software, hardware, and accessories that will support student engagement, student learning, and improve academic achivement as well as enhance the quality of instruction delivered by teachers. >IXL Math	Total: $3,975 Spent: $3,975 Balance: $0	IXL math funded and implemented in classrooms.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review
	G/A: 1.5 Provide supplies and materials to support classroom instruction and intervention above and beyond basic necessities. >WIN	Total: $4,059 Spent: $0 Balance: $4,059	WIN material purchases pending mid-year	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	G/A: 1.6 Provide access to staff professional development to build teaching practices to enhance student thinking, collaboration, and achievement. Areas of need include but not limited to: Mathematics, Language Arts, Lesson Design, Teacher Clarity, PLC, and planning. >Registration costs >Sub Release costs >Teacher extra-duty	Total: $20,508 Spent: $9,200 Balance: $11,308	SCOE PD about 1/2 way through 4 part session.	November - Continue January - SCOE Thinking Classrooms PD was severely delayed. Participant feedback indicated that the provided book and first sessions of PD were sufficient, and further PD and associated expenses were not necessary. Mr. Moorehead will work with staff and leadership to identify how to best reallocate the funds.

Goal #2
No goal 2

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

Goal #3

Hagginwood will ensure a school environment that is safe, clean, and conducive to learning. The school climate and culture should contribute to a positive, student-centered environment. PBIS (Positive Behavior Interventions and Supports) will be used as our school-wide expectation system to define and encourage appropriate student behaviors.

Conditions & Climate: By Spring 2026, Hagginwood's suspension rate will decrease to a rate of less than 4%

Academic Engagement: By Spring 2026, Hagginwood's chronic absenteeism will decrease by 10%

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	G/A: 3.1 Purchase materials, supplies, subscriptions, or other services to support PBIS program, character education, SEL, attendance, and/or restorative practices >positivity project	Total: $4,000 Spent: $4,000 Balance: $0	Positivity project purchased. Daily announcements ongoing. Classroom usage ongoing.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review
	G/A: 3.2 Provide assemblies related to student interest and need, such as arts, science, literacy, math, SEL, PBIS, Attendance, Academics, character education, in order to encourage attendance and decrease negative behaviors.	Total: $1241 Spent: $0 Balance: $1241	The assembly committee is identifying assemblies.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review
	G/A: 3.3 Provide students with social and emotional supportive resources that positively impact student learning through programs that will help decrease referrals,	Total: $50,000 Spent: $20,000 Balance: $30,000	Two Mentors began in October and are on campus 4 hours per day 5 days per week. Supervisor provides updated training, feedback, and/or direct support 1 day per week.	November - Established as new goal January - Continue to monitor outcomes

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	suspensions, Chronic Absence, and increase Attendance. Including but not limited to PBIS school wide expectations lessons and assemblies, structured student engagement, mentorship, SEL, and materials. >Utilize contractor, vendor, and/or consultants for lessons, assemblies, engagement, mentorship, and SEL.			

Goal #4

Parent/guardian involvement contributes to higher success for students and communities, therefore, Hagginwood will ensure parent/guardian involvement with our students' education, and the educational program will be strengthened.

Parent/guardian involvement: By Spring 2026, Hagginwood parent/guardian involvement will increase in one or more events as measured by attendance rates.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	G/A: 4.1 Develop and/or provide classes for families to access educational or other resources.	Total: $1,287 Spent: $800 Balance: $450	parent meetings held and planned Focus based on parent needs assessment survey: Bullying, Technology, Mental Health, Community Resources, SEL	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review
	G/A: 4.2 Provide parents with reference materials and resources. Provide parents with communication regarding involvement opportunities and student attendance. Provide light refreshments to families attending meetings Additional strategies, actions, and/or services include but not limited to: >Provide resources to improve communication between home and school	Total: $1,443 Spent: $200 Balance: $1,200	parent meetings held and remaining year scheduled. Office communication boards pending remodel completion. Still searching for vendor.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	>Provide communication for trainings, workshops, classes via flyers, Aeries communication, and marquee			

Goal #5
No goal 5

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

School Plan for Student Achievement: Title I Needs Assessment

Directions: Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
G/A: 1.1 Provide interventions with a Student Support Teacher (Title 1 Basic) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners and students reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).	2 Average Score: 4.46 High priority for staffing and intervention support to monitor student progress and provide targeted assistance.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9%	Unable to identify suitable candidate for .6FTE SST unfilled position. November - Modify: put posting on hold for 25-26 and reallocate funds for mentor program (G/A: 3.3). Bring back to staff / ILT for discussion in early 2026 January - Seek Approval: ILT used Site Needs Survey and determined to re-open the position for 26/27.	SBAC ELA ELA Benchmarks Formative Assessments (SIPPS, HFW, Comprehension) i-Ready
G/A: 1.2 Provide interventions with a Student Support Teacher (ELL -Equity Multiplier) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data	3 Average Score: 4.46 Strong need for additional funding to support English Learners and targeted student groups.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9% ELPAC : 8.46%	Additional funding to use with Equity Multiplier SST-EL position November - Continue January - Possible change in funding source for 26/27	SBAC ELA ELA Benchmarks Formative Assessments (SIPPS, HFW, Comprehension) i-Ready ELPAC

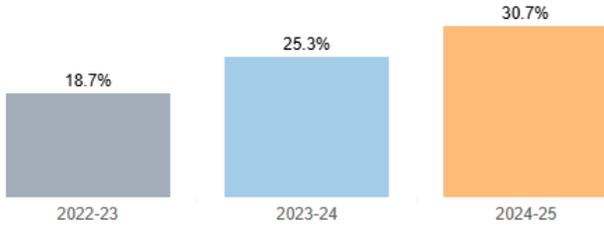| SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
sources (i-Ready, SIPPS, BPST). >Position Control: Additional funding to use with Equity Multiplier funding				
G/A: 1.3 Provide teacher release time for additional PLC work, professional development, Tier 1 and Tier 2 support, and data analysis >Utilize substitute/contractor for direct classroom release (SSP / COST)	10 4.07 Release time for teachers remains important, but not a top priority.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9% ELPAC : 8.46% SBAC Math : 24.7% Math Benchmarks : 54.5% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	SSP marathons scheduled. November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	SBAC ELA : ELA Benchmarks : i-Ready : ELPAC : SBAC Math : Math Benchmarks : Attendance Rate : Attendance Chronic : Suspension Rate : SSP Development (Tier 1 / 2 supports) PLC Planning and Process
G/A: 1.4 Provide technology, software, hardware, and accessories that will support student engagement, student learning, and improve academic achivement as well as enhance the quality of instruction delivered by teachers. >IXL Math	11 3.78 Technology needs are the lowest-ranked compared to instructional, behavioral, and staffing supports.	SBAC Math : 24.7% Math Benchmarks : 54.5%	IXL math funded and implemented in classrooms. November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	SBAC Math : Math Benchmarks :
G/A: 1.5 Provide supplies and materials to support classroom instruction and	6 4.23 Strong support for instructional materials and print resources.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9% ELPAC : 8.46%	WIN material purchases pending mid-year November - Continue	SBAC ELA ELA Benchmarks Formative Assessments (SIPPS, HFW, Comprehension)

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
intervention above and beyond basic necessities. >WIN			January - Continue funding for 26/27 based on Needs Assessment and ILT review	i-Ready ELPAC
G/A: 1.6 Provide access to staff professional development to build teaching practices to enhance student thinking, collaboration, and achievement. Areas of need include but not limited to: Mathematics, Language Arts, Lesson Design, Teacher Clarity, PLC, and planning. >Registration costs >Sub Release costs >Teacher extra-duty	9 4.13 Staff still value PD, but it ranks below direct student support needs.	SBAC Math : 24.7% Math Benchmarks : 54.5%	SCOE Thinking Classrooms PD November - Continue January - SCOE Thinking Classrooms PD was severely delayed. Participant feedback indicated that the provided book and first sessions of PD were sufficient, and further PD and associated expenses were not necessary. Mr. Moorehead will work with staff and leadership to identify how to best reallocate the funds.	SBAC Math : Math Benchmarks : IXL
G/A: 3.1 Purchase materials, supplies, subscriptions, or other services to support PBIS program, character education, SEL, attendance, and/or restorative practices >positivity project	8 4.15 PBIS and attendance incentives remain important but slightly lower than mentor/assembly supports.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review Positivity project purchased. Daily announcements ongoing. Classroom usage ongoing.	Attendance Rate : Attendance Chronic : Suspension Rate :
G/A: 3.2 Provide assemblies related to student interest and need, such as arts, science, literacy, math, SEL, PBIS,	4 Average Score: 4.42 Assemblies related to student interest, behavior,	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5%	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	Attendance Rate : Attendance Chronic : Suspension Rate :

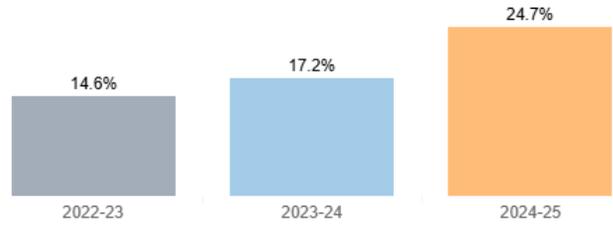| SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
Attendance, Academics, character education, in order to encourage attendance and decrease negative behaviors.	and attendance are viewed as highly beneficial.	Suspension Rate : 5.0%	The assembly committee is identifying assemblies.	
G/A: 3.3 Provide students with social and emotional supportive resources that positively impact student learning through programs that will help decrease referrals, suspensions, Chronic Absence, and increase Attendance. Including but not limited to PBIS school wide expectations lessons and assemblies, structured student engagement, mentorship, SEL, and materials. >Utilize contractor, vendor, and/or consultants for lessons, assemblies, engagement, mentorship, and SEL.	1 Average Score: 4.53 Staff strongly support providing mentors, assemblies, and SEL resources to improve student engagement, behavior, and emotional well-being.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	November - Established as new goal January - Continue to monitor outcomes Two Mentors began in October and are on campus 4 hours per day 5 days per week. Supervisor provides updated training, feedback, and/or direct support 1 day per week.	Attendance Rate : Attendance Chronic : Suspension Rate :
G/A: 4.1 Develop and/or provide classes for families to access educational or other resources.	7 4.16 Continued interest in providing workshops and classes for families.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	parent meetings held and planned Focus based on parent needs assessment survey: Bullying, Technology, Mental Health, Community Resources, SEL November - Continue	Needs Assessments Parent Involvement / participation rates : >Parent meeting >ELAC >SSC >Back to School Night >Parent Conferences >Open House >Volunteers

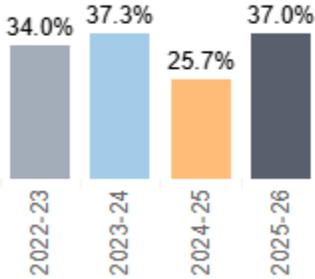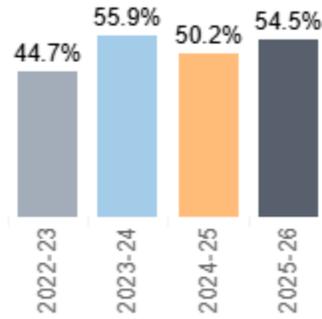| SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
			January - Continue funding for 26/27 based on Needs Assessment and ILT review	
G/A: 4.2 Provide parents with reference materials and resources. Provide parents with communication regarding involvement opportunities and student attendance. Provide light refreshments to families attending meetings Additional strategies, actions, and/or services include but not limited to: >Provide resources to improve communication between home and school >Provide communication for trainings, workshops, classes via flyers, Aeries communication, and marquee	5 Average Score: 4.28 Staff value flyers, Aeries communication, and marquee messaging to strengthen family engagement.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0% BTSN: 30% Open House: 43% PTC: 71%	parent meetings held and remaining year scheduled. Office communication boards pending remodel completion. Still searching for vendor. November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	Needs Assessments Parent Involvement / participation rates : >Parent meeting >ELAC >SSC >Back to School Night >Parent Conferences >Open House >Volunteers

SSC 1.28.26
HWE Tri 1 Data
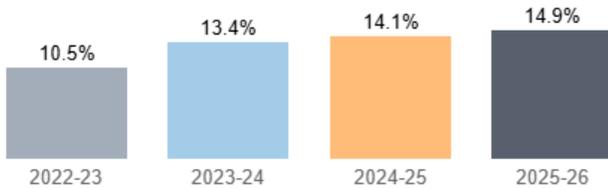
SBAC ELA

- 2022-23: 18.7%
- 2023-24: 25.3%
- 2024-25: 30.7%

SBAC Math

- 2022-23: 14.6%
- 2023-24: 17.2%
- 2024-25: 24.7%

ELA Benchmarks

- 2022-23: 34.0%
- 2023-24: 37.3%
- 2024-25: 25.7%
- 2025-26: 37.0%

Math Benchmarks

- 2022-23: 44.7%
- 2023-24: 55.9%
- 2024-25: 50.2%
- 2025-26: 54.5%

i-Ready Diagnostic

- 2022-23: 10.5%
- 2023-24: 13.4%
- 2024-25: 14.1%
- 2025-26: 14.9%

EL by Language

Spanish: 22%
Pashto: 5%
Hmong: 2%
Farsi: 1%
Arabic: .75%
Dari: .75%

EL Enrollment:

22-23: 84   = 33.1%
23-24: 97   = 33.7%
24-25: 122 = 36.2%
25-26: 131 = 33.0%

ELPAC Summative

ELPAC Summative
2024-25

8.46%

+2.86% from 2023-24

Attendance Rate

91.44%

-0.83% from **this day** last year

YTD Chronic Absence

28.57%

+0.85% from **this day** last year

Enrollment

368

+17 from **this day** last year

Suspension Rate

5.08%

+0.12% from **this day** last year

HWE 26/27 Needs – Ranked from Highest to Lowest Priority

Top Priority Needs (Highest Scores)

1. **3.3 – Mentors / SEL Supports**
   Average Score: 4.53
   Staff strongly support providing mentors, assemblies, and SEL resources to improve student engagement, behavior, and emotional well-being.

2. **1.1 – Position Control (SST Interventions)**
   Average Score: 4.46
   High priority for staffing and intervention support to monitor student progress and provide targeted assistance.

3. **1.2 – Additional Funding for SST (EL / Equity Multiplier)**
   Average Score: 4.46
   Strong need for additional funding to support English Learners and targeted student groups.

4. **3.2 – Assemblies (Engagement & Behavior)**
   Average Score: 4.42
   Assemblies related to student interest, behavior, and attendance are viewed as highly beneficial.

5. **4.2 – Parent Communication Resources**
   Average Score: 4.28
   Staff value flyers, Aeries communication, and marquee messaging to strengthen family engagement.

Mid-Level Priority Needs

6. **1.5 – WIN Materials / Supplies / Printshop**
   4.23
   Strong support for instructional materials and print resources.

7. **4.1 – Parent & Family Engagement Classes**
   4.16
   Continued interest in providing workshops and classes for families.

8. **3.1 – Positivity Project / PBIS / Attendance**
   4.15
   PBIS and attendance incentives remain important but slightly lower than mentor/assembly

supports.

9. **1.6 – Professional Learning**
   4.13
   Staff still value PD, but it ranks below direct student support needs.

10. **1.3 – SSP Marathon / Sub Coverage**
    4.07
    Release time for teachers remains important, but not a top priority.

Lower Priority Needs (Relative to Others)

11. **1.4 – Software / Hardware**
    3.78
    Technology needs are the lowest-ranked compared to instructional, behavioral, and staffing supports.

Needs Assessment Summary (2025–26)
Survey results indicate that Hagginwood staff prioritize student mental health supports, targeted academic interventions, and family engagement. The highest-rated needs include expanded mentor/SEL supports, additional SST staffing and funding (especially for EL and Equity Multiplier students), and student engagement assemblies to improve behavior and attendance. Staff also identified strong needs for instructional materials, professional learning, and improved communication tools for families. These priorities directly align with the school's SPSA goals focused on academic achievement, positive school climate, and family engagement.

Changes (summary):
>Create New Goal 1.7: Literacy
>Adjust Goal 1.6: move remaining funds to G/A 1.7 (-$12,800)
>Adjust Goal 3.2: move remaining funds to G/A 1.7 (-$1,200)
>Add funds to G/A 1.7 ($14,000)

Detailed Changes for SSC

New Goal/Action: 1.7
>Promote access to student literary and reference materials through extra supplemental literary and reference materials in order to enhance reading skills and proficiency.
>School library
>Classroom library
>Scholastic News

Goal 1.6
>Transfer OUT (Est. $4000) from G/A 1.6 (Obj:5000) to G/A 1.7 (4000)
>Transfer OUT (Est. $7600) from G/A 1.6 (Obj:1000) to G/A 1.7 (4000)
>Transfer OUT (Est. $480) from G/A 1.6 (Obj:3000) to G/A 1.7 (4000)

Goal 3.2 (5000)
>Transfer OUT $1200 from G/A 3.2 (Obj:5000) to G/A 1.7 (4000)

Goal 1.7 (4000)
>Transfer IN $12,800 from G/A 1.6
>Transfer IN $1,200 from G/A 3.2

School Plan for Student Achievement: Title I Funded Program Evaluation
Hagginwood Elementary

Monitoring and Evaluation Template

Goal #1
English/Language Arts: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 10% school wide. Mathematics: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 4% school wide. English Language Learners: By Spring 2026, Hagginwood proficiency rates for ELPAC will increase over the 2023-24 rates by a minimum of 4% school wide.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	G/A: 1.1 Provide interventions with a Student Support Teacher (Title 1 Basic) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners and students reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).	Total: $54,995 Spent: $0 Balance: $0 Converted to G/A 3.3	Unable to identify suitable candidate for .6FTE SST unfilled position.	November - Modify: put posting on hold for 25-26 and reallocate funds for mentor program (G/A: 3.3). Bring back to staff / ILT for discussion in early 2026 January - Seek Approval: ILT used Site Needs Survey and determined to re-open the position for 26/27. March - Seeking applicants. If no applicants, will revisit G/A 3.3
	G/A: 1.2	Total: $8,887 Spent: $8,887	Additional funding to use with Equity Multiplier SST-EL position	November - Continue

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	Provide interventions with a Student Support Teacher (ELL - Equity Multiplier) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST). >Position Control: Additional funding to use with Equity Multiplier funding	Balance: $0		January - Possible change in funding source for 26/27 March - Continue funding through Equity Multiplier funds
	G/A: 1.3 Provide teacher release time for additional PLC work, professional development, Tier 1 and Tier 2 support, and data analysis >Utilize substitute/contractor for direct classroom release (SSP / COST)	Total: $3,030 Spent: $1,500 Balance: $780	SSP marathons scheduled.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue funding for 26/27.
	G/A: 1.4 Provide technology, software, hardware, and accessories that will support student engagement, student learning, and improve academic achivement as well as enhance the quality of instruction delivered by teachers. >IXL Math	Total: $3,975 Spent: $3,975 Balance: $0	IXL math funded and implemented in classrooms.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue funding for 26/27
	G/A: 1.5 Provide supplies and materials to support classroom instruction and intervention above and beyond basic necessities. >WIN	Total: $4,059 Spent: $0 Balance: $4,059	WIN material purchases pending mid-year	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue funding for 26/27. In process of purchases.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	G/A: 1.6 Provide access to staff professional development to build teaching practices to enhance student thinking, collaboration, and achievement. Areas of need include but not limited to: Mathematics, Language Arts, Lesson Design, Teacher Clarity, PLC, and planning. >Registration costs >Sub Release costs >Teacher extra-duty	Total: $20,508 Spent: $9,200 Balance: $11,308	SCOE PD about 1/2 way through 4 part session. SCOE delay in PD and participant feedback was to re-allocate funds	November - Continue January - SCOE Thinking Classrooms PD was severely delayed. Participant feedback indicated that the provided book and first sessions of PD were sufficient, and further PD and associated expenses were not necessary. Mr. Moorehead will work with staff and leadership to identify how to best reallocate the funds. March - Fund literacy resources and materials via G/A 1.17
	G/A: 1.7 (new) >Promote access to student literary and reference materials through extra supplemental literary and reference materials in order to enhance reading skills and proficiency. >School library >Classroom library >Scholastic News		Add G/A 1.7 for 26/27. Scholastic News 2 year contract needs to be renewed. Move funds from G/A 1.6 and 3.2 to fund	March - Add via Addendum #2. Fund for 26/27

Goal #2
No goal 2

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

Goal #3

Hagginwood will ensure a school environment that is safe, clean, and conducive to learning. The school climate and culture should contribute to a positive, student-centered environment. PBIS (Positive Behavior Interventions and Supports) will be used as our school-wide expectation system to define and encourage appropriate student behaviors.

Conditions & Climate: By Spring 2026, Hagginwood's suspension rate will decrease to a rate of less than 4%

Academic Engagement: By Spring 2026, Hagginwood's chronic absenteeism will decrease by 10%

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	G/A: 3.1 Purchase materials, supplies, subscriptions, or other services to support PBIS program, character education, SEL, attendance, and/or restorative practices >positivity project	Total: $4,000 Spent: $4,000 Balance: $0	Positivity project purchased. Daily announcements ongoing. Classroom usage ongoing.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue to fund for 26/27
	G/A: 3.2 Provide assemblies related to student interest and need, such as arts, science, literacy, math, SEL, PBIS, Attendance, Academics, character education, in order to encourage attendance and decrease negative behaviors.	Total: $1241 Spent: $0 Balance: $1241	The assembly committee is identifying assemblies.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue to fund for 26/27. Move unused funds to G/A 1.7
	G/A: 3.3 Provide students with social and emotional supportive resources that positively impact student learning through programs that will help decrease referrals,	Total: $50,000 Spent: $20,000 Balance: $30,000	Two Mentors began in October and are on campus 4 hours per day 5 days per week. Supervisor provides updated training, feedback, and/or direct support 1 day per week.	November - Established as new goal January - Continue to monitor outcomes March - Continue to monitor outcomes and determine 26/27 outcome in May

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	suspensions, Chronic Absence, and increase Attendance. Including but not limited to PBIS school wide expectations lessons and assemblies, structured student engagement, mentorship, SEL, and materials. >Utilize contractor, vendor, and/or consultants for lessons, assemblies, engagement, mentorship, and SEL.			

Goal #4

Parent/guardian involvement contributes to higher success for students and communities, therefore, Hagginwood will ensure parent/guardian involvement with our students' education, and the educational program will be strengthened.

Parent/guardian involvement: By Spring 2026, Hagginwood parent/guardian involvement will increase in one or more events as measured by attendance rates.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	G/A: 4.1 Develop and/or provide classes for families to access educational or other resources.	Total: $1,287 Spent: $800 Balance: $200	parent meetings held and planned Focus based on parent needs assessment survey: Bullying, Technology, Mental Health, Community Resources, SEL	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March -Continue to fund in 26/27
	G/A: 4.2 Provide parents with reference materials and resources. Provide parents with communication regarding involvement opportunities and student attendance. Provide light refreshments to families attending meetings Additional strategies, actions, and/or services include but not limited to: >Provide resources to improve communication between home and school	Total: $1,443 Spent: $200 Balance: $1,200	parent meetings held and remaining year scheduled. Office communication boards pending remodel completion. Still searching for vendor.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March -Continue to fund in 26/27

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	>Provide communication for trainings, workshops, classes via flyers, Aeries communication, and marquee			

Goal #5
No goal 5

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

School Plan for Student Achievement: Title I Needs Assessment

Directions: Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
G/A: 1.1 Provide interventions with a Student Support Teacher (Title 1 Basic) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners and students reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).	2 Average Score: 4.46 High priority for staffing and intervention support to monitor student progress and provide targeted assistance.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9%	Unable to identify suitable candidate for .6FTE SST unfilled position. November - Modify: put posting on hold for 25-26 and reallocate funds for mentor program (G/A: 3.3). Bring back to staff / ILT for discussion in early 2026 January - Seek Approval: ILT used Site Needs Survey and determined to re-open the position for 26/27.	SBAC ELA ELA Benchmarks Formative Assessments (SIPPS, HFW, Comprehension) i-Ready
G/A: 1.2 Provide interventions with a Student Support Teacher (ELL -Equity Multiplier) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data	3 Average Score: 4.46 Strong need for additional funding to support English Learners and targeted student groups.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9% ELPAC : 8.46%	Additional funding to use with Equity Multiplier SST-EL position November - Continue January - Possible change in funding source for 26/27	SBAC ELA ELA Benchmarks Formative Assessments (SIPPS, HFW, Comprehension) i-Ready ELPAC

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
sources (i-Ready, SIPPS, BPST). >Position Control: Additional funding to use with Equity Multiplier funding				
G/A: 1.3 Provide teacher release time for additional PLC work, professional development, Tier 1 and Tier 2 support, and data analysis >Utilize substitute/contractor for direct classroom release (SSP / COST)	10 4.07 Release time for teachers remains important, but not a top priority.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9% ELPAC : 8.46% SBAC Math : 24.7% Math Benchmarks : 54.5% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	SSP marathons scheduled. November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	SBAC ELA : ELA Benchmarks : i-Ready : ELPAC : SBAC Math : Math Benchmarks : Attendance Rate : Attendance Chronic : Suspension Rate : SSP Development (Tier 1 / 2 supports) PLC Planning and Process
G/A: 1.4 Provide technology, software, hardware, and accessories that will support student engagement, student learning, and improve academic achivement as well as enhance the quality of instruction delivered by teachers. >IXL Math	11 3.78 Technology needs are the lowest-ranked compared to instructional, behavioral, and staffing supports.	SBAC Math : 24.7% Math Benchmarks : 54.5%	IXL math funded and implemented in classrooms. November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	SBAC Math : Math Benchmarks :
G/A: 1.5 Provide supplies and materials to support classroom instruction and	6 4.23 Strong support for instructional materials and print resources.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9% ELPAC : 8.46%	WIN material purchases pending mid-year November - Continue	SBAC ELA ELA Benchmarks Formative Assessments (SIPPS, HFW, Comprehension)

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
intervention above and beyond basic necessities. >WIN			January - Continue funding for 26/27 based on Needs Assessment and ILT review	i-Ready ELPAC
G/A: 1.6 Provide access to staff professional development to build teaching practices to enhance student thinking, collaboration, and achievement. Areas of need include but not limited to: Mathematics, Language Arts, Lesson Design, Teacher Clarity, PLC, and planning. >Registration costs >Sub Release costs >Teacher extra-duty	9 4.13 Staff still value PD, but it ranks below direct student support needs.	SBAC Math : 24.7% Math Benchmarks : 54.5%	SCOE Thinking Classrooms PD November - Continue January - SCOE Thinking Classrooms PD was severely delayed. Participant feedback indicated that the provided book and first sessions of PD were sufficient, and further PD and associated expenses were not necessary. Mr. Moorehead will work with staff and leadership to identify how to best reallocate the funds.	SBAC Math : Math Benchmarks : IXL
G/A: 3.1 Purchase materials, supplies, subscriptions, or other services to support PBIS program, character education, SEL, attendance, and/or restorative practices >positivity project	8 4.15 PBIS and attendance incentives remain important but slightly lower than mentor/assembly supports.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review Positivity project purchased. Daily announcements ongoing. Classroom usage ongoing.	Attendance Rate : Attendance Chronic : Suspension Rate :
G/A: 3.2 Provide assemblies related to student interest and need, such as arts, science, literacy, math, SEL, PBIS,	4 Average Score: 4.42 Assemblies related to student interest, behavior,	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5%	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	Attendance Rate : Attendance Chronic : Suspension Rate :

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
Attendance, Academics, character education, in order to encourage attendance and decrease negative behaviors.	and attendance are viewed as highly beneficial.	Suspension Rate : 5.0%	The assembly committee is identifying assemblies.	
G/A: 3.3 Provide students with social and emotional supportive resources that positively impact student learning through programs that will help decrease referrals, suspensions, Chronic Absence, and increase Attendance. Including but not limited to PBIS school wide expectations lessons and assemblies, structured student engagement, mentorship, SEL, and materials. >Utilize contractor, vendor, and/or consultants for lessons, assemblies, engagement, mentorship, and SEL.	1 Average Score: 4.53 Staff strongly support providing mentors, assemblies, and SEL resources to improve student engagement, behavior, and emotional well-being.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	November - Established as new goal January - Continue to monitor outcomes Two Mentors began in October and are on campus 4 hours per day 5 days per week. Supervisor provides updated training, feedback, and/or direct support 1 day per week.	Attendance Rate : Attendance Chronic : Suspension Rate :
G/A: 4.1 Develop and/or provide classes for families to access educational or other resources.	7 4.16 Continued interest in providing workshops and classes for families.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	parent meetings held and planned Focus based on parent needs assessment survey: Bullying, Technology, Mental Health, Community Resources, SEL November - Continue	Needs Assessments Parent Involvement / participation rates : >Parent meeting >ELAC >SSC >Back to School Night >Parent Conferences >Open House >Volunteers

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
			January - Continue funding for 26/27 based on Needs Assessment and ILT review	
G/A: 4.2 Provide parents with reference materials and resources. Provide parents with communication regarding involvement opportunities and student attendance. Provide light refreshments to families attending meetings Additional strategies, actions, and/or services include but not limited to: >Provide resources to improve communication between home and school >Provide communication for trainings, workshops, classes via flyers, Aeries communication, and marquee	5 Average Score: 4.28 Staff value flyers, Aeries communication, and marquee messaging to strengthen family engagement.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0% BTSN: 30% Open House: 43% PTC: 71%	parent meetings held and remaining year scheduled. Office communication boards pending remodel completion. Still searching for vendor. November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	Needs Assessments Parent Involvement / participation rates : >Parent meeting >ELAC >SSC >Back to School Night >Parent Conferences >Open House >Volunteers

School Plan for Student Achievement: Title I Funded Program Evaluation
Hagginwood Elementary

Monitoring and Evaluation Template

Goal #1
English/Language Arts: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 10% school wide. Mathematics: By Spring 2026, Hagginwood proficiency rates for CAASPP (3rd-6th grade) will increase over the 2023-24 rates by a minimum of 4% school wide. English Language Learners: By Spring 2026, Hagginwood proficiency rates for ELPAC will increase over the 2023-24 rates by a minimum of 4% school wide.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	G/A: 1.1 Provide interventions with a Student Support Teacher (Title 1 Basic) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners and students reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).	Total: $54,995 Spent: $0 Balance: $0 Converted to G/A 3.3	Unable to identify suitable candidate for .6FTE SST unfilled position.	November - Modify: put posting on hold for 25-26 and reallocate funds for mentor program (G/A: 3.3). Bring back to staff / ILT for discussion in early 2026 January - Seek Approval: ILT used Site Needs Survey and determined to re-open the position for 26/27. March - Seeking applicants. If no applicants, will revisit G/A 3.3
	G/A: 1.2	Total: $8,887 Spent: $8,887	Additional funding to use with Equity Multiplier SST-EL position	November - Continue

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	Provide interventions with a Student Support Teacher (ELL - Equity Multiplier) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST). >Position Control: Additional funding to use with Equity Multiplier funding	Balance: $0		January - Possible change in funding source for 26/27 March - Continue funding through Equity Multiplier funds
	G/A: 1.3 Provide teacher release time for additional PLC work, professional development, Tier 1 and Tier 2 support, and data analysis >Utilize substitute/contractor for direct classroom release (SSP / COST)	Total: $3,030 Spent: $1,500 Balance: $780	SSP marathons scheduled.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue funding for 26/27.
	G/A: 1.4 Provide technology, software, hardware, and accessories that will support student engagement, student learning, and improve academic achivement as well as enhance the quality of instruction delivered by teachers. >IXL Math	Total: $3,975 Spent: $3,975 Balance: $0	IXL math funded and implemented in classrooms.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue funding for 26/27
	G/A: 1.5 Provide supplies and materials to support classroom instruction and intervention above and beyond basic necessities. >WIN	Total: $4,059 Spent: $0 Balance: $4,059	WIN material purchases pending mid-year	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue funding for 26/27. In process of purchases.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	G/A: 1.6 Provide access to staff professional development to build teaching practices to enhance student thinking, collaboration, and achievement. Areas of need include but not limited to: Mathematics, Language Arts, Lesson Design, Teacher Clarity, PLC, and planning. >Registration costs >Sub Release costs >Teacher extra-duty	Total: $20,508 Spent: $9,200 Balance: $11,308	SCOE PD about 1/2 way through 4 part session. SCOE delay in PD and participant feedback was to re-allocate funds	November - Continue January - SCOE Thinking Classrooms PD was severely delayed. Participant feedback indicated that the provided book and first sessions of PD were sufficient, and further PD and associated expenses were not necessary. Mr. Moorehead will work with staff and leadership to identify how to best reallocate the funds. March - Fund literacy resources and materials via G/A 1.17
	G/A: 1.7 (new) >Promote access to student literary and reference materials through extra supplemental literary and reference materials in order to enhance reading skills and proficiency. >School library >Classroom library >Scholastic News		Add G/A 1.7 for 26/27. Scholastic News 2 year contract needs to be renewed. Move funds from G/A 1.6 and 3.2 to fund	March - Add via Addendum #2. Fund for 26/27

Goal #2
No goal 2

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

Goal #3

Hagginwood will ensure a school environment that is safe, clean, and conducive to learning. The school climate and culture should contribute to a positive, student-centered environment. PBIS (Positive Behavior Interventions and Supports) will be used as our school-wide expectation system to define and encourage appropriate student behaviors.

Conditions & Climate: By Spring 2026, Hagginwood's suspension rate will decrease to a rate of less than 4%

Academic Engagement: By Spring 2026, Hagginwood's chronic absenteeism will decrease by 10%

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	G/A: 3.1 Purchase materials, supplies, subscriptions, or other services to support PBIS program, character education, SEL, attendance, and/or restorative practices >positivity project	Total: $4,000 Spent: $4,000 Balance: $0	Positivity project purchased. Daily announcements ongoing. Classroom usage ongoing.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue to fund for 26/27
	G/A: 3.2 Provide assemblies related to student interest and need, such as arts, science, literacy, math, SEL, PBIS, Attendance, Academics, character education, in order to encourage attendance and decrease negative behaviors.	Total: $1241 Spent: $0 Balance: $1241	The assembly committee is identifying assemblies.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue to fund for 26/27. Move unused funds to G/A 1.7
	G/A: 3.3 Provide students with social and emotional supportive resources that positively impact student learning through programs that will help decrease referrals,	Total: $50,000 Spent: $20,000 Balance: $30,000	Two Mentors began in October and are on campus 4 hours per day 5 days per week. Supervisor provides updated training, feedback, and/or direct support 1 day per week.	November - Established as new goal January - Continue to monitor outcomes March - Continue to monitor outcomes and determine 26/27 outcome in May

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	suspensions, Chronic Absence, and increase Attendance. Including but not limited to PBIS school wide expectations lessons and assemblies, structured student engagement, mentorship, SEL, and materials. >Utilize contractor, vendor, and/or consultants for lessons, assemblies, engagement, mentorship, and SEL.			

Goal #4

Parent/guardian involvement contributes to higher success for students and communities, therefore, Hagginwood will ensure parent/guardian involvement with our students' education, and the educational program will be strengthened.

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Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	G/A: 4.1 Develop and/or provide classes for families to access educational or other resources.	Total: $1,287 Spent: $800 Balance: $200	parent meetings held and planned Focus based on parent needs assessment survey: Bullying, Technology, Mental Health, Community Resources, SEL	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue to fund in 26/27
	G/A: 4.2 Provide parents with reference materials and resources. Provide parents with communication regarding involvement opportunities and student attendance. Provide light refreshments to families attending meetings Additional strategies, actions, and/or services include but not limited to: >Provide resources to improve communication between home and school	Total: $1,443 Spent: $200 Balance: $1,200	parent meetings held and remaining year scheduled. Office communication boards pending remodel completion. Still searching for vendor.	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review March - Continue to fund in 26/27

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	>Provide communication for trainings, workshops, classes via flyers, Aeries communication, and marquee			

Goal #5
No goal 5

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

School Plan for Student Achievement: Title I Needs Assessment

Directions: Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
G/A: 1.1 Provide interventions with a Student Support Teacher (Title 1 Basic) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners and students reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data sources (i-Ready, SIPPS, BPST).	2 Average Score: 4.46 High priority for staffing and intervention support to monitor student progress and provide targeted assistance.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9%	Unable to identify suitable candidate for .6FTE SST unfilled position. November - Modify: put posting on hold for 25-26 and reallocate funds for mentor program (G/A: 3.3). Bring back to staff / ILT for discussion in early 2026 January - Seek Approval: ILT used Site Needs Survey and determined to re-open the position for 26/27.	SBAC ELA ELA Benchmarks Formative Assessments (SIPPS, HFW, Comprehension) i-Ready
G/A: 1.2 Provide interventions with a Student Support Teacher (ELL -Equity Multiplier) >Continue schoolwide WIN Intervention (What I Need) >Intervention will be provided with targeted outreach to English learners reading below grade level to ensure academic success. >Progress monitoring may utilize district &/or site data	3 Average Score: 4.46 Strong need for additional funding to support English Learners and targeted student groups.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9% ELPAC : 8.46%	Additional funding to use with Equity Multiplier SST-EL position November - Continue January - Possible change in funding source for 26/27	SBAC ELA ELA Benchmarks Formative Assessments (SIPPS, HFW, Comprehension) i-Ready ELPAC

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
sources (i-Ready, SIPPS, BPST). >Position Control: Additional funding to use with Equity Multiplier funding				
G/A: 1.3 Provide teacher release time for additional PLC work, professional development, Tier 1 and Tier 2 support, and data analysis >Utilize substitute/contractor for direct classroom release (SSP / COST)	10 4.07 Release time for teachers remains important, but not a top priority.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9% ELPAC : 8.46% SBAC Math : 24.7% Math Benchmarks : 54.5% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	SSP marathons scheduled. November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	SBAC ELA : ELA Benchmarks : i-Ready : ELPAC : SBAC Math : Math Benchmarks : Attendance Rate : Attendance Chronic : Suspension Rate : SSP Development (Tier 1 / 2 supports) PLC Planning and Process
G/A: 1.4 Provide technology, software, hardware, and accessories that will support student engagement, student learning, and improve academic achivement as well as enhance the quality of instruction delivered by teachers. >IXL Math	11 3.78 Technology needs are the lowest-ranked compared to instructional, behavioral, and staffing supports.	SBAC Math : 24.7% Math Benchmarks : 54.5%	IXL math funded and implemented in classrooms. November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	SBAC Math : Math Benchmarks :
G/A: 1.5 Provide supplies and materials to support classroom instruction and	6 4.23 Strong support for instructional materials and print resources.	SBAC ELA : 30.7% ELA Benchmarks : 37% i-Ready : 14.9% ELPAC : 8.46%	WIN material purchases pending mid-year November - Continue	SBAC ELA ELA Benchmarks Formative Assessments (SIPPS, HFW, Comprehension)

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
intervention above and beyond basic necessities. >WIN			January - Continue funding for 26/27 based on Needs Assessment and ILT review	i-Ready ELPAC
G/A: 1.6 Provide access to staff professional development to build teaching practices to enhance student thinking, collaboration, and achievement. Areas of need include but not limited to: Mathematics, Language Arts, Lesson Design, Teacher Clarity, PLC, and planning. >Registration costs >Sub Release costs >Teacher extra-duty	9 4.13 Staff still value PD, but it ranks below direct student support needs.	SBAC Math : 24.7% Math Benchmarks : 54.5%	SCOE Thinking Classrooms PD November - Continue January - SCOE Thinking Classrooms PD was severely delayed. Participant feedback indicated that the provided book and first sessions of PD were sufficient, and further PD and associated expenses were not necessary. Mr. Moorehead will work with staff and leadership to identify how to best reallocate the funds.	SBAC Math : Math Benchmarks : IXL
G/A: 3.1 Purchase materials, supplies, subscriptions, or other services to support PBIS program, character education, SEL, attendance, and/or restorative practices >positivity project	8 4.15 PBIS and attendance incentives remain important but slightly lower than mentor/assembly supports.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review Positivity project purchased. Daily announcements ongoing. Classroom usage ongoing.	Attendance Rate : Attendance Chronic : Suspension Rate :
G/A: 3.2 Provide assemblies related to student interest and need, such as arts, science, literacy, math, SEL, PBIS,	4 Average Score: 4.42 Assemblies related to student interest, behavior,	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5%	November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	Attendance Rate : Attendance Chronic : Suspension Rate :

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
Attendance, Academics, character education, in order to encourage attendance and decrease negative behaviors.	and attendance are viewed as highly beneficial.	Suspension Rate : 5.0%	The assembly committee is identifying assemblies.	
G/A: 3.3 Provide students with social and emotional supportive resources that positively impact student learning through programs that will help decrease referrals, suspensions, Chronic Absence, and increase Attendance. Including but not limited to PBIS school wide expectations lessons and assemblies, structured student engagement, mentorship, SEL, and materials. >Utilize contractor, vendor, and/or consultants for lessons, assemblies, engagement, mentorship, and SEL.	1 Average Score: 4.53 Staff strongly support providing mentors, assemblies, and SEL resources to improve student engagement, behavior, and emotional well-being.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	November - Established as new goal January - Continue to monitor outcomes Two Mentors began in October and are on campus 4 hours per day 5 days per week. Supervisor provides updated training, feedback, and/or direct support 1 day per week.	Attendance Rate : Attendance Chronic : Suspension Rate :
G/A: 4.1 Develop and/or provide classes for families to access educational or other resources.	7 4.16 Continued interest in providing workshops and classes for families.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0%	parent meetings held and planned Focus based on parent needs assessment survey: Bullying, Technology, Mental Health, Community Resources, SEL November - Continue	Needs Assessments Parent Involvement / participation rates : >Parent meeting >ELAC >SSC >Back to School Night >Parent Conferences >Open House >Volunteers

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
			January - Continue funding for 26/27 based on Needs Assessment and ILT review	
G/A: 4.2 Provide parents with reference materials and resources. Provide parents with communication regarding involvement opportunities and student attendance. Provide light refreshments to families attending meetings Additional strategies, actions, and/or services include but not limited to: >Provide resources to improve communication between home and school >Provide communication for trainings, workshops, classes via flyers, Aeries communication, and marquee	5 Average Score: 4.28 Staff value flyers, Aeries communication, and marquee messaging to strengthen family engagement.	SBAC ELA : 30.7% ELPAC : 8.46% SBAC Math : 24.7% Attendance Rate : 91.4% Attendance Chronic : 28.5% Suspension Rate : 5.0% BTSN: 30% Open House: 43% PTC: 71%	parent meetings held and remaining year scheduled. Office communication boards pending remodel completion. Still searching for vendor. November - Continue January - Continue funding for 26/27 based on Needs Assessment and ILT review	Needs Assessments Parent Involvement / participation rates : >Parent meeting >ELAC >SSC >Back to School Night >Parent Conferences >Open House >Volunteers