

School Year: **2023-24**



**College Park**  
Elementary School

中文沉浸式資優課程

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
College Park Elementary School	CA	05-24-2023	June 22, 2023

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

We reached out in a variety of ways to obtain feedback and input for the development of our SPSA plan this year. School Site Council meetings are held at least 4-5 times a year and our ELAC also participate in SSC meetings as well. At these meetings, Data, District-Wide Strategic Plan/Goals, Budget and SPSA are reviewed. Input is welcomed from students, families, teachers, staff and community members. Stakeholder involvement is critical to the development of a coherent, thorough plan. Student achievement formative, benchmark and summative data, English Language Proficiency Assessments for California (ELPAC) Social Emotional data, suspensions and attendance are customarily all key topics of discussion. We ensure that our goals and objectives align with those set out for the San Mateo Foster City School District (SMFCSD) Local Control Accountability Plan (LCAP) goals. Staff, and especially the College Park Leadership Team, have been involved in discussing and generating priorities for the plan.

Ongoing meetings throughout the school year will be used to continuously track and monitor our progress. These meetings include: 1) Weekly Staff Meetings every Tuesday 2) ELAC meetings at least 4 times a year 3) PTA board and general assembly meetings, 4) Friends of the Mandarin Scholar meetings, 5) School Site Council meetings, and 6) College Park Leadership Team meetings, 7) Student Council Meetings. SSC met this past year on 8/29/22, 10/14/22, 10/26/22, 3/1/23 to review our progress and will meet on 5/24/23 to approve our SPSA for the upcoming school year. Our CP Leadership met on 10/22, 10/26, 11/30, 12/14, 1/25, 3/8, 4/26 and will meet on 5/31 to plan ahead for the upcoming school year. These meetings have informed this year's SPSA. New this

year were the Districts' Professional Learning Community visits. This year, College Park's visit was held on January 19th and included teacher leaders and key staff who joined in the classroom visits which were guided by the question: "How do students at College Park experience and engage in learning?" This process provided insight for our community on areas of strength and opportunities for growth. Since this has been a year of learning and listening for our new Principal, including a year of data gathering, this year's SPSA will mostly be focused on creating a Master Plan for our school that include alignment and articulation within our unique programs for Mandarin Immersion and GATE. We will also embark on a 3-4 year plan to achieve equity through wellness focused on 1) helping staff increase their overall sense of wellness and 2) help staff understand wellness as a function of their professional efficacy.

This year, we successfully established an ELAC with a Chair and Co-Chair, and a committee comprised of three classroom teachers who support with planning our ELAC and Family Engagement meetings. At our last ELAC meeting, there were more families who signed up to be on the committee. Our ELAC will be invited to meet on the same dates set for our SSC to ensure a focus on our students learning English as another language, especially on our At Promise Language Learners, and our Multilingual Learners. This year's ELAC chair is also on our SSC as our DELAC representative. In the fall, he attended a CAFE Conference, which we will participate in during the upcoming school year as it was well-received and built his confidence to continue to lead. This year, our PTA Board met on 8/17, 9/14, and 10/12, and will meet on 11/16, 12/14, 1/4, 2/8, 3/8, 4/12 and 5/10. General Assembly PTA meetings were held on 8/30, 11/8 and will be held on 1/10, 3/14 and 5/16. These were also spaces to elicit stakeholder input.

In addition, our Think Tank (College Park Leadership Team, ELAC, SSC, PTA & FMS) will continue to engage in a reflection process to analyze the current state of our K-5 Mandarin Immersion Program and our Gifted and Talented Education Program and how we doing with serving the whole child, our families and staff. We will also take part in the development of a Master Plan for our school in collaboration with the Stanford World Language Project and our EL/MLL Team. We will begin the year with a Program Evaluation, stakeholder meetings, and aim to complete our Master Plan by June 2024. A new Master Plan is essential for us to create since our program was established about 14-15 years ago, and we need a Master Plan that is aligned with our current student population, current needs, current context and standards. Our "Think Tank" will convene before the end of this school year to lay out our meeting dates and focus for the year which will be informed by input from all stakeholders (students, families, staff and community).

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.23%			1
African American	%	%	0%			0
Asian	64.7%	68.12%	68.59%	288	297	297
Filipino	1.6%	1.61%	1.85%	7	7	8
Hispanic/Latino	7.0%	5.73%	6.47%	31	25	28
Pacific Islander	0.2%	%	0%	1		0
White	5.6%	5.73%	2.77%	25	25	12
Multiple/No Response	18.9%	16.74%	17.09%	84	73	74
	<b>Total Enrollment</b>			445	436	433

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	75	74	75
Grade 1	69	72	71
Grade 2	69	68	71
Grade3	70	58	68
Grade 4	73	95	63
Grade 5	89	69	85
<b>Total Enrollment</b>	445	436	433

### Data Statements: Strength

1. Our school is an average size not small nor large. We have 2-3 classes at a grade level which allows for some flexibility of placement as well as for teacher collaboration.

### Data Statements: Challenges

2. Some challenges observed, which also pose opportunities, due to the two programs, Mandarin Immersion K-5 and 4-5 GATE is creating a bridge between the two programs with a heavy emphasis on community building across programs and grades with students and families. The staff is extremely collaborative and one of the biggest obstacles is time for teachers within the Mandarin Immersion program to collaborate. A wondering we have is why enrollment dropped, and this is something we would like to explore.

### Why are we getting these results?

3. Data are based on enrollment guidelines (ex: magnet school for Mandarin/Immersion, GATE for district grades 4-5, and general priorities for placements). Some families may have opted to place their students in private school as well due to pandemic. Our hope is to increase enrollment over time.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	40	76	74	9.0%	17.4%	17.1%
Fluent English Proficient (FEP)	130	137	126	29.2%	31.4%	29.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The number of EL students have increased over the past 3 years with new families moving into the community.

# School and Student Performance Data

## Data Indicators and Targets

### CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	89%				5 percentage	94%
3 <sup>rd</sup>	83%				5 percentage	88%
5 <sup>th</sup>	92%				5 percentage	97%
All English Learner/Multilingual Students	28.57%				10 percentage points	38.57%
Special Education	28.57%				10 percentage points	38.57%
Socio-Economically Disadvantaged	69.23%				10 percentage points	79.23%
Asian	92%				5 percentage	97%
Black/AA						
2+ more	87%				5 percentage	92%
Filipino						
Hispanic/Latino						
Native Hawaiian						
White	100%				5 percentage	
English Learner	28.57%				10	38.57%
RFEP	93.48%				5 percentage	98.48%

### CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	87%				5 percentage	92%
3 <sup>rd</sup>	83%				5 percentage	88%
5 <sup>th</sup>	92%				5 percentage	97%
All English Learner/Multilingual Students	42.86%				10 percentage points	52.86%
Special Education	42.86%				10 percentage points	52.86%
Socio-Economically Disadvantaged	69.23%				10 percentage points	79.23%
Asian	90%				5 percentage	95%
Black/AA						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
2+ more	87%				5 percentage	92%
Filipino						
Hispanic/Latino						
Native Hawaiian						
White	90%				5 percentage	95%
English Learner	0%				10	
RFEP	93.48%				5 percentage	98.48%

**CAASPP Science: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students						
All English Learner/Multilingual Students	66.67%				10 percentage points	76.67%
Special Education	0%				10 percentage points	
Socio-Economically Disadvantaged	66.67%				10 percentage points	76.67%
Asian	65.91%				5 percentage	70.91%
Black/AA						
2+ more	50%				5 percentage	55%
Filipino						
Hispanic/Latino						
Native Hawaiian						
White	70%				5 percentage	75%
English Learner	66.67%				10	76.67%
RFEP	81.82%				5 percentage	86.82%

**District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	47.62%				10 percentage points	57.62%
Middle School Long Term English Learners (LTELs)					10 percentage points	

**District Literacy Benchmark: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		76%			5 percentage	81%
1 <sup>st</sup>		73.24%	92.06%	94.20%	5 percentage	78.24%
3 <sup>rd</sup>		82%	75.76%	78.13%	5 percentage	87%
All English Learner/Multilingual Students		77.78%			10 percentage points	87.78%
Special Education		53%			10 percentage points	63%
Socio-Economically Disadvantaged					10 percentage points	
Asian					5 percentage	
Black/AA						
2+ more					5 percentage	
Filipino						
Hispanic/Latino						
Native Hawaiian						
White					5 percentage	
English Learner		49%			10	59%
RFEP		88.89%			5 percentage	93.89%

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		76.1%	94.55%		80%	156.1%
3 <sup>rd</sup>		95.6%	90.77%			
5 <sup>th</sup>		89.8%	100%			
English Learner/Multilingual Students		60%	76.79%			
Middle School Long Term English Learners (LTELs)						
Special Education		66.67%	76.92%			
Socio-Economically Disadvantaged			66.67%			

**Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)						

**ST Math Usage Rate: Total Hours Spent/Child**



Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	0.3				20%	

**Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	4.63%				50%	2.31%
All English Learner/Multilingual Students					50% reduction	
Special Education	0.00%				50%	
Socio-Economically Disadvantaged	0.00%				50% reduction	
Asian	0.00%				50%	
Black/AA						
2+ more	3.60%				50%	1.80%
Filipino						
Hispanic/Latino						
Native Hawaiian						
White	4.44%				50%	2.22%
English Learner	7.35%				50%	3.67%
RFEP	3.92%				50%	1.96%

**Suspension Rate: Percent of students suspended at least once**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	0.00%				50%	
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	0%				50% reduction	
Socio-Economically Disadvantaged	0%				50% reduction	
Asian	0%				50%	
Black/AA						
2+ more	0%				50%	
Filipino						
Hispanic/Latino						
Native Hawaiian						
White	0%				50%	
English Learner	0%				50%	
RFEP	0%				50%	

**CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree**

**Feel Connected to School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	83%			79%	5 percentage	88%
4 <sup>th</sup>	77%			82%	5 percentage	82%
5 <sup>th</sup>	83%			76%	5 percentage	88%

**Caring Adults in School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	67%			74%	5 percentage	72%
4 <sup>th</sup>	64%			74%	5 percentage	69%
5 <sup>th</sup>	72%			69%	5 percentage	77%

**Feel Safe at School:**

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	95%			83%	5 percentage	100%
4 <sup>th</sup>	83%			87%	5 percentage	88%
5 <sup>th</sup>	92%			85%	5 percentage	97%

**Data Statements: Strength**

- Overall, results from CHKS survey, students feel safe at school. Students receiving English Learner Services performed CAST than the all student group by 6%. The all student group performed with 85% meeting and exceeding in ELA and Mathematics in the CAASPP. In Mathematics, students who have been reclassified (RFEP) outperformed the all student group in Mathematics. There was student growth in the Mathematics benchmarks. There was 10% growth in Met & Exceeded for SWD and 16% for English Learners.

**Data Statements: Challenges**

- Students receiving English Learner Services scored significantly lower in ELA by 60% meeting and exceeding standards on the CAASPP. 0% of students receiving English Learner Services performed at the meet and exceed levels on the CAASPP in Mathematics. An area of challenge is that 69% of our 5th grade students feel that they have a "Caring Adults in School" which is 5% lower than 3rd and 4th grade.

**Planning Statements**

- This year, grade levels are participating in year long professional development and coaching in specific focus areas. K-2 will focus on early literacy, 3rd grade is focused on mathematics, and 4-5 is focused on Academic Language and Literacy development through the context of science, with a focus on students receiving English Learner services and Academic English Language Development. All grades will provide small group intervention during the school day in the areas of literacy and language development.

While there was growth in Mathematics, there is an opportunity to dig deeper to support all EL and SWD students in the area of Mathematics to meet the 80% goal.

Math TOSA will continue to work with new teachers in implementing a Mathematics curriculum to support student learning.

Ongoing time during planned staff meetings throughout the school year will be utilized to focus on Equity through Wellness to support students, staff and families to feel connected and safe and school.

# SPSA Goals and Strategies

## Goal 1

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

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
<b>STRATEGY: Language &amp; Literacy</b>			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards").	District-provided curriculum		
MTSS, Tier 1: Support K-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 0.5 FTE ToSA Site-provided additional 0.5 ToSA	1000-1999: Certificated Personnel Salaries Site PTA	80,000
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.	District Central funding	
MTSS Tier 1 - Provide visual art learning integrated into the core curriculum.	Visual art materials	4000-4999: Books And Supplies Site PTA	3,500
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based Reading Inventory assessment for grades 3-5.	District-provided materials and resources	District Central funding	
MTSS Tier 1 - Provide high quality "first instruction" with needed core curriculum materials	Instructional Materials allocation per teacher	4000-4999: Books And Supplies Site PTA	7,350
MTSS, Tier 1: Support Mandarin Immersion curriculum development,	Consultant costs	5800: Professional/Consulti	77,000

teacher professional learning, and master plan development, through Stanford World Language Project Consultant		ng Services And Operating Expenditures District Central funding	
MTSS, Tier 1 - Mandarin Language Para-educators (3hours) to support Mandarin instruction	Site identified Mandarin teacher aide & Summer Mandarin Teacher	2000-2999: Classified Personnel Salaries Site Donations	133,000
MTSS Tier 1 - Provide high quality "first instruction" with needed Social Studies core curriculum supplemental materials (Social Studies Weekly, read-alouds)	Site-identified supplemental instructional materials	4000-4999: Books And Supplies Site Supplemental	500
MTSS Tier 1 & Tier 2- Provide high quality "first instruction" with needed Social Studies core curriculum supplemental materials (current events, Scholastic News, leveled readers)	Site-identified supplemental instructional materials	4000-4999: Books And Supplies Site Lottery	2083
MTSS Tier 1 - Provide high quality "first instruction" with needed core curriculum materials (BrainPop Software)	Site-identified materials	4000-4999: Books And Supplies Site PTA	3,500
MTSS, Tier 1 - Provide Summer Kickstart Mandarin Program for incoming Kindergarteners and Summer Mandarin Boost for Grades 1-5	Site-identified Summer School Teacher	1000-1999: Certificated Personnel Salaries Site Donations	8,000
MTSS Tier 1 - Provide Science/English Para Educators to support instruction in these contents	Site-identified additional staff to support Science and ELA Instruction	2000-2999: Classified Personnel Salaries Site PTA	101,000
MTSS Tier 1 - Provide GATE & Mandarin Professional Development and CA Gifted Membership	Site-identified PD	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	2,500
MTSS Tier 1 - Provide high quality PE/Recess positive play instruction	Site-identified materials	4000-4999: Books And Supplies Site PTA	1,000
MTSS Tier 1 - Support Mandarin Language Teacher Program Planning	Site-identified teacher extra time	1000-1999: Certificated Personnel Salaries Site Magnet	500
<b>STRATEGY: Mathematics</b>			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources	District Central funding	

MTSS, Tier 1: Support 4th & 5th grade teachers to collaborate with District Math TOSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials and resources working with district provided Math TOSA .50 FTE	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students--focused on grades 3rd/4th/5th.	District-provided materials and resources	District Central funding	
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.	District Central funding	
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.	District Central funding	
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost)	District-provided materials and resources	District Central funding	
<b>STRATEGY: Science/STEM</b>			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Implement enriched STEM learning through LEGO Education modules	District-provided materials and resources	District Central funding	
MTSS, Tier 1: Implement enriched STEM learning through Maker Space	Site-identified equipment and materials	4000-4999: Books And Supplies Other	5,280
MTSS, Tier 1: Implement enriched Science learning	Site-identified supplemental materials	4000-4999: Books And Supplies Site PTA	3,000
<b>STRATEGY: Expand Visual and Performing Arts Programming</b>			
Implement Art4Schools visual arts program for all classrooms	District-provided resources	District Central funding	
<b>STRATEGY: Expanded After School Programming</b>			
Expanding our After School Programming through: After School Chess, Lego Robotics and Chinese Language and Enrichment	Chess and Lego Robotics is fee based with partial scholarship for families with economic needs. Chinese Language and Enrichment is funded by FMS, costs identified above.	None Specified Site Donations	

# SPSA Goals and Strategies

## Goal 2

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

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
<b>STRATEGY: Family Engagement</b> Teacher hourly (collaboration, planning, professional development during school year and summer) to build staff and teacher capacity to engage with and support families through reflection, collaborative planning and professional learning opportunities.	Site-identified staff extra-time and meeting costs	0001-0999: Unrestricted: Locally Defined Site Supplemental	3,000
Teacher hourly (collaboration, planning, professional development during school year and summer) to build staff and teacher capacity to engage with and support families through reflection, collaborative planning and professional learning opportunities.	Site-identified	0001-0999: Unrestricted: Locally Defined Site Magnet	1,000
Classified hourly to participate in Equity and Wellness professional learning opportunities and collaboration in order to directly support and engage with students and families in a way that aligns with what teachers are learning.	Site-identified staff extra-time and meeting costs	0001-0999: Unrestricted: Locally Defined Site Supplemental	500
Expand school efforts to get input and feedback from families, to ensure integration of family strengths and resources into school services and supports (ELAC, SSC, Other Family Meetings).	Site-identified staff extra-time and meeting costs	0001-0999: Unrestricted: Locally Defined Site Magnet	1000
Expand school efforts to get input and feedback from families, to ensure integration of family strengths and resources into school services and supports (ELAC, SSC, Other Family Meetings).	Site-identified staff extra time and meeting costs	0001-0999: Unrestricted: Locally Defined Site Supplemental	500
Strengthen school efforts to engage diverse families, through Diversity, Equity and Inclusion activities	Site-identified DEI materials	0001-0999: Unrestricted: Locally Defined Site Magnet	1000

Strengthen school efforts to engage diverse families, through Diversity, Equity and Inclusion activities	Site-identified DEI materials	0001-0999: Unrestricted: Locally Defined Site Lottery	3,403
<b>STRATEGY: Responsive” Curriculum &amp; Practices</b>			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	Site-identified and District-provided resources	None Specified District Central funding	
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.  Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families..	Site-identified District-provided resources	None Specified District Central funding	
Provide field trips and assemblies that build culturally responsive classrooms and school-wide culture.	Site-identified costs	None Specified Site PTA	10,000



# SPSA Goals and Strategies

## Goal 3

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

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
<b>STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness</b>			
MTSS, Tier 1 & 2: Assign Full time Counselor to provide individual and group wellness support, to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	120,000
MTSS, Tier 1 & 2: Implement Student Success Team (SST) and 504 structures and tools.	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in school-year professional development and SST, 504, IEP meetings <ul style="list-style-type: none"> <li>-how to implement SST and 504 processes; and in</li> <li>-wellness strategies including PBIS, restorative practices, and progressive discipline framework</li> <li>-teacher hourly</li> </ul>	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources	None Specified District Central funding	
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework and materials	District-provided, site identified, and SMCOE materials and resources	0001-0999: Unrestricted: Locally Defined Site Magnet	1,000

MTSS, Tier 1: Support all staff, administrator, counselor, and teachers to participate in school-year and summer professional development in Anti-bias/Anti-racist, Culturally Responsive strategies, SEL, Restorative Practices through TeachWell (consultancy). This includes Teacher/Classified Hourly, and Teacher sub release and materials. This will be year 1 of a 4 year plan.	Site-identified consultant: TeachWell	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	6,500
MTSS, Tier 1: Support all staff, administrator, counselor, and teachers to participate in school-year and summer professional development in Anti-bias/Anti-racist, Culturally Responsive strategies, SEL, Restorative Practices through TeachWell (consultancy). This includes Teacher/Classified Hourly, and Teacher sub release and materials. This will be year 1 of a 4 year plan.	Site-identified consultant: TeachWell	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	5,000
MTSS, Tier 1: Support all staff, administrator, counselor, and teachers to participate in school-year and summer professional development in Anti-bias/Anti-racist, Culturally Responsive strategies, SEL, Restorative Practices through TeachWell (consultancy). This includes Teacher/Classified Hourly, and Teacher sub release and materials. This will be year 1 of a 4 year plan.	Site-identified consultant: TeachWell	5800: Professional/Consulting Services And Operating Expenditures Site PTA	7,200
Provide field trips and assemblies that build positive, healthy classrooms and school-wide culture.	Site identified costs	None Specified Site Magnet	3,000
<b>STRATEGY: Reduce Chronic Absenteeism</b>			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).	District provided resources and materials	None Specified District Central funding	
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance recognition activities.	Site identified		
MTSS Tier 2 All Students:	Site identified		

Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.			
<b>STRATEGY: Supporting Students with Compromised Housing/Foster Youth</b>			
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	Site identified		
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).	District provided resources and materials	None Specified District Central funding	
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	Site identified		

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$666,316.00

## Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
District Central funding	\$272,000.00
Other	\$5,280.00
Site Donations	\$141,000.00
Site Lottery	\$5,486.00
Site Magnet	\$15,000.00
Site PTA	\$216,550.00
Site Supplemental	\$11,000.00

Subtotal of state or local funds included for this school: \$666,316.00

Total of federal, state, and/or local funds for this school: \$666,316.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
District Central funding	272,000.00
Other	5,280.00
Site Donations	141,000.00
Site Lottery	5,486.00
Site Magnet	15,000.00
Site PTA	216,550.00
Site Supplemental	11,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	11,403.00
1000-1999: Certificated Personnel Salaries	283,500.00
2000-2999: Classified Personnel Salaries	234,000.00
4000-4999: Books And Supplies	26,213.00
5800: Professional/Consulting Services And Operating Expenditures	98,200.00
None Specified	13,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	195,000.00

5800: Professional/Consulting Services And Operating Expenditures	District Central funding	77,000.00
4000-4999: Books And Supplies	Other	5,280.00
1000-1999: Certificated Personnel Salaries	Site Donations	8,000.00
2000-2999: Classified Personnel Salaries	Site Donations	133,000.00
0001-0999: Unrestricted: Locally Defined	Site Lottery	3,403.00
4000-4999: Books And Supplies	Site Lottery	2,083.00
0001-0999: Unrestricted: Locally Defined	Site Magnet	4,000.00
1000-1999: Certificated Personnel Salaries	Site Magnet	500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Magnet	7,500.00
None Specified	Site Magnet	3,000.00
1000-1999: Certificated Personnel Salaries	Site PTA	80,000.00
2000-2999: Classified Personnel Salaries	Site PTA	101,000.00
4000-4999: Books And Supplies	Site PTA	18,350.00
5800: Professional/Consulting Services And Operating Expenditures	Site PTA	7,200.00
None Specified	Site PTA	10,000.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	4,000.00
4000-4999: Books And Supplies	Site Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	6,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	503,213.00
Goal 2	20,403.00
Goal 3	142,700.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Angienette Estonina	Principal
Esther Chau	Classroom Teacher
Noel Milburn	Classroom Teacher Parent or Community Member
Karen Henroid	Other School Staff
Tianci (Sherry) Yang	Classroom Teacher
Tina Ma	Classroom Teacher
Katie Garcia	Other School Staff
ChiWing Wong	Parent or Community Member
Maggie Yeh Chen	Parent or Community Member
Alberto Belmudez (DELAC & ELAC Rep)	Parent or Community Member
Diana Hung	Parent or Community Member
Amy Lau	Parent or Community Member
Stephanie Gaus	Parent or Community Member
Michael Wu	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/14/2022.

Attested:



Principal, Angienette Estonina on 05/24/2023



SSC Chairperson, Noel Milburn on 05/24/2023