

School Year: **2024-25**



**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	June 7, 2024	June 27, 2024

## 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. We hold SSC meetings at least 4-5 times a year, our ELAC also participates in SSC meetings as well at the beginning and end of the year, and both SSC and ELAC have been actively involved in this year's evaluation of our Program. At these meetings, information and research about a Dual Language/Two Way Language Program have been shared, Data (academic, CHKS, and data from program evaluation), 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, SSC, ELAC, PTA Executive Board, and Friends of the Mandarin Scholars (FMS) Board have all 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 and ELAC meet at the beginning and end of each school year, and as needed. This year SSC and ELAC met this past year on 12/7/23, 2/1/24, 3/7/24, 5/9/24 to review our progress, discuss and provide input on both the College Park Master Plan, Mission/Vision and SPSA. SSC also met on 5/16/24 and again on 6/6/24 to provide final input on the SPSA and approve it. The ELAC met on the following dates to address all matters required for ELAC and to build community including workshops provided by teachers and community members on ways to build language through Mathematics and also developing language and literacy through reading (F2B and resources from public library) on the following dates: 2/9/24, 3/14/24, 4/25/24, and 5/23/24. We also held our Spring Reclassification Ceremony at our 4/25/24 ELAC Meeting. Our College Park Leadership met on 9/27/23, 10/25/23, 11/29/23, 12/13/23, 1/31/24, 2/28/24, 4/24/24/, 5/22/24 and engaged in an end of year Leadership Retreat on 6/13/24 to plan ahead for the upcoming school year. These meetings have informed this year's SPSA.

Based on data gathered this year, we will continue with year two of our 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 may undergo an election for new SSC members should we have attrition or should the SSC decide on a 2 year term for each member. This year, our PTA Executive Board met monthly on 8/16/23, 9/13/23, 10/18/23, 11/8/23, 12/13/23, 1/10/24, 2/1/24, 2/14/24, 3/13/24, 4/10/24 and 5/8/24. General Assembly PTA meetings were held on 9/19/23, 11/14/23, 1/23/24, 2/20/24, 4/16/24, and 5/14/24. These were also spaces to elicit stakeholder input. The Principal also held Morning Chats with the Principal on 12/16/23, 2/1/24 and 4/26/24 and will create opportunities this coming school year for Principal Chats both in the morning and evening with families who prefer evening events.

In addition, our Think Tank (College Park Leadership Team, ELAC, SSC, PTA, FMS and Student Council) 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 and Core Curriculum Development for our K-5 Mandarin Program including Mandarin as a World Language in the GATE 4-5 Program. Both the Master Plan and Core Curriculum Development Project are essential for our District and College Park since our program was established about 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). Another request from our families is to provide an After School Mandarin Enrichment Program, one that was offered to families around the time the program was established. This request was made last year, again this year, and our hope is that we will be able to respond to this need and request in the 2024-2025 school year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.23%	0.49%		1	2
African American	%	0%	%		0	
Asian	68.12%	68.59%	67.57%	297	297	275
Filipino	1.61%	1.85%	2.70%	7	8	11
Hispanic/Latino	5.73%	6.47%	6.63%	25	28	27
Pacific Islander	%	0%	%		0	
White	5.73%	2.77%	1.97%	25	12	8
Multiple/No Response	16.74%	17.09%	16.71%	73	74	68
	<b>Total Enrollment</b>			436	433	407

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	74	75	71
Grade 1	72	71	71
Grade 2	68	71	68
Grade 3	58	68	63
Grade 4	95	63	75
Grade 5	69	85	59
<b>Total Enrollment</b>	436	433	407

### 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. There was a loss of 25 students in 5th grade enrollment between 22-23 and 23-24.

### 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 in preparation for Middle School Placement and have moved out of the district. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	76	74	47	17.4%	17.1%	11.5%
Fluent English Proficient (FEP)			142			34.9%
Reclassified Fluent English Proficient (RFEP)	137	126		31.4%	29.1%	

### Conclusions based on this data:

1. There was a decrease of English Learner enrollment by 24 students between 22-23 and 23-24.
2. We had a high reclassification rate during 22-23 school year, which caused a decline in our English Learner enrollment by 5%.

# School and Student Performance Data

## Data Indicators and Targets

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	86.48%				5 percentage	91%
3 <sup>rd</sup>	78.46%				5 percentage	83%
5 <sup>th</sup>	92.40%				5 percentage	97%
All English Learner/Multilingual Students	37.50%				10 percentage points	48%
Special Education					10 percentage points	38.57%
Socio-Economically Disadvantaged					10 percentage points	79.23%
Asian	88.44%				5 percentage	93%
Black/AA						
2+ more	87.50%				5 percentage	93%
Filipino						
Hispanic/Latino						
Native Hawaiian						
White					5 percentage	
English Learner	37.50%				10	48%
RFEP	85.71%				5 percentage	90%

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	85.02%				5 percentage	90%
3 <sup>rd</sup>	78.46%				5 percentage	83%
5 <sup>th</sup>	87.35%				5 percentage	92%
All English Learner/Multilingual Students	43.75%				10 percentage points	53%
Special Education					10 percentage points	
Socio-Economically Disadvantaged					10 percentage points	
Asian	87.08%				5 percentage	92%
Black/AA						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
2+ more	87.50%				5 percentage	92%
Filipino						
Hispanic/Latino						
Native Hawaiian						
White					5 percentage	
English Learner	43.75%				10	54%
RFEP	91.43%				5 percentage	96%

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	90.58%%	79.24%	85.79%			
3 <sup>rd</sup>	94.20%	76.81%	88.89%			
5 <sup>th</sup>	78.13%	67.69%	72.58%			
All English Learner/Multilingual Students					10 percentage points	
Special Education	63.16%	47.37%	44.44%		10 percentage points	
Socio-Economically Disadvantaged	70.37%	73.53%	68.18%		10 percentage points	80%
Asian	93.22%	81.72%	86.30%		5 percentage	98%
Black/AA						
2+ more					5 percentage	
Filipino						
Hispanic/Latino	66.67%	61.54%	55.56%			
Native Hawaiian						
White	90.91%	77.78%	90.00%		5 percentage	95%
English Learner	62.50%	43.90%	48.89%		10	72%
RFEP					5 percentage	

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	67.4%				10 percentage points	77.4%
Middle School Long Term English Learners (LTELs)					10 percentage points	

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students					5 percentage	81%
1 <sup>st</sup>	94.20%				5 percentage	78.24%
3 <sup>rd</sup>	78.13%				5 percentage	87%
All English Learner/Multilingual Students					10 percentage points	87.78%
Special Education					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					10	59%
RFEP					5 percentage	93.89%

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		95.60%	97.19%		80%	156.1%
3 <sup>rd</sup>		95.35%	98.36%		80%	
5 <sup>th</sup>		100.00%	98.21%		80%	
English Learner/Multilingual Students		84.44%	93.33%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		94.12%	84.62%		80%	
Socio-Economically Disadvantaged		87.50%	95.56%		80% Proficiency Target	

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	10.40	2.63	7.86		20%	12



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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	5	15	15		20%	

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	5.70%	12.01%	4.94%		50%	2.50%
All English Learner/Multilingual Students	13.56%	14.89%	11.11%		50% reduction	6.75%
Special Education	15.00%	12.50%	6.25%		50%	7.50%
Socio-Economically Disadvantaged	18.52%	20.00%	6.67%		50% reduction	9%
Asian	3.02%	10.07%	2.97%		50%	1.50%
Black/AA						
2+ more	7.04%	16.98%	8.82%		50%	3.50%
Filipino						
Hispanic/Latino	22.22%		18.52%			11%
Native Hawaiian						
White	9.09%				50%	4.50%
English Learner	13.56%	14.89%	11.11%		50%	6.50%
RFEP	5.70%				50%	2.50%

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	0.2%				50%	
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	4.3%				50% reduction	
Socio-Economically Disadvantaged	0%				50% reduction	
Asian	0%				50%	
Black/AA						
2+ more					50%	
Filipino						
Hispanic/Latino	0%					
Native Hawaiian						
White	0%				50%	
English Learner	0%				50%	
RFEP					50%	

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

**Feel Connected to School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	79%			70%	5 percentage	75%
4 <sup>th</sup>	82%			76%	5 percentage	81%
5 <sup>th</sup>	76%			80%	5 percentage	85%

**Caring Adults in School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	74%			71%	5 percentage	76%
4 <sup>th</sup>	74%			68%	5 percentage	73%
5 <sup>th</sup>	69%			71%	5 percentage	76%

**Feel Safe at School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	83%			71%	5 percentage	76%
4 <sup>th</sup>	87%			84%	5 percentage	89%
5 <sup>th</sup>	85%			90%	5 percentage	95%

**Data Statements: Strength**

- Overall, the 5th Grade results from CHKS survey in all areas increased from 3-5%. Students receiving English Learner Services increased 10% in ELA and 1% in Math meeting/exceeding on CAASPP. This increased closing the achievement gap by 14% compared to all students. The all student group performed with 86% meeting and exceeding in ELA and Mathematics in the CAASPP. Students with disabilities and socially economically disadvantaged have decreased by 50% from the end of year 2023 and middle of year 2024 in chronic absenteeism rates. Our English Language Learner Progress Indicator is high at 67%.

**Data Statements: Challenges**

- Students in the 3rd and 4th grade in CHKS survey showed a slight decrease in all areas. Students receiving English Learner Services scored significantly lower in ELA by 46% meeting and exceeding standards on the CAASPP. Chronic Absenteeism continues to be an area of need with over 5% of all our students and 12% English Learners and Hispanic/Latino students are chronically absent.

**Planning Statements**

- We will continue to participate in year long professional development through collaboration, data analysis, and cycles of learning in specific focus areas: 1) K-3 will focus on early language and literacy for English and Mandarin 2) All grade levels will focus on Designated and Integrated ELD and MLD (Mandarin Language Development) including Academic Language and Literacy development through content, student-student engagement, and projects. This work will be supported by the Language & Literacy, Math TOSA's and Stanford WLP Consultant.

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.

We will continue to our focus on adult SEL and wellness to address Equity through Wellness for students, staff and families to feel connected and safe at school. In addition, we will engage in professional learning related to Restorative Practices, Community Circles and PBIS in order to align our practices to address the SEL and Wellness needs of the students and staff.

During the 2024-2025 school year, we will develop a Core Curriculum Framework for our Dual Language Mandarin Immersion Program which includes a scope and sequence. This articulation and alignment will increase student academic achievement in all areas for both Mandarin and English instruction. Additionally, this will foster a sense of belonging in the school community.

# 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	78,141
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 District Central funding	78,141
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 GATE/MANDARIN Online Subscription/Materials/Resources	Site identified resources	4000-4999: Books And Supplies Site Magnet	1,000
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 and supplemental materials	Instructional Materials allocation per teacher	4000-4999: Books And Supplies Site PTA	7,350
MTSS, Tier 1: Support Mandarin Immersion curriculum development, teacher professional learning, and master plan development, through Stanford World Language Project Consultant	Consultant costs	5800: Professional/Consulting Services And Operating Expenditures District Central funding	77,000
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, diverse school and classroom libraries and 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 supplemental curriculum materials (BrainPop Software)	Site-identified materials	4000-4999: Books And Supplies Site PTA	3,500
MTSS Tier 1 - Mandarin Teacher Leader Extra Time to Support Planning and Collaboration (Teacher Hourly)	District funded	1000-1999: Certificated Personnel Salaries Site Magnet	4,400
MTSS Tier 1 - Provide Science/English Para Educators to support instruction in these content areas	Site-identified additional staff to support Science and ELA Instruction	2000-2999: Classified Personnel Salaries Site PTA	136,985
MTSS Tier 1 - K-5 Teacher Driven Professional Development Aligned w/ Goal 1 for Teachers and Para Educators	Site-identified PD & Curriculum Development	None Specified Site PTA	7,200.00
MTSS Tier 1 - K-5 Teacher Driven Professional Development Aligned w/ Goal 1 for Teachers and Para Educators	Site-identified PD & Curriculum Development	None Specified Site Donations	7,200.00
MTSS Tier 1 - Provide GATE & Mandarin Professional Development and CA Gifted Membership	Site-identified PD	5800: Professional/Consulting Services And	1,000

		Operating Expenditures Site Magnet	
MTSS Tier 1 - Support Mandarin Para Educator Program Planning and Collaboration	Site-identified Para Educator extra time	2000-2999: Classified Personnel Salaries Site Magnet	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 and Collaboration	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 .50 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	73,000
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	District-provided materials and resources	District Central funding	

curriculum and teacher guidance materials.			
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 Art in Action visual arts program for all K-5 classrooms - Music for Minors	District Provided Consultant Contract	5000-5999: Services And Other Operating Expenditures District Central funding	50,520
Provide Art Lead Para Educator to implement Art in Action Program	Site-identified additional staff to support Art in Action, and License for Art in Action	2000-2999: Classified Personnel Salaries Site PTA	12,495
Provide Art Lead Para Educator to implement Art in Action Program	District Provided Prop 28 Arts	5000-5999: Services And Other Operating Expenditures District Central funding	27,810
Implement Music4Minors performing arts program for all K-5 classrooms	District Provided Consultant Contract		
Continue to support and prepare for the San Francisco Lunar New Year Parade	Site-identified materials and resources		
<b>STRATEGY: Expanded After School Programming</b>			
Expanding our After School Programming through: After School Chess, Lego Robotics, Musical Theater, Euro Tennis Sports Program and Mandarin Chinese Language and Enrichment	Chess, Euro Tennis, 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	
Implement extended day programming to provide academic and enrichment supports, to students who receive English Learner Services and are not meeting academic benchmarks in language and literacy in Grades 3, 4 and 5.	Two staff members, 1 Certificated and 1 Para Educator will provide 6-8 week Academic English Language and Literacy intervention through the use of Summit K-12 and Grammar Gallery, Scholastic Readers	District Central funding	20,000

# 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	1000-1999: Certificated Personnel Salaries Site Supplemental	3,500
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	1000-1999: Certificated Personnel Salaries 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	2000-2999: Classified Personnel Salaries 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	1000-1999: Certificated Personnel Salaries Site Magnet	1000
Strengthen school efforts to engage diverse families, through Diversity, Equity and Inclusion activities and resources (Family Literacy Nights for English & Mandarin)	Site-identified DEI materials and activities	4000-4999: Books And Supplies Site Lottery	3,754.00
<b>STRATEGY: Responsive” Curriculum &amp; Practices</b>			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive	Site-identified and District-provided resources	District Central funding	



classrooms and school-wide culture.			
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	District Central funding	
Provide field trips and assemblies that build culturally responsive classrooms and school-wide culture.	Site-identified costs	5000-5999: Services And Other Operating Expenditures Site PTA	10,000
Provide instructional materials that promotes diversity, equity and inclusion.	Site-identified DEI resources	4000-4999: Books And Supplies Site Magnet	500.00

# 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	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	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	District Central funding	
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and	District-provided, site identified, and SMCOE materials and resources	4000-4999: Books And Supplies Site Magnet	900.00

progressive discipline framework and materials			
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 2 of a 4 year plan.	Site-identified consultant: TeachWell and SMCOE	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	10,500
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 and SMCOE	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	6,200
Provide field trips and assemblies that build positive, healthy classrooms, promotes school attendance and school-wide culture.	Site identified activities and costs	5000-5999: Services And Other Operating Expenditures Site Magnet	3,000
<b>STRATEGY: Reduce Chronic Absenteesism</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	District Central funding	
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance recognition activities at Monthly School Assemblies.	Site identified		
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.	Site identified		
<b>STRATEGY: Supporting Students with Compromised Housing/Foster Youth</b>			

<p>MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.</p>	<p>Site identified</p>		
<p>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 &amp; clothing closets).</p>	<p>District provided resources and materials</p>	<p>District Central funding</p>	
<p>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.</p>	<p>Site identified</p>		

# 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	\$895,959.00

## 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	\$446,471.00
Other	\$5,280.00
Site Donations	\$140,200.00
Site Lottery	\$5,837.00
Site Magnet	\$20,000.00
Site PTA	\$263,171.00
Site Supplemental	\$15,000.00

Subtotal of state or local funds included for this school: \$895,959.00

Total of federal, state, and/or local funds for this school: \$895,959.00

# 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	446,471.00
Other	5,280.00
Site Donations	140,200.00
Site Lottery	5,837.00
Site Magnet	20,000.00
Site PTA	263,171.00
Site Supplemental	15,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	359,682.00
2000-2999: Classified Personnel Salaries	283,480.00
4000-4999: Books And Supplies	32,367.00
5000-5999: Services And Other Operating Expenditures	91,330.00
5800: Professional/Consulting Services And Operating Expenditures	94,700.00
None Specified	14,400.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Central funding	20,000.00

1000-1999: Certificated Personnel Salaries	District Central funding	271,141.00
5000-5999: Services And Other Operating Expenditures	District Central funding	78,330.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	77,000.00
4000-4999: Books And Supplies	Other	5,280.00
2000-2999: Classified Personnel Salaries	Site Donations	133,000.00
None Specified	Site Donations	7,200.00
4000-4999: Books And Supplies	Site Lottery	5,837.00
1000-1999: Certificated Personnel Salaries	Site Magnet	6,900.00
2000-2999: Classified Personnel Salaries	Site Magnet	500.00
4000-4999: Books And Supplies	Site Magnet	2,400.00
5000-5999: Services And Other Operating Expenditures	Site Magnet	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Magnet	7,200.00
1000-1999: Certificated Personnel Salaries	Site PTA	78,141.00
2000-2999: Classified Personnel Salaries	Site PTA	149,480.00
4000-4999: Books And Supplies	Site PTA	18,350.00
5000-5999: Services And Other Operating Expenditures	Site PTA	10,000.00
None Specified	Site PTA	7,200.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	3,500.00
2000-2999: Classified Personnel Salaries	Site Supplemental	500.00
4000-4999: Books And Supplies	Site Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	10,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	735,105.00
Goal 2	20,254.00

Goal 3

140,600.00



# 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
Karen Belen Henroid	Other School Staff
Tianci (Sherry) Yang	Classroom Teacher
Tiffany Belzer	Classroom Teacher
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
Priscilla Lau	Parent or Community Member
Lorraine Choi	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 June 7, 2024.

Attested:



Principal, Angienette Estonina on 6/7/2024



SSC Chairperson, Priscilla Ho on 6/7/2024