



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 1, 2026	June 25, 2026

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

Every year, the school consults with multiple stakeholders for the SPSA/Annual Review. Our educational partners include:

- College Park teachers and staff
- College Park Leadership Team
- Combined SSC/ELAC
- Parent Teacher Association Executive Board (PTA)
- Friends of the Mandarin Scholars Board (FMS)

Since College Park has very few English Learners, 47 of 416 students, 60 who are being monitored due to reclassification, we made a decision to combine our SSC and ELAC. Our SSC/ELAC meets at least 4-5 times a year and are actively involved in monitoring our Mandarin Dual Language/GATE Programs and also provide input on the implementation of our SPSA. Our PTA and FMS Boards meet on a monthly basis which both the Principal and Teacher representatives attend. At these meetings, information and research about our data, services for English Learners, and our Mandarin Dual Language Language Program are shared and discussed. Our conversations include academic data (formative, benchmark and summative) and social emotional data from CHKS, District-Wide Strategic Plan/Goals, Budget and SPSA are reviewed. Input is welcomed from students, families, teachers, staff and community members. We ensure that our goals and objectives align with our 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 are all 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) SSC/ELAC meetings 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/ELAC meet at the beginning and end of each school year, and as needed. The Principal also holds bi-monthly Principal Coffee Chats.

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. 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).

ELAC Family Meetings:

STAFF PD Meetings Aligned to SPSA Goals: 8/11/25, 8/12/25, 8/18/25, 9/9/26, 9/16/25, 9/23/26, 10/7/25, 10/14/25, 10/21/25, 10/28/25, 12/2/25, 12/9/25, 12/16/25, 1/6/26, 1/13/26, 1/20/26, 1/27/26, 2/3/26, 2/10/26, 2/24/26, 3/3/26, 3/10/26, 4/7/26, 4/14/26, 4/21/26 (Staff SPSA Input), 4/28/26, 5/5/26 (SPSA Budget Review), 5/12/26, 5/19/26, 6/2/26

DISTRICT PD Days aligned to SPSA Goals: 9/26/25, 1/16/26, 3/27/26

SSC/ELAC Meetings Aligned to SPSA Goals: 9/27/25, 10/27/25, 12/8/25, 1/26/26, 3/23/26, 4/27/26, 6/1/26, - SPSA Review/Approval

PTA Executive Monthly Meetings: 8/20/25, 9/10/25, 10/15/25, 11/12/25, 12/20/25, 1/7/26, 2/11/26, 4/8/26, 5/13/26 (SPSA Review/Budget)

PTA General Assembly Meetings: 9/16/25, 11/18/25, 1/13/26, 2/24/26, 4/14/26, 5/19/26

FMS Executive Board Meetings: 8/20/25, 10/15/25, 11/19/25, 1/21/26, 2/18/26, 3/28/26, 4/15/26

College Park Leadership Team Meetings: 8/20/25, 9/17/25, 10/29/25, 11/12/25, 12/10/25, 1/28/26, 2/25/26, 3/18/26, 4/30/26, 5/20/26 (SPSA Input Session)

STAFF SPSA Meeting: 4/21/26, 4/28/26

PTA/FMS/SSC/ELAC: SPSA Review/Input/Update Meetings - 3/23/26, 4/27/26, 6/1/26

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for College Park Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.49%	0.23%	0.23%	2	1	1
Asian	67.57%	67.75%	69.12%	275	292	300
Filipino	2.70%	2.78%	3.00%	11	12	13
Hispanic/Latino	6.63%	6.73%	5.76%	27	29	25
Pacific Islander	%	%	0.23%			1
White	1.97%	2.09%	1.84%	8	9	8
Multiple/No Response	16.71%	15.78%	15.67%	68	68	68
Total Enrollment				407	431	434

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	71		74
Grade 1	71		72
Grade 2	68		65
Grade3	63		69
Grade 4	75		80
Grade 5	59		74
Total Enrollment	407	431	434

Conclusions based on this data:

1. We are a magnet school and continue to serve a diverse student population representative of our community in San Mateo with a large percentage of non-Mandarin speaking families drawn to our Mandarin Dual Language Program and great diversity in our GATE Program.
2. While College Park continues to be a highly desirable school, one challenge that has been observed is that when students leave the program, it can be more difficult for new students to enroll beyond Kindergarten due to the language proficiency assessment required for entry into the Mandarin Dual Language Immersion Program. As a result, we often see enrollment declines in the upper elementary grades, with enrollment numbers typically increasing again in 4th and 5th grade when students join through the GATE program.

3. Data are based on enrollment guidelines (ex: magnet school for Mandarin/Immersion, GATE for district grades 4-5, and general priorities for placements). Many families are not aware of our program and the opportunity they have to enroll their child/children in the Mandarin program as early as PK. 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 continue to increase enrollment over time.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	47	47	40	17.1%	11.5%	9.2%
Fluent English Proficient (FEP)	142	165	172		34.9%	39.6%
Reclassified Fluent English Proficient (RFEP)	29	21		24.0%	17.4%	

Conclusions based on this data:

1. There was a decrease of English Learner enrollment by 7 students between 24-25 and 25-26, bring our EL population under 10%.
2. We had a high reclassification rate during 24-25 school year, and there is a need to continue to improve our reclassification rate especially for our at promise/LTEL's.
3. There is an opportunity to encourage families whose children are native speakers of Mandarin to enroll their students in our program and also inform families of the opportunity and benefits for their child/children to be multilingual learners.

School and Student Performance Data

Data Indicators and Targets

<https://docs.google.com/spreadsheets/d/1eoHrUS4rOhPYP96pdjxvhUcM7h0enWTAOM2RHP7dsSc/edit?gid=1194542672#gid=1194542672>

Data Statements: Strength

1. College Park continues to demonstrate strong overall student achievement, with CAASPP scores remaining high in both ELA and Mathematics compared to district and state averages.

CAASPP Mathematics scores for All Students increased from 83.77% to 86.70% meeting or exceeding standards from Spring 2024 to Spring 2025.

Kindergarten, 1st, and 2nd grade students continue to perform strongly on district literacy and math formative assessments, with several grade levels exceeding the district benchmark targets.

Chronic absenteeism and suspension rates remain low, reflecting a positive and supportive school climate for students.

Students continue to report high levels of feeling safe and connected at school on the California Healthy Kids Survey (CHKS).

College Park continues to provide rich opportunities for students through Mandarin Dual Language Immersion, GATE, DEI assemblies, cultural events, and student leadership experiences that support bilingualism, biliteracy, and multiculturalism.

Data Statements: Challenges

2. While overall student achievement remains high, persistent achievement gaps continue to exist for Multilingual Learners, Hispanic/Latinx students, Socio-Economically Disadvantaged students, and students receiving Special Education services across literacy and mathematics data.

English Learner performance in ELA continues to remain significantly below overall schoolwide performance on CAASPP and MAP Reading assessments.

CHKS “Meaningful Participation” data continues to remain an area of growth, particularly for students in grades 3-5. This may look like students participating in classroom discussions less frequently, not feeling ownership over their learning, or not yet feeling that their voice and ideas are consistently valued within the classroom community.

Teachers identified a continued need for additional support in strengthening Tier 1 instruction, particularly around small group instruction, differentiation, intervention practices, and responsive teaching based on formative assessment data.
As a 50/50 Dual Language Immersion program, students are learning rigorous academic content in two languages. This creates a need for increased opportunities for academic language development, targeted intervention, and additional instructional practice time in both English and Mandarin.

Enrollment trends continue to present questions, particularly regarding enrollment declines in upper grades before enrollment increases again through the GATE program.

Planning Statements

3. College Park will continue strengthening instructional practices through professional development focused on Tier 1 instruction, small group instruction, differentiation, MTSS systems, and responsive teaching practices informed by formative assessment data.

Release days and collaborative planning time will continue to be prioritized so teachers can analyze student data, reflect on instructional practices, and plan targeted interventions responsive to student needs.

College Park will continue refining its MTSS systems by strengthening early identification processes, intervention structures, and staff capacity to respond to academic, behavioral, and social-emotional student needs.

As a 50/50 Dual Language Immersion program, additional focus will be placed on providing students with increased opportunities for academic language development, structured practice, and targeted intervention support in both English and Mandarin.

To support student wellness and belonging, College Park will continue strengthening opportunities for meaningful participation and student voice across classrooms and schoolwide activities. This may include increasing opportunities for collaborative learning, student leadership, classroom discussions, choice-based learning experiences, and culturally responsive instructional practices so students feel seen, valued, and connected to their school community.

College Park will continue collaborating with families, ELAC/SSC, PTA, FMS, and district partners to reflect on data, monitor progress, and co-construct solutions that support the achievement, equity, and wellness of EACH and EVERY student.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond through a well aligned and articulated Mandarin Dual Language Core Curriculum and cutting edge Dual Language, Multilingual Learner practices.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards").	District-provided curriculum		
MTSS, Tier 1: Support K-5 staff to participate in summer and school-year professional development to implement foundational literacy , math, and 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	83,593
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: 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	District-provided materials and resources	District Central funding	

literacy assessments and computer-based Reading Inventory assessment for grades 3-5.			
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 - 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, Core Curriculum Development 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 - PTA	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 - FMS	Site-identified PD & Curriculum Development	None Specified Site Donations	7,200.00
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, Curriculum Development, Collaboration, PD for teachers and para educators	Site-identified teacher and para educator extra time	1000-1999: Certificated Personnel Salaries Site Magnet	1,000
MTSS, Tier 1: Support Core curriculum implementation, teacher planning based on data for the second phase of Mandarin Master Plan implementation - release days	Site-identified grade level release days	1000-1999: Certificated Personnel Salaries Site Supplemental	4,401

MTSS, Tier 2: Support English Learners through extended Small Group Intervention ELA (Timecard - Classified/Certificated)	Site-identified certificated extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	3600
MTSS, Tier 2: Support English Learners through extended Small Group Intervention ELA (Timecard - Classified/Certificated) teacher professional learning	Site-identified certificated extra time	1000-1999: Certificated Personnel Salaries Site Magnet	3,000
Implement Summit K12 for Multilingual Learners in grades 4–8 to provide supplemental language development, literacy support, and ELPAC preparation in order to accelerate English language proficiency and improve student outcomes.	District funded		
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula, Amplify Math, 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	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	
STRATEGY: Science/STEM			

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. Donation specifically to build a K-5 Maker Space	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
STRATEGY: Expand Visual and Performing Arts Programming			
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	705
Provide Art Lead Para Educator to implement Art in Action Program		5000-5999: Services And Other Operating Expenditures District Central funding	20,781
Provide Art Lead Para Educator to implement Art in Action Program		2000-2999: Classified Personnel Salaries Site PTA	
Provide visual art learning integrated into the core curriculum.	Visual art materials	4000-4999: Books And Supplies Site PTA	3,500
Implement Music4Minors performing arts program for all K-5 classrooms	District Provided Consultant Contract	5800: Professional/Consulting Services And Operating Expenditures	58,025
Continue to support and prepare for the Annual San Francisco Lunar New Year Parade	FMS funded, teacher led. Site-identified materials and resources		
STRATEGY: Expanded After School Programming			
Expanding our After School Programming through: Hillbarn Musical Theater, Math Madness and Math Kangaroo, After School Mandarin Chinese Language Tutoring and Enrichment.	PTA supports Math Madness and Math Kangaroo, Chinese Language Tutoring and Enrichment is funded by FMS. Hillbarn Musical Theater is an additional offering which families can opt into.	None Specified Site Donations	
STRATEGY: STRATEGY: Strengthen Extended Day Interventions and Supports			
Implement extended day programming to provide academic and enrichment supports, to targeted struggling students	District-provided resources	District Central funding	

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion through MTSS, Restorative Practices, Family Engagement, Diversity, Equity and Inclusion Monthly Assemblies, Field Trips, instruction, materials and activities.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Teacher and para educator 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. This includes facilitating family workshops related to Multilingual Learners and the Mandarin Dual Language Program.	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries Site Supplemental	4,000
Teacher and para educator 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. This includes facilitating family workshops related to Multilingual Learners and the Mandarin Dual Language Program and Restorative Practices for staff (teachers and para educators) and families.	Site-identified staff extra time and meeting costs	1000-1999: Certificated Personnel Salaries Site Magnet	1,000
Field trips and assemblies (Domini Hoskin's Black History Museum, Real Soul, AAPI Youth Rising, Chinatown Rising Social Justice Field Trips...)	Site and district identified field trip opportunities	None Specified Site Magnet	1,500
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	1,000

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	1869.00
STRATEGY: Responsive” Curriculum & Practices			
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	District Central funding	
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	Site-identified District-provided resources	District Central funding	
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..			
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 and activities that promote diversity, equity and inclusion.	Site-identified DEI resources and activities	4000-4999: Books And Supplies Site Lottery	2,067

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child through adult wellness: teacher, staff and family.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
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 --how to implement SST and 504 processes; and in --wellness strategies including PBIS, restorative practices, and progressive discipline framework --teacher hourly	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 progressive discipline framework and materials	District-provided, site identified, and SMCOE materials and resources	4000-4999: Books And Supplies Site Magnet	900.00
MTSS, Tier 1: Support all staff, administrator, counselor, and teachers to participate in school-	Teacher Professional Development	5800: Professional/Consulting Services And	2,921

year and summer professional development in Anti-bias/Anti-racist, Culturally Responsive strategies, SEL, and Restorative Practices. This includes Teacher/Classified Hourly, and Teacher sub release and materials.		Operating Expenditures Site Supplemental	
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, and Restorative Practices. This includes Teacher/Classified Hourly, and Teacher sub release and materials.	Teacher Professional Development	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	5,200
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	1,000
STRATEGY: Reduce Chronic Absenteesism			
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		
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
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,	District provided resources and materials	District Central funding	

communication procedures, automatic SST steps, individual learning plans, free bus passes and optional “Hop/Skip/Drive” transportation, pantry & clothing closets).			
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		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

GOAL 1 ANALYSIS

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

Overall we were able to address the gap through the systems, structures, and professional development we engaged in this year, which included year 1 of the implementation of the PK-8 Mandarin Dual Language Master Plan (MMP). In addition to the PK-8 MMP, team at College Park with the support of the Multilingual Department and the Stanford World Language Project, finished the development of an interdisciplinary K-5 Mandarin Dual Language Core Curriculum. Our K-3 teachers with the support of the English L&L TOSA and Dual Language Immersion TOSA, and systems to provide differentiated language and literacy instruction which will continue next year.

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

This year College Park has set aside funds in the 2026-2027 SPSA budget to provided extended school day hours support ML students to becoming proficient in ELA. Another difference is in the time we were able to spend on sustained PD on our Multilingual Learners as a substantial amount of our Tuesday PD days and District PD Days were focused on the Mandarin Master Plan and the Core Curriculum development.

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

Next year, we will continue strengthening Core Curriculum Development by providing extended teacher collaboration and planning time to analyze student data, identify needs, and adjust instruction to better support student learning and achievement.

GOAL 2 ANALYSIS

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

Our data show a need to engage in consistent, focused professional development to address the needs of our At Promise/LTEs, access to Core Instruction through the ML Signature Strategies, Designated ELD and Integrated ELD. We were able to implement a cycle of inquiry for K-5 where each teacher and our L&L TOSA chose a focal student for our student acceleration plans. The teachers, Principal and L&L TOSA met 3 times over the course of the school year and engaged in data driven conversations. Our Monthly Panda DEI assemblies, participation in Ruby Bridges, Day of Dialogue and in district supported field trips for Black History Month contributed to our school meeting this goal. These are practices and activities that will continue into next year.

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

n/a

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

This year, we have limited funding from the district and reduced supplemental funding. There was a shift in SPSA to ensure funding is set aside to support the completion of the K-5 Mandarin Core Curriculum Units and Plans, and to support the ongoing learning related to Restorative Practices (RP). The hope is that most of the training in RP will be provided by Student Services this coming school year, and the budget set aside will support the teacher's request to continue our work with TeachWell, specifically related to Community Circles, Restorative Practices and student and adult SEL using the SMCOE Be Well. Teach Well. Guidebook to Support Adult SEL and Educator Well-Being. This work touches on both Goal 2: Equity and Goal 3: Wellness both work in tandem with one another in order to create an inclusive, welcoming space for students to learn and achieve.

GOAL 3 ANALYSIS

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

Overall we were able to implement our SPSA plan for Goal 3 as planned as informed by student, staff and family surveys (CHKS and school designed surveys for meetings and PD sessions for staff related to our work with TeachWell).

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

n/a

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

College Park will continue to fund our work with TeachWell into the Core Curriculum Development that is needed for our program. We will have to adjust the way in which we collaborate with TeachWell to continue with the work that has had an impact on building deeper relationships amongst the staff and community including collective wellness.

GOAL 4 ANALYSIS

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

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

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

GOAL 5 ANALYSIS

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$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	\$806,196.00

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 (\$)
------------------	-----------------

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 (\$)
	\$58,025.00
District Central funding	\$298,079.00
Other	\$5,280.00
Site Donations	\$140,200.00
Site Lottery	\$6,019.00
Site Magnet	\$20,000.00
Site PTA	\$263,171.00
Site Supplemental	\$15,422.00

Subtotal of state or local funds included for this school: \$806,196.00

Total of federal, state, and/or local funds for this school: \$806,196.00

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

Expenditures by Funding Source

Funding Source	Amount
	58,025.00
District Central funding	298,079.00
Other	5,280.00
Site Donations	140,200.00
Site Lottery	6,019.00
Site Magnet	20,000.00
Site PTA	263,171.00
Site Supplemental	15,422.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	377,135.00
2000-2999: Classified Personnel Salaries	282,480.00
4000-4999: Books And Supplies	32,049.00
5000-5999: Services And Other Operating Expenditures	32,486.00
5800: Professional/Consulting Services And Operating Expenditures	66,146.00
None Specified	15,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

5800: Professional/Consulting Services And Operating Expenditures		58,025.00
1000-1999: Certificated Personnel Salaries	District Central funding	276,593.00
5000-5999: Services And Other Operating Expenditures	District Central funding	21,486.00
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	6,019.00
1000-1999: Certificated Personnel Salaries	Site Magnet	10,400.00
4000-4999: Books And Supplies	Site Magnet	1,900.00
5000-5999: Services And Other Operating Expenditures	Site Magnet	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Magnet	5,200.00
None Specified	Site Magnet	1,500.00
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	12,001.00
4000-4999: Books And Supplies	Site Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	2,921.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	654,739.00
Goal 2	21,436.00
Goal 3	130,021.00

School Site Council Membership

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

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

Name of Members	Role
Betty Cheung	Principal
Tiffany Belzer	Classroom Teacher
Peilun Manu	Classroom Teacher
Karen Belen Henroid	Other School Staff
Kelly Koser	Classroom Teacher
Lorraine Choi Co-Chair	Parent or Community Member
ChiWing Wong	Parent or Community Member
Priscilla Lau Co-Chair	Parent or Community Member
Yedid Sanchez (DELAC & ELAC Rep)	Parent or Community Member
Fernando Barrangan	Parent or Community Member
Sandra Palma	Parent or Community Member
Katie Garcia	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 2, 2026.

Attested:



Principal, Betty Cheung on 6/2/2026



SSC Chairperson, Priscilla Ho on 6/2/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019