

School Year: 2019-20



**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	41690396044952	5-21-19	

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## Stakeholder 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 have reached out in numerous ways to obtain feedback and input for the development of our SPSA plan. Site Council meetings are held 4 times a year. At these meetings, the SPSA was reviewed and input was welcomed by our parents and community members. Stakeholder involvement is key in developing a coherent, through plan. Student achievement data, suspensions and attendance were all key topics of discussion. We also ensure that our goals and objectives align with those set out for SMFCSD LCAP goals.

Ongoing meetings throughout the 2018-2019 school year will be used to track and monitor our progress. These meetings include: 1) Weekly Staff Meetings held every Tuesday for the 2018-2019 school year. 2) ELAC meeting held on 1/22/19 and 3/22/19. 3)PTA board and general meetings on 4/24, 4/27, 5/15, and 5/21 4)School Site Council meetings on 3/19/19 and 5/21/2019

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
450	6.7%	12.7%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	12.7%
Socioeconomically Disadvantaged	30	6.7%
Students with Disabilities	10	2.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	297	66.0%
Filipino	11	2.4%
Hispanic	21	4.7%
Two or More Races	80	17.8%
White	40	8.9%

**Data Statements: Strength**

**Data Statements: Challenges**

**Why are we getting these results?**

# School and Student Performance Data

## Data Indicators and Targets

College Park Elementary School							
Literacy							
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	86.2 points above standard	92.1 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	92.1 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	4 point rise	5.9 point rise	Yes	4 point rise
SED "Average Points Above Standard"	-9.7 points below standard	69.2 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	69.2 points above	Yes	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	78.9 point rise	Yes	15 point rise
EL "Average Points Above Standard"	36.1 points above standard	65.1 points above standard	GROWTH (PROGRESS EXPECTED)	15 point rise	28.9 point rise	Yes	15 point rise
SwD "Average Points Above Standard"	N/A	N/A	GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
3rd Grade "Average Points Above Standard"	66.4 points above standard	73 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	73 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	98.3 points above standard	98.9 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	98.9 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	89% Met Standard	88% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	88% Met	Yes	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	47% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester					
F&P	81% Met Standard	81% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	81% Met	Yes	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth	74% Met Growth	No	80 % Met Growth

Mathematics							
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	92.7 points above standard	92.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	92.4 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	3 point rise	-0.3 point decrease	No	3 point rise
SED "Average Points Above Standard"	32.3 points above standard	60.8 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	60.8 points above	Yes	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	28.6 point rise	Yes	15 point rise
EL "Average Points Above Standard"	51.3 points above standard	64.4 points above standard	GROWTH (PROGRESS EXPECTED)	15 point rise	13.1 point rise	No	15 point rise
SwD "Average Points Above Standard"	N/A	N/A	GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
3rd Grade "Average Points Above Standard"	90.1 points above standard	76 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	76 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	97.7 points above standard	97.2 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	97.2 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	87% Met Standard	91% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	91% Met	Yes	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	42% Met Growth	No	80 % Met Growth

### Data Statements: Strength

- ELA:  
CAASPP 2018  
Overall "average points above standards" met the target.  
All subgroups made expected growth in ELA  
ELA expected level met  
Overall 3rd-5th all students performed 92.1 points above standard

Math:  
CAASPP 2018  
Overall "average points above standards" met the target.  
Overall 3rd-5th all students performed 92.4 points above standard.  
3rd graders met expected growth in math  
SED made expected growth in math (28.6 point rise)

### Data Statements: Challenges

- ELA:  
Galileo  
Growth (Met Expected DL Score Growth from Benchmark 1 to 2) was not met (47% Met Growth)  
F&P Growth (Progress Expected) was not Met (74%)

Math:  
CAASPP  
Overall "Average Points Above Standard" Growth (Progress Expected) needs to be 3 point rise (-0.3 point decrease)  
EL "Average Points Above Standard" did not meet the target of 15 points rise. Current = 13.1 point rise  
Galileo Growth (Met Expected DL Score Growth from Benchmark 1 to 2) did not meet the 80% growth (42% Met growth)

### Why are we getting these results?

3. We have a very small group of EL students which may not really represent the actual percentage of growth in ELA and Math each year.

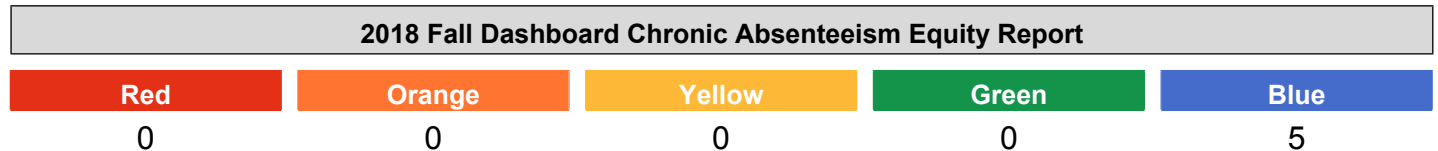
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Blue 0.4% chronically absent Maintained 0.2% 453 students	<b>English Learners</b>  Blue 0% chronically absent Maintained 0% 57 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Socioeconomically Disadvantaged</b>  Blue 0% chronically absent Maintained 0% 32 students	<b>Students with Disabilities</b>  No Performance Color 7.7% chronically absent 13 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Asian</b>  Blue 0% chronically absent Maintained 0% 298 students	<b>Filipino</b>  No Performance Color 8.3% chronically absent Increased 8.3% 12 students
<b>Hispanic</b>  No Performance Color 4.5% chronically absent Increased 4.5% 22 students	<b>Two or More Races</b>  Blue 0% chronically absent Declined 1.2% 81 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  Blue 0% chronically absent Maintained 0% 40 students

### Data Statement: Strengths

1. All students chronically absences maintained as low as 0.4% all year.

### Data Statement: Challenges

2. Hispanic students chronically absences increased 4.5%

### Why are we getting these results?

3. Some families planned their trips added to the fall, winter, and spring break.

### Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. Our online Attention to Attendance tool has helped our to set up conferences to have a better communication with parents to make sure that they were fully aware of their child's daily attendance.



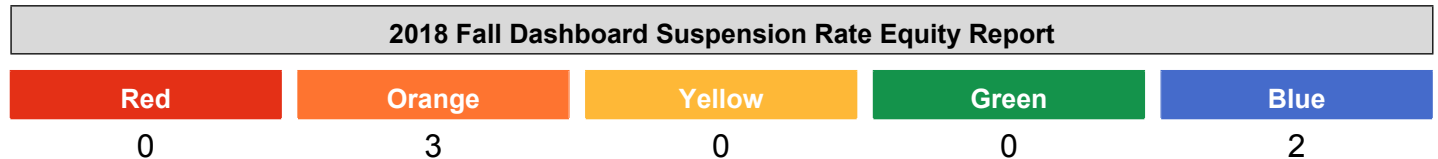
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 0.7% suspended at least once Increased 0.4% 455 students	<b>English Learners</b>  Orange 1.8% suspended at least once Increased 0.3% 57 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Orange 3.1% suspended at least once Increased 3.1% 32 students	<b>Students with Disabilities</b>  No Performance Color 14.3% suspended at least once 14 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Blue 0% suspended at least once Declined -0.3% 299 students	<b>Filipino</b>  No Performance Color 0% suspended at least once Maintained 0% 12 students
<b>Hispanic</b>  No Performance Color 9.1% suspended at least once Increased 9.1% 22 students	<b>Two or More Races</b>  Blue 0% suspended at least once Maintained 0% 82 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 2.5% suspended at least once Increased 2.5% 40 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
0.4% suspended at least once	0.2% suspended at least once	0.7% suspended at least once

#### Data Statement: Strengths

1. The suspension rate for all students maintained as low as 0.7%

#### Data Statement: Challenges

2. 1.8% suspended at least once and 3.1% suspended at least once was SED.

#### Why are we getting these results?

3. There were two students who needed extra social emotional support last school year.

**Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.**

4. We implemented Tier I, II, and III support for Social Emotional Learning and built protocols in place.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language and Literacy

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards in English Language Arts.

## Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
  - Overall statements about the student performance challenges that the strategies (outlined below) will address.
- Strengths
- CAASPP 2018
- All subgroups increase in their performance since last year
- All subgroups made expected growth in ELA
- ELA expected level met
- Overall 3rd-5th all students performed 92.1 points above standard
- F&P:
- Overall 81% of students met grade level reading standards
- Overall 1st- 85%students met grade level reading standards
- Overall 2nd-88%students met grade level reading standards
- Overall 3rd-93% students met grade level reading standards
- Overall 4th- 75% students met grade level reading standards
- Overall 5th- 91% students met grade level reading standards
- Galileo (3rd-5th grade):
- 88% met or above standard
- CONCERNS
- Galileo 80% Growth (Met Expected LD Score Growth from Benchmark 1 to 2) was not met - College Park had 47% Met Growth.
- F&P 80% Growth (Progress Expected) was not met- College Park had 74% Met Growth.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	92.1 points above	10 points above proficient
SBAC ALL Students Growth	5.9 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	69.2 points above	0 points above proficient
SBAC SED Students Growth	78.9 points rise	15 points rise in average distance from proficient
SBAC EL Students Growth	28.9 rise	15 points rise in average distance from proficient
SBAC SwD Growth	N/A	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	73 points above	10 points above proficient
SBAC 5th Grade Students Status	98.9 points above	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Galileo All Students Status	88%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	47%	80% of students make Expected Growth
Galileo “Sub-group” Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	81%	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	74%	80% of students make Expected Growth
Elementary: F&P “Sub-group” Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI “Sub-group” Growth		80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Provide before-school Tier 2 literacy intervention instruction from 7:15 to 8:10 AM every day

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Identified students who are level behind on F&P and recommended by their teacher

Provide computer-based literacy intervention program (Fast ForWords)	Purchase Fast ForWords licenses	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	2500
Administer F&P literacy assessment & identify struggling readers	Subs to support teachers with Fountas & Pinnell assessments	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	6450
Para-educator provides students support	Hire para-educator for 1.5 hours per day	3000-3999: Employee Benefits Donations	9653
Teachers identify students for small group in-class and pull-out supports in regular data meetings	Sub costs & teacher extra time	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3000

## Strategy & Supporting Actions 2

### Strategy

Teachers implement small group Tier 1 instruction

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

English Aides assist students in small group instruction	Hire para-educators for 28.75 hours/week	2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA)	35000
Teachers, especially new teachers, participate in site-based coaching in small group instruction strategies	Hire Reading Specialist to provide coaching support	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	61267
Teacher participate in central training in Benchmark instruction strategies	No additional costs		0

## Strategy & Supporting Actions 3

### Strategy

Provide students computer-based learning opportunities

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

All students

Computer Lab Instructor assists students with learning	Hire FTE for 24.25 Hrs/week computer lab instructor	3000-3999: Employee Benefits Magnet	10359
Computer Lab Instructor assists students with learning	Hire X FTE computer lab instructor	2000-2999: Classified Personnel Salaries PTA	32599
Implement computer-based learning platforms-- Khan Academy, Rosetta Stone, Fast ForWords and so on.	No License Cost		0

**Strategy & Supporting Actions 4****Strategy**

Teachers implement Designated ELD 4 times a week.

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

All Students

Teachers participate in site-based coaching in ELD instruction strategies	.5 Reading Specialist -- see amount above	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	0
Teachers have opportunity to participate in central training in ELD instruction strategies	Extra hours for teachers-- no cost to site	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0

**Strategy & Supporting Actions 5****Strategy**

SST Coordinator supports classroom teachers to identify specific needs of a student, then coordinate all the needed resources for teachers to implement in class.

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

Identified students

SST coordinate with classroom teachers, Reading Specialist, RSP, LSP, School Psychologist and so on to support students with specific needs.	Time Cards for outside of Contract hours--see amount Goal 3, Strategy 3	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	0
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**Strategy & Supporting Actions 6**

Strategy

Provide high quality Mandarin language instruction through small group instruction

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

All Students

Teacher participate in PD or Workshops which are related to effective Mandarin small group instructional strategies	Teacher extra time; sub costs	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	3000
Continuous level collaborations with a focus on best practices for Small Group Instruction on Wednesday afternoon.	No cost- Part of Wednesday PD		0

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards in Mathematics.

## Goal 2

Through the continued implementation of Envision Math, all students will make gains in their Mathematics achievement as measured by local assessments, Galileo, and CAASPP.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

### Strengths

CAASPP 2018

Overall "average points above standards" A met the target.

Overall 3rd-5th all students performed 92.4 points above standard.

3rd graders met expected growth in math

SED made expected growth in math (28.6 point rise)

### Concerns

CAASSP

Overall "Average Points Above Standard" Growth (Progress Expected) needs to be 3 point rise (-0.3 point decrease)

EL "Average Points Above Standard" did not meet the target of 15 points rise. Current = 13.1 point rise

Galileo Growth (Met Expected DL Score Growth from Benchmark 1 to 2) did not meet the 80% growth (42% Met growth)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	<ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	92.4 points above standard	10 points above proficient
SBAC ALL Students Growth	0.3 points decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	60.8 points above	0 points above proficient



Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC SED Students Growth	28.6 points rise	15 points rise in average distance from proficient
SBAC EL Students Growth	13.1 points rise	15 points rise in average distance from proficient
SBAC SwD Growth	N/A	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	76 points above	10 points above proficient
SBAC 5th Grade Students Status	97.2 points above	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Galileo All Students Status	91%	60% of students meet or exceed grade level expectations
Galileo All Students Growth	42%	80% of students make Expected Growth
Galileo "Sub-group" Growth	N/A	80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Teachers provide differentiated mathematics supports to students through small group instructional strategies.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

PD in staff meeting on Tuesdays with a focus on Math small group instruction- Math Centers such as Word Problem Center, Paper and Pencil Center, Task Card Center, Partner Game Center, Chromebook Center, Choice Board Center, Math	No cost- Part of Tuesday and Wednesday Collaboration time, or subs release teachers to observe each other	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
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<p>Sorts Center, Math Journaling Center.</p> <p>Veteran teachers share their best practices on Math small group instructional strategies during Wednesday Collaboration time.</p> <p>G-ive thoughtful feedback R-espect others &amp; their thoughts O-n task all the time U-se soft voices P-articipate actively S-tay with your group No additional cost</p>			
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## Strategy & Supporting Actions 2

### Strategy

Assist struggling math learners with intervention supports using computer-based resources

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students who are in need of extra support

<p>Tier 1- Kinder students are scheduled to be in the computer lab twice a week. 1st grade to 5th grade students are schedule once a week to use Khan Academy to track their progress in math.</p> <p>Tier 2- Identified by the teacher first, then provided needed math skills with the assistance from RSP</p>	No cost to site		0
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Wellness

## LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

## Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

## Identified Need

### Strengths

California Healthy Kid Survey

Parent Survey- 168 parents took the survey

School allows input and welcomes parents' contributions: 87%

School encourages me to be an active partner with the school in educating my child: 95%

School Staff treat parents with respect 98%

School Staff take parent concerns seriously 85%

School Staff are helpful to parents 91%

Parents feel welcome to participate at this school: 97%

Attended a general school meeting 99%

School is a safe place for students 95%

Student Survey- 19 out of 78 5th graders took the survey

School engagement and supports

High expectations - adults at school 88%

School Safety

Feel safe at school: 95%

### Concerns

California Healthy Kid Survey

Parent Survey- 168 parents took the survey

School allows in put and welcomes parents' contributions: 87%

Met with a guidance counselor in person 13%

Student Survey- 24% of the 5th graders took the survey

School engagement and supports

School connectedness: 82%

Academic motivation: 88%

Caring adults in school 72%

Meaningful participation 44%

School Safety

Been hit or pushed 31%

Mean rumors spread about you 42%

Called bad names or target of mean jokes 42%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS School connectedness	82% of 5th grade students experienced a high degree of school connectedness	We want the percentage of school connectedness to increase next year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Teachers will build safe and engaging classroom cultures through the implementation of PBIS

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Continue PBIS Team which shares strategies & protocols with teachers during teacher meetings	No Cost- Part of Tuesday and Wednesday Collaboration time		0
Teachers lead a PBIS day during the second week of the school to reinforce the expectations for students in different locations in and outside of the classroom.	No Cost-Part of daily instructions		0
Provide awards for students who demonstrate PBIS values at the weekly assembly to encourage students to show more positive behaviors.	Purchase of pencils, erasers, stickers, and pop tickets.	4000-4999: Books And Supplies Site LCFF Supplemental C	1800
All staff review the protocol of minor/major behavioral problems referral forms to make sure teachers and classified staff work collaboratively with office staff regarding consistent communications between school and parents.	Purchase of colored paper to print referral forms	4000-4999: Books And Supplies Site LCFF Supplemental C	200
Teachers communicate with the parents and the SST coordinator to set up a SST meeting if extra social emotional is needed for certain students.	SST Coordinator is in charge of communicating with classroom teachers, parents, Reading Specialist, RSP, School Psychologist, and so on	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	2000

	to set up SST meetings for students with different needs. SST coordinator will lead the SST meetings and keep the records of all SST, 504, and IEP meetings.		
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## Strategy & Supporting Actions 2

### Strategy

Teachers will support student social emotional learning in the classroom everyday

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

All Students have weekly Second Step lesson with their grade level teachers together. Streaming lesson media direct to the classroom is also offered to students in each class. Expectations for appropriate behaviors are clearly set for each grade level students. Students are asked to share their thoughts with their students and teachers when they have a conflict with others in different situations.	No Cost- Part of daily instruction		0
PD on Tuesday meetings with a focus on "Calm, Focus, and Connect" which is supported by the Webinar: Mind Yeti for Schools: Calm, Focus, and Connect. Teacher will help students to develop awareness, care, and attention to themselves and others.	No Cost- Part of Tuesday Faculty Meetings		0

## Strategy & Supporting Actions 3

### Strategy

Provide identified students with interventions, accommodations, and/or social emotional supports

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Student Success Team Lead Teacher to collaborate with Reading Specialist, RSP, School Psychologist, and grade level grade on offering interventions, accommodations, or social emotional support to those students who are in dire needs.	Teacher extra time	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	2000
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## Strategy & Supporting Actions 4

### Strategy

Provide Counseling services regarding student social emotional support

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Youth Service Bureau Interns provide 1 on 1 or small group consulting services	Two YSB interns	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	3360
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Family Engagement

## LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

## Goal 4

Host meetings to engage parents to be part of the collaborative planning and support process within the school community

## Identified Need

Encourage all families to attend, participate, and have a link to learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	84% of College Park parents attend a class or school event	We would like to have more parents participating in our school events.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Host English Language Advisory Committee meetings

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Minority students who speak other languages at home

Provide treats and baby sitter services	Pay for treats and baby sitters	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	1000
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## Strategy & Supporting Actions 2

### Strategy

Host Parent Education Night to share Social Emotional Learning strategies that can be implemented at home

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

All Students

Host Parent Education Nights	Teachers on time cards	5000-5999: Services And Other Operating Expenditures LCFF - Supplemental	820
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**Strategy & Supporting Actions 3****Strategy**

Host new families orientation in the beginning of the school year to encourage parent involvement

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

New families such as Kindergarten and GATE families

Host new families orientation	Materials & supplies	4000-4999: Books And Supplies LCFF - Supplemental	500
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# 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:

Steven Chuang School Principal

Meredith Yeh Classroom Teachers

Queenie Hua Other School Staff

Lara Heiser Parent or Community Members

Name of Members	Role
Kathleen Lowe	Classroom Teacher
Elizabeth DeVito	Classroom Teacher
Le Dao	Parent or Community Member
Celine Chang	Classroom Teacher
Drake Lobo	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 .

Attested:

Principal, Steven Chuang on

SSC Chairperson, Lara Heisler on