



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	1-12-21	1-29-21

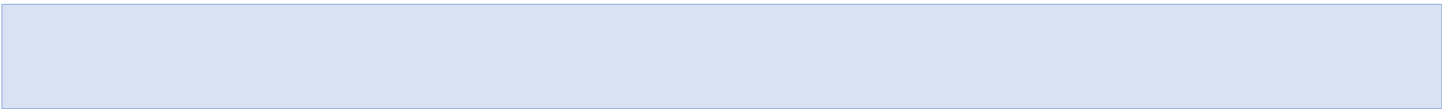
Stakeholder Involvement

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 at least 4 times a year. At these meetings, the SPSA is reviewed and input welcomed by our parents and community members. Stakeholder involvement is key in developing a coherent, through plan. Student achievement data, suspensions and attendance are customarily all key topics of discussion. We ensure that our goals and objectives align with those set out for SMFCSD LCAP goals. Staff, and especially College Park Leadership Team, have also been involved in discussing and generating priorities for the plan.

Ongoing meetings throughout the school year will be used to track and monitor our progress. These meetings include: 1) Weekly Staff Meetings every Tuesday 2) ELAC meetings 3) PTA board and general assembly meetings, 4) School Site Council meetings, and 5) College Park Leadership Team meetings. SSC has met on 10/07, 11/10, 12/01, and 1/12 and will meet in March and May to review progress. CP Leadership has met on 10/22, 11/09, 11/30 and 1/11. Leadership will continue to meet monthly. The first ELAC meeting will be 1/13 (it has been a challenge to get ELAC going due to lack of interest or availability of EL families). PTA Board has met on 8/18, 11/14, 12/2, 1/06 and will meet on 2/03, 3/03 and 5/02. General Assembly PTA meetings have been held on 8/27, 11/10 and will be held on 2/23, 3/23 and 5/25. We have also created a "Think Tank" made up of SSC, CP Leadership, PTA & FMS (Friends of Mandarin Scholars) leadership. This group looks at our work on equity and has met on 11/17 and will meet again in January, March, and May.



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.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP 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.

Overall, College Park students are well above the expected outcome on SBAC at 91.2 points above standard (DFS). There have been decreases in DFS for all at -0.8, SED at -44.9, and EL at -9.2. There is a need to support SED and EL students in literacy. F & P grade level proficiency at 81% is above the grade level benchmark for the district while growth on F & P at 74% is below the district's 80% goal. There is a need to examine areas of strength and need on F & P tests in order to guide instruction. We must monitor all students, especially SED and EL, in order to determine progress and establish needs for tier 2 or 3 intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	91.2 points above	10 points above proficient
SBAC ALL Students Growth	-0.8 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	24.3 points above	0 points above proficient
SBAC SED Students Growth	-44.9 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-9.2 point decrease	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	75 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC 5th Grade Students Status	117.9 points above	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
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 2020-2021	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

Teachers and support staff will provide differentiated literacy instruction in order to increase reading levels of all students by at least one grade level in a year

Students to be Served by this Strategy

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

All students and in particular SED and EL students

Provide teachers and instructional aides with materials	Scholastic/GATE subscription	4000-4999: Books And Supplies Donations	368
Provide families with materials needed for work at home	Instructional materials (Lakeshore)	4000-4999: Books And Supplies Donations	1,000
Provide professional development, coaching, and grade level planning time	Literacy Coach (salary/benefits)	1000-1999: Certificated Personnel Salaries PTA	17,500
Provide teachers and instructional aides with materials	Instructional materials (teacher budgets)	4000-4999: Books And Supplies PTA	3,500

Ensure that all families receive the materials they need to work from home (DL/hybrid) successfully	Printing	5700-5799: Transfers Of Direct Costs Other	1,000
Provide access to tools and materials that facilitate learning	Brain Pop	5000-5999: Services And Other Operating Expenditures PTA	6,000
Provide teachers and instructional aides with materials	Scholastic/GATE subscriptions K-5	4000-4999: Books And Supplies Site Lottery	2,454
Provide assistance from instructional aides in small groups	3 Instructional Aides - English program (salary/benefits)	2000-2999: Classified Personnel Salaries PTA	82,000
Provide professional development, coaching, and grade level planning time to utilize data, plan and deliver differentiated instruction	Literacy Coach (salary/benefits)	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	48,817
Ensure that all families receive the materials they need to work from home (DL/hybrid) successfully	Extra hours - distribution team	2000-2999: Classified Personnel Salaries Other	1,500

Strategy & Supporting Actions 2

Strategy

Teachers will develop literacy across the curriculum through oral language, listening comprehension, and reading and writing tasks

Students to be Served by this Strategy

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

All students and in particular SED and EL students

Gather and use data effectively to inform instruction and to measure trends and progress school-wide	N/A		0
Evaluate structure of our program to include effective time for designated ELD, small groups in order to best serve the different needs of each student	N/A		0
Provide professional development, coaching, and grade level planning time	N/A		0
Provide teachers and instructional aides with art and science materials	Materials and License	4000-4999: Books And Supplies PTA	14,000
Ensure that all families receive the materials they	N/A		0

need to work from home (DL/hybrid) successfully			
Provide access to tools and materials that facilitate learning (ex: Brain Pop, Raz Kids, Twig online)	N/A		0
Provide science aide support (assisting with lessons, materials preparation and distribution, seeking/sharing resources)	Science aide (salary/benefits)	2000-2999: Classified Personnel Salaries PTA	19,250
Provide art aide support (plans/delivers lessons, creates materials)	Art aide (salary/benefits)	2000-2999: Classified Personnel Salaries PTA	30,000
Provide virtual Literacy Week Activities w/PTA	N/A		0

Strategy & Supporting Actions 3

Strategy

Teachers will provide designated and integrated ELD instruction in order to Increase English proficiency level of all English Language Learners by at least one level on ELPAC

Students to be Served by this Strategy

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

English learners

Provide daily designated and integrated ELD instruction (per 2020-21 EDS guidelines during DL)	N/A		0
Evaluate structure of our program to include effective time for designated ELD, small groups in order to best serve the different needs of each student	N/A		0
Gather and use data effectively to inform instruction and to measure trends and progress school-wide	N/A		0
Provide professional development, coaching, and grade level planning time	GLAD training	5000-5999: Services And Other Operating Expenditures Magnet	12,000
Utilize expertise of site and district ELA TOSAs and ELD support personnel	N/A		0
Ensure that all families receive the materials they need to work from home (DL/hybrid) successfully	N/A		0

Provide access to tools and materials that facilitate learning (ex: Brain Pop, Raz Kids, Twig online)	N/A		0
Provide professional development opportunities	PD (teacher budgets)	5000-5999: Services And Other Operating Expenditures PTA	2,800

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.

Goal 2

Increase student achievement in mathematics, as measured by CAASPP and local math 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.

Overall, College Park students are above the district's expected outcome on the SBAC Math at 95.3% above standard (DFS) with a rise of 2.8 points. SED students are also above the expected outcome at 32.6 DFS but they are far below the category of "all students". EL students have shown a 10.9 point rise in DFS while SED students have shown a -28.2 decrease in DFS. There is a need to identify needs and design/deliver services that allow SED and EL students to continue growing in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	95.2 points above	10 points above proficient
SBAC ALL Students Growth	2.8 points rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	32.6 points above	0 points above proficient
SBAC SED Students Growth	-28.2 points decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	10.9 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	87.5 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC 5th Grade Students Status	111.4 points above	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient

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 provide differentiated instruction in order to increase math proficiency of all students with at least 80% meeting grade level standard on Zearn and met/exceeded on the CAASPP for "all students" increasing by 3%.

Students to be Served by this Strategy

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

All students with special focus on SED population

Provide data based math instruction and intervention	N/A		0
Analyze data in order to determine individual and group areas of strength and need	N/A		0
Analyze math standards and apply to lesson design and delivery	N/A		0
Attend district professional development and utilize expertise of math TOSAs (staff participating in monthly Wed. math training)	N/A		0
Ensure that all families receive the materials they need to work from home (DL/hybrid) successfully	Extra hours - distribution team	2000-2999: Classified Personnel Salaries Other	1,000
Ensure that all families receive the materials they need to work from home (DL/hybrid) successfully	Printing	5700-5799: Transfers Of Direct Costs Other	1,000

Provide teachers and instructional aides with materials	Instructional materials (Lakeshore)	4000-4999: Books And Supplies Donations	1,000
Provide teachers and instructional aides with materials	Instructional materials (teacher budgets)	4000-4999: Books And Supplies PTA	3,500
Provide professional development opportunities	PD (teacher budget)	5000-5999: Services And Other Operating Expenditures PTA	2,800
Replace manipulative materials sent out during DL	Hands-on materials	4000-4999: Books And Supplies Magnet	4,000

Strategy & Supporting Actions 2

Strategy

Teachers and support staff will provide tier 2 intervention based on data

Students to be Served by this Strategy

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

All students who are falling behind grade level expectations

Analyze data in order to determine individual and group areas of strength and need	N/A		0
Analyze math standards and apply to lesson design and delivery	N/A		0
Form groups and provide data based math intervention	Permanent sub provided by district		0

Strategy & Supporting Actions 3

Strategy

Teachers and support staff will work together to design lessons that adapt math curricular materials to our students' needs

Students to be Served by this Strategy

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

All students

Teachers will familiarize themselves with math curriculum and supplementary materials	N/A		0
Teachers will participate in site/district professional development	N/A		0
Teachers will work together to design lessons and then	N/A		0

evaluate them, make adjustments as needed.			
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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

Social Emotional 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

Eighty two percent of grade 5 students who answered the CHKS survey said that they feel connected to school. This is high, but it still needs to increase. We also need to make sure that all students (K-5) feel connected.

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

School staff will provide all students and their families what they need to feel included at College Park and to be successful academically

Students to be Served by this Strategy

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

All students

Examine our policies and practices in order to ensure that all students and their families receive what they need to feel included and be successful	N/A		
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Provide opportunities for staff growth in equity, diversity and inclusion (focus groups, workshops, professional development)	Teacher	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	6,450
Create structure to work on equity and best inclusion practices (equity coach, district support, parent/staff leadership and Think Tank will support)	Equity Coach (and in house meetings)	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	2,000
Hold weekly support staff meetings to set priorities and complete action items (Wed/Fri - includes principal, school psychologist, counselor, literacy coach, RSP and Speech teachers)	N/A		
Plan, hold and document effective CARE, SST, 504 and IEP meetings (support team agreement on forms, roles, process and organization of documents)	N/A		
Share resources w/ families that promote positive well being. (psychologist and counselor - weekly, Student Services/EDS send out information periodically)	N/A		
Provide opportunities for growth around diversity, equity, inclusion and support for CP parent community	N/A		

Strategy & Supporting Actions 2

Strategy

Teachers will include daily SEL and will create a safe and engaging classroom environment (virtual or face to face)

Students to be Served by this Strategy

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

All students

Utilize district provided resources and share our own materials for SEL	N/A		0
Hold weekly support staff meetings to set priorities and complete action items (Wed/Fri - includes principal,	N/A		0

school psychologist, counselor, literacy coach, RSP and Speech teachers)			
Plan, hold and document effective CARE, SST, 504 and IEP meetings (support team agreement on forms, roles, process and organization of documents)	N/A		0
Share resources w/ families that promote positive well being. (psychologist and counselor - weekly, Student Services/EDS send out information periodically)	N/A		0
Provide morning meeting training and resources (counselor/district share SEL plans, instructional support, initial training in August for all district staff)	N/A		0
Provide SEL materials	Instructional materials	4000-4999: Books And Supplies Site Lottery	1,000
Seek out support from counselor, school psychologist and principal, as needed to support school-wide expectations for safe and respectful behavior	N/A		0

Strategy & Supporting Actions 3

Strategy

Staff will participate in meaningful conversations around students' strengths/needs in order to generate and offer strategies that help students become strong, independent and successful learners

Students to be Served by this Strategy

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

All students

Hold weekly support staff meetings to set priorities and complete action items (principal, school psychologist, counselor, literacy coach, RSP and Speech teachers)	N/A		0
Plan, hold and document effective CARE, SST, 504 and IEP meetings	CARE/SST coverage (teachers)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	1,000

Provide counseling for social emotional support	.5 counselor (salary/benefits)	1000-1999: Certificated Personnel Salaries Measure V	60,000
Share resources w/ families that promote positive well being.	N/A		0
Provide morning meeting training and resources	N/A		0
Participation in Equity Think Tank, equity workshops, other meetings	Extra hours (classified)	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	500

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

All students and families will feel welcome and supported, allowing children to grow socially and emotionally and achieve academic success.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation and inclusion/support of SED/EL parents	At this time, school does outreach to EL/SED parents and gets some responses but it is not optimal (events, academic support, attendance)	EL/SED parents will reach out to the school with questions, concerns and suggestions and will respond promptly and follow up on school generated concerns (calls, emails, etc.). Families will indicate that they feel welcome, included and supported.

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

Staff will provide on-going information to parents in order to increase awareness of materials/strategies and parent education opportunities around Mandarin Immersion, GATE, social-emotional learning and digital citizenship/safety

Students to be Served by this Strategy

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

All students and families

Plan/deliver virtual Parent Education Nights	Extra hours - teachers	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	1,197
Translate newsletters, messages, meetings, and P/T conferences. (English/Spanish/Mandarin)	N/A		0
Provide parents regular updates (P/T conferences, teacher newsletters, Google Classroom and See Saw, Dojo, Konstella, Panda Press, PTA news)	N/A		0
Hold principal's chat every 6-8 weeks	N/A		0
Offer Mandarin workshops (how to support children)	Extra hours - teachers	1000-1999: Certificated Personnel Salaries Other	800
Provide Mandarin language classes for parents	Extra hours - teachers	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	6,500

Strategy & Supporting Actions 2

Strategy

Staff will increase our understanding of neighborhood families' needs and wants in order to provide services grounded in equity

Students to be Served by this Strategy

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

All students and families

Hold principal's chat every 6-8 weeks	N/A		0
Create, administer and analyze a family survey on inclusion and support	N/A		0

Strategy & Supporting Actions 3

Strategy

Staff will offer a welcoming and supportive message to all families attending virtual campus tours

Students to be Served by this Strategy

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

All students and families

Hold principal's chat every 6-8 weeks	N/A		0
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Design powerpoint and talking points for virtual tour that are realistic, welcoming, inclusive and supportive	N/A		0
Design, conduct and analyze a quick survey at the end of virtual tours			0

Strategy & Supporting Actions 4

Strategy

Staff will evaluate, redesign, implement and monitor policies and practices that are inclusive and supportive to all children/families

Students to be Served by this Strategy

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

All students and families

Translate newsletters, messages, meetings, and P/T conferences. (English/Spanish/Mandarin)	N/A		0
Hold principal's chat every 6-8 weeks	N/A		0
Examine policies and practices and make adjustments to be inclusive and supportive of all	N/A		0
Develop plan for Kinder Buddy program for incoming families for 2021-22	N/A		0
Create, administer and analyze a family survey on inclusion and support	N/A		0
Provide opportunities for families to connect with school personnel and each other (monthly Zoom assemblies, other activities as County/District guidelines permit)	N/A		0
Provide opportunities for virtual field trips		5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	1,000
Involve students, families and staff in community building activities		4000-4999: Books And Supplies Site LCFF Supplemental C	2,350

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 Mandarin literacy.

Goal 5

Increase student achievement in Mandarin language and literacy, as measured by Level Chinese assessments, with the expected outcomes outlined in the table below.

Identified Need

At this time, there is a need to establish expected outcomes for Mandarin literacy proficiency, to select and align assessments, and to differentiate instruction within Mandarin and in subject areas taught in Mandarin.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level of Mandarin proficiency as measured by Level Chinese	Just started this year with program	Students will grow at least one grade level
Ability of students to perform successful in science in Mandarin	No measures at this time - ability varies	Students will succeed in science tasks in Mandarin (with English supports in Twig along with translated materials/instruction)

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 and support staff will provide differentiated literacy instruction in order to increase reading levels of all students by at least one grade level in a year

Students to be Served by this Strategy

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

All students and in particular SED and EL students

Calibrate and align Mandarin assessments across grade levels (Mandarin team will meet, use Level Chinese this year - includes assessment, will explore Stamp, YCF) and use data to plan/deliver effective instruction	N/A		0
Provide instructional aide assistance	3 Instructional Aides - Mandarin (salary/benefits)	2000-2999: Classified Personnel Salaries Other	135,000
Provide professional development opportunities	PD (teacher budgets)	5000-5999: Services And Other Operating Expenditures PTA	2,800
Evaluate structure of our program to include effective time for small groups in order to best serve the different needs of each student (plan to reinstate Kick Start, BS and AS programs)	N/A		0
Provide professional development, coaching, and grade level planning time (review data and plan together)	Mandarin coach	5000-5999: Services And Other Operating Expenditures Magnet	4,000
Ensure that all families receive the materials they need to work from home (DL/hybrid) successfully	Printing	5700-5799: Transfers Of Direct Costs Other	1,000
Provide access to tools and materials that facilitate learning (ex: Better Immersion, Level Chinese, Twig in Mandarin)	Licenses - Level Chinese and Book Creator	5000-5999: Services And Other Operating Expenditures Other	14,000
Ensure that all families receive the materials they need to work from home (DL/hybrid) successfully	Extra hours - distribution team	2000-2999: Classified Personnel Salaries Other	1,500
Provide materials to teachers and instructional aides	Instructional materials (Lakeshore)	4000-4999: Books And Supplies Donations	1,000
Provide teachers and instructional aides with materials	Instructional materials (teacher budgets)	4000-4999: Books And Supplies PTA	3,500

Strategy & Supporting Actions 2

Strategy

Teachers will develop literacy across the curriculum through oral language, listening comprehension and reading and writing tasks

Students to be Served by this Strategy

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

All students and in particular SED and EL students

Gather and use data effectively to inform instruction and to measure trends and progress school-wide	N/A		
Evaluate structure of our program to include effective time for small groups in order to best serve the different needs of each student	Extra hours - teacher planning	2000-2999: Classified Personnel Salaries Other	4,500
Provide professional development, coaching, and grade level planning time	Literacy Coach (salary/benefits)	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	48,817
Provide professional development, coaching and grade level planning time	Literacy Coach (salary/benefits)	1000-1999: Certificated Personnel Salaries PTA	17,500
Teacher professional development - Mandarin	Conferences, workshops	5000-5999: Services And Other Operating Expenditures Other	3,000
Provide access to tools and materials that facilitate learning (ex: Better Immersion, Level Chinese, Twig in Mandarin)	N/A		0
Planning time (science)	Extra hours - classified	2000-2999: Classified Personnel Salaries Other	3,000
Provide trade books - library and classrooms	Books	4000-4999: Books And Supplies Other	7,000
Provide science aide time to support Mandarin science instruction	Instructional aide - science (salary/benefits)	2000-2999: Classified Personnel Salaries PTA	19,250
Provide virtual cultural experiences/materials for students	Instructional materials	4000-4999: Books And Supplies Other	700

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
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Judy Pencek	Classroom Teacher
Linda Tong	Classroom Teacher
Le Dao	Parent or Community Member
Connie Chang	Parent or Community Member
Drake Lobo	Parent or Community Member
Queenie Hua	Other School Staff
Nhi Huynh	Parent or Community Member
Mona Reeves	Parent or Community Member
Kathryn Singh	Principal
Alicia Barry	Classroom Teacher

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
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, Dr. Kathryn Singh on	<i>Kathryn Singh</i> 2/1/21
SSC Chairperson, Le N. Dao on	<i>Le N. Dao</i> 29 Jan 2021