

School Year: **2022-23**



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
Park Elementary School	01611926001101	3/24/2022	May 25, 2022

School Mission and Vision Statements

Vision:

Park School's vision is to create an environment where all students can learn 21st Century Skills and apply them to real life situations to reach their maximum potential.

Mission:

Park Elementary School community is committed to developing 21st Century skills that promote the physical, intellectual, and emotional success of all learners. 21st Century Skills include: Problem Solving, Understanding and Applying Technology, Critical Thinking, Teamwork, Decision Making, and Goal Setting.

Purpose and Description

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

Schoolwide Program

The purpose of this plan is to provide a schoolwide program that coordinates all educational services at the school. Supplemental funds provided to the school, will be used to improve the academic performance of all students. Park School Site Plan for Student Achievement (SPSA) goals are based on academic and behavioral data analysis. The plan was developed with a deep understanding of the root causes of student academic challenges and needs. The SPSA identifies and supports the implementation of research based instructional strategies to raise the achievement of students who are not yet proficient in California (CA) Common Core State Standards, paying close attention to our underserved subgroups.

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

The school's plan for meeting ESSA accountability standards in ELA is to focus on balanced literacy for grades TK to 6th. Guided reading will continue to be implemented at a deeper level, using analysis of Fountas & Pinnell, BPST and Accelerated Reader data each trimester. In Math, a strong emphasis will be placed on providing Deeper Learning opportunities within this content area. We will continue to push students who are at Not Met, Nearly Met, and Met in both ELA and Math by providing them with a standards based rigorous instruction that incorporates deeper learning practices and culturally responsive pedagogy paying particular attention subgroups: Hispanic, Economically Disadvantaged, African American, Asian, Students with Disabilities, English Learners. We will use the Professional Learning Community (PLC) model to embark in monthly cycles of data analysis and needs assessment to meet all of our SPSA goals. Climate data will continue to be presented quarterly to our stakeholders to determine students needs and areas that require specific supports. Monthly CAFE with Principal and evening events will bridge the school to home connection. Attendance will be monitored monthly. We will respond to attendance data and conduct parent attendance meetings and will continue with student attendance incentives.

Table of Contents

- SPSA Title Page 1
- School Mission and Vision Statements 1
- Purpose and Description..... 2
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 9
- Resource Inequities 9
- School and Student Performance Data 10
 - Student Enrollment..... 10
 - CAASPP Results..... 12
 - ELPAC Results 17
 - Student Population 21
 - Overall Performance 23
 - Academic Performance 24
 - Academic Engagement 35
 - Conditions & Climate..... 38
- Goals, Strategies, & Proposed Expenditures..... 40
 - Goal 1 40
 - Goal 2 45
 - Goal 3 50
 - Goal 4 57
 - Goal 5 63
 - Goal 6 66
 - Goal 7 67
 - Goal 8 68
- Budget Summary 69
 - Budget Summary 69
 - Other Federal, State, and Local Funds 69
- Budgeted Funds and Expenditures in this Plan 70
 - Funds Budgeted to the School by Funding Source..... 70
 - Expenditures by Funding Source 70
 - Expenditures by Budget Reference 70

Expenditures by Budget Reference and Funding Source70

Expenditures by Goal71

School Site Council Membership72

Recommendations and Assurances73

Instructions.....74

 Instructions: Linked Table of Contents74

 Purpose and Description75

 Stakeholder Involvement.....75

 Resource Inequities75

Goals, Strategies, Expenditures, & Annual Review76

 Annual Review77

 Budget Summary78

 Appendix A: Plan Requirements80

 Appendix B:83

 Appendix C: Select State and Federal Programs85

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California School Parent Survey was taken by Park School families. We haven't received the results from the 2021-22 HUSD Parent Survey. Past results indicate an increase in positive responses, specifically in the areas of Participation and Academic Orientation. Discipline, Respect, Cultural Sensitivity, and Involvement also increased with positive responses. 3rd through 6th graders take an annual School Climate Survey. The areas of need based on this student survey were around how students treat each other and disruptions in the classroom by their peers. Park is working with intention to support the needs from this survey. Areas related to relationships, safety, and behavior expectations have a high percentage of students responding with positive marks. Future surveys will be directed to students and staff to determine the effectiveness of leadership, anti bias/anti racist approach to education, the successes and challenges of the school and student connectedness. In the spring of 2022, our staff and families received the Panorama Survey put out by the district. We hope our students will also have the opportunity to take this survey as well in the near future.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration visits classrooms on a weekly basis to promote and support Deeper Learning Practices, differentiated instruction and Anti-Bias/Antiracist pedagogy in the classroom. Administration sees that teachers are knowledgeable of their students' levels and needs both academic and social-emotional. Administration sees evidence of the collaboration between teachers as they look for common strategies to address students' needs. Teachers are supportive of students' social-emotional needs incorporating SEL lessons, restorative practices and mindfulness as key daily classroom instructional strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

This year all students will take the CAASPP and English Learners will take the ELPAC. At Park, K-2 students were given the BPST, Fountas and Pinnell, and math trimester benchmark assessments. In 3rd-6th grade, all students took the Accelerated Reader STAR Reading Test and grade levels created math benchmark assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Park has data analysis sessions each trimester to monitor and modify instruction. Grade level teams also regularly analyze student data including student work samples.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Park School meets the requirement for highly qualified staff. Two teachers currently hold internship credentials and are successfully working towards completion of credentialing requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Park teachers have access to instructional materials and training on SBE adopted materials. As noted in Williams visit report for the 2021-2022 school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to formative and summative assessments. Data is analyzed each trimester.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Park School use the instructional coach that is on site as well as teacher content experts that provide adult learning opportunities around our school goals (differentiated reading, Deeper Learning, Culturally Responsive Teaching techniques and Anti-Bias/Antiracist pedagogy).

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly for collaboration by grade level. Teachers also meet monthly to collaborate based on program (Bilingual Alternative, Sheltered English Immersion).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers adhere to the recommended instructional minutes for English Language Arts, Spanish Language Arts, and Mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Unit Pacing Maps are available to all teachers.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups have the instructional materials needed to access standards-based instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Park School uses SBE-adopted and standards-aligned instructional materials including Leveled Literacy Instruction and Soluciones materials to support reading.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Park School provides pull out reading intervention during the school day. Teachers also provide small group instruction based on student data.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices that Park School uses are Designated and Integrated English Language Development, Guided Reading Instruction in grades TK-3, small group reading interventions, and differentiation in the classroom.

We continue to develop practices rooted in culturally responsive pedagogy, integrated learning, anti-bias/anti-racist education, restorative practices, and intervention strategies.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

To assist under-achieving students, Park School has pull-out intervention services, Student Success Team meetings with families to discuss academic progress, events for the community to promote academic focus areas and events that educate parents on how to support their children. Park School has a Family Engagement and Equity Specialist that also supports parent engagement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Park has school committees, such as School Site Council and the English Language Advisory Committee who participate in the planning, implementation, and evaluation of the school's programs and site plans.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Park students have access to a rich literacy program where their reading progress is monitored regularly through our Library/Media Tech. Students who need extra reading support receive research based acceleration classes. To assist with students' socio-emotional development and positive behavior choices, funding is used for climate initiatives and personnel.

Fiscal support (EPC)

Title 1 and LCFF funds

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

Quarterly, all staff, certificated and classified, school committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Site Based Decision Making (SBDM), parents, Coffee with the Principal, AASAI, ILT, students, staff, and community members are presented with school progress data to review and monitor programs, and are given the opportunity to make recommendations. Families and staff are given a SPSA survey each year to determine priorities to guide the SPSA development process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The return to in-person instruction after more than 1 year of COVID school closures has presented a number of challenges and inequities. The number of students below grade level in all academic areas has increased and the students who were already far below grade level standards remained near the same level or even lower than when they left school in March 2020. While schools were allowed to carry-over funds into the 2021-22 school year and this will continue into the 2022-23 school year, no increase was given in base school funding to support sites with the daunting task of supporting the students. Park Elementary continues to have many students who are in need of counseling for social-emotional support as identified by our school's climate data composed of COST referrals, student and staff surveys, and staff's and administrator's observations. Additionally, as of March 2022, Park had the highest number of COST referrals for any elementary site in HUSD with most referrals being for social-emotional/behavioral support. Park school has one HUSD counselor two days per week. The counselor's caseload is full and we need additional staff to support the implementation of Tier 1 restorative practices in the classroom. We also have one counselor from the county who can only see students who have MediCal. The caseload of this counselor is also full. This inequity impacts classroom climate affecting teaching and student learning. We need additional days allocated for the HUSD Intervention Counselor. Park Elementary also saw a marked increase in the number of newcomer students arriving as refugees both from Central America and Afghanistan. These students arrived with significant trauma, under or interrupted schooling from their home country, and the need to acquire basic English quickly. While our Spanish Bilingual program supports newcomers in their primary language, we do not have similar supports for the newcomers from Afghanistan. We need access to translators to better be able to communicate with our newcomers and their families as well as additional funding to support their social-emotional and academic progress.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	104	84	81
Grade 1	80	76	77
Grade 2	75	78	72
Grade3	68	78	77
Grade 4	80	63	75
Grade 5	63	75	58
Grade 6	62	56	72
Total Enrollment	532	510	512

Conclusions based on this data:

1. A three year trend in student enrollment suggest that school's demographics remain fairly consistent year to year.
2. After a decline in overall enrollment, Park has now stabilized and had a very slight increase from 19-20 to the 20-21 school year.
3. Grade level cohorts have similar enrollment numbers with kinder consistently having the highest each year and most other grade levels slightly lower except 5th grade which has significantly lower in 20-21

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	268	248	242	50.4%	48.6%	47.3%
Fluent English Proficient (FEP)	87	80	64	16.4%	15.7%	12.5%
Reclassified Fluent English Proficient (RFEP)	25	12	0	8.8%	4.5%	0.0%

Conclusions based on this data:

1. 47% of our students are English Learners. This percentage has dropped by 3% points for the past three years.
2. At Park School, we have 12.5% Fluent English Proficient students who speak a second language at home. This is a decline of 4% over 3 years.
3. The percentage of students who have been Reclassified as Fluent English Proficient has dropped from 8.8% to 4.5% to 0% during the pandemic. The required criteria and assessments have been different in the last few years as well as the tremendous effect on the ability to complete ELPAC testing during the pandemic.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	79	68	77	78	67	0	78	67	0	98.7	98.5	0.0
Grade 4	66	81	73	65	76	0	65	76	0	98.5	93.8	0.0
Grade 5	67	63	59	67	59	0	67	59	0	100	93.7	0.0
Grade 6	84	68	70	84	64	0	84	64	0	100	94.1	0.0
All Grades	296	280	279	294	266	0	294	266	0	99.3	95	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2367.	2372.		5.13	2.99		10.26	23.88		33.33	23.88		51.28	49.25	
Grade 4	2446.	2436.		10.77	17.11		24.62	21.05		26.15	22.37		38.46	39.47	
Grade 5	2474.	2473.		14.93	10.17		23.88	32.20		19.40	20.34		41.79	37.29	
Grade 6	2496.	2474.		7.14	12.50		32.14	20.31		33.33	20.31		27.38	46.88	
All Grades	N/A	N/A	N/A	9.18	10.90		22.79	24.06		28.57	21.80		39.46	43.23	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2.56	10.45		44.87	40.30		52.56	49.25	
Grade 4	13.85	10.53		49.23	43.42		36.92	46.05	
Grade 5	14.93	11.86		43.28	47.46		41.79	40.68	
Grade 6	10.71	15.63		50.00	32.81		39.29	51.56	
All Grades	10.20	12.03		46.94	40.98		42.86	46.99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.69	8.96		35.90	46.27		56.41	44.78	
Grade 4	13.85	11.84		46.15	55.26		40.00	32.89	
Grade 5	22.39	25.42		44.78	55.93		32.84	18.64	
Grade 6	10.71	7.81		50.00	50.00		39.29	42.19	
All Grades	13.27	13.16		44.22	51.88		42.52	34.96	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.13	2.99		64.10	58.21		30.77	38.81	
Grade 4	6.15	15.79		80.00	57.89		13.85	26.32	
Grade 5	16.42	3.39		52.24	69.49		31.34	27.12	
Grade 6	4.76	4.69		70.24	50.00		25.00	45.31	
All Grades	7.82	7.14		66.67	58.65		25.51	34.21	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.69	4.48		48.72	55.22		43.59	40.30	
Grade 4	20.00	15.79		49.23	53.95		30.77	30.26	
Grade 5	26.87	25.42		38.81	33.90		34.33	40.68	
Grade 6	27.38	20.31		50.00	40.63		22.62	39.06	
All Grades	20.41	16.17		46.94	46.62		32.65	37.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the pandemic State assessment data is from Spring 2019. We had a positive trend when we look at cohorts of students who are above standard across grade levels in reading, writing, listening and research and inquiry.

2. The percentage of students below standard in writing has decreased significantly from 42% in 17-18 to 35% in 18-19. This is a decrease of 7% points.
3. Spring 2020 and 2021 data are not available, making analysis of growth or decline impossible.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	79	68	77	78	66	0	78	66	0	98.7	97.1	0.0
Grade 4	66	80	73	65	78	0	65	78	0	98.5	97.5	0.0
Grade 5	68	62	59	68	59	0	68	59	0	100	95.2	0.0
Grade 6	83	66	70	83	63	0	83	63	0	100	95.5	0.0
All Grades	296	276	279	294	266	0	294	266	0	99.3	96.4	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2371.	2394.		2.56	6.06		16.67	21.21		30.77	31.82		50.00	40.91	
Grade 4	2435.	2438.		6.15	7.69		10.77	19.23		46.15	37.18		36.92	35.90	
Grade 5	2456.	2465.		13.24	10.17		7.35	6.78		26.47	38.98		52.94	44.07	
Grade 6	2471.	2457.		6.02	12.70		14.46	11.11		31.33	12.70		48.19	63.49	
All Grades	N/A	N/A	N/A	6.80	9.02		12.59	15.04		33.33	30.45		47.28	45.49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.26	15.15		26.92	36.36		62.82	48.48	
Grade 4	7.69	14.10		30.77	32.05		61.54	53.85	
Grade 5	14.71	13.56		23.53	28.81		61.76	57.63	
Grade 6	13.25	17.46		28.92	14.29		57.83	68.25	
All Grades	11.56	15.04		27.55	28.20		60.88	56.77	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.97	12.12		33.33	48.48		57.69	39.39	
Grade 4	9.23	12.82		52.31	41.03		38.46	46.15	
Grade 5	8.82	6.78		35.29	45.76		55.88	47.46	
Grade 6	8.43	7.94		38.55	28.57		53.01	63.49	
All Grades	8.84	10.15		39.46	40.98		51.70	48.87	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.13	12.12		44.87	48.48		50.00	39.39	
Grade 4	7.69	12.82		36.92	42.31		55.38	44.87	
Grade 5	10.29	8.47		38.24	44.07		51.47	47.46	
Grade 6	4.82	19.05		48.19	22.22		46.99	58.73	
All Grades	6.80	13.16		42.52	39.47		50.68	47.37	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Spring 2020 and 2021 data are not available, making analysis of growth or decline impossible.
2. The percentage of students below standard has decreased slightly: Concepts and Procedures from 60.88% in 17-18 to 56.77% in 18-19; Problem Solving/Data Analysis from 51.70% in 17-18 to 48.87% in 18-19; Communicating Reasoning from 50.68% in 17-18 to 47.37% in 18-19.
3. The percentage of students above standard has increased slightly: Concepts and Procedures from 11.56% in 17-18 to 15.04% in 18-19; Problem Solving/Data Analysis from 8.84% in 17-18 to 10.15% in 18-19; Communicating Reasoning from 6.80% in 17-18 to 13.16% in 18-19.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1407.9	1406.1		1422.5	1427.0		1373.4	1357.5		66	53	0
1	1443.2	1423.8		1459.8	1433.8		1426.3	1413.2		40	53	0
2	1496.8	1487.0	*	1508.1	1482.6	*	1485.0	1491.0	*	44	46	*
3	1456.3	1487.1	1509.9	1447.1	1475.7	1519.0	1465.1	1498.1	1500.4	23	36	46
4	1506.1	1471.9	1508.8	1502.5	1463.7	1506.9	1509.4	1479.6	1510.1	34	28	28
5	1510.1	1535.4	1514.1	1499.2	1525.9	1502.1	1520.6	1544.4	1525.6	29	29	22
6	1513.6	1529.4	1496.3	1499.2	1522.6	1477.0	1527.7	1535.7	1515.2	22	31	29
All Grades										258	276	126

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.30	5.66		21.21	39.62		19.70	35.85		28.79	18.87		66	53	
1	32.50	0.00		37.50	30.19		*	43.40		*	26.42		40	53	
2	52.27	19.57	*	38.64	43.48	*	*	21.74	*		15.22	*	44	46	*
3		13.89	22.50	*	38.89	50.00	*	41.67	22.50	52.17	5.56	5.00	23	36	40
4	*	0.00	18.52	58.82	39.29	40.74	*	35.71	29.63	*	25.00	11.11	34	28	27
5	*	37.93	15.00	65.52	37.93	30.00	*	17.24	50.00	*	6.90	5.00	29	29	20
6	*	16.13	6.90	63.64	45.16	31.03	*	35.48	37.93	*	3.23	24.14	22	31	29
All Grades	25.58	11.96	16.24	39.92	38.77	39.32	17.05	33.70	32.48	17.44	15.58	11.97	258	276	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	39.39	7.55		18.18	58.49		22.73	26.42		19.70	7.55		66	53	
1	57.50	3.77		*	37.74		*	33.96		*	24.53		40	53	
2	84.09	39.13	*	*	32.61	*	*	15.22	*	*	13.04	*	44	46	*
3	*	19.44	50.00	*	52.78	40.00	*	22.22	7.50	*	5.56	2.50	23	36	40
4	38.24	14.29	33.33	47.06	39.29	40.74	*	25.00	18.52	*	21.43	7.41	34	28	27
5	*	62.07	25.00	44.83	24.14	50.00	*	3.45	15.00		10.34	10.00	29	29	20
6	*	38.71	13.79	*	38.71	41.38	*	19.35	24.14	*	3.23	20.69	22	31	29
All Grades	45.74	23.55	32.48	27.52	41.67	41.88	15.12	22.10	15.38	11.63	12.68	10.26	258	276	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	19.70	3.77		*	24.53		33.33	41.51		31.82	30.19		66	53	
1	*	0.00		35.00	18.87		*	47.17		*	33.96		40	53	
2	25.00	21.74	*	50.00	28.26	*	*	21.74	*	*	28.26	*	44	46	*
3		8.33	7.50		30.56	27.50	*	47.22	47.50	65.22	13.89	17.50	23	36	40
4	*	0.00	11.11	*	10.71	11.11	50.00	50.00	59.26	*	39.29	18.52	34	28	27
5	*	13.79	15.00	55.17	34.48	20.00	*	37.93	55.00	*	13.79	10.00	29	29	20
6	*	6.45	10.34	*	25.81	17.24	*	58.06	37.93	*	9.68	34.48	22	31	29
All Grades	15.50	7.61	10.26	29.84	24.64	19.66	29.84	42.39	49.57	24.81	25.36	20.51	258	276	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	42.42	15.09		39.39	71.70		18.18	13.21		66	53	
1	70.00	30.19		*	50.94		*	18.87		40	53	
2	81.82	47.83	*	*	39.13	*	*	13.04	*	44	46	*
3	*	8.33	31.58	52.17	66.67	63.16	*	25.00	5.26	23	36	38
4	32.35	10.71	29.63	61.76	57.14	59.26	*	32.14	11.11	34	28	27
5	*	17.24	11.11	51.72	72.41	72.22	*	10.34	16.67	29	29	18
6	*	12.90	17.86	63.64	67.74	64.29	*	19.35	17.86	22	31	28
All Grades	45.74	22.10	24.11	39.53	59.78	63.39	14.73	18.12	12.50	258	276	112

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.82	16.98		43.94	71.70		24.24	11.32		66	53	
1	52.50	5.66		35.00	66.04		*	28.30		40	53	
2	86.36	21.74	*	*	63.04	*		15.22	*	44	46	*
3	*	58.33	64.86	*	36.11	32.43	*	5.56	2.70	23	36	37
4	76.47	25.00	58.33	*	53.57	33.33	*	21.43	8.33	34	28	24
5	68.97	86.21	57.89	*	3.45	26.32		10.34	15.79	29	29	19
6	59.09	70.97	24.14	*	19.35	48.28	*	9.68	27.59	22	31	29
All Grades	56.98	35.14	50.91	31.01	49.64	35.45	12.02	15.22	13.64	258	276	110

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00		66.67	71.70		22.73	28.30		66	53	
1	40.00	7.55		35.00	50.94		*	41.51		40	53	
2	45.45	17.39	*	40.91	56.52	*	*	26.09	*	44	46	*
3		0.00	7.50	*	69.44	75.00	60.87	30.56	17.50	23	36	40
4	*	0.00	11.11	47.06	39.29	55.56	38.24	60.71	33.33	34	28	27
5	*	31.03	20.00	79.31	58.62	60.00	*	10.34	20.00	29	29	20
6	*	12.90	10.34	*	32.26	24.14	59.09	54.84	65.52	22	31	29
All Grades	19.77	9.06	11.11	50.78	55.80	55.56	29.46	35.14	33.33	258	276	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	24.53		31.82	41.51		34.85	33.96		66	53	
1	*	5.66		65.00	62.26		*	32.08		40	53	
2	27.27	21.74	*	70.45	50.00	*	*	28.26	*	44	46	*
3		30.56	17.50	*	61.11	67.50	56.52	8.33	15.00	23	36	40
4	44.12	7.14	3.70	44.12	67.86	88.89	*	25.00	7.41	34	28	27
5	37.93	13.79	0.00	58.62	72.41	89.47	*	13.79	10.53	29	29	19
6	*	35.48	10.71	86.36	61.29	64.29	*	3.23	25.00	22	31	28
All Grades	25.97	19.57	9.65	53.88	57.61	75.44	20.16	22.83	14.91	258	276	114

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Fewer than half of our English Learner students were assessed in 2020-21 due to assessment challenges related to the pandemic. Only students in 3rd-6th grade have ELPAC scores for 20-21. It is not possible to accurately analyze the data and compare across years without a complete data set.
2. Based on the Summative ELPAC scores we know that overall, our English Learners scored 16% Proficient (L4); 39% Moderately Developed (L3); 32% Somewhat Developed (L2); and 20% Minimally Developed (L1). This is an incomplete data set though.
3. 2019-2020 data is not available, making analysis of growth or decline impossible.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
512	69.1	47.3	0.4
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.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	242	47.3
Foster Youth	2	0.4
Homeless	12	2.3
Socioeconomically Disadvantaged	354	69.1
Students with Disabilities	53	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	6.1
American Indian or Alaska Native		
Asian	50	9.8
Filipino	24	4.7
Hispanic	348	68.0
Two or More Races	24	4.7
Native Hawaiian or Pacific Islander	14	2.7
White	20	3.9

Conclusions based on this data:

1. In 2020-21 we had 512 enrolled students. 69.1% socioeconomically disadvantaged and 47.3% English Learners.

2. In 2019-20, our enrollment by ethnicity was the following: African American 6.1%; Asian 9.8%; Filipino 4.7%; Hispanic 68%; Two or more races 4.7%; Pacific Islander 2.7%; White 3.9%.
3. 10.4% of students enrolled are students with disabilities.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Yellow		

Conclusions based on this data:

1. Based on data from Fall 2019, our overall performance in English Language Arts and Chronic Absenteeism placed Park School in orange.
2. Based on data from Fall 2019, our overall performance in mathematics placed Park School in yellow.
3. This data is out of date due to the pandemic and school closure.

School and Student Performance Data

Academic Performance English Language Arts

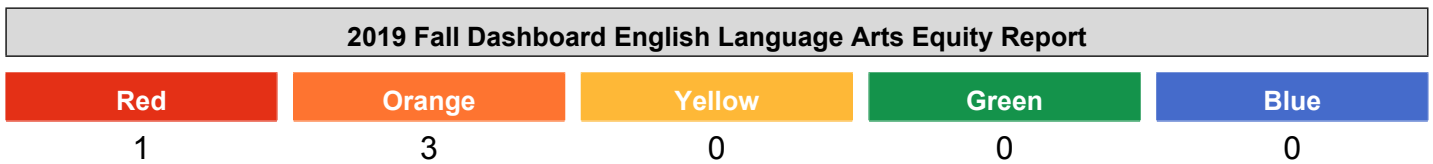
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 45.5 points below standard Declined -7.1 points 259	<p>English Learners</p> Orange 62.8 points below standard Declined -8.4 points 168	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 29.3 points below standard Increased ++3.7 points 20	<p>Socioeconomically Disadvantaged</p> Orange 49.3 points below standard Declined -9.7 points 227	<p>Students with Disabilities</p> Red 123.4 points below standard Declined -14.2 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.1 points below standard Increased Significantly ++22.7 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 2.4 points below standard Declined Significantly -24.4 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.8 points below standard Declined -13.2 points 193	 No Performance Color 39.3 points below standard Declined -4 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.2 points below standard Maintained -1.4 points 112	10.1 points above standard Increased ++4.6 points 56	22.2 points below standard Maintained -0.9 points 74

Conclusions based on this data:

1. Based on Fall 2019 data, Reclassified English Learners scored 9 points above standard (level 3). This group increased by 3.5 points from the previous year.
2. Based on Fall 2019 data, English Learner students and Students with Disabilities are our lowest performance subgroups. EL students scored of 99.6 points below standard, this is a drop of -1.8 points from the previous year. Students with Disabilities scored 123 points below standard, this is a drop of -14.2 points from the previous year.
3. This data is out of date due to the pandemic and school closure.

School and Student Performance Data

Academic Performance Mathematics

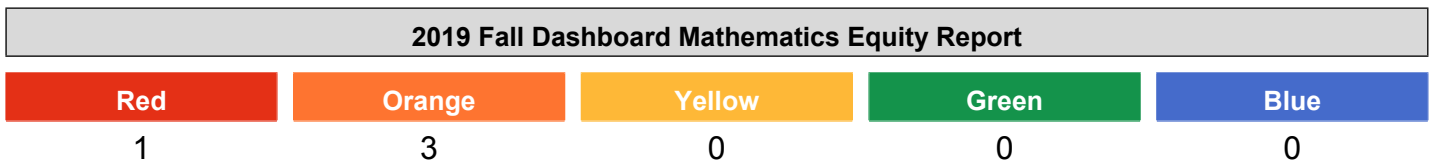
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 60.3 points below standard Increased ++5.8 points 252	<p>English Learners</p> Orange 73.8 points below standard Maintained ++0.4 points 163	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 75.9 points below standard Declined -10.3 points 19	<p>Socioeconomically Disadvantaged</p> Orange 64.1 points below standard Maintained ++0.5 points 220	<p>Students with Disabilities</p> Red 131.6 points below standard Declined Significantly -29 points 31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 56 points below standard Increased Significantly ++21.0 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 17.5 points above standard Increased Significantly ++20 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.9 points below standard Declined -3.4 points 190	 No Performance Color 52 points below standard Increased ++6.4 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.6 points below standard Increased ++6.1 points 108	19.1 points below standard Increased ++9 points 55	47.8 points below standard Increased Significantly ++15.1 points 72

Conclusions based on this data:

- Based on Fall 2019 data, all of our subgroups showed growth from the previous year, with the exception of Students with Disabilities who declined -29 points from 2017-18.
- Data comparison for English Learners revealed that current ELs are 101.6 points below standard; Reclassified ELs are 19.1 points below standard; English Only are 47.8 points below standard. All three subgroup increased from the previous year: +6.1; +9; and +15.2 respectively.
- This data is out of date due to the pandemic and school closure.

School and Student Performance Data

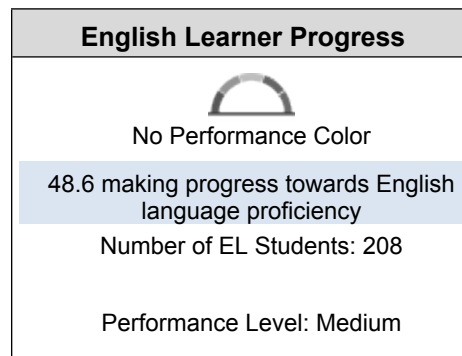
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.0	28.3	1.9	46.6

Conclusions based on this data:

- 23% English Learner students decreased one English proficiency level.
- 28.3% English Learner students maintained their English proficiency level (Levels 1-3) and 4% English Learner students maintained their English proficiency level (L4). 46.6% progressed at least one level.
- This data is out of date due to the pandemic and school closure.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

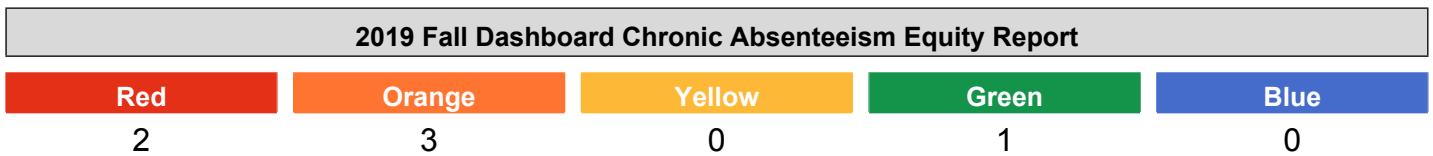
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 11.5 Increased +2.8 573	 Orange 8.3 Increased +2.8 301	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 19.2 Maintained -0.1 26	 Orange 11.8 Increased +2.8 482	 Orange 14.7 Increased +9.1 68

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red	 No Performance Color	 Green	 No Performance Color
27.3	Less than 11 Students - Data Not Displayed for Privacy	4.2	4.3
Increased +3.6	1	Maintained +0.3	Increased +4.3
33		48	23
Hispanic	Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 No Performance Color	 No Performance Color
11.1	12.5	15.8	15.8
Increased Significantly +4.3	Increased +4.2	Declined -29.7	Increased +9.9
406	24	19	19

Conclusions based on this data:

1. Based on Fall 2029 data, chronic absenteeism increased, overall, by 2.8% points, with students with disabilities showing a dramatic increase of 9.1% points
2. Asian American students maintained the chronic absenteeism rate of 4.2% from the previous year.
3. This data is out of date due to the pandemic and school closure.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

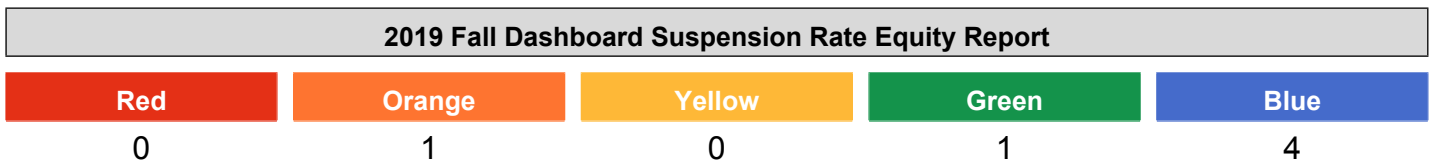
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.7 Declined Significantly -1.4 588	<p>English Learners</p> Blue 0.3 Declined Significantly -2.2 306	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 9
<p>Homeless</p> No Performance Color 0 Declined -3.1 28	<p>Socioeconomically Disadvantaged</p> Blue 0.6 Declined Significantly -2.1 490	<p>Students with Disabilities</p> Green 1.4 Declined -2.8 69

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.9 Increased +0.3 34	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Declined -1.9 50	 No Performance Color 0 Declined -3.4 24
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.7 Declined Significantly -1.2 416	 No Performance Color 0 Declined -7.7 24	 No Performance Color 0 Maintained 0 19	 No Performance Color 0 Maintained 0 20

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	0.7

Conclusions based on this data:

1. Overall, suspension data decreased significantly. All subgroups decreased as compared to the previous school year, with the exception of our African American group who had an slight increase of 0.3% from the previous year.
2. Suspension declined from 2.1% in 2018 to 0.7% in 2019
3. This data is out of date due to the pandemic and school closure.

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

English Language Arts / Spanish Language Arts

LEA/LCAP Goal

21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery as demonstrated on the Smarter Balanced Assessment.

Goal 1

21st Century Success in ELA

1. All students, including all significant subgroups, will demonstrate growth towards mastering Common Core State Standards in ELA by improving a minimum of 10 points in "Distance from Met" from Smarter Balance Assessment of California (SBAC) 2019 to SBAC 2022.
2. Increase the percentage of students meeting and exceeding standards by at least 5% points as measured by SBAC / ELA 2022
3. Increase the percentage of students reading at grade level in K-2nd by 20% from the previous year as measured by BPST
4. Increase the percentage of students reading at grade level in 3rd-6th by 20% from the previous year as measured by Accelerated Reader

Identified Need

What data did you use to form this goal (findings from data analysis ?

Data analysis is based on Spring 2019 ELA SBAC data. Overall, 35% of Park students met or exceeded standards for English Language Arts, 43% of Park students scored not met, and 22% scored nearly met ELA standards.

Reclassified English Learners scored 9 points above standard, which is an increase of 3.5 from the previous year.

Socio Economically Disadvantaged students scored 50 points below standard, which is a decline of 10.6 points from the previous year.

English Learners and students with disabilities are our lowest performing subgroups. EL students scored 99.6 below standard and students with disabilities scored 123 points below standard.

Local data analysis from the 2021-22 school year. In the beginning of the 2021-22 school year, K-2 30.3% of students were on or above grade level as measured by the BPST. In 3rd-6th 20.25% of students were on or above grade level as measured by the the Accelerated Reader STAR Reading assessment.

Group data to be collected to measure gains:

- Formative and summative assessments (Fountas & Pinnell Assessment and Basic Phonics Skills Test)
- Benchmark assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	2019 data of 43% did not meet and 22% nearly met.	10 point growth toward Distance from Met in all subgroups.
BPST (Basic Phonics Skills Test)	30.3% of K-2 students reading at grade level as of September 2021.	Increase by 20% number of students reading at grade level in K-2.
Accelerated Reader STAR Reading Assessment	20.25% of 3rd-6th grade students reading at grade level as of September 2021.	Increase by 20% number of students reading at grade level in 3rd-6th grades.

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/Activity 1

Students to be Served by this Strategy/Activity

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

Students not meeting academic standards

Strategy/Activity

Acceleration

Task:

- Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work
- Differentiation in the classroom (small group instruction) based on student formative and summative data
- Integrated English Language Development (ELD) in ELA: specific language objectives
- Teachers will use Deeper Learning Practices and culturally relevant pedagogy to improve student engagement and student learning
- Teachers will have release time to analyze data, observe teaching, collaborate and plan
- LLI (Leveled Literacy Intervention) acceleration classes for identified students
- Use available technology for interventions throughout the instructional day supported by the Library / Media Specialist
- Library Media Tech will assist by gathering literacy data from online reading programs: STAR (Accelerated Reader Assessment), Accelerated Reader, Raz-Kids
- Purchase supplemental materials In English and Spanish to support Literacy, Deeper Learning, Culturally Relevant Teaching, and student learning
- Purchase of Software / Site Licenses to support student academic engagement and learning
- Literacy programs and events

Measures:

- Site administration will assist and support through informal observations and through immediate informal feedback.

- Student data will be collected to monitor student progress
- Use technology Based Programs (AR. and RAZ-Kids) to promote reading stamina and fluency
- Academic Student Study Teams (Student Success Team) and Coordination Of Services Team referrals for students who are not making progress

People Assigned:

- Grade Level Teachers
- HUSD Instructional coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- Library / Media Specialist
- English Learner Specialist
- Family Engagement and Equity Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
5900	ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Reading Acceleration Software
5500	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours certificated
40,000	ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Library / Media Specialist Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and all subgroups

Strategy/Activity

Common Core State Standards Implementation

Focus: Use the text Cultivating Genius by Gholdy Muhammad as the foundation for professional learning in language arts. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student identities and support our

anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in acquiring new knowledge (reading to learn) and this also must happen at all grade levels beginning in TK. The Pursuit of Criticality is teaching students to combine their experiences and identities with their skills and intellect to take a critical stance and take action in their world.

Task:

- Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work
- Continue with Professional Learning Communities, data talks, and peer observations
- Use technology programs and software to support ELA / Spanish Language Arts instruction
- Use Illuminate to monitor student learning
- Use ELD strategies and Academic Language Development (ALD) within ELA / SLA instruction
- Grade level teachers will receive release time to collaborate in order to incorporate English Language Development objectives in ELA instruction

Measures:

- Student Formative and Summative Assessments
- Teacher Evaluations from Professional Development days
- Professional Development Agendas, and Feedback Forms

People Assigned:

- Grade Level Teachers
- Instructional Coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- Library / Media Specialist
- EL Specialist
- District Support Staff
- Family Engagement and Equity Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
2000	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies
2500	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Teacher Extra Hours

1000	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Instructional Software
20,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Library Media Tech
6000	ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Reading Acceleration Software

Annual Review

SPSA Year Reviewed: 2021-22

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.

ANALYSIS

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

Park School continues with the 3 main areas of focus: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work. Professional Development was consistently aligned with the focus areas, the Instructional Leadership Team reviewed feedback after each learning session to monitor needs and effectiveness. Park teachers and staff made an effective transition to in-person learning during the 2021-22 school year and through all of the challenges maintained a clear focus on knowing their students' levels to effectively gear instruction to support their continued progress.

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

Park School operates under a limited budget, but staff is creative and we use minimum days, staff meetings, and other times to engage in adult learning and to discuss student needs. The constant changing nature of returning to in-person learning during COVID meant that although we were back in school their were constant interruptions to learning due to exposures, positive cases and the transition briefly to independent study in the middle of the year. It was a challenge to get planned programs started and to continue their implementation with fidelity given the interruptions caused by COVID protocols.

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.

Due to the on-going interruptions to student learning during the 2021-22 school year, we will continue with our programs and make only minor adjustments to specific focus areas.

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

21st Century Success in Math All students will master the Common Core Standards in Math or demonstrate growth towards mastery as demonstrated on SBAC

Goal 2

21st Century Success in Math

1. All students, including all significant subgroups, will demonstrate growth towards CCSS in Math by improving a minimum of 10 points in "Distance from Met" from SBAC/Math 2019 to SBAC/Math 2022.
2. Increase the percentage of students meeting and exceeding standards by at least 10% points as measured by SBAC/Math 2022 for all students and for each statistically significant subgroup.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Spring 2019 SBAC/Math data showed that 24% of students Met or Exceeded standards. Park School's 3 year trend has increased from 3% to 9% of students Exceeding standards. Overall, 45% of Park students have a score of Not Met and 30% have scored Nearly Met. 3 year trends in Concepts and Procedures for students that are Below Standard has decreased from 66% to 57%. In Problem Solving and Data Analysis for students that are Below Standard has decreased from 58% to 49%. In Communicating Reasoning for students that are Below Standard has decreased from 53% to 47%. The 3 year trend for students Above Standard has increased from 9% to 15%. In Problem Solving and Data Analysis the number of students Above Standard has increased from 6.6% to 10%. In Communicating Reasoning the number of students Above Standard has increased 7.5% to 13%.

According to the CA Dashboard, Park school is in the yellow zone with 60 points below standard which is an improvement of 5.8 points from the previous year. All subgroups showed growth from the previous year with the exception of Students with Disabilities. Current English Learners are 101.6 points Below Standard which is an improvement of 6 points from the previous year. Reclassified English Learners are 19 points Below Standard which is an improvement of 9 points. English Only students are 47.8 points Below Standard and that is an improvement of 15 points from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	Students are 60.3 points from Distance from Met	Improve a minimum of 10 points in " Distance from Met "

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	24% of students met or exceeded standards	Increase the percentage of students meeting and exceeding standards by at least 10% points for all students and all statistically significant subgroups

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/Activity 1

Students to be Served by this Strategy/Activity

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

Students not meeting Common Core State Standards

Strategy/Activity

Common Core State Standards Implementation

Task:

- Continue Professional Learning Community work
- Focus on Differentiated Instruction, Deeper Learning Practices and Culturally Responsive Teaching
- Data talks
- Use technology programs, software, and manipulative materials to support math instruction
- Use of District technological resources (Common Core website, Illuminate, etc.)
- Use English Language Development and Academic Language Development objectives and techniques within math instruction
- Acceleration classes for identified students not meeting academic standards

Grade level teachers will receive release time to collaborate in order to:

- Analyze data
- Plan for Deeper Learning Opportunities
- Backwards plan
- Participate in peer observations
- Integrate English Language Development techniques and objectives in math instruction

Measures:

- Teachers will monitor student data using Illuminate to identify next steps to improve student academic engagement and student learning
- Formative/Summative Assessments
- Analyze teacher feedback forms from Professional Development days

People Assigned:

- Grade Level Teachers
- Instructional Coach
- Principal
- Assistant Principal

- Instructional Leadership Team
- EL Specialist
- District Support Staff
- School committees

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
500	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Software and Supplemental Materials
2000	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Substitutes for Teacher Release Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Acceleration and Enrichment

Task:

- Professional development on: Differentiated Instruction, Deeper Learning Practices and Culturally Responsive Teaching to support anti-bias/antiracism work
- Family Math events
- Teacher release time to analyze data , observe teaching , collaborate, and plan
- Grade level teachers will use formative and summative assessments to differentiate instruction .
- Park School will use available technology for acceleration and enrichment during the instructional day
- Use Software / Site Licenses to support student academic engagement and learning
- With PLC HUSD coach support , teachers will visit other teachers classrooms to share best practices on Deeper Learning within the Math content area.
- Workshops for families on how to support students with Common Core math

Measures:

- Site administration will assist and support through informal observations and through immediate informal feedback.
- Student data from technology based programs, summative and formative assessments will be collected and used to monitor student academic engagement and learning
- Academic Student Success Teams's and Coordination of Student Team referrals for students not making progress.

People Assigned:

- Grade Level Teachers
- HUSD Instructional Coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- EL Specialist
- Family Engagement and Equity Specialist
- Parent Engagement Committee

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
500	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplemental Materials
1881.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Teacher Extra Hours
3000	LCFF Supplemental and Concentration Funds 6000-6999: Capital Outlay Classroom technology and audio visual equipment

Annual Review

SPSA Year Reviewed: 2021-22

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.

ANALYSIS

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

Park School continues with the 3 main areas of focus: Differentiated Instruction, Deeper Learning Practices and Culturally Responsive Teaching to support anti-bias/antiracism work. Professional Development was consistently aligned with the focus areas, the Instructional Leadership Team reviewed feedback after each learning session to monitor needs and effectiveness. This has been a very difficult year, but our focus on student engagement remained. As the year progressed, teachers and students were able to engage in deeper learning and there was evidence of differentiated instruction.

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

Park School operates under a limited budget, but staff is creative and we use minimum days, staff meetings, and other times to engage in adult learning where data is monitored to make adjustments. This structure keeps the focus on our intended implementation.

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.

Used online platforms and assessments to support differentiation and fill learning gaps.

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

English Language Development

LEA/LCAP Goal

21st Century Success for English Learners: Increase the number of English learners making annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

All students will master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

Goal 3

1. Increase the percentage of students Meeting or Exceeding standards in SBAC ELA / Literacy by 5%
2. 10 point growth towards " Distance from Met " in SBAC ELA / Literacy
3. 10 point growth towards " Distance from Met " in SBAC Math
4. Increase by 10% the number of students scoring Level 4 (Well Developed) on th ELPAC

Identified Need

What data did you use to form this goal (findings from data analysis)?

CAASPP 2019 ELA / Literacy and mathematics data for English Learners

ELA/Literacy: ELs in a US school for 12 months or more: 71.3% Not Met; 17.8% Nearly Met; 10.4% Met; 1% Exceeded

Mathematics: ELs in a US school for 12 months or more: 65% Not Met; 26% Nearly Met; 7% Met; 2% Exceeded

ELPAC Summative 2019

48% of our English Learners are making progress towards English Proficiency

Overall 12% of our English Learners scored Proficient (L4); 39% Scored Moderately Developed (L3); 34% scored Somewhat Developed (L2); 16% scored Minimally Developed (L1).

13% of our socio economically disadvantaged ELs scored Proficient (L4); 40% Scored Moderately Developed (L3); 33% scored Somewhat Developed (L2); 13% scored Minimally Developed (L1).

ELPAC Summative for 2021 (3rd-6th only)

16% of English Learners scored at Level 4 (Well Developed), 39% scored at Level 3, 33% scored at Level 2 and 12% at Level 1.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English Language Arts	11.4% of English Learners Met or Exceeded standards in ELA	Increase the percentage of students Meeting or Exceeding standards by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English Language Arts	English Learners are 62.8 points points from Distance from Met	10 point growth towards " Distance from Met "
SBAC Mathematics	English Learners are 73.8 points from Distance from Met	10 point growth towards " Distance from Met "
ELPAC	In spring 2021, 16% of 3rd-6th grade students scored at Level 4 (Well Developed) overall on the ELPAC.	Increase by 10% the number of students scoring Level 4 (Well Developed) on the ELPAC.

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/Activity 1

Students to be Served by this Strategy/Activity

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

Increase the number of ELs Making Progress in Learning English

Strategy/Activity

Task:

- Monthly Bilingual Alternative Program cross grade level collaboration meetings
- EL student monitoring two times per year: Develop goals to target student's individual language and academic needs and closely monitor growth toward achieving these goals
- Data talks to monitor EL progress every trimester
- Collaboration and Professional Development with EL Specialist to develop language objectives across the content areas
- Focus on Culturally Responsive Teaching and Deeper Learning Practices to keep students engaged and learning
- Park School will continue leveling for designated ELD

Measures:

- Teachers will use student data and the information from the ELL monitoring forms to monitor student goals
- Park School will use most recent results from ELPAC, CAASPP/SBA, Benchmark Assessments, and Formative Assessments to drive instruction
- Classroom teachers and EL Specialist will analyze student data from most recent State and Benchmark Assessments to identify students that meet the criteria for reclassification
- Classroom teachers and EL Specialist will analyze student data from most recent State and Benchmark Assessments to identify students who are at risk of becoming Long Term English Learners.

People Assigned:

- Teachers by Grade Level and Program (BA and SEI)
- Site Administrators
- Instructional Leadership Team

- Literacy Coach
- EL Specialist
- Family Engagement and Equity Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
2,000.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Teacher Release Time: PD, Collaboration, COI, Data Talks, Academic Engagement, Backwards Mapping, Peer Observations
1000	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplemental Materials & Supplies and software

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase the number of ELs Achieving Proficiency in Reading / Language Arts

Strategy/Activity

Increase the number of English Learners Achieving Proficiency in Reading / Language Arts

Task:

- Coaching and professional development by the EL Specialist and District EL staff
- Early identification of students struggling with LA / Literacy to provide additional support in small groups differentiating instruction. (LLI: Leveled Literacy Instruction)
- Bilingual Alternative Program Teacher Collaboration
- Teacher release time to analyze data, observe teaching, collaborate and plan
- Grade level teachers will use formative and summative assessments to differentiate instruction.
- Acceleration classes and support for identified students not making progress
- Implement Integrated ELD strategies during ELA instruction

Measures:

- Formative and summative assessment data ELA / SLA
- ELPAC data.
- At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed .

People Assigned:

- Teachers
- EL Specialist
- HUSD Literacy Coach
- Instructional Leadership Team
- Principal
- Assistant Principal
- ELAC (English Language Advisory Committee)
- Family Engagement and Equity Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
6,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Library Media Tech to Support Reading Acceleration
1,000.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplemental materials
3000	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours teacher pay for after school acceleration classes
1000	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplemental materials and supplies and software
5000	ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Reading acceleration software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Decrease the number of Long Term English Learners (LTELs)

Strategy/Activity

Task:

- Coaching and professional development by the EL Specialist to support the use of visuals, anchor charts, graphic organizers

- Early identification of students struggling with early literacy to provide additional support in small groups (LLI)
- Bilingual Alternative Program Teacher Collaboration
- Professional development on Differentiated Instruction, Designated and Integrated ELD, Guided reading, Culturally Responsive Teaching and Deeper Learning Practices
- Implement Integrated ELD strategies during ELA instruction

Measures

- Common Formative and summative assessment data ELA /SLA
- ELPAC data
- At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed.
- EL Monitoring Forms (twice a year)

People Assigned:

- Teachers
- Library Media Tech
- EL Specialist
- Paraeducator
- HUSD Literacy Coach
- Instructional Leadership Team
- Principal
- Assistant Principal
- ELAC
- Family Engagement and Equity Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
4,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Library Media Tech to Support Reading Acceleration
1500	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Extra hours for paraeducator to work with LTELs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Increase the number of Newcomer English Learners making progress towards English proficiency

Strategy/Activity

Task:

- Coaching and professional development by the EL Specialist to support the use of visuals, anchor charts, graphic organizers
- Provide small group acceleration after school or pull out during regular instruction focused on beginning phrases, vocabulary, grammar and phonics
- Bilingual Alternative Program Teacher Collaboration
- Professional development on Differentiated Instruction, Designated and Integrated ELD, Guided reading, Culturally Responsive Teaching and Deeper Learning Practices
- Implement Integrated ELD strategies during ELA instruction

Measures

- Common Formative and summative assessment data ELA /SLA
- ELPAC data
- At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed.
- EL Monitoring Forms (twice a year)

People Assigned:

- Teachers
- Library Media Tech
- EL Specialist
- Paraeductaor
- HUSD Literacy Coach
- Instructional Leadership Team
- Principal
- Assistant Principal
- ELAC
- Family Engagement and Equity Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

1500

Source(s)

LCFF Supplemental and Concentration Funds
2000-2999: Classified Personnel Salaries
Extra hours for paraeducator to work with
Newcomer ELs

2000

ESSA Title I , Part A , Basic Grants Low Income
and Neglected
2000-2999: Classified Personnel Salaries
Library Media Tech to Support Reading
Acceleration

Annual Review

SPSA Year Reviewed: 2021-22

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.

ANALYSIS

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

Park School continues with the 3 main areas of focus: Deeper Learning Practices, Culturally Responsive Teaching, and differentiation based on student language proficiency including Integrated ELD strategies. Professional Development was consistently aligned with the focus areas, the Instructional Leadership Team reviewed feedback after each learning session to monitor needs and effectiveness. This has been a very difficult year due to Distance Learning, EL students continued with daily ELD instruction and small group instruction in the K-3 grades to improve their reading and writing skills.

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

One challenge that Park School faced this year was being more resourceful with strategies to support the significant number of newcomers. They had less exposure to the English language during distance learning in 2020-21 and when we returned to in-person learning in 21-22 we did not utilize our daily leveled ELD groups due to COVID protocols. These constraints due to COVID created barriers to their English language acquisition.

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.

Park School will continue to provide Professional Development in the areas of Designated and Integrated ELD strategies with strong emphasis on having language objectives in all the content areas. There will also be strong emphasis on K-3 reading and writing for English Learners.

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

School Climate/Parent Engagement

LEA/LCAP Goal

21st Century in School Climate : HUSD schools will ensure an appropriate and safe climate for all students

Goal 4

1. Maintain the suspension rate under 1%.
2. Increase to 85% the students feeling safe at school and to 90% students who feel they have an adult at school they can go to for help on the Park Student Climate Survey.
3. Increase by 20% the number of 5th graders reporting that they have caring adults in school on the CA Healthy Kids Survey.
4. Increase the number of parents/family members participating in school meetings, events and workshops by 20%.

Identified Need

School climate has been extremely important as we returned to in-person learning this year. Students had been disconnected from each other, from teachers and from school for an extended period. On the 2021 CHKS survey, 54% of 5th grade students reported having caring adults at school. This is a very low percentage and is likely attributed to being the entire school year on distance learning. On our Park School Student Climate Survey for students in 3rd-6th grade, we found that 79% of students feel safe at school all or most of the time and 86% of students said they have an adult they can go to for help all or most of the time. Even though these are somewhat high scores, in a relationship centered school anything under 100% on both of these measures calls for improvements. Every child should feel safe at school and should feel they have an adult to go to for help. Maintaining a suspension rate under 1% is key to keep students in school learning and not excluding them from their education.

In the area of parent participation, we had extremely low participation rates in online parent meetings. Most ELAC and Coffee with the Principal meetings were attended by fewer than 10 parents. The only meetings that had high participation was our Back to School night on zoom in August that was attended by approximately 130 families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Rate	Currently 0.7% rate of suspension	Maintain under 1%
Park Climate Survey (3rd-6th grades)	In March 2022, 79% of students reported feeling safe	Increase to 85% the students feeling safe at school and to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	at school all or most of the time and 86% reported having an adult they can go to for help at school.	90% students who feel they have an adult at school they can go to for help.
California Healthy Kids Survey (CHKS)	In March 2021 during distance learning, 54% of 5th grade students reported having caring adults in school.	Increase by 20% the number of 5th graders reporting that they have caring adults in school.
Parent/Family Sign-in Sheets from Events	In 21-22 school year, most parent meetings (all on zoom) had fewer than 10 parents in attendance except Back to School which had over 130.	Increase the number of parents/family members participating in school meetings, events and workshops by 20%.

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/Activity 1

Students to be Served by this Strategy/Activity

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

Improving Student Behavior Outcomes

Strategy/Activity

Improving Student Behavior Outcomes

Focus: Park is a PBIS school and has been focusing on social-emotional learning for several years. We will continue this work into the 22-23 school year and continue to integrate our anti-bias/antiracism professional learning. Two portions of Gholdy Mohammad's equity framework - Pursuit of Identity and Pursuit of Criticality will be used to support equity, climate and anti-bias/anti-racism at Park . The Pursuit of Identity is a key component in social-emotional work where students delve deeply into who they are. The Pursuit of Criticality will build their leadership skills and increase their voice in their education at the school site. The Pursuit of Skills can also be considered a we teach specific skills and strategies around social-emotional learning, mindfulness and growth mindset.

Task:

- Positive Behavior and Intervention Support
- Park School will involve student leadership to improve climate conflict resolution, recess coaches, beautification teams
- Park staff will receive anti bullying training to help support our students
- Park staff will teach lessons about being Safe, Responsible, Respectful and Kind to make sure students learn and internalize our school values
- Park School will align assemblies to promote student culture, academic achievement, personal success, and socio emotional wellness
- Expected behavior will be communicated to students at the beginning of the school year and throughout the school year by administrators and teachers

- Grade level School Climate assemblies will take place at the start of the year and throughout the year
- Professional development will be provided to teachers to support students in gaining necessary skills/strategies: Social-Emotional Learning (Sanford Harmony and HUSD Resources), Restorative Practices; Mindfulness; Growth Mindset; Discipline Equity, etc.
- Park School staff will use the Behavior Flowchart to manage student negative behavior choices
- Weekly “Fun Friday” activities and end of trimester recognition to improve student behavior outcomes
- Students with multiple referrals will be recommended to COST for personalized Tier 2 support
- Analyze behavior data taking demographics and sub-groups into consideration to determine if some groups are disproportionately receiving referrals or being suspended.
- Offer after school enrichment clubs (BSU, student leadership, art, ballet, garden, sports, etc.)

Measures:

- Share school climate SWIS data to staff each trimester
- Park parents and students will receive a School Compact to promote positive behavior
- Park School's climate plan and school policies will be aligned and communicated to all stakeholders
- Professional development sign in sheets, data, and informal observations will be used to monitor implementation of engagement strategies
- School climate will be monitored using parent and student surveys, referrals, data on suspensions, and positive behavior reward activities

People Assigned:

- Grade level teachers
- Site administrators
- Instructional Leadership Team
- Climate Committee
- SBDM, ILT, AASAI, ELAC
- Coordination of Services Team (COST)
- Support Staff
- Parents and Guardians
- School Site Council
- Family Engagement and Equity Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

1,000.00

LCFF Supplemental and Concentration Funds
0001-0999: Unrestricted: Locally Defined
Assemblies, programs and events

2000

LCFF Supplemental and Concentration Funds
4000-4999: Books And Supplies

	Materials & supplies to promote positive school climate
5000	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Teacher extra hours for socio-emotional after school student clubs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Improving Parent Engagement

Strategy/Activity

Improving Parent Engagement

Task:

- Build capacity as a relationship centered school
- Provide parents and families weekly communication
- Support our families of newcomers by translating school documents into more languages
- Specific outreach to newcomer families
- Teachers will continue to communicate with parents and families about instructional programs, instructional goals, and student needs.
- Teachers will continue to provide opportunities for involvement in classroom
- Provide childcare opportunities for parents and families to allow for school involvement
- Work collaboratively with the Park Parent Teacher Organization (PTO) and the Family Engagement Specialist to promote parent involvement and school spirit
- Parents and families will be encouraged to volunteer and attend classroom field trips and enrichment programs
- Build community within our different demographic groups through school wide events, school beautification days, clubs, and programs
- Recognize and celebrate diversity through cultural events coordinated by a multicultural committee
- Parents will be offered opportunities to attend classes and workshops
- Site administration will have regular meetings with parents (CAFE) to inform and to address parent concerns
- Provide a mix of in-person and zoom meetings to best meet parents needs
- Ensure collaboration between COST Specialist and FES related to follow-up in high need student cases

Measures:

- Sign in sheets and flyers from family and community events and activities
- Participation rates from community events or meetings

People Assigned:

- Principal and assistant principal
- Classroom teachers
- Support staff
- Parent Ambassador
- Parent Engagement Committee
- PTO

- SSC
- ELAC
- SBDM
- AASAI
- Family Engagement and Equity Specialist
- COST Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
300.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Child Care
300.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Finger Printing
1082	Title 1: Parent Allocation 5000-5999: Services And Other Operating Expenditures Workshops and training

Annual Review

SPSA Year Reviewed: 2021-22

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.

ANALYSIS

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

Park School continues to put a strong emphasis in promoting a positive school climate. Teachers began the year focused on social-emotional learning and have continued that work through mindfulness and restorative practices during the year. Students have reported feeling more calm and focused at school when these practices are utilized on a daily basis in class (i.e. mindfulness daily after recess to refocus on academics). Behavior expectations are clear to staff, students, and the community. Students are recognized through positive behavior interventions. We need to re-energize through the climate committee, the behavioral referral process, data analysis of referrals and the sharing of that data with staff and families.

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

Park has spent several years focused on school climate and the social emotional needs of students. Over the last two years, we have included the HUSD anti-bias/antiracism work in this goal and strategies/activities at Park. Students and families appreciated and enjoyed the after school enrichment clubs that were funded out of categorical funds and approved by SSC.

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.

We will continue to add more strategies to integrate our anti-bias/antiracist professional development with other areas related to climate such as Social Emotional Learning (Sanford Harmony and HUSD resources), Restorative Practices; Mindfulness, Growth Mindset, Discipline Equity, etc .

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

Attendance

LEA/LCAP Goal

21st Century Success for Attendance : HUSD will maintain 97% attendance at all sites

Goal 5

1. Increase average daily attendance by 8%
2. Reduce the number of chronically absent students from 58% (in-person during pandemic) to 11.5% (prior to pandemic)
3. Decrease the number of students arriving late and/or leaving early (greater than 30 minutes) by 5%

Identified Need

Attendance has been negatively impacted in a very major way during the return to in-person learning while still being in the middle of the pandemic. Our average daily attendance from July-March was 89.24% and 58% of students were considered chronically absent (missing more than 10% of the school year). If a student was unvaccinated and was exposed to a positive case one time and experienced symptoms one time during the school year and had to stay home, they would be considered chronically absent for the year. We also monitored tardies of more than 30 minutes because this data point is relatively unaffected by COVID protocols. From July - March, we had 223 tardies of more than 30 minutes by 69 students at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Chronic Absenteeism Data	In 2019, 11.5 % of students are chronically absent	Return to pre-pandemic levels of chronically absent to then make improvements in subsequent years
Monthly Attendance Reports from Infinite Campus	Students have attended school in the 2021-22 school year (July to March) at a rate of 89.24%	Increase average daily attendance by 8% to reach the 97% goal
Monthly Attendance Reports from Infinite Campus	In 2021-22, we had 223 tardies of more than 30 minutes by 69 students.	Decrease the number of students arriving late and/or leaving early (greater than 30 minutes) by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District A2A Chronic Absence Report	During 21-22, just under 58% of students were considered chronically absent (missing more than 10% of school days)	Decrease to pre-pandemic percent of 11.5%

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/Activity 1

Students to be Served by this Strategy/Activity

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

Improving Attendance

Strategy/Activity

Task:

- Administration and teachers will communicate the importance of daily attendance during back to school night, parent conferences and during regular teacher/parent communications
- Attendance conferences for students who have a poor attendance record (chronic and manageable) offering a differentiated approach based on a needs assessment (COST) and utilize the SARB system for families who continue to struggle with attendance to determine what supports the district or other agencies can provide
- Analyze this data taking demographics and sub-groups into consideration to determine if some groups may be experiencing a sense of disconnect/lack of support from the school that is showing up as chronically absent
- Special school activities: incentives and awards will be created to promote school attendance
- Monthly drawings will be held for students and classes who achieve perfect attendance or who have made significant improvements in attendance
- Informational workshops for parents whose children need to improve attendance
- Attendance Bulletin Board with information, data, and student recognition/incentives for students who achieve perfect attendance or who have made significant improvements in attendance
- Family Engagement and Equity Specialist, TK, and Kinder teachers will be part of the solution team to boost attendance in the early elementary grades
- Family Engagement and Equity Specialist and administration will educate, share resources, and inform families about the impact of poor school attendance
- Parents of Chronically absent students will attend meetings with administration and the Family Engagement and Equity Specialist to identify barriers and to good school attendance.
- Offer after school enrichment clubs (BSU, student leadership, art, ballet, garden, sports, etc.) to encourage students to attend school

Measures:

Monthly attendance records analyzed by the Attendance Clerk and administrators A2A reports. Analyze this data taking demographics and sub-groups into consideration to determine if some groups may be experiencing a sense of disconnect/lack of support from the school that is showing up as chronically absent.

People Assigned:

- Principal
- Assistant Principal
- Attendance Clerk
- Classroom Teachers
- Support Staff
- Family Engagement and Equity Specialist
- COST Specialist
- CWA Outreach Worker

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

ANALYSIS

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

We continued to monitor attendance and conduct truancy meetings even though COVID protocols made improving attendance a challenge. We focused on families with high numbers of unexcused absences or numerous tardies over 30 minutes.

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

Due to the impact of COVID 19 protocols on attendance, the intended implementation couldn't take place and the goals could not be properly evaluated. A high number of students were excluded from school due to symptoms or exposures.

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.

We will continue to focus on our families who have been chronically absent during the 2022-2023 school year. We will analyze this data moving forward taking demographics and sub-groups into consideration to determine if some groups may be experiencing a sense of disconnect/lack of support from the school that is showing up as chronically absent.

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$128,463.00

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 (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$89,500.00
LCFF Supplemental and Concentration Funds	\$37,881.00
Title 1: Parent Allocation	\$1,082.00

Subtotal of state or local funds included for this school: \$128,463.00

Total of federal, state, and/or local funds for this school: \$128,463.00

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
LCFF	37881	37,881.00
Title I	90582	90,582.00

Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	89,500.00
LCFF Supplemental and Concentration Funds	37,881.00
Title 1: Parent Allocation	1,082.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	16,000.00
2000-2999: Classified Personnel Salaries	75,000.00
4000-4999: Books And Supplies	20,000.00
5000-5999: Services And Other Operating Expenditures	13,463.00
6000-6999: Capital Outlay	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	72,000.00
4000-4999: Books And Supplies	ESSA Title I , Part A , Basic Grants Low Income and Neglected	11,000.00
5000-5999: Services And Other Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	6,500.00

0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration Funds	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	16,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	3,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	9,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	5,881.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration Funds	3,000.00
5000-5999: Services And Other Operating Expenditures	Title 1: Parent Allocation	1,082.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,900.00
Goal 2	7,881.00
Goal 3	28,000.00
Goal 4	9,682.00

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
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Danielle Alexander	Classroom Teacher
Olivia Schweizer	Classroom Teacher
Veronica Hernandez (ELAC)	Parent or Community Member
Jane Wilson	Parent or Community Member
Linda Martinez	Parent or Community Member
Dahlia Case	Parent or Community Member
Lori Oldham	Principal
Michelle Blumstein	Other School Staff
Michelle Root	Parent or Community Member
Sharon Hays	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



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 3/24/2022.

Attested:



Principal, Lori Oldham on 3/29/22



SSC Chairperson, Michelle Root on 3/29/22

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.

[Stakeholder 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.

Stakeholder 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**easurable, **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.]

Proposed Expenditures for this Strategy/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 Stakeholder 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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.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

Budget By Expenditures

Park Elementary School

Funding Source: ESSA Title I , Part A , Basic Grants Low Income and Neglected \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Library Media Tech	2000-2999: Classified Personnel Salaries	\$20,000.00	English Language Arts / Spanish Language Arts	<p>Common Core State Standards Implementation</p> <p>Focus: Use the text Cultivating Genius by Gholdy Muhammad as the foundation for professional learning in language arts. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student identities and support our anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in acquiring new knowledge (reading to learn) and this also must happen at all grade levels beginning in TK. The Pursuit of Criticality is teaching students to combine their experiences and identities with their skills and intellect to take a critical stance and take action in their world.</p> <p>Task:</p> <ul style="list-style-type: none"> • Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work • Continue with Professional Learning Communities, data talks, and peer observations • Use technology programs and software to support ELA / Spanish Language Arts instruction • Use Illuminate to monitor student learning • Use ELD strategies and Academic Language Development (ALD) within ELA / SLA instruction • Grade level teachers will receive release time to collaborate in order to incorporate English Language Development objectives in ELA instruction

Reading Acceleration Software

4000-4999: Books And Supplies

\$6,000.00 English Language Arts / Spanish Language Arts

Measures:

- Student Formative and Summative Assessments
- Teacher Evaluations from Professional Development days
- Professional Development Agendas, and Feedback Forms

People Assigned:

- Grade Level Teachers
- Instructional Coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- Library / Media Specialist
- EL Specialist
- District Support Staff
- Family Engagement and Equity Specialist

Common Core State Standards Implementation

Focus: Use the text Cultivating Genius by Gholdy Muhammad as the foundation for professional learning in language arts. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student identities and support our anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in acquiring new knowledge (reading to learn) and this also must happen at all grade levels beginning in TK. The Pursuit of Criticality is teaching students to combine their experiences and identities with their skills and intellect to take a critical stance and take action in their world.

Task:

- Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work
- Continue with Professional Learning Communities, data talks, and peer observations
- Use technology programs and software to support ELA / Spanish Language Arts instruction

Library / Media Specialist Salary

2000-2999: Classified Personnel Salaries

\$40,000.00

English Language Arts / Spanish Language Arts

- Use Illuminate to monitor student learning
- Use ELD strategies and Academic Language Development (ALD) within ELA / SLA instruction
- Grade level teachers will receive release time to collaborate in order to incorporate English Language Development objectives in ELA instruction

Measures:

- Student Formative and Summative Assessments
- Teacher Evaluations from Professional Development days
- Professional Development Agendas, and Feedback Forms

People Assigned:

- Grade Level Teachers
- Instructional Coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- Library / Media Specialist
- EL Specialist
- District Support Staff
- Family Engagement and Equity Specialist

Acceleration

Task:

- Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work
- Differentiation in the classroom (small group instruction) based on student formative and summative data
- Integrated English Language Development (ELD) in ELA: specific language objectives
- Teachers will use Deeper Learning Practices and culturally relevant pedagogy to improve student engagement and student learning
- Teachers will have release time to analyze data, observe teaching, collaborate and plan
- LLI (Leveled Literacy Intervention) acceleration classes for identified students
- Use available technology for interventions throughout the instructional day supported by the Library / Media Specialist
- Library Media Tech will assist by gathering literacy data from online reading programs: STAR (Accelerated Reader)

Assessment), Accelerated Reader, Raz-Kids

- Purchase supplemental materials In English and Spanish to support Literacy, Deeper Learning, Culturally Relevant Teaching, and student learning
- Purchase of Software / Site Licenses to support student academic engagement and learning
- Literacy programs and events

Measures:

- Site administration will assist and support through informal observations and through immediate informal feedback.
- Student data will be collected to monitor student progress
- Use technology Based Programs (AR. and RAZ-Kids) to promote reading stamina and fluency
- Academic Student Study Teams (Student Success Team) and Coordination Of Services Team referrals for students who are not making progress

People Assigned:

- Grade Level Teachers
- HUSD Instructional coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- Library / Media Specialist
- English Learner Specialist
- Family Engagement and Equity Specialist

Park Elementary School

Library Media Tech to Support Reading Acceleration

2000-2999: Classified Personnel Salaries

\$6,000.00

English Language Development

Increase the number of English Learners Achieving Proficiency in Reading / Language Arts

Task:

- Coaching and professional development by the EL Specialist and District EL staff
- Early identification of students struggling with LA / Literacy to provide additional support in small groups differentiating instruction. (LLI: Leveled Literacy Instruction)
- Bilingual Alternative Program Teacher Collaboration
- Teacher release time to analyze data, observe teaching, collaborate and plan
- Grade level teachers will use formative and summative assessments to differentiate instruction.
- Acceleration classes and support for identified students not making progress
- Implement Integrated ELD strategies during ELA instruction

Measures:

- Formative and summative assessment data ELA / SLA - ELPAC data.
- At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed .

People Assigned:

- Teachers
- EL Specialist
- HUSD Literacy Coach
- Instructional Leadership Team
- Principal
- Assistant Principal
- ELAC (English Language Advisory Committee)
- Family Engagement and Equity Specialist

Park Elementary School

Reading acceleration software	4000-4999: Books And Supplies	\$5,000.00	English Language Development	<p>Increase the number of English Learners Achieving Proficiency in Reading / Language Arts</p> <p>Task:</p> <ul style="list-style-type: none">• Coaching and professional development by the EL Specialist and District EL staff• Early identification of students struggling with LA / Literacy to provide additional support in small groups differentiating instruction. (LLI: Leveled Literacy Instruction)• Bilingual Alternative Program Teacher Collaboration• Teacher release time to analyze data, observe teaching, collaborate and plan• Grade level teachers will use formative and summative assessments to differentiate instruction.• Acceleration classes and support for identified students not making progress• Implement Integrated ELD strategies during ELA instruction <p>Measures:</p> <ul style="list-style-type: none">• Formative and summative assessment data ELA / SLA - ELPAC data.• At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed . <p>People Assigned:</p> <ul style="list-style-type: none">• Teachers• EL Specialist• HUSD Literacy Coach• Instructional Leadership Team• Principal• Assistant Principal• ELAC (English Language Advisory Committee)• Family Engagement and Equity Specialist
-------------------------------	-------------------------------	------------	------------------------------	---

Park Elementary School

Library Media Tech to Support Reading Acceleration

2000-2999: Classified Personnel Salaries

\$4,000.00 English Language Development

Task:

- Coaching and professional development by the EL Specialist to support the use of visuals, anchor charts, graphic organizers
- Early identification of students struggling with early literacy to provide additional support in small groups (LLI)
- Bilingual Alternative Program Teacher Collaboration
- Professional development on Differentiated Instruction, Designated and Integrated ELD, Guided reading, Culturally Responsive Teaching and Deeper Learning Practices
- Implement Integrated ELD strategies during ELA instruction

Measures

- Common Formative and summative assessment data ELA /SLA
- ELPAC data
- At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed.
- EL Monitoring Forms (twice a year)

People Assigned:

- Teachers
- Library Media Tech
- EL Specialist
- Paraeducator
- HUSD Literacy Coach
- Instructional Leadership Team
- Principal
- Assistant Principal
- ELAC
- Family Engagement and Equity Specialist

Park Elementary School

Library Media Tech to Support Reading Acceleration	2000-2999: Classified Personnel Salaries	\$2,000.00	English Language Development	<p>Task:</p> <ul style="list-style-type: none"> • Coaching and professional development by the EL Specialist to support the use of visuals, anchor charts, graphic organizers • Provide small group acceleration after school or pull out during regular instruction focused on beginning phrases, vocabulary, grammar and phonics • Bilingual Alternative Program Teacher Collaboration • Professional development on Differentiated Instruction, Designated and Integrated ELD, Guided reading, Culturally Responsive Teaching and Deeper Learning Practices • Implement Integrated ELD strategies during ELA instruction <p>Measures</p> <ul style="list-style-type: none"> • Common Formative and summative assessment data ELA /SLA • ELPAC data • At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed. • EL Monitoring Forms (twice a year) <p>People Assigned:</p> <ul style="list-style-type: none"> • Teachers • Library Media Tech • EL Specialist • Paraeductaor • HUSD Literacy Coach • Instructional Leadership Team • Principal • Assistant Principal • ELAC • Family Engagement and Equity Specialist
Reading Acceleration Software	5000-5999: Services And Other Operating Expenditures	\$5,900.00	English Language Arts / Spanish Language Arts	<p>Acceleration</p> <p>Task:</p> <ul style="list-style-type: none"> • Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work • Differentiation in the classroom (small group instruction) based on student formative and summative data - Integrated English Language Development (ELD) in ELA:

specific language objectives

- Teachers will use Deeper Learning Practices and culturally relevant pedagogy to improve student engagement and student learning
- Teachers will have release time to analyze data, observe teaching, collaborate and plan
- LLI (Leveled Literacy Intervention) acceleration classes for identified students
- Use available technology for interventions throughout the instructional day supported by the Library / Media Specialist
- Library Media Tech will assist by gathering literacy data from online reading programs: STAR (Accelerated Reader Assessment), Accelerated Reader, Raz-Kids
- Purchase supplemental materials In English and Spanish to support Literacy, Deeper Learning, Culturally Relevant Teaching, and student learning
- Purchase of Software / Site Licenses to support student academic engagement and learning
- Literacy programs and events

Measures:

- Site administration will assist and support through informal observations and through immediate informal feedback.
- Student data will be collected to monitor student progress
- Use technology Based Programs (AR. and RAZ-Kids) to promote reading stamina and fluency
- Academic Student Study Teams (Student Success Team) and Coordination Of Services Team referrals for students who are not making progress

People Assigned:

- Grade Level Teachers
 - HUSD Instructional coach
 - Principal
 - Assistant Principal
 - Instructional Leadership Team
 - Library / Media Specialist
 - English Learner Specialist
 - Family Engagement and Equity Specialist
- Improving Parent Engagement

Child Care

\$300.00

5000-5999: Services And
Other Operating
Expenditures

School
Climate/Parent
Engagement

Task:

- Build capacity as a relationship centered school
- Provide parents and families weekly communication
- Support our families of newcomers by translating school documents into more languages
- Specific outreach to newcomer families
- Teachers will continue to communicate with parents and families about instructional programs, instructional goals, and student needs.
- Teachers will continue to provide opportunities for involvement in classroom
- Provide childcare opportunities for parents and families to allow for school involvement
- Work collaboratively with the Park Parent Teacher Organization (PTO) and the Family Engagement Specialist to promote parent involvement and school spirit
- Parents and families will be encouraged to volunteer and attend classroom field trips and enrichment programs
- Build community within our different demographic groups through school wide events, school beautification days, clubs, and programs
- Recognize and celebrate diversity through cultural events coordinated by a multicultural committee
- Parents will be offered opportunities to attend classes and workshops
- Site administration will have regular meetings with parents (CAFE) to inform and to address parent concerns
- Provide a mix of in-person and zoom meetings to best meet parents needs
- Ensure collaboration between COST Specialist and FES related to follow-up in high need student cases

Measures:

- Sign in sheets and flyers from family and community events and activities
- Participation rates from community events or meetings

People Assigned:

- Principal and assistant principal
- Classroom teachers
- Support staff
- Parent Ambassador
- Parent Engagement Committee

<p>Finger Printing</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$300.00</p>	<p>School Climate/Parent Engagement</p>	<ul style="list-style-type: none"> • PTO • SSC • ELAC • SBDM • AASAI • Family Engagement and Equity Specialist • COST Specialist <p>Improving Parent Engagement</p> <p>Task:</p> <ul style="list-style-type: none"> • Build capacity as a relationship centered school • Provide parents and families weekly communication • Support our families of newcomers by translating school documents into more languages • Specific outreach to newcomer families • Teachers will continue to communicate with parents and families about instructional programs, instructional goals, and student needs. • Teachers will continue to provide opportunities for involvement in classroom • Provide childcare opportunities for parents and families to allow for school involvement • Work collaboratively with the Park Parent Teacher Organization (PTO) and the Family Engagement Specialist to promote parent involvement and school spirit • Parents and families will be encouraged to volunteer and attend classroom field trips and enrichment programs • Build community within our different demographic groups through school wide events, school beautification days, clubs, and programs • Recognize and celebrate diversity through cultural events coordinated by a multicultural committee • Parents will be offered opportunities to attend classes and workshops • Site administration will have regular meetings with parents (CAFE) to inform and to address parent concerns • Provide a mix of in-person and zoom meetings to best meet parents needs • Ensure collaboration between COST Specialist and FES related to follow-up in high need student cases <p>Measures:</p> <ul style="list-style-type: none"> • Sign in sheets and flyers from family and community events
------------------------	---	-----------------	---	---

and activities
 • Participation rates from community events or meetings

People Assigned:
 • Principal and assistant principal
 • Classroom teachers
 • Support staff
 • Parent Ambassador
 • Parent Engagement Committee
 • PTO
 • SSC
 • ELAC
 • SBDM
 • AASAI
 • Family Engagement and Equity Specialist
 • COST Specialist

ESSA Title I , Part A , Basic Grants Low Income and Neglected Total Expenditures: \$89,500.00

ESSA Title I , Part A , Basic Grants Low Income and Neglected Allocation Balance: \$0.00

Funding Source: LCFF Supplemental and Concentration Funds \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Extra hours certificated	1000-1999: Certificated Personnel Salaries	\$5,500.00	English Language Arts / Spanish Language Arts	Acceleration Task: • Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work • Differentiation in the classroom (small group instruction) based on student formative and summative data - Integrated English Language Development (ELD) in ELA: specific language objectives • Teachers will use Deeper Learning Practices and culturally relevant pedagogy to improve student engagement and student learning • Teachers will have release time to analyze data, observe teaching, collaborate and plan

- LLI (Leveled Literacy Intervention) acceleration classes for identified students
- Use available technology for interventions throughout the instructional day supported by the Library / Media Specialist
- Library Media Tech will assist by gathering literacy data from online reading programs: STAR (Accelerated Reader Assessment), Accelerated Reader, Raz-Kids
- Purchase supplemental materials In English and Spanish to support Literacy, Deeper Learning, Culturally Relevant Teaching, and student learning
- Purchase of Software / Site Licenses to support student academic engagement and learning
- Literacy programs and events

Measures:

- Site administration will assist and support through informal observations and through immediate informal feedback.
- Student data will be collected to monitor student progress
- Use technology Based Programs (AR. and RAZ-Kids) to promote reading stamina and fluency
- Academic Student Study Teams (Student Success Team) and Coordination Of Services Team referrals for students who are not making progress

People Assigned:

- Grade Level Teachers
 - HUSD Instructional coach
 - Principal
 - Assistant Principal
 - Instructional Leadership Team
 - Library / Media Specialist
 - English Learner Specialist
 - Family Engagement and Equity Specialist
- Improving Student Behavior Outcomes

Assemblies, programs and events

0001-0999: Unrestricted:
Locally Defined

\$1,000.00

School
Climate/Parent
Engagement

Focus: Park is a PBIS school and has been focusing on social-emotional learning for several years. We will continue this work into the 22-23 school year and continue to integrate our anti-bias/antiracism professional learning. Two portions of Gholdy Mohammad's equity framework - Pursuit of Identity and Pursuit of Criticality will be used to support equity, climate and

anti-bias/anti-racism at Park . The Pursuit of Identity is a key component in social-emotional work where students delve deeply into who they are. The Pursuit of Criticality will build their leadership skills and increase their voice in their education at the school site. The Pursuit of Skills can also be considered as we teach specific skills and strategies around social-emotional learning, mindfulness and growth mindset.

Task:

- Positive Behavior and Intervention Support
- Park School will involve student leadership to improve climate conflict resolution, recess coaches, beautification teams
- Park staff will receive anti bullying training to help support our students
- Park staff will teach lessons about being Safe, Responsible, Respectful and Kind to make sure students learn and internalize our school values
- Park School will align assemblies to promote student culture, academic achievement, personal success, and socio emotional wellness
- Expected behavior will be communicated to students at the beginning of the school year and throughout the school year by administrators and teachers
- Grade level School Climate assemblies will take place at the start of the year and throughout the year
- Professional development will be provided to teachers to support students in gaining necessary skills/strategies: Social-Emotional Learning (Sanford Harmony and HUSD Resources), Restorative Practices; Mindfulness; Growth Mindset; Discipline Equity, etc.
- Park School staff will use the Behavior Flowchart to manage student negative behavior choices
- Weekly "Fun Friday" activities and end of trimester recognition to improve student behavior outcomes
- Students with multiple referrals will be recommended to COST for personalized Tier 2 support
- Analyze behavior data taking demographics and sub-groups into consideration to determine if some groups are disproportionately receiving referrals or being suspended.
- Offer after school enrichment clubs (BSU, student leadership, art, ballet, garden, sports, etc.)

Measures:

Materials & supplies to promote positive school climate

4000-4999: Books And Supplies

\$2,000.00

School Climate/Parent Engagement

- Share school climate SWIS data to staff each trimester
- Park parents and students will receive a School Compact to promote positive behavior
- Park School's climate plan and school policies will be aligned and communicated to all stakeholders
- Professional development sign in sheets, data, and informal observations will be used to monitor implementation of engagement strategies
- School climate will be monitored using parent and student surveys, referrals, data on suspensions, and positive behavior reward activities

People Assigned:

- Grade level teachers
 - Site administrators
 - Instructional Leadership Team
 - Climate Committee
 - SBDM, ILT, AASAI, ELAC
 - Coordination of Services Team (COST)
 - Support Staff
 - Parents and Guardians
 - School Site Council
 - Family Engagement and Equity Specialist
- Improving Student Behavior Outcomes

Focus: Park is a PBIS school and has been focusing on social-emotional learning for several years. We will continue this work into the 22-23 school year and continue to integrate our anti-bias/antiracism professional learning. Two portions of Gholdy Mohammad's equity framework - Pursuit of Identity and Pursuit of Criticality will be used to support equity, climate and anti-bias/anti-racism at Park . The Pursuit of Identity is a key component in social-emotional work where students delve deeply into who they are. The Pursuit of Criticality will build their leadership skills and increase their voice in their education at the school site. The Pursuit of Skills can also be considered a we teach specific skills and strategies around social-emotional learning, mindfulness and growth mindset.

Task:

- Positive Behavior and Intervention Support
- Park School will involve student leadership to improve climate conflict resolution, recess coaches, beautification teams

- Park staff will receive anti bullying training to help support our students
- Park staff will teach lessons about being Safe, Responsible, Respectful and Kind to make sure students learn and internalize our school values
- Park School will align assemblies to promote student culture, academic achievement, personal success, and socio emotional wellness
- Expected behavior will be communicated to students at the beginning of the school year and throughout the school year by administrators and teachers
- Grade level School Climate assemblies will take place at the start of the year and throughout the year
- Professional development will be provided to teachers to support students in gaining necessary skills/strategies: Social-Emotional Learning (Sanford Harmony and HUSD Resources), Restorative Practices; Mindfulness; Growth Mindset; Discipline Equity, etc.
- Park School staff will use the Behavior Flowchart to manage student negative behavior choices
- Weekly "Fun Friday" activities and end of trimester recognition to improve student behavior outcomes
- Students with multiple referrals will be recommended to COST for personalized Tier 2 support
- Analyze behavior data taking demographics and sub-groups into consideration to determine if some groups are disproportionately receiving referrals or being suspended.
- Offer after school enrichment clubs (BSU, student leadership, art, ballet, garden, sports, etc.)

Measures:

- Share school climate SWIS data to staff each trimester
- Park parents and students will receive a School Compact to promote positive behavior
- Park School's climate plan and school policies will be aligned and communicated to all stakeholders
- Professional development sign in sheets, data, and informal observations will be used to monitor implementation of engagement strategies
- School climate will be monitored using parent and student surveys, referrals, data on suspensions, and positive behavior reward activities

Teacher extra hours for socio-emotional after school student clubs

1000-1999: Certificated Personnel Salaries

\$5,000.00

School Climate/Parent Engagement

People Assigned:

- Grade level teachers
 - Site administrators
 - Instructional Leadership Team
 - Climate Committee
 - SBDM, ILT, AASAI, ELAC
 - Coordination of Services Team (COST)
 - Support Staff
 - Parents and Guardians
 - School Site Council
 - Family Engagement and Equity Specialist
- Improving Student Behavior Outcomes

Focus: Park is a PBIS school and has been focusing on social-emotional learning for several years. We will continue this work into the 22-23 school year and continue to integrate our anti-bias/antiracism professional learning. Two portions of Gholdy Mohammad's equity framework - Pursuit of Identity and Pursuit of Criticality will be used to support equity, climate and anti-bias/anti-racism at Park . The Pursuit of Identity is a key component in social-emotional work where students delve deeply into who they are. The Pursuit of Criticality will build their leadership skills and increase their voice in their education at the school site. The Pursuit of Skills can also be considered a we teach specific skills and strategies around social-emotional learning, mindfulness and growth mindset.

Task:

- Positive Behavior and Intervention Support
- Park School will involve student leadership to improve climate conflict resolution, recess coaches, beautification teams
- Park staff will receive anti bullying training to help support our students
- Park staff will teach lessons about being Safe, Responsible, Respectful and Kind to make sure students learn and internalize our school values
- Park School will align assemblies to promote student culture, academic achievement, personal success, and socio emotional wellness
- Expected behavior will be communicated to students at the beginning of the school year and throughout the school year by administrators and teachers
- Grade level School Climate assemblies will take place at the

start of the year and throughout the year

- Professional development will be provided to teachers to support students in gaining necessary skills/strategies: Social-Emotional Learning (Sanford Harmony and HUSD Resources), Restorative Practices; Mindfulness; Growth Mindset; Discipline Equity, etc.
- Park School staff will use the Behavior Flowchart to manage student negative behavior choices
- Weekly "Fun Friday" activities and end of trimester recognition to improve student behavior outcomes
- Students with multiple referrals will be recommended to COST for personalized Tier 2 support
- Analyze behavior data taking demographics and sub-groups into consideration to determine if some groups are disproportionately receiving referrals or being suspended.
- Offer after school enrichment clubs (BSU, student leadership, art, ballet, garden, sports, etc.)

Measures:

- Share school climate SWIS data to staff each trimester
- Park parents and students will receive a School Compact to promote positive behavior
- Park School's climate plan and school policies will be aligned and communicated to all stakeholders
- Professional development sign in sheets, data, and informal observations will be used to monitor implementation of engagement strategies
- School climate will be monitored using parent and student surveys, referrals, data on suspensions, and positive behavior reward activities

People Assigned:

- Grade level teachers
- Site administrators
- Instructional Leadership Team
- Climate Committee
- SBDM, ILT, AASAI, ELAC
- Coordination of Services Team (COST)
- Support Staff
- Parents and Guardians
- School Site Council
- Family Engagement and Equity Specialist

Park Elementary School

Extra hours for paraeducator to work with LTELs

2000-2999: Classified Personnel Salaries

\$1,500.00

English Language Development

Task:

- Coaching and professional development by the EL Specialist to support the use of visuals, anchor charts, graphic organizers
- Early identification of students struggling with early literacy to provide additional support in small groups (LLI)
- Bilingual Alternative Program Teacher Collaboration
- Professional development on Differentiated Instruction, Designated and Integrated ELD, Guided reading, Culturally Responsive Teaching and Deeper Learning Practices
- Implement Integrated ELD strategies during ELA instruction

Measures

- Common Formative and summative assessment data ELA /SLA
- ELPAC data
- At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed.
- EL Monitoring Forms (twice a year)

People Assigned:

- Teachers
- Library Media Tech
- EL Specialist
- Paraeductaor
- HUSD Literacy Coach
- Instructional Leadership Team
- Principal
- Assistant Principal
- ELAC
- Family Engagement and Equity Specialist

Park Elementary School

Extra hours for paraeducator to work with Newcomer ELs

2000-2999: Classified Personnel Salaries

\$1,500.00

English Language Development

Task:

- Coaching and professional development by the EL Specialist to support the use of visuals, anchor charts, graphic organizers
- Provide small group acceleration after school or pull out during regular instruction focused on beginning phrases, vocabulary, grammar and phonics
- Bilingual Alternative Program Teacher Collaboration
- Professional development on Differentiated Instruction, Designated and Integrated ELD, Guided reading, Culturally Responsive Teaching and Deeper Learning Practices
- Implement Integrated ELD strategies during ELA instruction

Measures

- Common Formative and summative assessment data ELA /SLA
- ELPAC data
- At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed.
- EL Monitoring Forms (twice a year)

People Assigned:

- Teachers
- Library Media Tech
- EL Specialist
- Paraeductaor
- HUSD Literacy Coach
- Instructional Leadership Team
- Principal
- Assistant Principal
- ELAC
- Family Engagement and Equity Specialist

Park Elementary School

Supplemental materials	4000-4999: Books And Supplies	\$1,000.00	English Language Development	<p>Increase the number of English Learners Achieving Proficiency in Reading / Language Arts</p> <p>Task:</p> <ul style="list-style-type: none">• Coaching and professional development by the EL Specialist and District EL staff• Early identification of students struggling with LA / Literacy to provide additional support in small groups differentiating instruction. (LLI: Leveled Literacy Instruction)• Bilingual Alternative Program Teacher Collaboration• Teacher release time to analyze data, observe teaching, collaborate and plan• Grade level teachers will use formative and summative assessments to differentiate instruction.• Acceleration classes and support for identified students not making progress• Implement Integrated ELD strategies during ELA instruction <p>Measures:</p> <ul style="list-style-type: none">• Formative and summative assessment data ELA / SLA - ELPAC data.• At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed . <p>People Assigned:</p> <ul style="list-style-type: none">• Teachers• EL Specialist• HUSD Literacy Coach• Instructional Leadership Team• Principal• Assistant Principal• ELAC (English Language Advisory Committee)• Family Engagement and Equity Specialist
------------------------	-------------------------------	------------	------------------------------	---

Park Elementary School

Extra hours teacher pay for after school acceleration classes	1000-1999: Certificated Personnel Salaries	\$3,000.00	English Language Development	<p>Increase the number of English Learners Achieving Proficiency in Reading / Language Arts</p> <p>Task:</p> <ul style="list-style-type: none">• Coaching and professional development by the EL Specialist and District EL staff• Early identification of students struggling with LA / Literacy to provide additional support in small groups differentiating instruction. (LLI: Leveled Literacy Instruction)• Bilingual Alternative Program Teacher Collaboration• Teacher release time to analyze data, observe teaching, collaborate and plan• Grade level teachers will use formative and summative assessments to differentiate instruction.• Acceleration classes and support for identified students not making progress• Implement Integrated ELD strategies during ELA instruction <p>Measures:</p> <ul style="list-style-type: none">• Formative and summative assessment data ELA / SLA - ELPAC data.• At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed . <p>People Assigned:</p> <ul style="list-style-type: none">• Teachers• EL Specialist• HUSD Literacy Coach• Instructional Leadership Team• Principal• Assistant Principal• ELAC (English Language Advisory Committee)• Family Engagement and Equity Specialist
---	--	------------	------------------------------	---

Park Elementary School

Supplemental materials and supplies and software	4000-4999: Books And Supplies	\$1,000.00	English Language Development	Increase the number of English Learners Achieving Proficiency in Reading / Language Arts
				<p>Task:</p> <ul style="list-style-type: none"> • Coaching and professional development by the EL Specialist and District EL staff • Early identification of students struggling with LA / Literacy to provide additional support in small groups differentiating instruction. (LLI: Leveled Literacy Instruction) • Bilingual Alternative Program Teacher Collaboration • Teacher release time to analyze data, observe teaching, collaborate and plan • Grade level teachers will use formative and summative assessments to differentiate instruction. • Acceleration classes and support for identified students not making progress • Implement Integrated ELD strategies during ELA instruction
				<p>Measures:</p> <ul style="list-style-type: none"> • Formative and summative assessment data ELA / SLA - ELPAC data. • At the end of each trimester ELD Groups will be re examined to make adjustments for acceleration or extra support as needed .
				<p>People Assigned:</p> <ul style="list-style-type: none"> • Teachers • EL Specialist • HUSD Literacy Coach • Instructional Leadership Team • Principal • Assistant Principal • ELAC (English Language Advisory Committee) • Family Engagement and Equity Specialist <p>Common Core State Standards Implementation</p>
Materials and Supplies	4000-4999: Books And Supplies	\$2,000.00	English Language Arts / Spanish Language Arts	<p>Focus: Use the text Cultivating Genius by Gholdy Muhammad as the foundation for professional learning in language arts. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student</p>

identities and support our anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in acquiring new knowledge (reading to learn) and this also must happen at all grade levels beginning in TK. The Pursuit of Criticality is teaching students to combine their experiences and identities with their skills and intellect to take a critical stance and take action in their world.

Task:

- Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work
- Continue with Professional Learning Communities, data talks, and peer observations
- Use technology programs and software to support ELA / Spanish Language Arts instruction
- Use Illuminate to monitor student learning
- Use ELD strategies and Academic Language Development (ALD) within ELA / SLA instruction
- Grade level teachers will receive release time to collaborate in order to incorporate English Language Development objectives in ELA instruction

Measures:

- Student Formative and Summative Assessments
- Teacher Evaluations from Professional Development days
- Professional Development Agendas, and Feedback Forms

People Assigned:

- Grade Level Teachers
 - Instructional Coach
 - Principal
 - Assistant Principal
 - Instructional Leadership Team
 - Library / Media Specialist
 - EL Specialist
 - District Support Staff
 - Family Engagement and Equity Specialist
- Common Core State Standards Implementation

Park Elementary School

Teacher Extra Hours

1000-1999: Certificated
Personnel Salaries

\$2,500.00 English Language
Arts / Spanish
Language Arts

Focus: Use the text *Cultivating Genius* by Gholdy Muhammad as the foundation for professional learning in language arts. The equity framework called *Culturally and Historically Responsive Teaching* has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student identities and support our anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in acquiring new knowledge (reading to learn) and this also must happen at all grade levels beginning in TK. The Pursuit of Criticality is teaching students to combine their experiences and identities with their skills and intellect to take a critical stance and take action in their world.

Task:

- Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work
- Continue with Professional Learning Communities, data talks, and peer observations
- Use technology programs and software to support ELA / Spanish Language Arts instruction
- Use Illuminate to monitor student learning
- Use ELD strategies and Academic Language Development (ALD) within ELA / SLA instruction
- Grade level teachers will receive release time to collaborate in order to incorporate English Language Development objectives in ELA instruction

Measures:

- Student Formative and Summative Assessments
- Teacher Evaluations from Professional Development days
- Professional Development Agendas, and Feedback Forms

People Assigned:

- Grade Level Teachers
- Instructional Coach
- Principal

Instructional Software

4000-4999: Books And Supplies

\$1,000.00 English Language Arts / Spanish Language Arts

- Assistant Principal
 - Instructional Leadership Team
 - Library / Media Specialist
 - EL Specialist
 - District Support Staff
 - Family Engagement and Equity Specialist
- Common Core State Standards Implementation

Focus: Use the text *Cultivating Genius* by Gholdy Muhammad as the foundation for professional learning in language arts. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student identities and support our anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in acquiring new knowledge (reading to learn) and this also must happen at all grade levels beginning in TK. The Pursuit of Criticality is teaching students to combine their experiences and identities with their skills and intellect to take a critical stance and take action in their world.

Task:

- Professional development on: Differentiated Instruction, Deeper Learning techniques, and Culturally and Historically Responsive Teaching to support anti-bias/antiracism work
- Continue with Professional Learning Communities, data talks, and peer observations
- Use technology programs and software to support ELA / Spanish Language Arts instruction
- Use Illuminate to monitor student learning
- Use ELD strategies and Academic Language Development (ALD) within ELA / SLA instruction
- Grade level teachers will receive release time to collaborate in order to incorporate English Language Development objectives in ELA instruction

Measures:

- Student Formative and Summative Assessments

- Teacher Evaluations from Professional Development days
- Professional Development Agendas, and Feedback Forms

People Assigned:

- Grade Level Teachers
- Instructional Coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- Library / Media Specialist
- EL Specialist
- District Support Staff
- Family Engagement and Equity Specialist

Park Elementary School

Software and Supplemental Materials

4000-4999: Books And
Supplies

\$500.00 Mathematics

Common Core State Standards Implementation

Task:

- Continue Professional Learning Community work
- Focus on Differentiated Instruction, Deeper Learning Practices and Culturally Responsive Teaching
- Data talks
- Use technology programs, software, and manipulative materials to support math instruction
- Use of District technological resources (Common Core website, Illuminate, etc.)
- Use English Language Development and Academic Language Development objectives and techniques within math instruction
- Acceleration classes for identified students not meeting academic standards

Grade level teachers will receive release time to collaborate in order to:

- Analyze data
- Plan for Deeper Learning Opportunities
- Backwards plan
- Participate in peer observations
- Integrate English Language Development techniques and objectives in math instruction

Measures:

- Teachers will monitor student data using Illuminate to identify next steps to improve student academic engagement and student learning
- Formative/Summative Assessments
- Analyze teacher feedback forms from Professional Development days

People Assigned:

- Grade Level Teachers
- Instructional Coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- EL Specialist
- District Support Staff
- School committees

Park Elementary School

Substitutes for Teacher Release Time	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Mathematics	<p>Common Core State Standards Implementation</p> <p>Task:</p> <ul style="list-style-type: none">• Continue Professional Learning Community work• Focus on Differentiated Instruction, Deeper Learning Practices and Culturally Responsive Teaching• Data talks• Use technology programs, software, and manipulative materials to support math instruction• Use of District technological resources (Common Core website, Illuminate, etc.)• Use English Language Development and Academic Language Development objectives and techniques within math instruction• Acceleration classes for identified students not meeting academic standards <p>Grade level teachers will receive release time to collaborate in order to:</p> <ul style="list-style-type: none">• Analyze data• Plan for Deeper Learning Opportunities• Backwards plan• Participate in peer observations• Integrate English Language Development techniques and objectives in math instruction <p>Measures:</p> <ul style="list-style-type: none">• Teachers will monitor student data using Illuminate to identify next steps to improve student academic engagement and student learning• Formative/Summative Assessments• Analyze teacher feedback forms from Professional Development days <p>People Assigned:</p> <ul style="list-style-type: none">• Grade Level Teachers• Instructional Coach• Principal• Assistant Principal• Instructional Leadership Team• EL Specialist• District Support Staff• School committees
--------------------------------------	--	------------	-------------	---

Supplemental Materials

4000-4999: Books And
Supplies

\$500.00 Mathematics

Acceleration and Enrichment

Task:

- Professional development on: Differentiated Instruction, Deeper Learning Practices and Culturally Responsive Teaching to support anti-bias/antiracism work
- Family Math events
- Teacher release time to analyze data , observe teaching , collaborate, and plan
- Grade level teachers will use formative and summative assessments to differentiate instruction .
- Park School will use available technology for acceleration and enrichment during the instructional day
- Use Software / Site Licenses to support student academic engagement and learning
- With PLC HUSD coach support , teachers will visit other teachers classrooms to share best practices on Deeper Learning within the Math content area.
- Workshops for families on how to support students with Common Core math

Measures:

- Site administration will assist and support through informal observations and through immediate informal feedback.
- Student data from technology based programs, summative and formative assessments will be collected and used to monitor student academic engagement and learning
- Academic Student Success Teams's and Coordination of Student Team referrals for students not making progress.

People Assigned:

- Grade Level Teachers
- HUSD Instructional Coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- EL Specialist
- Family Engagement and Equity Specialist
- Parent Engagement Committee

Park Elementary School

Teacher Extra Hours

5000-5999: Services And
Other Operating
Expenditures

\$1,881.00 Mathematics

Acceleration and Enrichment

Task:

- Professional development on: Differentiated Instruction, Deeper Learning Practices and Culturally Responsive Teaching to support anti-bias/antiracism work
- Family Math events
- Teacher release time to analyze data , observe teaching , collaborate, and plan
- Grade level teachers will use formative and summative assessments to differentiate instruction .
- Park School will use available technology for acceleration and enrichment during the instructional day
- Use Software / Site Licenses to support student academic engagement and learning
- With PLC HUSD coach support , teachers will visit other teachers classrooms to share best practices on Deeper Learning within the Math content area.
- Workshops for families on how to support students with Common Core math

Measures:

- Site administration will assist and support through informal observations and through immediate informal feedback.
- Student data from technology based programs, summative and formative assessments will be collected and used to monitor student academic engagement and learning
- Academic Student Success Teams's and Coordination of Student Team referrals for students not making progress.

People Assigned:

- Grade Level Teachers
- HUSD Instructional Coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- EL Specialist
- Family Engagement and Equity Specialist
- Parent Engagement Committee

Park Elementary School

Classroom technology and audio visual equipment

6000-6999: Capital Outlay

\$3,000.00 Mathematics

Acceleration and Enrichment

Task:

- Professional development on: Differentiated Instruction, Deeper Learning Practices and Culturally Responsive Teaching to support anti-bias/antiracism work
- Family Math events
- Teacher release time to analyze data , observe teaching , collaborate, and plan
- Grade level teachers will use formative and summative assessments to differentiate instruction .
- Park School will use available technology for acceleration and enrichment during the instructional day
- Use Software / Site Licenses to support student academic engagement and learning
- With PLC HUSD coach support , teachers will visit other teachers classrooms to share best practices on Deeper Learning within the Math content area.
- Workshops for families on how to support students with Common Core math

Measures:

- Site administration will assist and support through informal observations and through immediate informal feedback.
- Student data from technology based programs, summative and formative assessments will be collected and used to monitor student academic engagement and learning
- Academic Student Success Teams's and Coordination of Student Team referrals for students not making progress.

People Assigned:

- Grade Level Teachers
- HUSD Instructional Coach
- Principal
- Assistant Principal
- Instructional Leadership Team
- EL Specialist
- Family Engagement and Equity Specialist
- Parent Engagement Committee

Park Elementary School

Teacher Release Time: PD, Collaboration, COI, Data Talks, Academic Engagement, Backwards Mapping, Peer Observations

5000-5999: Services And Other Operating Expenditures

\$2,000.00 English Language Development

Task:

- Monthly Bilingual Alternative Program cross grade level collaboration meetings
- EL student monitoring two times per year: Develop goals to target student's individual language and academic needs and closely monitor growth toward achieving these goals
- Data talks to monitor EL progress every trimester
- Collaboration and Professional Development with EL Specialist to develop language objectives across the content areas
- Focus on Culturally Responsive Teaching and Deeper Learning Practices to keep students engaged and learning
- Park School will continue leveling for designated ELD

Measures:

- Teachers will use student data and the information from the ELL monitoring forms to monitor student goals
- Park School will use most recent results from ELPAC, CAASPP/SBA, Benchmark Assessments, and Formative Assessments to drive instruction
- Classroom teachers and EL Specialist will analyze student data from most recent State and Benchmark Assessments to identify students that meet the criteria for reclassification .
- Classroom teachers and EL Specialist will analyze student data from most recent State and Benchmark Assessments to identify students who are at risk of becoming Long Term English Learners.

People Assigned:

- Teachers by Grade Level and Program (BA and SEI)
- Site Administrators
- Instructional Leadership Team
- Literacy Coach
- EL Specialist
- Family Engagement and Equity Specialist

Park Elementary School

Supplemental Materials & Supplies and software	4000-4999: Books And Supplies	\$1,000.00	English Language Development	<p>Task:</p> <ul style="list-style-type: none"> • Monthly Bilingual Alternative Program cross grade level collaboration meetings • EL student monitoring two times per year: Develop goals to target student's individual language and academic needs and closely monitor growth toward achieving these goals • Data talks to monitor EL progress every trimester • Collaboration and Professional Development with EL Specialist to develop language objectives across the content areas • Focus on Culturally Responsive Teaching and Deeper Learning Practices to keep students engaged and learning • Park School will continue leveling for designated ELD <p>Measures:</p> <ul style="list-style-type: none"> • Teachers will use student data and the information from the ELL monitoring forms to monitor student goals • Park School will use most recent results from ELPAC, CAASPP/SBA, Benchmark Assessments, and Formative Assessments to drive instruction • Classroom teachers and EL Specialist will analyze student data from most recent State and Benchmark Assessments to identify students that meet the criteria for reclassification . • Classroom teachers and EL Specialist will analyze student data from most recent State and Benchmark Assessments to identify students who are at risk of becoming Long Term English Learners. <p>People Assigned:</p> <ul style="list-style-type: none"> • Teachers by Grade Level and Program (BA and SEI) • Site Administrators • Instructional Leadership Team • Literacy Coach • EL Specialist • Family Engagement and Equity Specialist
--	-------------------------------	------------	------------------------------	---

LCFF Supplemental and Concentration Funds Total Expenditures: \$37,881.00

LCFF Supplemental and Concentration Funds Allocation Balance: \$0.00

Park Elementary School

Funding Source: Title 1: Parent Allocation

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Workshops and training	5000-5999: Services And Other Operating Expenditures	\$1,082.00	School Climate/Parent Engagement	<p>Improving Parent Engagement</p> <p>Task:</p> <ul style="list-style-type: none"> • Build capacity as a relationship centered school • Provide parents and families weekly communication • Support our families of newcomers by translating school documents into more languages • Specific outreach to newcomer families • Teachers will continue to communicate with parents and families about instructional programs, instructional goals, and student needs. • Teachers will continue to provide opportunities for involvement in classroom • Provide childcare opportunities for parents and families to allow for school involvement • Work collaboratively with the Park Parent Teacher Organization (PTO) and the Family Engagement Specialist to promote parent involvement and school spirit • Parents and families will be encouraged to volunteer and attend classroom field trips and enrichment programs • Build community within our different demographic groups through school wide events, school beautification days, clubs, and programs • Recognize and celebrate diversity through cultural events coordinated by a multicultural committee • Parents will be offered opportunities to attend classes and workshops • Site administration will have regular meetings with parents (CAFE) to inform and to address parent concerns • Provide a mix of in-person and zoom meetings to best meet parents needs • Ensure collaboration between COST Specialist and FES related to follow-up in high need student cases <p>Measures:</p> <ul style="list-style-type: none"> • Sign in sheets and flyers from family and community events and activities • Participation rates from community events or meetings

Park Elementary School

People Assigned:

- Principal and assistant principal
- Classroom teachers
- Support staff
- Parent Ambassador
- Parent Engagement Committee
- PTO
- SSC
- ELAC
- SBDM
- AASAI
- Family Engagement and Equity Specialist
- COST Specialist

Title 1: Parent Allocation Total Expenditures:	\$1,082.00
Title 1: Parent Allocation Allocation Balance:	\$0.00
Park Elementary School Total Expenditures:	\$128,463.00