

# 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
Central Park Elementary School	43-69674-0133363	May 2, 2023	June 8, 2023

## 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  
Targeted Support and Improvement  
Additional Targeted Support and Improvement  
Schoolwide Program  
ATSI (Additional Targeted Support and (Improvement) has been identified in the following groups: Socioeconomically disadvantaged (Chronic Absenteeism) and Students with Disabilities (Chronic absenteeism).

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.

Central Park Elementary’s SPSA supports meeting the ESSA requirements as the goals and actions are aligned with SCUSD’s LCAP and support the goal that: all students are taught to high academic standards that will prepare them to succeed in college and careers. Matters of equity and supporting disadvantaged and high-needs students are areas of focus. Our school qualified for ATSI additional targeted support and improvement due to chronic absenteeism in two student groups: Socioeconomically disadvantaged and Special Education. An additional goal/intervention is written to improve the absenteeism rate. Statewide assessments, absenteeism/truancy, and other relevant data that measure /track students' progress are provided to educators, families, students, and communities, and goals are developed based on areas of needed growth. Interventions are put in place to support student achievement.

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# 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).

An SEL survey was administered in grades 3-5 in February 2023. Areas students rated themselves lower were in Responsible Decision Making and several "Self-Awareness" categories. An SEL survey was conducted in grades 3-5 (spring 2021) to assess patterns and trends in regard to school culture and the social/emotional well-being of students. One of the highest areas of need under SEL was children feeling they did "not know how to calm themselves when upset, as well as an inability to describe their emotions." This has been a focus the past few years. A Healthy Kids Survey was conducted in winter 2022 and all areas assessed had an 80% positive response with the exception of parent involvement in school (most likely due to the pandemic) and students feeling like they had a voice in the rules and choice in learning. Our ELAC community has expressed a need for more instructional support for ELs, especially students new to the country. Teachers express a need for more LIT and MIT support K-5 as well as arts and music instruction K-5 and dedicated collaboration time within the school day.

## Classroom Observations

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

As per the teacher contract:

Probationary Teachers: Two formal observations and one evaluation summary each year in addition to on-going informal observations.

Permanent Teachers: One formal observation and one evaluation summary every other year.

Teachers with Satisfactory Evaluations have the option of participating in an Alternative Evaluation Project. Informal observations throughout the year.

Teachers with ten or more years of satisfactory performance may be placed on a five-year formal evaluation cycle.

## 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)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support implementation of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

Teachers collaborate in grade level teams, across grade levels, with specialists, LMA (Library Media Assistants) and content specific teachers (Music, P.E.) as well as specialist such as Wellness, SAI, Psychologist, Speech & Language Pathologist, Resource Specialist and Behaviorists.

## Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

## Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, online apps such as iREADY and Rosetta English. Supports are based on individual student needs. Students can also participate in leadership opportunities: Classroom buddies, Equipment Managers, Green Team, Student Leadership, Lunchtime Helper, Chameleoncast, and Safety Patrol (grade 5). Students in grades 3-5 participate in a district-wide music program.

Evidence-based educational practices to raise student achievement

Teachers use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, RISE (8-10 weeks Literacy Intervention provided by district specialists for grades 1st/2nd) Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics, and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, RAZ-Kidz, iREADY, SEAL ELD strategies, target meetings, regular assessment and progress monitoring, Project Based Learning unit design and Gradual Release of Responsibility. Teachers use PBL and Design Challenges as a vehicle to deliver STEAM-based interdisciplinary instruction. Our Makerspace is used to offer a creative space for students to use hands-on materials to express their creativity and learning.

## Parental Engagement

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

Programs that support at-risk students include SOAR (dependant on staffing), counseling, RISE (literacy intervention for 1st/2nd grade (8 weeks), peer buddies, AddVantage (math), Extended Day, State Preschool, Before and After School Programs sports, library, Lunchtime Sports coaches, Project Cornerstone, summer school for migrant, EL 1 students, and students below standard. District-wide music program grades 3-5. After-school Astronomy Club (parent-run). Parents are also active with our School Site Council, ELAC and PTA .

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)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

## Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

## Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The school works with the staff, School Site Council, Site Leadership Team and ELAC to develop, review and update the SPSA.

## Resource Inequities

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

We need RISE/LIT support in grades 3-5 to support struggling readers. We need MIT (math support) in grades K-5 to support students struggling in math. We have many more newcomers joining our school. ELAC parents and teachers both express a need for more instructional support for English Learners. Staff was surveyed as to what would enrich our STEAM program. Staff would like credentialed art, music and Garden teachers to support grades K-5. We would also like a full-time Makerspace teacher that could support teachers with integrating design challenges and making into projects. Currently, we pay an hourly employee to procure materials and organize our Makerspace. We release a teacher two times per month to provide garden instruction. It would be a more powerful program if we were able to dedicate a staff member to the garden program full or at least part-time.

# 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		
	20-21	21-22	22-23
Kindergarten	73	71	77
Grade 1	83	62	67
Grade 2	87	71	73
Grade3	66	84	71
Grade 4	62	59	79
Grade 5	74	57	63
<b>Total Enrollment</b>	<b>445</b>	<b>404</b>	<b>430</b>

### Conclusions based on this data:

1. Asian makes up the highest percentage of our student population, followed by white and Hispanic/Latinx.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	97	110	112	21.80%	27.2%	26.0%
Fluent English Proficient (FEP)	90	93	114	20.20%	23.0%	26.5%
Reclassified Fluent English Proficient (RFEP)	8			8.2%		

### Conclusions based on this data:

1. The percentage of English Learners/Emergent Bilinguals has increased from 23.8% to 27.2% between 2021 and 2022.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	82		0	81		0	81		0.0	98.8	
Grade 4	63	63		0	58		0	58		0.0	92.1	
Grade 5	76	57		0	55		0	54		0.0	96.5	
All Grades	200	202		0	194		0	193		0.0	96.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2465.			45.68			18.52			24.69			11.11	
Grade 4		2486.			32.76			25.86			18.97			22.41	
Grade 5		2546.			42.59			27.78			14.81			14.81	
All Grades	N/A	N/A	N/A		40.93			23.32			20.21			15.54	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		30.86			58.02			11.11				
Grade 4		29.31			63.79			6.90				
Grade 5		33.33			57.41			9.26				
All Grades		31.09			59.59			9.33				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.75			60.00			11.25	
Grade 4		18.97			55.17			25.86	
Grade 5		40.74			42.59			16.67	
All Grades		29.17			53.65			17.19	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.99			76.54			2.47	
Grade 4		8.62			82.76			8.62	
Grade 5		24.07			61.11			14.81	
All Grades		18.13			74.09			7.77	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22			70.37			7.41	
Grade 4		17.24			72.41			10.34	
Grade 5		33.33			57.41			9.26	
All Grades		23.83			67.36			8.81	

**Conclusions based on this data:**

- English Language Arts: 194 students tested  
2021-2022 CAASPP  
Met Or Exceeded Standard  
Overall: 64% (dropped from 69.6% in 2019)
- Targeted Student Groups showing a decline in the percentage of student meeting/exceeding Standard: English Language Arts;  
Hispanic/Latino/a/x:  
2019: 50%  
2022: 37%  
Economically Disadvantaged:  
2019: 45%  
2022: 18%
- We are seeing an upward trend for English Learners meeting or exceeding standards in ELA:  
Percent Meeting or Exceeding Standard: English Learners  
2018-2019: 14.3%  
2021-2022: 24%  
  
We are seeing an upward trend for students with special needs:  
Percent Meeting or Exceeding Standard: Special Education  
2019: 35.7%  
2022: 43%

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	82		0	80		0	80		0.0	97.6	
Grade 4	63	63		0	60		0	58		0.0	95.2	
Grade 5	76	57		0	55		0	55		0.0	96.5	
All Grades	200	202		0	195		0	193		0.0	96.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2474.			40.00			25.00			23.75			11.25	
Grade 4		2496.			29.31			34.48			15.52			20.69	
Grade 5		2547.			41.82			12.73			21.82			23.64	
All Grades	N/A	N/A	N/A		37.31			24.35			20.73			17.62	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.75			32.50			18.75	
Grade 4		37.93			37.93			24.14	
Grade 5		40.00			41.82			18.18	
All Grades		43.01			36.79			20.21	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.25			48.75			10.00	
Grade 4		34.48			51.72			13.79	
Grade 5		36.36			47.27			16.36	
All Grades		37.82			49.22			12.95	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.00			51.25			8.75	
Grade 4		32.76			46.55			20.69	
Grade 5		40.00			47.27			12.73	
All Grades		37.82			48.70			13.47	

**Conclusions based on this data:**

1. 69.8% Met Or Exceed Standard (2.3 percentage increase)
2. Scale Scores: Color: Blue, 43.1 points above standard, Maintained -1.7 Points
3. Results for combined grades 3-5 in 18-19 show that the targets were met or exceeded overall and for nearly all student groups.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1456.8	1446.2		1445.6	1451.3		1482.8	1434.3		24	21	
<b>1</b>	1491.2	1462.5		1483.5	1461.5		1498.6	1462.9		32	20	
<b>2</b>	1510.6	1473.0		1496.9	1468.8		1523.9	1476.9		17	20	
<b>3</b>	1516.3	1522.7		1515.2	1523.1		1516.8	1522.0		12	15	
<b>4</b>	*	1509.6		*	1503.5		*	1515.2		8	13	
<b>5</b>	1520.4	*		1528.5	*		1511.8	*		11	10	
<b>All Grades</b>										104	99	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	33.33	23.81		33.33	47.62		25.00	19.05		8.33	9.52		24	21	
<b>1</b>	37.50	25.00		31.25	30.00		21.88	40.00		9.38	5.00		32	20	
<b>2</b>	23.53	15.00		58.82	55.00		17.65	15.00		0.00	15.00		17	20	
<b>3</b>	16.67	40.00		75.00	40.00		8.33	13.33		0.00	6.67		12	15	
<b>4</b>	*	30.77		*	46.15		*	0.00		*	23.08		*	13	
<b>5</b>	36.36	*		18.18	*		9.09	*		36.36	*		11	*	
<b>All Grades</b>	30.77	27.27		41.35	42.42		18.27	18.18		9.62	12.12		104	99	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.00	14.29		41.67	57.14		20.83	19.05		12.50	9.52		24	21	
<b>1</b>	46.88	30.00		25.00	15.00		18.75	40.00		9.38	15.00		32	20	
<b>2</b>	29.41	30.00		52.94	40.00		17.65	15.00		0.00	15.00		17	20	
<b>3</b>	41.67	66.67		50.00	20.00		8.33	13.33		0.00	0.00		12	15	
<b>4</b>	*	53.85		*	23.08		*	7.69		*	15.38		*	13	
<b>5</b>	36.36	*		18.18	*		18.18	*		27.27	*		11	*	
<b>All Grades</b>	37.50	36.36		36.54	33.33		16.35	18.18		9.62	12.12		104	99	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	41.67	14.29		20.83	38.10		33.33	33.33		4.17	14.29		24	21	
<b>1</b>	25.00	10.00		46.88	40.00		18.75	35.00		9.38	15.00		32	20	
<b>2</b>	17.65	5.00		58.82	60.00		17.65	20.00		5.88	15.00		17	20	
<b>3</b>	8.33	26.67		58.33	46.67		33.33	20.00		0.00	6.67		12	15	
<b>4</b>	*	15.38		*	30.77		*	30.77		*	23.08		*	13	
<b>5</b>	18.18	*		18.18	*		27.27	*		36.36	*		11	*	
<b>All Grades</b>	23.08	13.13		41.35	41.41		25.00	30.30		10.58	15.15		104	99	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	33.33	38.10		58.33	57.14		8.33	4.76		24	21	
<b>1</b>	59.38	40.00		37.50	55.00		3.13	5.00		32	20	
<b>2</b>	29.41	30.00		64.71	55.00		5.88	15.00		17	20	
<b>3</b>	58.33	66.67		41.67	33.33		0.00	0.00		12	15	
<b>4</b>	*	76.92		*	7.69		*	15.38		*	13	
<b>5</b>	45.45	*		45.45	*		9.09	*		11	*	
<b>All Grades</b>	46.15	46.46		49.04	44.44		4.81	9.09		104	99	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.67	9.52		66.67	76.19		16.67	14.29		24	21	
<b>1</b>	21.88	20.00		68.75	55.00		9.38	25.00		32	20	
<b>2</b>	35.29	30.00		64.71	55.00		0.00	15.00		17	20	
<b>3</b>	41.67	66.67		58.33	33.33		0.00	0.00		12	15	
<b>4</b>	*	15.38		*	61.54		*	23.08		*	13	
<b>5</b>	45.45	*		9.09	*		45.45	*		11	*	
<b>All Grades</b>	30.77	29.29		56.73	54.55		12.50	16.16		104	99	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.00	14.29		66.67	76.19		8.33	9.52		24	21	
<b>1</b>	50.00	40.00		43.75	50.00		6.25	10.00		32	20	
<b>2</b>	52.94	10.00		41.18	75.00		5.88	15.00		17	20	
<b>3</b>	8.33	13.33		83.33	80.00		8.33	6.67		12	15	
<b>4</b>	*	15.38		*	61.54		*	23.08		*	13	
<b>5</b>	27.27	*		36.36	*		36.36	*		11	*	
<b>All Grades</b>	34.62	18.18		53.85	67.68		11.54	14.14		104	99	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	70.83	33.33		25.00	52.38		4.17	14.29		24	21	
<b>1</b>	15.63	5.00		68.75	85.00		15.63	10.00		32	20	
<b>2</b>	23.53	25.00		58.82	60.00		17.65	15.00		17	20	
<b>3</b>	0.00	33.33		100.00	66.67		0.00	0.00		12	15	
<b>4</b>	*	30.77		*	38.46		*	30.77		*	13	
<b>5</b>	0.00	*		54.55	*		45.45	*		11	*	
<b>All Grades</b>	25.00	22.22		60.58	63.64		14.42	14.14		104	99	

**Conclusions based on this data:**

1. Current Status of English Learner progress based on spring ELPAC  
63.6% of all English Learners either maintained at Level 4 (4.5%), or progressed one level (59%) Our expected outcome (ALL levels 1-3 will increase ELPAC level by at least one level was NOT MET).
2. EL's who progressed at least one ELPI Level: 59%  
EL's who maintained ELPI Level 4: 4.5%  
EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 22.7%  
EL's who decreased at least one ELPI Level: 13.6%



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>404</b>	<b>16.6</b>	<b>27.2</b>	
Total Number of Students enrolled in Central Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	110	27.2
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>	67	16.6
<b>Students with Disabilities</b>	25	6.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	3	0.7
<b>American Indian</b>	2	0.5
<b>Asian</b>	179	44.3
<b>Filipino</b>	14	3.5
<b>Hispanic</b>	81	20.0
<b>Two or More Races</b>	42	10.4
<b>Pacific Islander</b>	1	0.2
<b>White</b>	79	19.6

**Conclusions based on this data:**

1. Asian students make up the largest percentage of our population at 46.7%, followed by White at 20.9% and Hispanic/Latinx at 16.9%
2. 21.8% of our students are English Learners
3. 15.7% of our students are Socioeconomically disadvantaged. 5.8% of our students have special needs.

# School and Student Performance Data

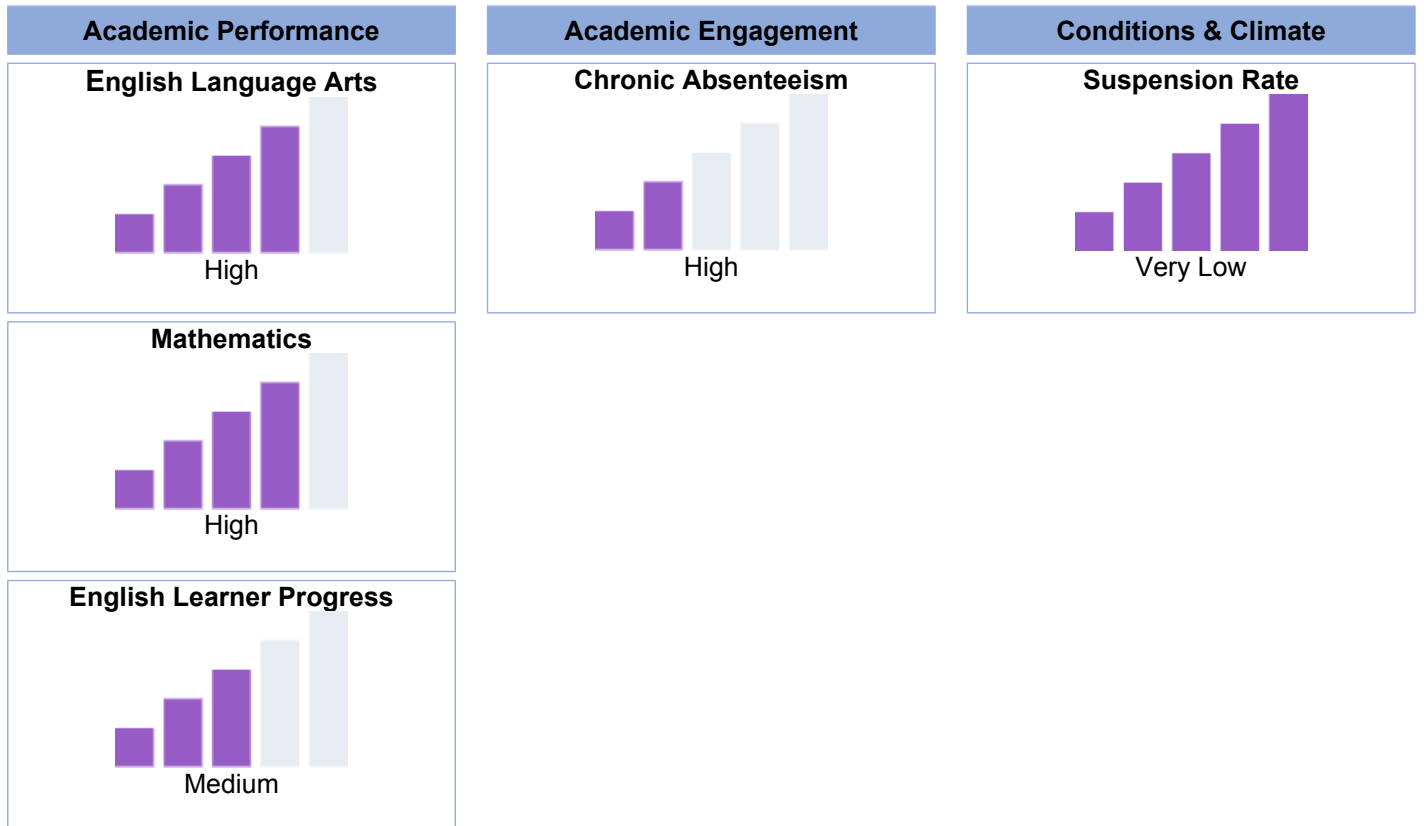
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Academic Performance in ELA and Math OVERALL rated High on dashboard results.
2. Suspension Rate: Low
3. Chronic Absenteeism: High (We attribute this to the COVID Pandemic)

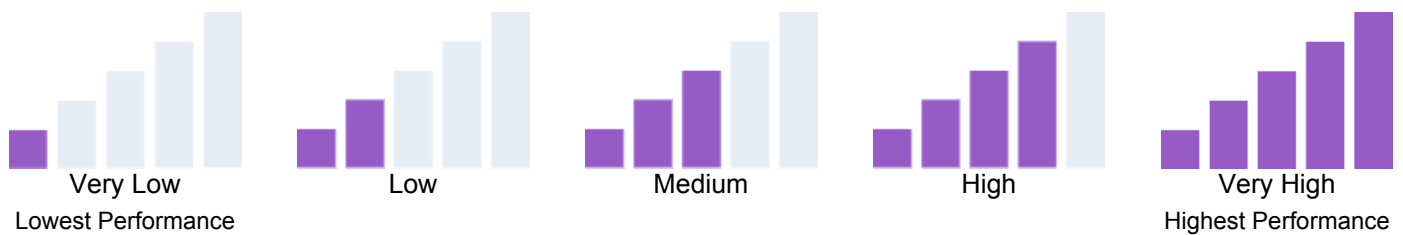


# School and Student Performance Data

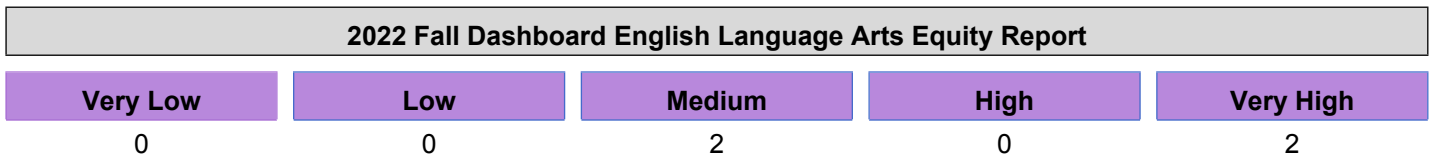
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

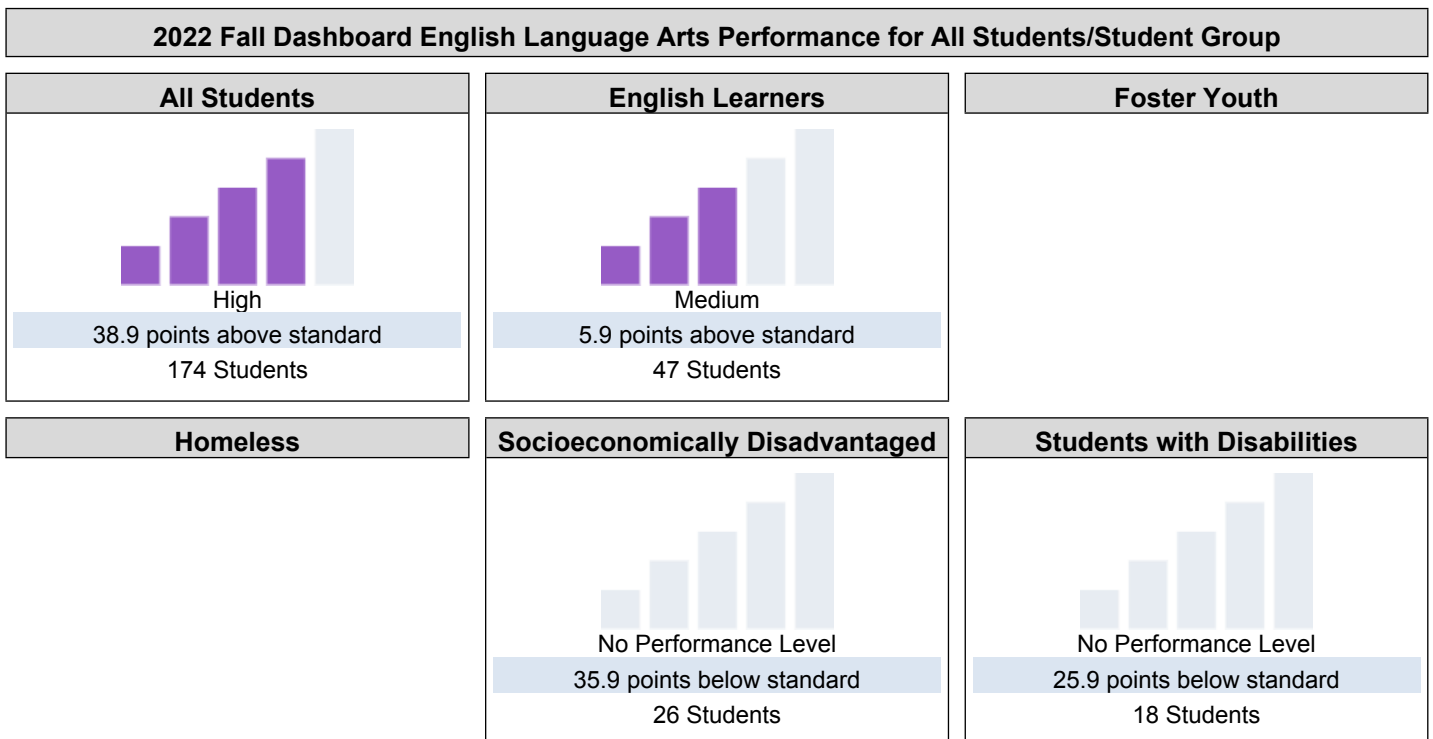
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



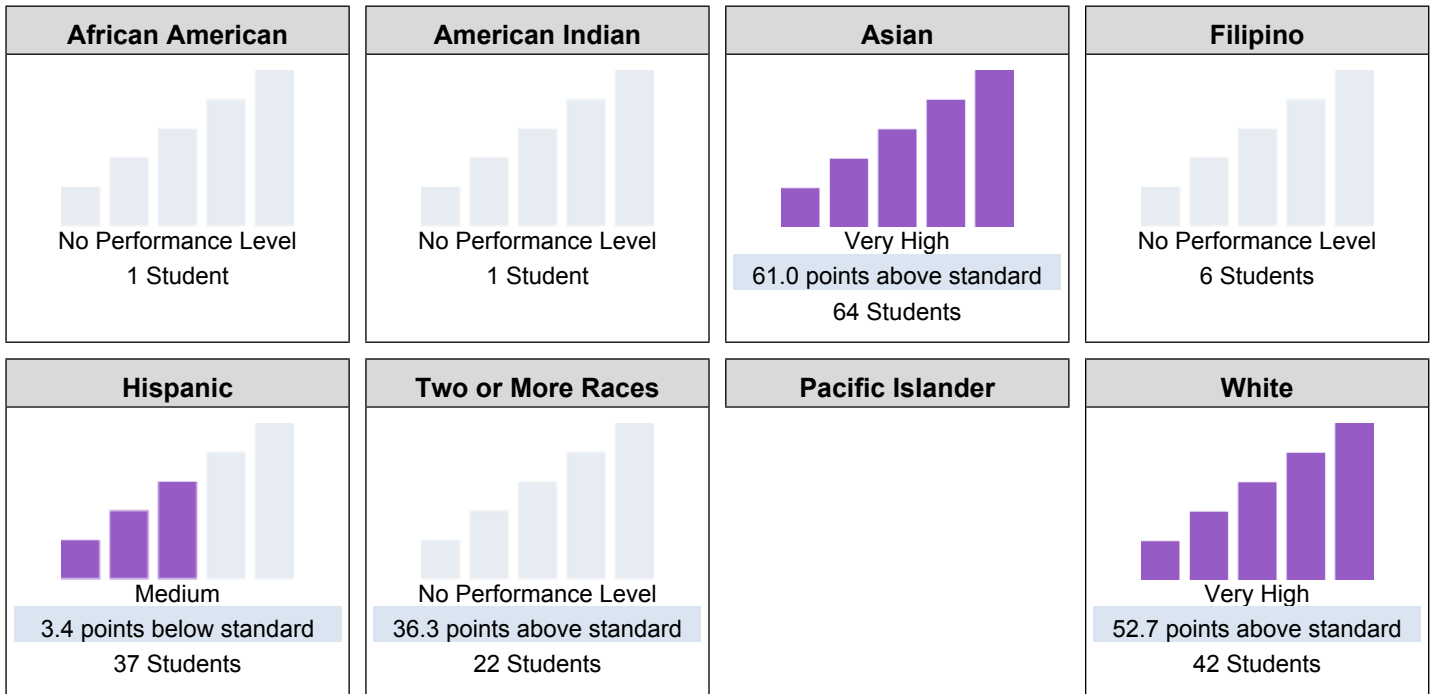
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
43.6 points below standard 20 Students	42.6 points above standard 27 Students	40.6 points above standard 101 Students

**Conclusions based on this data:**

1. There is an achievement gap in student groups Hispanic, Socioeconomically Disadvantaged, English Learners and students with disabilities compared to Asian and White students.

# School and Student Performance Data

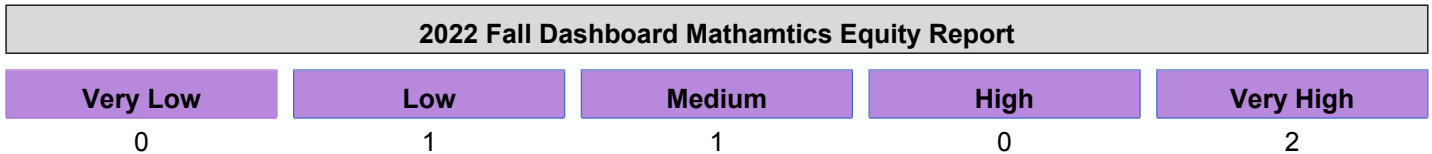
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

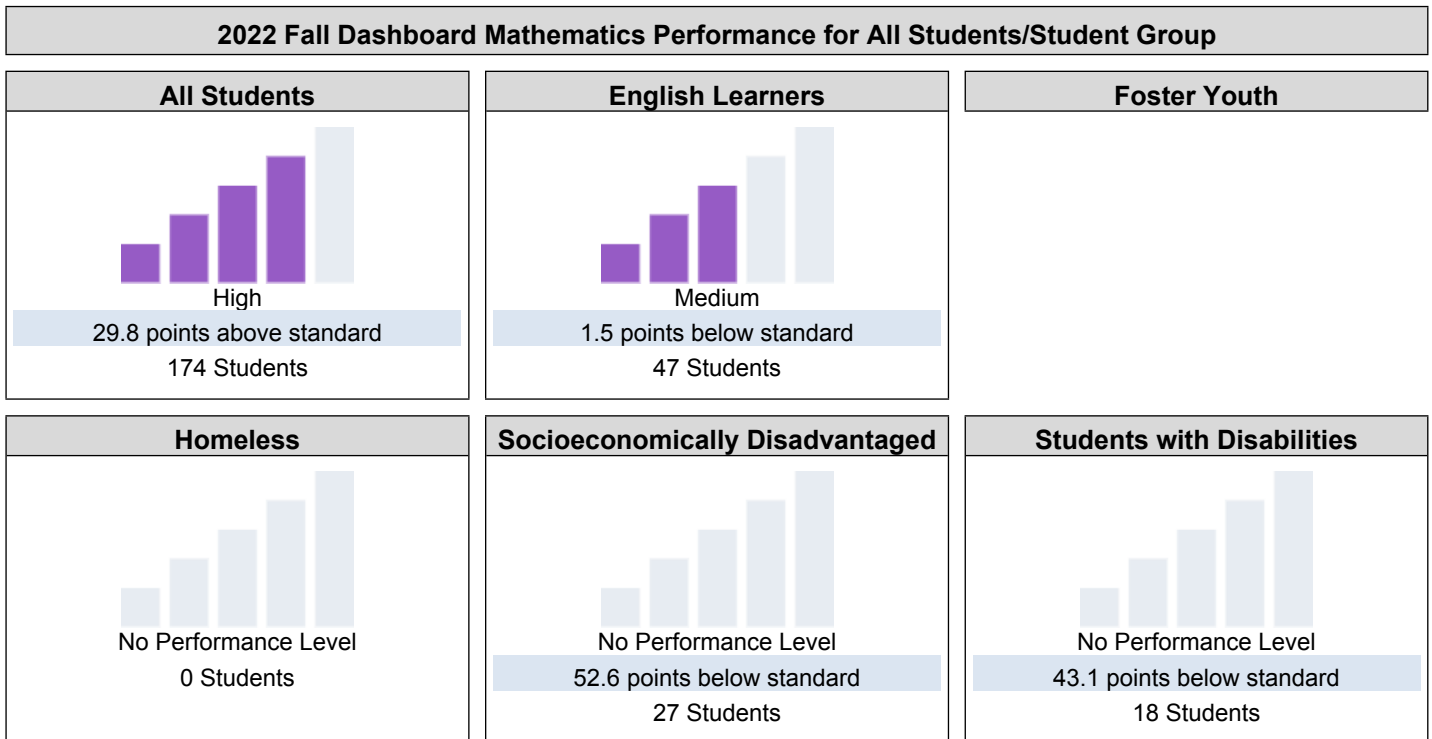
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



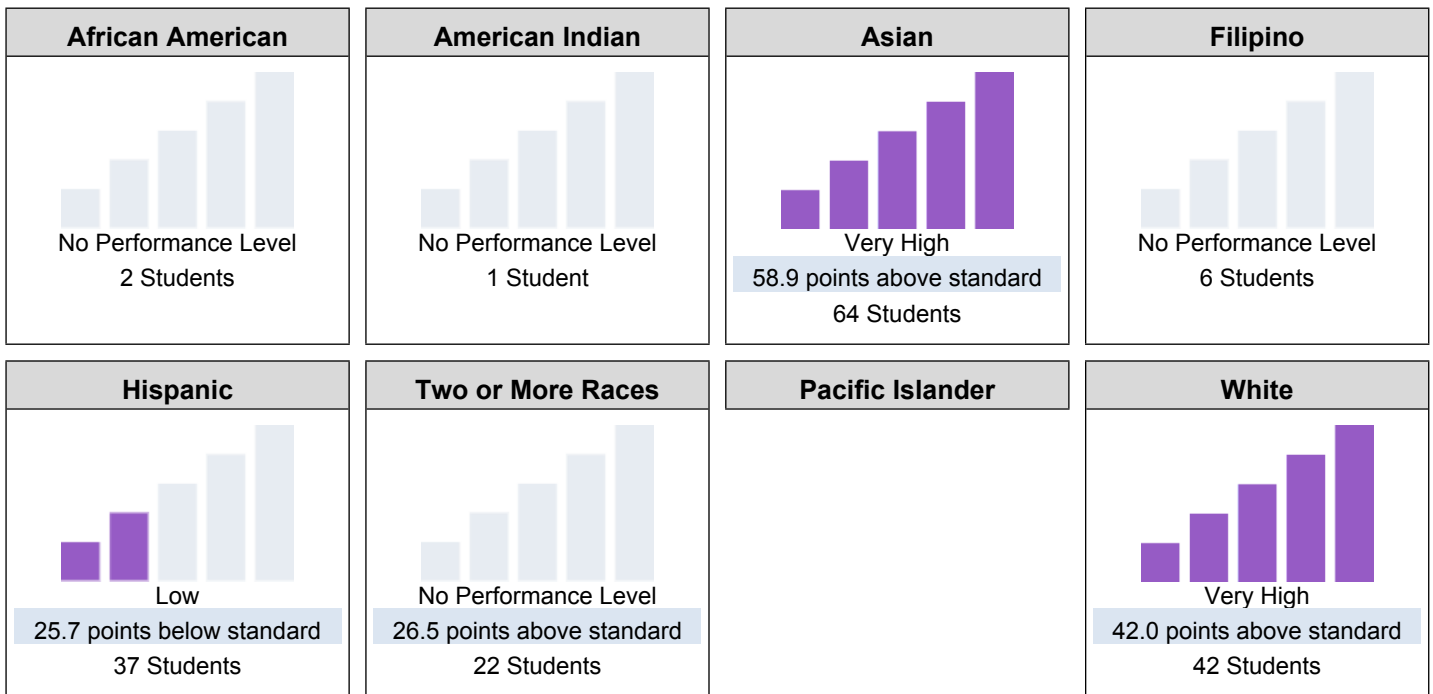
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.3 points below standard 21 Students	34.3 points above standard 27 Students	32.2 points above standard 101 Students

#### Conclusions based on this data:

1. There is an achievement gap in student groups Hispanic, Socioeconomically Disadvantaged, English Learners and students with disabilities compared to Asian and White students.



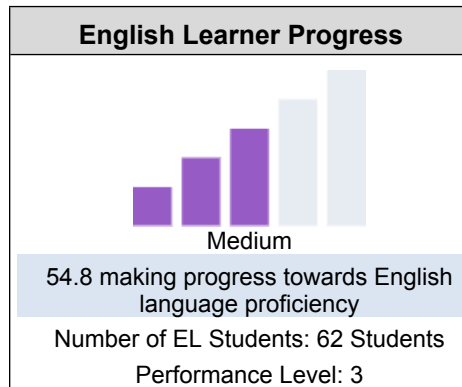
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
17.7%	27.4%	1.6%	53.2%

#### Conclusions based on this data:

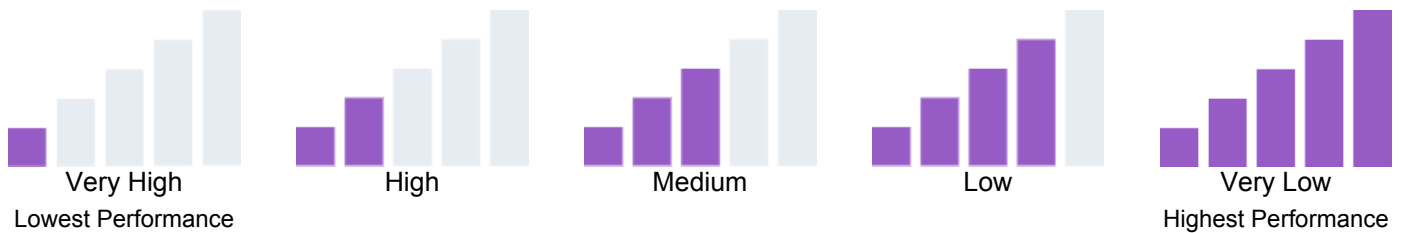
- 54.8% of English Learners are making progress toward ELA standards.  
53.2% Progressed at least on ELPI level.
- 27.4 % Maintained their ELPI level and 17.7% decreased their ELPI level.

# School and Student Performance Data

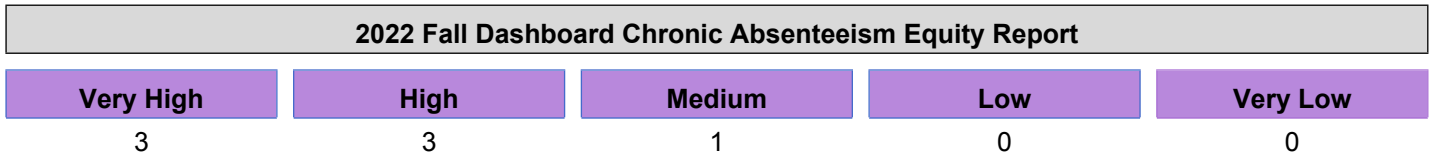
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

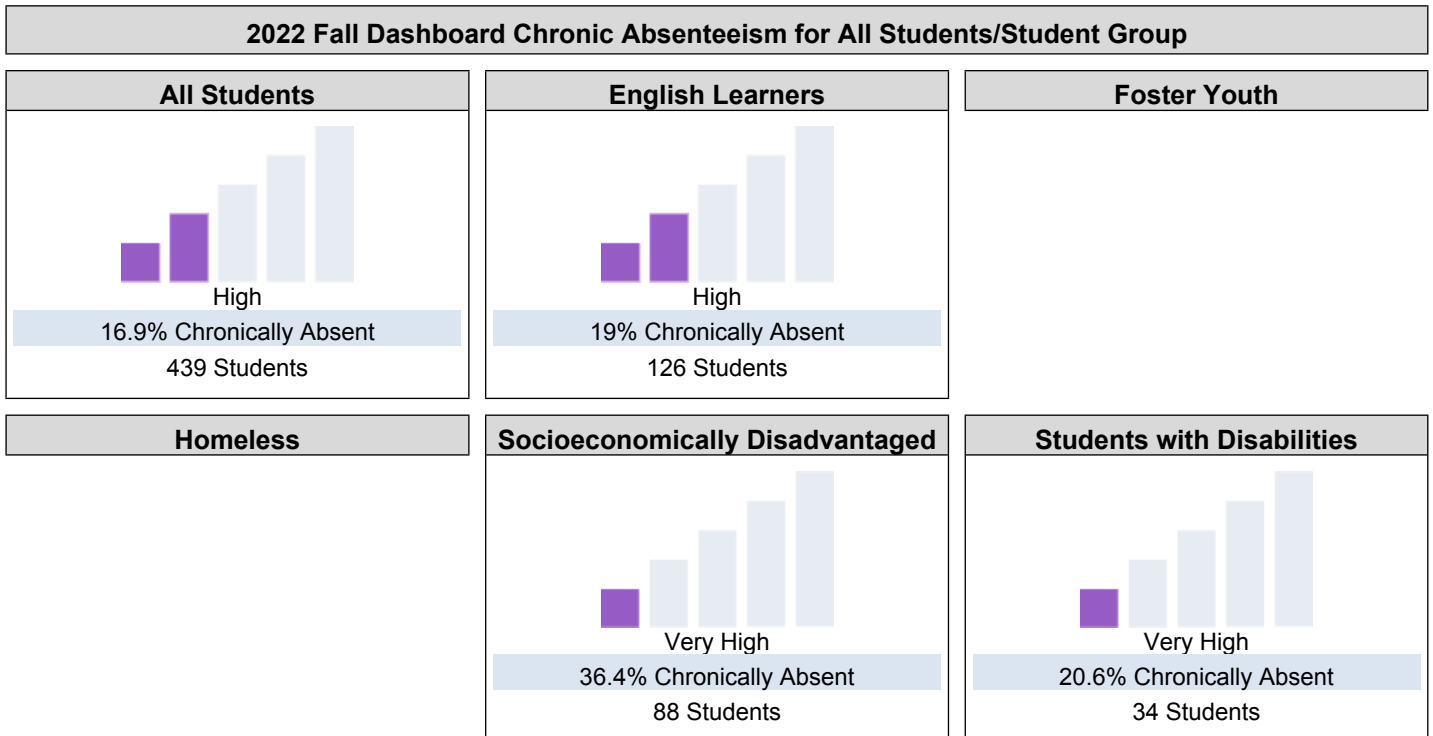
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



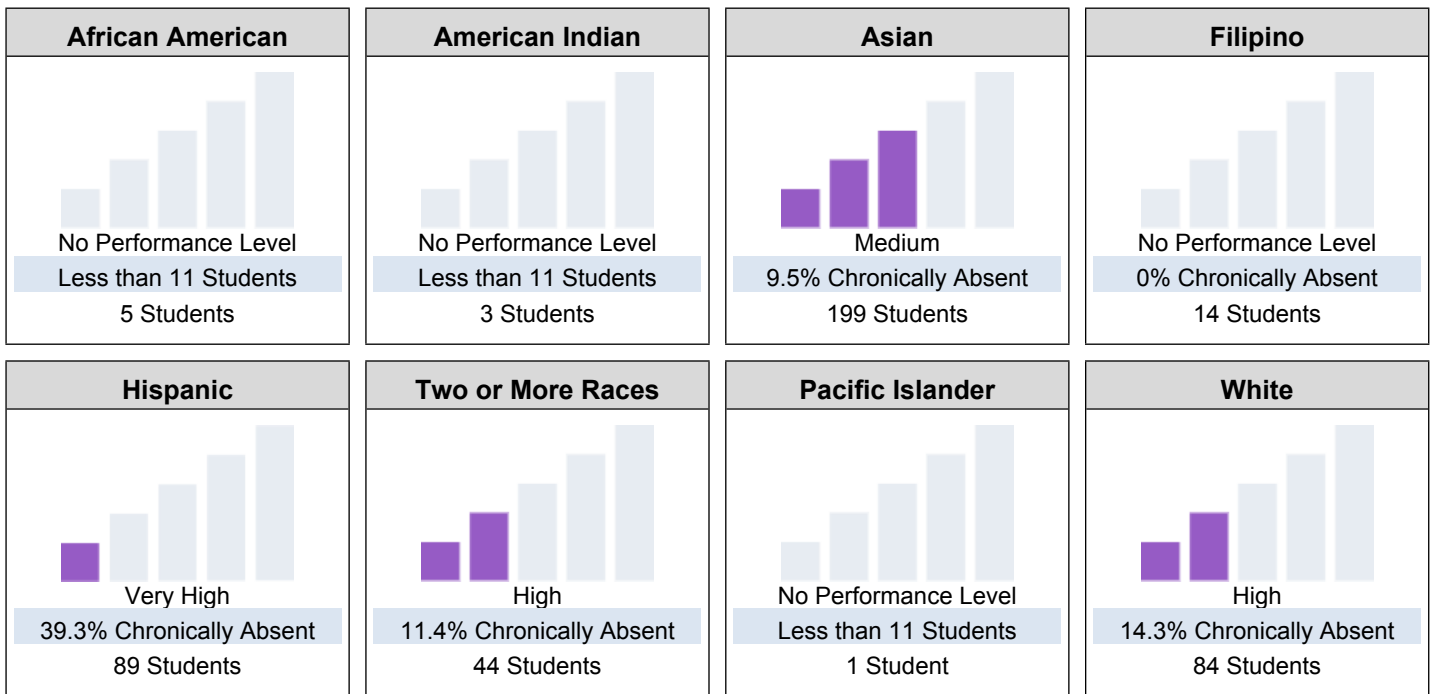
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

- Overall, 16.9% of our students are chronically absent.
- Student Groups with the highest rates of chronic absenteeism include: Socioeconomically Disadvantaged: 36.4% and Students with Disabilities: 20.6% and Hispanic 39.3%. Due to this we have been named an ATSI (Additional Targeted Support/Instruction) school.

# 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

GOAL 1: Academic Performance

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:  
 1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.  
 2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.  
 3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 1

Goal 1: Continually Improve instructional design and delivery in order to assure every student and all target student groups make measurable progress towards the standards as measured by state assessments and local performance-based assessments. Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower-performing students towards mastering California State Standards as measured by the state assessments (CAASPP/ELA /Math grades 3-5), i-Ready Math and ELA Diagnostic, and Fountas & Pinnell (K-5).

## Identified Need

ELA and Math assessment results show a need for students overall to increase the percentage of students meeting state standards.. We need to continue our focus on students furthest from opportunity: EL, Low-Income, Hispanic/Latinx, Students with IEP's.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP Data, Fountas & Pinnell Benchmark Assessments	English Language Arts: 194 students tested 2021-2022 CAASPP Met Or Exceeded Standard Overall: 64% Nearly Met: 20% English Learners: 24% Nearly Met: 39% Hispanic/Latino/a/x: 37% Nearly Met: 41% Economically Disadvantaged: 18% Nearly Met: 43% Special Education: 43% Nearly Met: 21%  Mathematics: 195 students tested 2021-2022 CAASPP	Note: Expected Outcomes will be updated once we have updated CAASPP data in fall 2024. English Language Arts: 2023-2024 A. Current 3rd graders overall will meet or exceed the achievement of 2022-2023 3rd graders on the CAASPP (ELA). Closing the achievement gap: We will reduce the number of 3rd graders in target groups (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) who score below standard by 10% or more compared to prior year's 3rd graders in those student groups (meaning 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Met Or Exceeded Standard Overall: 61% Nearly Met: 21% English Learners: 21% Nearly Met: 34% Hispanic/Latino/a/x: 32% Nearly Met: 39% Economically Disadvantaged: 24% Nearly Met: 17% Special Education: 35% Nearly Met: 14%</p> <p>iREADY ELA (March 2023) Met or exceeded Trimester 3 Benchmark (grades 1-5) Overall: 63% English Learners: 21% Hispanic/Latino/a/x: 31% Special Education: 51% Economically Disadvantaged: 21%</p> <p>iREADY Math (March 2023) Met or exceeded Trimester 3 Benchmark (grades 1-5) Overall: 56% English Learners: 29% Hispanic/Latino/a/x:25% Special Education: 35% Economically Disadvantaged: 29%</p> <p>Fountas &amp; Pinnell (March 2023) Met or exceeded Trimester 2 Benchmark (grades K-5) Overall: 68% EL's: 45% Low -Income: 46% Hispanic/Latinx: 47% Students w/IEP's: 46%</p>	<p>additional low-income 3rd graders that meet/exceed standard this year).</p> <p>B. Every 4th and 5th grader will increase their scale scores significantly enough maintain or exceed within the scale score band in which they scored this year. Closing the achievement gap: (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range, to the middle third, middle third, to top third, top third to the bottom third of the next level, etc.).</p> <p>C By June of 2024, CP will increase the number of K-5 students reading on grade level by 5% overall and 10% target student groups ((EL, Hispanic/Latinx, Low-Income, Students w/IEP's) as measured by Fountas &amp; Pinnell benchmarks.</p> <p>Mathematics: 2023-2024 A. Current 3rd graders overall will meet or exceed the achievement of 2022-2023 3rd graders on the CAASPP (Math). Closing the achievement gap: We will reduce the number of 3rd graders in target student groups groups (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) who score below standard by 10% or more compared to prior year's 3rd graders in those student groups (meaning 5 additional low-income 3rd graders that</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>meet/exceed standard this year).</p> <p>B. Every 4th and 5th grader will increase their scale scores significantly enough to maintain or exceed the scale score band in which they scored this year. Closing the achievement gap: Target student groups (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range, to the middle third, middle third, to top third, top third to the bottom third of the next level, etc.).</p> <p>iREADY: Students who scored Early on or above on the fall iREADY diagnostic will at least meet their typical growth goals on the spring diagnostic.</p> <p>Students who scored one or more years below grade level on the diagnostics will exceed their typical growth on the way toward meeting their stretch goals on the spring iREADY diagnostic.</p>

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)

Target Student Groups (K-5) below benchmark in reading and or mathematics, Kindergarten classrooms first few weeks of school.

Strategy/Activity

Hire hourly personnel (Short Term Limited Contract) to provide instructional and Social Emotional Support for Kindergarten first month of school, if funds available hire staff to provide targeted small group/1-1 academic intervention/social emotional support.

**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)

6,000

Source(s)

Targeted Allocation

Compensation

**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

Purchase Instructional Materials, Books, Equipment, Technology, Tools and Licenses to support the implementation of core academic content areas.

Examples include (but are not limited to): Organizational materials such as student planners, writing folders, evidence folders for progress monitoring, book boxes, book bins, lamination materials for SEAL strategies, sit spots, classroom carpets that support class community. Hands on Materials such as: student white boards, white board markers, realia, puppets, student play house materials, materials to support SEL such as Kimochi puppets/materials, Social Thinking materials, Reading & Writing Workshop Materials/Supplies, math manipulatives, supplemental Origo Math tools, materials to support Speech therapist, psychologist and SAI. Special Education assessment materials, materials to implement Add+VantageMR® math intervention. Equipment such as printers, printer ink for SEAL print-outs that feature colored illustrations to support EL students, technology such as headphones, document cameras, web cams.

Licenses/apps/digital books include (but are not limited to): PebbleGo, Mystery Science, Art in Action, Lexia English, Lightbox digital books, Interactive Boards.

Increase the range and number of books available to students K-5 in Book Rooms, Classroom Libraries, the School Library and for the Project Cornerstone program. Purchase trade books, leveled texts, novels and LLI intervention Kits in order to support all students' continual reading acceleration.

**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)

17,500

Source(s)

Targeted Allocation

	Materials, Equipment, Supplies, Books, Licenses as stated in Action/Strategy above.
1,500	Targeted Allocation Library books and materials
2,500	Targeted Allocation Licenses

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

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.

	None Specified
	None Specified

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide staff dedicated time for professional development, collaboration / meeting time beyond contracted hours as well as release time to engage in student data inquiry/assessment (F&P), AVMR) for example. Staff will continuously increase their pedagogical knowledge and implementation of best practices as well as deepen understanding of STEAM integration/PBL, ELD, Responsive Classroom/behavior management and SEL practices in order to support student learning through (but not limited to) attending professional development / conferences (including travel) district and site based professional learning opportunities, virtual webinars, regular staff/grade level collaboration meetings and engaging in student intervention/cycle of inquiry meetings.

Some examples of professional learning include (but are not limited to): Add+VantageMR® math intervention, PBL Works, Responsive Classroom, Ross Greene behavior management, Deeper Learning, Social Thinking, SEL training (Fly Five PD, Kimochi), paraeducator conference, engaging in PBL Coaching sessions, working with ELD TOSA, etc.



**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)
21303	Targeted Allocation  Substitutes for release time (PBL Planning/Collaboration), Conference /Training registrations
	None Specified
	None Specified

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Implement MTSS (Multi Tiered System of Support) model in order to assure we are supporting students' academic, physical, social and emotional needs. Staff /Specialists will hold targeted intervention / problem solving meetings in order to collaborate, analyze data and plan targeted interventions for students needing additional supports. Staff will hold SST (Student Success Team Meetings, Problem Solving Meetings, 504 Meetings) as necessary. Provide substitute time for teachers when necessary for additional collaboration time, assessment, and or conferences with parents that must be held during the school day. Provide compensation for staff meeting time outside of work hours when beyond professional duty hours.

**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	Targeted Allocation  Compensation for staff meeting time beyond work hours.
2630	Targeted Allocation

	Substitutes
	None Specified

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Students in grades K-2 below benchmark

**Strategy/Activity**

Part-time Literacy Intervention specialist (district funded) will provide small-group, targeted intervention lessons to at-risk students in grades K-2.

**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)
	None Specified
	District Funded RISE Teachers (Literacy Intervention Specialists)

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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.

2022-2023  
 Professional Development that has supported teachers' efficacy in implementing best practices: All teachers took part in Makerspace professional learning (use of Laser Cutter and integrating making into PBL/Design Challenges).  
 Some grade levels took part in professional learning /Collaboration sessions with Justin Wells looking on designing High-Quality Performance Assessments for their PBL units. One staff member attended an in-depth virtual session with Envision Learning and did a whole staff presentation on how she used HQPA in a PBL she designed.  
 All staff participated in iREADY data reviews after Trimester Diagnostics.  
 Staff used SEL Curriculum (some are using Fly 5 and some Kimochi).  
 Staff participated in Problem Solving and SST meetings for target students.

instructional assistants supported Kindergarten students the first month and a half of school to support academic and social-emotional well-being/transition to school.

District LIT team worked with below benchmark 1st and 2nd-grade students for two 8-week intervention cycles.

Teachers held monthly collaboration meetings in order to design lessons to support student success.

We have a total of 13 teachers trained in Add+Vantage (AVMR).

1 teacher attended "Lives in the Balance" training to support student behavior. She then gave a whole staff presentation on highlights of the training.

3 teachers attended PBL Leaders Network

13 Staff members have attended Kimochi trainings

3 Staff members supported teachers as PBL coaches (teachers were released 3 times per year to do in-depth PBL planning with the support of in-house coaching).

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

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

Due to the lasting effects of the COVID-19 Pandemic, more students came to school with higher than typical academic, social, behavioral and emotional needs. We had higher than average Chronic absenteeism. I anticipate staff will need more time for targeted intervention problem-solving/planning meetings due to the concern of more students being below benchmark as a result of distance learning. Some students moved into our attendance with gaps in formal schooling. These needs required more Problem Solving/SST meetings that involved Wellness, Counseling, and behavioral and nurse support (in addition to teachers and admin). I suspect some of these needs will still remain next school year. We scored significantly lower in math in comparison to ELA. It will be important to continue our goals of implementing high-quality SEL, and increasing our understanding of how to support students with extreme behaviors. We will continue this work through staff collaboration, using the MTSS model, frequent data analysis and cycles of inquiry as well as ongoing professional learning/collaboration.

# 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

GOAL 2: English Language Development

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:  
 1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.  
 2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.  
 3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 2

Identified English Language Learners will increase their Reading, Writing, Listening and Speaking performance by a minimum of one level each school year as measured by the ELPAC (English Language Proficiency Assessments for California).

## Identified Need

We notice a trend of more newcomers with zero English entering our school. We need stronger supports for these newcomers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	The 2021-2022 ELPAC scores show: 56.3% of our EL/EB students who took the ELPAC in spring 2022 made growth. 36 students increased their ELPAC level. 17 students maintained their present level. 16 students declined a level. In grades 2-5, 9 students did not progress a level. Of these 9, six are economically disadvantaged, 5 are on IEP's and five are Hispanic/Latin/a/x (our groups furthest from opportunity). Looking closer at the domains of Reading, Writing, Speaking & Listening	All English learners will show growth on the ELPAC to meet or exceed state expectations.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Written Language (comprising Writing &amp; Reading) shows the highest number of students either maintaining or declining in levels. 38 maintained and 6 declined.</p> <p>Oral Language (comprising Listening &amp; Speaking) showed the most students increasing levels (38).</p> <p>Looking at grade levels, 1st and 3rd grade had the lowest percentage of EL's making growth.</p> <p>K:  1st: 33%  2nd: 61%  3rd: 41%  4th: 66%  5th: 62%</p> <p>Of the 8 students on IEP's, 5 progressed one level.</p> <p>The 2021-2022 F&amp;P scores show:  50.5% of EL's K-5 are not reading at grade level.  53.3% of K-3 English Learners are not reading at grade level.  54.5% of 4th/5th EL's are not reading at grade level.</p> <p>2021-2022 Reclassification Data:  27 out of 110 students reclassified (24.5%)</p>	

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)

English Language Learners

Strategy/Activity

Professional Learning and Staff Collaboration: Staff attends professional development to deepen ELD instructional design and delivery and collaborate to determine student instructional groupings and targeted interventions. District provided EL TOSA will support staff with analyzing data and using cycles of inquiry to support English Learners. TOSA will provide professional Learning and coaching around Designated ELD.

**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)
	None Specified
	See goal 1
	None Specified

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

Provide translation services (both written and oral) to support parents of English Language Learners. Provide substitutes to release teachers during school day to meet with parents who require translation services.

**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	Targeted Allocation
	Compensation (Translation)
	None Specified

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

Community Input and Education: Hold advisory committees (ELAC, SSC, PTA) in order to seek out input from and involve parents and community in school programs. Hire personnel to provide Childcare at meetings. Provide Food to increase parent attendance provided funds are available.

**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	Targeted Allocation
	Compensation for childcare
	None Specified

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Promote and Increase Parent Involvement. Some examples include:

- a. Hold Parent/Teacher Conferences
- b. Project Cornerstone (recruit parent readers for each classroom)
- c. Hold SST's (Student Success Team Meetings), 504 meetings when necessary.
- d. Encourage parent/community involvement & attendance at: SSC, ELAC, PTA, Principal/PTA Coffees
- e. Encourage parents to volunteer in ways they feel comfortable.
- f. Provide parent workshops/trainings, compensate staff for preparation and presenting time after work hours. Hire outside vendors if funds available.
- g. Provide Childcare
- h. Provide Food for meetings/trainings (if funding available)

**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)
	Targeted Allocation
	Staff compensation for planning/presenting parent education after hours. (see goal 1 for funding)
	None Specified

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

Instructional support for English Learners: Increase ELSAT support in order to provide instructional support for English Learners.

Strategy/Activity

ELSAT English Language Support Technician. Responsibilities will include:  
a. working with the principal, teachers, staff to coordinate district and state assessments (CELDT, CAASSP)  
b. Increase EL family home/school communication  
c. monitoring EL students for progress towards fluency in English.  
d. instructional support

**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)

[Empty box for Amount(s)]

Source(s)

None Specified  
  
compensation for ELSAT additional hours for instructional support (see goal 1 for funding if it becomes available)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

Purchase Instructional materials, supplies, organizational materials, licenses and equipment to support the implementation of CCSS, NGSS, STEAM and additional supports for EL's (realia, manipulatives, hands-on materials, books, lamination film, headphones, supplies).

**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)

[Empty box for Amount(s)]

Source(s)

Targeted Allocation



Equipment, Materials, Supplies, Books, technology, licenses (see goal 1 for funding)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All English Learners

#### Strategy/Activity

Provide EL/EB's with Lexia English license in order to increase English fluency.

#### 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)

None Specified

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

English Learners

#### Strategy/Activity

Teachers will provide Integrated and Designated ELD for English Learners

#### 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)

None Specified

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

2022-2023

Teachers implemented Rosetta Stone English

Teachers implement Designated and Integrated ELD.

Trained parents at ELAC meetings on how we support ELD via principal, District EL TOSA and teacher guests.

Office Staff and Principal made extensive phone, email, virtual and in person conferences to parents to support student attendance and engagement.

Conducted ELAC Needs Assessment Survey

Provided sub-release time to teachers who had parents of students that needed conferences/IEP's/SST's during the school day.

Provided sub-support for newcomer refugees in order to help navigate new school system and support with Designated ELD.

Teachers (K-3) attended SIOP training and implemented Integrated ELD.

Teachers (4-5) implemented Designated ELD using Rosetta English lessons.

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

We had an EL coach for the first month of school however she resigned. Due to this our teachers didn't receive the EL coaching we had anticipated this year. Despite this they met in collaborative PLC's to work together to plan lessons to support EL/EB students.

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 have recently hired a new EL TOSA / Coach that will work with our school the 2023-2024 school year. This TOSA support will help to support Designated ELD.

# 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

GOAL 3: STEAM/PBL/Deeper Learning

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:  
 1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.  
 2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.  
 3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 3

Central Park Elementary is a school with a STEAM/Project Based Learning approach. Our goal is to build high levels of student collaboration, critical thinking, curiosity and creativity through interdisciplinary instruction as well as real life, relevant projects that have meaning to students. In doing so we expect student achievement in all academic subjects to improve.

## Identified Need

Support teachers in the development of high level interdisciplinary, real world projects, and design challenges that support deep understanding of content understanding and Deeper Learning competencies and social skills.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP, ELPAC, Fountas & Pinnell Data, iREADY, Local Assessments	<p>refer to Goals 1 (ELA, Math)</p> <p>2022-2023 Science (CAST, Grade 5)            Met or exceeded grade level standard:            Overall: 54.54%</p> <p>Note: in 2019-2020 our CAST score was 47.92%. We made a 6 percentage point gain in 2022.</p>	<p>Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower-performing students towards mastering California State Standards as measured by the state assessments CAST, grade 5, in addition to ELA and Math as referenced in Goal 1).</p> <p>Note: CAST (CA Assessment Science) data will be added in fall 2023</p>

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)

All students

**Strategy/Activity**

In order to achieve our STEAM /Deeper Learning vision, we are always seeking to Integrate, Design Challenges, Arts, Robotics and Technology into STEAM/PBL units/lessons as well as to strengthen the Arts, Music, and overall integration of academic subjects into more of a multidisciplinary approach to teaching. In order to support this effort, we will purchase materials and supplies that support STEAM/PBL instruction (Science, Robotics, Technology, Arts and Math materials for PBL's, Design Challenges, Exhibitions, Garden, Music). We will also purchase materials, supplies, technology and equipment to support our Makerspace where students can tinker, create and design. We will refurbish FOSS Science kits as necessary.

**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)
	Targeted Allocation Instructional Materials, Equipment, Supplies, Technology (See goal 1, Strategy 1)
	None Specified
	None Specified

**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**

Enrichment Opportunities to support STEAM: Provide Assemblies, guest speakers and outside experts that offer expertise, motivation, and engagement for students that support STEAM/PBL

**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)
	Donations

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Provide Garden /Environmental Science and nutrition lessons to all students K-5.

- a. Purchase garden, cooking materials, supplies, plants and equipment.
- b. Provide release time for lead teacher each month to support school-wide garden lessons.
- c. Hire a Garden/Nutritional Science Lab Coordinator (STLA)
- d. Compensate Lead Teacher for Garden Lesson Planning time beyond work day.
- e. Seek out funding for garden expansion project

**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)**

6000

Targeted Allocation

Hourly Compensation (Garden &amp; Nutritional Lab Coordinator)

4216

Targeted Allocation

Substitutes

4000

Targeted Allocation

Hourly Compensation (Prep/Planning, Lead Teacher)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Provide Makerspace Manager to keep Makerspace clean, organized and well supplied. Manager will collaborate with STEAM/PBL TOSA and classroom teachers in order to determine what supplies will be needed for upcoming design challenges, PBL's and projects. Manager will work with secretary to determine supplies that need to be ordered, and or procure donations from parents/community and RAFT.

**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)
5000	Targeted Allocation
	Hourly Compensation
	None Specified
	None Specified

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Focus on a stronger integration of the Arts. Provide Art teachers, (contracted services) that will teach sessions such as: Music, Drama, Theatre and Visual Arts.

**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)
5,000	Targeted Allocation
	Contracted Services
	None Specified
	None Specified

**Strategy/Activity 6**

**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.

None Specified

### **Strategy/Activity 7**

#### **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.

None Specified

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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.

2022-2023  
We have built internal capacity around PBL coaching by having 3 teachers become PBL coaches for other grade levels. These coaches met with grade levels throughout the year, coaching them on the design of PBL.  
We continued to develop our STEAMy/PBL projects and showcased them with exhibitions and the Innovation Expo.  
Making /Design Challenges were incorporated into lessons.  
4th and 5th graders took part in Chameleoncast, writing casting scripts, and showcasing student talents, and school news.  
Laser Cutter was integrated more into PBL/Design Challenges.  
Makerspace Coordinator was hired, and with teacher input she refined the organization of this space. She trained each class on the norms/behavioral/clean-up expectations and the use of the space.  
Garden/Nutritional Lab coordinator was hired, she assisted with garden organization, update, and lesson design/delivery alongside the lead teacher.

Garden Day Instruction (2 per month): All classes engaged in NGSS-based/Environmental Science garden lessons provided by our lead garden teacher.  
Garden Coordinator opened the garden during lunchtime so students could work in the garden. Each grade level was designated garden "jobs" they could engage in to support keeping the space going (worm bins, weeding, etc.).  
5th graders became garden "leaders" mentoring younger students.  
The composting program was re-established after a pause due to COVID.  
Students engaged in PBL, Design Challenges, and Passion Projects  
Art In Action licenses and materials were purchased.

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

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



# 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

GOAL 4: Positive School Climate

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 4

Central Park Elementary will provide a safe, caring environment for all students in which diversity is respected and celebrated.

We will nurture the development of the whole child: Mind, Body, and Heart. We will continue to develop students' social/emotional competencies. Staff has determined that graduating 5th graders should be students who are curious and engaged, who practice empathy and integrity and who are resilient, creative and mindful. Social/Emotional Skills, Physical Education and Academics will be treated with equal value. We will increase parent involvement by working closely with parents/guardians and community members to increase volunteering, attendance at meetings and events.

## Identified Need

As we have staffing changes, all new staff (Certificated and classified) needs to be trained in Responsive Classroom methodologies in order to use the same SEL language, routines and practices.

Due to the multiple outdoor recess spaces on our campus that need supervision and our growing student body, we need at least 7-8 noon duty supervisors. Noon duty supervisors are difficult to retain so we are continually hiring and re-hiring staff. During unstructured times such as recess, we notice students need more support when involved in games such as soccer, etc. Due to budget restrictions we are concerned we will not be able to implement our lunchtime sports program that provided professional coaches to support students during recess--learning teamwork, sportsmanship and building athletic skills.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Survey	SEL Survey Data Winter 2022-2023 189 3rd-5th graders took the survey  Percentage of students rating themselves High / Very High	As a staff we are working on collaboration and strategies to support students when they disagree, and or get upset with other. We expect students will rate themselves higher in their ability to describe their feelings

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Relationship Skills: 49.75%  Responsible Decision Making: 32.3%  Self Awareness-Future 68.78%  Self-Awareness-Learning: 22.91%  Self Management-School: 19.68% (note: we intentionally do not have a strong focus on homework)  Self Awareness-Classroom: 32.28%  Self Awareness-School: 41.27%</p> <p>Historical SEL survey data from previous surveys were compared over the past years '18-'19, '19-'20 and '20-'21.</p> <p>% of Students Overall that Strongly Agree or Agree</p> <p>Academic Behaviors: 80%  87% 88%  Academic Mindset: 89%  90% 91%  Academic Perseverance: 81%  85% 91%  Classroom Context: 78%  79% 86%  Learning Strategies 82%  83% 84%  Social Skills: 81%  79% 79%</p> <p>Overall the SEL data shows gains in all areas with Social Skills at a plateau. The area our students reported they struggle with the most was social skills and when we looked deeper at the areas within this area, students cited "I remain calm even when someone is bothering me and "I can clearly describe my feelings" as they were least adept at.</p>	<p>and use self-regulating strategies when upset with others. This is important with our PBL based program, as students need to be able to work together, compromise, have flexible thinking.</p> <p>Maintain positive student behavior and pro-social interaction (Wellness and SEL support)</p> <p>Goal SEL survey: Student ratings of themselves as High or Very High will increase in each area by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey	<p>2021-2022 School Climate Indicators (5th grade surveyed only, 78% of 5th graders took the survey as it was opt-in).</p> <p>School Connectedness: 86%</p> <p>Academic Motivation: 88%</p> <p>Caring Relationships: 86%</p> <p>High Expectations: 92%</p> <p>Meaningful participation: 62%</p> <p>Perceived School Safety: 85%</p> <p>Low Violence Victimization: 79%</p> <p>Fairness: 86%</p> <p>Rule Clarity: 80%</p> <p>Social Emotional Learning Supports: 91%</p> <p>Anti-Bullying Climate: 85%</p> <p>Positive Behavior: 95%</p> <p>Parent Involvement in Schooling: 67%</p> <p>Facilities Upkeep: 95%</p> <p>We exceeded the state average in all areas except for "rule clarity" and "Parent Involvement in Schooling."</p> <p>It was surprising that only 62% of students responded positively to meaningful participation as we deliberately work with students to determine classroom rules and design PBL and support student projects with them having voice and choice. This is an area for us to delve into deeper from the student perspective.</p> <p>In regards to Parent Involvement in Schooling, 2 questions are about homework and one is about grades. Our school does not promote home work other than reading and relevant projects when appropriate. We also do not give "grades." Perhaps the way</p>	<p>Goals:</p> <p>80% or more students who are surveyed will respond positively to questions regarding meaningful participation and low violence/victimization.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	these questions are asked skew the results.	
Attendance Data	<p>Spring, 2023 Average Daily Attendance: Overall: 2022: 94.77% 2023: 94.1%</p> <p>Chronic Absenteeism: Overall: 2022: 16.9% 2023: 14.7%</p> <p>Low-Income 2022: 36.4% 2023: TBD</p> <p>Hispanic 2022: 39.3% 2023: TBD</p> <p>Students with Disabilities 2022: 20.6% 2023: TBD</p>	<p>Maintain at least 96% average daily attendance.</p> <p>Decrease chronic absenteeism to 10% or below overall and reduce absenteeism of most affected students (Low Income, Hispanic and Students with Disabilities).</p>

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)

All students

#### Strategy/Activity

Implement Project Cornerstone's ABC program.

Volunteers are trained in the developmental assets model for positive youth development and are prepared to read a children’s book and lead related activities and discussions in classrooms each month.

The program will:

- a. Create a common language and vocabulary about student respect and behavior expectations among all members of the school community — students, parents and caregivers, teachers and staff.
  - b. Help students develop skills to handle physical, verbal, relational and digital bullying and to STAND UP if they see someone else being bullied.
  - c. Increase the number of caring adults on campus so that all students feel that there is at least one adult they can turn to if they have a problem.
  - d. Contribute to a positive school climate where every student feels valued and supported to achieve and thrive.
  - e. Support students with strategies for dealing with Bullying.
- We will:
- a. Provide parent trainings
  - b. Provide training for noon duty supervisors and classified staff.

**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)
	None Specified
	Books (see goal 1)
	None Specified
	None Specified

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Absent Students with a focus on Chronically Absent students (Low Socioeconomic and Students on IEP's)

**Strategy/Activity**

We will reduce Chronic Absenteeism through parent education and through our Problem Solving/SST process. Parent education will occur during Principal/PTA Coffees, Back-to-School Night events, and at Kindergarten Orientation Meetings. Staff will engage families of absent students early on through phone, email and in-person conferences. Problem-Solving and or SST meetings will be held if attendance does not improve.

**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)
	None Specified  compensation/substitutes for parent meetings (see goal 1)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Staff will attend Professional Learning and collaboration sessions in order to support school-wide implementation of social / emotional skill development and positive school culture. Examples include: Responsive Classroom, Ross Greene (Lives in the Balance), Kimochi SEL strategies. Staff will plan for reopening a safe school environment (estimated Aug. 2021).  
 b. Order books/materials to support professional development in these techniques.  
 c. Reopening planning meetings  
 d. Teacher/staff planning meetings / prep and presentations

**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)
	None Specified  Contracted Services/Registration fees/Substitutes/ staff compensation (see goal 1)
	None Specified
	None Specified

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

### Strategy/Activity

#### Enrichment Opportunities to support SEL:

Provide engaging enrichment opportunities that strengthen students' sense of well-being and connection to school and the community (i.e, arts/music, assemblies, guest speakers, assemblies, school spirit days).

### 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)

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None Specified
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### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Purchase instructional materials that support a positive school culture: Examples include equipment/materials to support an engaging, peaceful playground / PE equipment to support positive play, team-work and physical education, Social Thinking curriculum/materials, classroom materials that support students that need sensory/physical supports, instructional games to support collaboration and teamwork, games for indoor recess.

### 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)

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Targeted Allocation
instructional materials, equipment, supplies (see Goal 1, Action 2)

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None Specified
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None Specified
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### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Lunchtime Sports Coaches or Sports for Kids type of program to support student involvement, exercise, appropriate social interaction and sportsmanship.

**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)

13,000

Source(s)

Targeted Allocation  
Contracted Services

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Increase supervision due to adding breakfast program in the morning and increase the number of staff due to school growth and the fact that play areas are far apart and need more staff.

**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)

5,000

Source(s)

Targeted Allocation

None Specified

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All students

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.

None Specified

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

2022-2023

Parents supported our school by providing Project Cornerstone lessons in classrooms.

Staff focused extensively on SEL throughout the year through the use of the Kimochi Program, Responsive Classroom, and one pilot of the Fly Five program.

New staff received Responsive Classroom introductory training.

Worked with Wellness and behaviorist to provide support to at risk students

Lunchtime sports coaches worked with students 5 times per week during recess. This has supported student growth in sportsmanship and we expect it reduced playground referrals.

13 teachers were trained in Kimochi SEL program.

Teachers used Responsive Classroom strategies and structures (Morning Meetings, Greetings, Relationship bldg. structures) in the virtual environment.

Met regularly with student services to discuss and strategize student attendance challenges

Worked with Wellness and behaviorist to provide support to at-risk students

One teacher attended a training with Ross Greene (Lives in the Balance) with a focus on Tier 3 behaviors.

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

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

We would like to explore more strategies to support us with Tier 3 students. There is an interest in looking into the trainings offered by Ross Greene (Lives in the Balance).

# 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	\$96,649.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$96,649.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$96,649.00

Subtotal of state or local funds included for this school: \$96,649.00

Total of federal, state, and/or local funds for this school: \$96,649.00

# 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
Targeted Allocation	96,649.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	96,649.00

## Expenditures by Budget Reference

Budget Reference	Amount

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	96,649.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,433.00
Goal 2	1,000.00
Goal 3	24,216.00
Goal 4	18,000.00

# 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
Miakje Kamstra	Principal
Melissa Guzman	Parent or Community Member
Mary Soo	Parent or Community Member
Asha Nayak Nabeel Ibrahim	Parent or Community Member
Bhawana Kamil	Parent or Community Member
Ravi Todi	Parent or Community Member
Sharon Ranch	Other School Staff
Michelle Tang	Classroom Teacher
Beth Stauter	Classroom Teacher
Tammy Schultz	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-09-23.

Attested:



Principal, Miakje Kamstra on 5-02-23



SSC Chairperson, Tammy Schultz on 5-02-23