



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Park Elementary School	01611926001101	3/19/24	5/22/24

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Park is an ATSI school. We showed growth in ELA for Students with Disabilities and maintaining for that same group

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Park is an ATSI school. We showed growth in ELA for Students with Disabilities and maintaining for that same group

Park ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

## Educational Partner Involvement

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

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

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

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Park Elementary continues to see an increase in the number of newcomer students arriving as refugees from Central America and Mexico. These students arrived with significant trauma, under or interrupted schooling from their home country, and the need to acquire basic English quickly. While our Spanish Bilingual program supports newcomers in their primary language, we do not have similar supports for the newcomers who are in our English-Only program either because they speak a language other than Spanish or because there is no space in our bilingual classes. We need access to translators in languages other than Spanish to better be able to communicate with our newcomers and their families as well as additional funding to support their social-emotional and academic progress.

Additionally, some of these newcomers come to us in the middle of the year as redirects due to lack of space at their home school. Families that did not have their own transportation were offered a bus pass for AC Transit by the district but not transportation. This has been a significant hardship on families who may be working early, live extremely far or

have other young children. Attendance can be an issue and having adequate supervision at school can be a challenge when students are dropped off early.

We experienced an increase in the number of students needing tier 3 supports for behavior, social and emotional challenges. While our tier 1 and 2 PBIS and restorative practices supported these students and their peers, we needed additional strategies and resources at the tier 3 level. We have counselors to provide tier 3 social and emotional supports but no staff on site or for consult/support at the district level for students needing tier 3 behavior supports who are not in special education.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the CA School Dashboard, the following performance categories were in the "Red" or "Orange" category for "All Students":

- ELA: Orange
- Math: Red
- EL: Red
- Suspension: Orange

Here are the subgroups who were in the "Red" or "Orange" performance categories in each area of the CA School Dashboard:

- ELA: Orange - All Students and Students with Disabilities". Red - English Learners, Socioeconomically Disadvantaged and Latinx
- Math: Red - English Learners, Latinx, Socioeconomically Disadvantaged and Students with Disabilities
- Suspension: Orange - Socioeconomically Disadvantaged and Latinx. Red - Students with Disabilities and African American Students.
- Chronic Absenteeism: Orange - Students with Disabilities, African American Students and Asian Students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the CA School Dashboard, there were no groups whose performance was two or more performance levels below "all student".

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

CA School Dashboard and local data demonstrated similar pupil outcomes. The needs that the data surfaced are addressed in the goals in the Park SPSA.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.2%			1
African American	6.1%	6.45%	6.28%	31	30	31
Asian	9.8%	10.97%	11.13%	50	51	55
Filipino	4.7%	4.95%	4.45%	24	23	22
Hispanic/Latino	68.0%	66.67%	64.78%	348	310	320
Pacific Islander	2.7%	3.66%	2.83%	14	17	14
White	3.9%	2.37%	2.83%	20	11	14
Multiple/No Response	4.7%	4.95%	6.07%	24	23	30
<b>Total Enrollment</b>				512	465	494

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	81	82	96
Grade 1	77	61	68
Grade 2	72	72	66
Grade3	77	59	70
Grade 4	75	75	64
Grade 5	58	62	67
Grade 6	72	54	63
<b>Total Enrollment</b>	512	465	494

#### Conclusions based on this data:

1. A three year trend in student enrollment suggest that school's demographics remain fairly consistent year to year. There was a significant drop in enrollment in 21-22 but we have seen a significant increase in 22-23 and currently have an enrollment of 521 in March 2024.
2. After a decline in overall enrollment after the pandemic, Park has seen steady increases in the 22-23 and 23-24 school years.

3. Grade level cohorts have similar enrollment numbers with kinder consistently having the highest each year. In 22-23, no grade level cohort had fewer than 60 students.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	242	233	234	47.3%	50.1%	47.4%
Fluent English Proficient (FEP)	64	62	74	12.5%	13.3%	15%
Reclassified Fluent English Proficient (RFEP)	39	34	42	7.6%	7%	8.5%

### Conclusions based on this data:

1. The percent of English Learners decreased from 50% to 47%.
2. The percent of Reclassified Fluent increased from 7% to 8.5% and Initially Fluent increased from 13.3% to 15%.
3. Given the number of Newcomer Students we are continuing to receive, it would be helpful to include that data here as well. In our 3rd-6th grades, we have 29 students with less than 2 years in US schools. In TK-2nd grade, we have 102 students with less than 2 years in US schools.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	77	68	65	0	65	61	0	65	61	0.0	95.6	93.8
Grade 4	73	77	63	0	69	58	0	69	58	0.0	89.6	92.1
Grade 5	59	68	71	0	60	68	0	60	68	0.0	88.2	95.8
Grade 6	70	55	63	0	52	59	0	52	59	0.0	94.5	93.7
All Grades	279	268	262	0	246	246	0	246	246	0.0	91.8	93.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2354.	2349.		6.15	6.56		20.00	9.84		15.38	29.51		58.46	54.10
Grade 4		2407.	2395.		8.70	10.34		20.29	12.07		15.94	17.24		55.07	60.34
Grade 5		2458.	2452.		11.67	11.76		15.00	23.53		21.67	13.24		51.67	51.47
Grade 6		2479.	2464.		7.69	3.39		23.08	22.03		23.08	22.03		46.15	52.54
All Grades	N/A	N/A	N/A		8.54	8.13		19.51	17.07		18.70	20.33		53.25	54.47

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		6.15	4.92		56.92	57.38		36.92	37.70
<b>Grade 4</b>		8.70	6.90		52.17	50.00		39.13	43.10
<b>Grade 5</b>		15.00	11.76		48.33	58.82		36.67	29.41
<b>Grade 6</b>		7.69	10.17		48.08	44.07		44.23	45.76
<b>All Grades</b>		9.35	8.54		51.63	52.85		39.02	38.62

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		1.54	3.28		38.46	49.18		60.00	47.54
<b>Grade 4</b>		4.35	10.34		46.38	29.31		49.28	60.34
<b>Grade 5</b>		6.67	10.29		56.67	42.65		36.67	47.06
<b>Grade 6</b>		3.85	5.08		55.77	42.37		40.38	52.54
<b>All Grades</b>		4.07	7.32		48.78	41.06		47.15	51.63

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.23	6.56		72.31	68.85		18.46	24.59
<b>Grade 4</b>		2.90	6.90		73.91	65.52		23.19	27.59
<b>Grade 5</b>		5.00	8.82		75.00	70.59		20.00	20.59
<b>Grade 6</b>		19.23	5.08		59.62	64.41		21.15	30.51
<b>All Grades</b>		8.54	6.91		70.73	67.48		20.73	25.61

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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		9.23	3.28		53.85	59.02		36.92	37.70
Grade 4		11.59	3.45		59.42	60.34		28.99	36.21
Grade 5		15.00	13.24		56.67	64.71		28.33	22.06
Grade 6		7.69	8.47		67.31	61.02		25.00	30.51
All Grades		10.98	7.32		58.94	61.38		30.08	31.30

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**Conclusions based on this data:**

1. In the overall achievement in ELA there were decreases in the % of students who met/exceeded standard from 28% to 25%. Our biggest decreases came in our 3rd grade that went from 26% to 16% met/exceeded and in our 4th grade that went from 29% to 22% met/exceeded.
2. From 2022 to 2023 our 5th grade showed a marked increase from 26% met/exceeded to 35% met exceeded in ELA.
3. We saw decreases in the % of students above standard in all areas of language arts except for writing where there was an increase from 4% to 7%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	77	68	65	0	68	62	0	68	62	0.0	100.0	95.4
Grade 4	73	77	63	0	75	62	0	75	62	0.0	97.4	98.4
Grade 5	59	67	71	0	66	70	0	66	70	0.0	98.5	98.6
Grade 6	70	55	63	0	55	61	0	55	61	0.0	100.0	96.8
All Grades	279	267	262	0	264	255	0	264	255	0.0	98.9	97.3

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2350.	2347.		7.35	4.84		8.82	4.84		16.18	19.35		67.65	70.97
Grade 4		2392.	2385.		2.67	3.23		13.33	9.68		22.67	27.42		61.33	59.68
Grade 5		2421.	2410.		4.55	2.86		9.09	8.57		22.73	24.29		63.64	64.29
Grade 6		2433.	2429.		5.45	1.64		1.82	13.11		27.27	24.59		65.45	60.66
All Grades	N/A	N/A	N/A		4.92	3.14		8.71	9.02		21.97	23.92		64.39	63.92

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.88	4.84		32.35	22.58		61.76	72.58
<b>Grade 4</b>		4.00	3.23		28.00	32.26		68.00	64.52
<b>Grade 5</b>		7.58	4.29		25.76	27.14		66.67	68.57
<b>Grade 6</b>		3.64	3.28		29.09	34.43		67.27	62.30
<b>All Grades</b>		5.30	3.92		28.79	29.02		65.91	67.06

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.82	9.68		33.82	32.26		57.35	58.06
<b>Grade 4</b>		4.00	6.45		38.67	32.26		57.33	61.29
<b>Grade 5</b>		3.03	2.86		31.82	38.57		65.15	58.57
<b>Grade 6</b>		7.27	4.92		27.27	29.51		65.45	65.57
<b>All Grades</b>		5.68	5.88		33.33	33.33		60.98	60.78

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.41	4.84		55.88	59.68		39.71	35.48
<b>Grade 4</b>		2.67	0.00		57.33	46.77		40.00	53.23
<b>Grade 5</b>		3.03	4.29		45.45	51.43		51.52	44.29
<b>Grade 6</b>		3.64	1.64		54.55	49.18		41.82	49.18
<b>All Grades</b>		3.41	2.75		53.41	51.76		43.18	45.49

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**Conclusions based on this data:**

- From 21-22 to 22-23, there were only slight changes in the percent of students in the math areas above for all grades.
- There were significant differences when looking at specific grade levels. There were significant increases in 6th grade from 7.2% met/exceeded to 14.7% and significant decreases in 3rd from 16.1% met/exceeded to 9.6%.
- We have the lowest percent of students below standard in communicating reasoning (45.5%) and the highest percent of students below standard in concepts and procedures (67%).

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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>		1393.0	1416.0		1395.2	1420.3		1387.8	1405.8	0	49	56
<b>1</b>		1400.9	1408.0		1412.4	1397.8		1388.9	1417.8	0	38	33
<b>2</b>	*	1454.6	1441.6	*	1459.3	1443.5	*	1449.5	1439.2	*	32	35
<b>3</b>	1509.9	1469.3	1444.1	1519.0	1474.6	1436.3	1500.4	1463.4	1451.4	46	34	35
<b>4</b>	1508.8	1488.2	1470.2	1506.9	1493.5	1466.4	1510.1	1482.3	1473.5	28	44	32
<b>5</b>	1514.1	1497.2	1490.3	1502.1	1487.8	1480.1	1525.6	1506.0	1500.0	22	28	35
<b>6</b>	1496.3	1500.7	1495.4	1477.0	1481.7	1488.2	1515.2	1519.4	1502.0	29	23	31
<b>All Grades</b>										126	248	257

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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>		14.58	17.86		29.17	32.14		22.92	26.79		33.33	23.21		48	56
<b>1</b>		8.11	3.03		21.62	18.18		24.32	39.39		45.95	39.39		37	33
<b>2</b>	*	9.68	8.57	*	38.71	40.00	*	25.81	25.71	*	25.81	25.71	*	31	35
<b>3</b>	22.50	5.88	0.00	50.00	26.47	20.00	22.50	44.12	28.57	5.00	23.53	51.43	40	34	35
<b>4</b>	18.52	15.91	6.25	40.74	27.27	28.13	29.63	29.55	28.13	11.11	27.27	37.50	27	44	32
<b>5</b>	15.00	7.14	8.57	30.00	46.43	31.43	50.00	21.43	28.57	5.00	25.00	31.43	20	28	35
<b>6</b>	6.90	13.04	0.00	31.03	30.43	25.81	37.93	26.09	51.61	24.14	30.43	22.58	29	23	31
<b>All Grades</b>	16.24	11.02	7.39	39.32	30.61	28.40	32.48	27.76	31.91	11.97	30.61	32.30	117	245	257

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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>		12.50	23.21		31.25	30.36		25.00	21.43		31.25	25.00		48	56
<b>1</b>		21.62	9.09		27.03	30.30		13.51	24.24		37.84	36.36		37	33
<b>2</b>	*	19.35	5.71	*	32.26	42.86	*	29.03	34.29	*	19.35	17.14	*	31	35
<b>3</b>	50.00	17.65	11.43	40.00	52.94	28.57	7.50	11.76	11.43	2.50	17.65	48.57	40	34	35
<b>4</b>	33.33	31.82	12.50	40.74	36.36	43.75	18.52	9.09	18.75	7.41	22.73	25.00	27	44	32
<b>5</b>	25.00	28.57	25.71	50.00	46.43	37.14	15.00	0.00	14.29	10.00	25.00	22.86	20	28	35
<b>6</b>	13.79	17.39	12.90	41.38	34.78	45.16	24.14	21.74	22.58	20.69	26.09	19.35	29	23	31
<b>All Grades</b>	32.48	21.22	15.18	41.88	36.73	36.19	15.38	15.92	21.01	10.26	26.12	27.63	117	245	257

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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>		14.58	7.14		14.58	33.93		35.42	33.93		35.42	25.00		48	56
<b>1</b>		5.41	6.06		16.22	21.21		18.92	30.30		59.46	42.42		37	33
<b>2</b>	*	6.45	5.71	*	35.48	28.57	*	25.81	34.29	*	32.26	31.43	*	31	35
<b>3</b>	7.50	2.94	0.00	27.50	5.88	11.43	47.50	41.18	22.86	17.50	50.00	65.71	40	34	35
<b>4</b>	11.11	0.00	0.00	11.11	22.73	12.50	59.26	34.09	31.25	18.52	43.18	56.25	27	44	32
<b>5</b>	15.00	3.57	5.71	20.00	10.71	14.29	55.00	57.14	37.14	10.00	28.57	42.86	20	28	35
<b>6</b>	10.34	4.35	0.00	17.24	26.09	6.45	37.93	43.48	51.61	34.48	26.09	41.94	29	23	31
<b>All Grades</b>	10.26	5.71	3.89	19.66	18.37	19.84	49.57	35.51	34.24	20.51	40.41	42.02	117	245	257

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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>		23.40	21.43		51.06	57.14		25.53	21.43		47	56
<b>1</b>		37.84	21.21		29.73	42.42		32.43	36.36		37	33
<b>2</b>	*	12.90	11.43	*	64.52	65.71	*	22.58	22.86	*	31	35
<b>3</b>	31.58	20.59	2.86	63.16	50.00	45.71	5.26	29.41	51.43	38	34	35
<b>4</b>	29.63	34.09	12.50	59.26	38.64	56.25	11.11	27.27	31.25	27	44	32
<b>5</b>	11.11	0.00	14.29	72.22	75.00	54.29	16.67	25.00	31.43	18	28	35
<b>6</b>	17.86	17.39	6.45	64.29	56.52	77.42	17.86	26.09	16.13	28	23	31
<b>All Grades</b>	24.11	22.54	13.62	63.39	50.41	56.81	12.50	27.05	29.57	112	244	257

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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>		12.50	32.14		52.08	33.93		35.42	33.93		48	56
<b>1</b>		10.81	15.15		48.65	45.45		40.54	39.39		37	33
<b>2</b>	*	38.71	17.14	*	29.03	65.71	*	32.26	17.14	*	31	35
<b>3</b>	64.86	58.82	28.57	32.43	26.47	28.57	2.70	14.71	42.86	37	34	35
<b>4</b>	58.33	43.90	18.75	33.33	39.02	56.25	8.33	17.07	25.00	24	41	32
<b>5</b>	57.89	59.26	45.71	26.32	18.52	28.57	15.79	22.22	25.71	19	27	35
<b>6</b>	24.14	43.48	41.94	48.28	21.74	41.94	27.59	34.78	16.13	29	23	31
<b>All Grades</b>	50.91	35.68	28.79	35.45	36.10	42.02	13.64	28.22	29.18	110	241	257

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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>		9.30	8.93		58.14	75.00		32.56	16.07		43	56
<b>1</b>		10.81	9.09		32.43	39.39		56.76	51.52		37	33
<b>2</b>	*	6.45	5.71	*	70.97	54.29	*	22.58	40.00	*	31	35
<b>3</b>	7.50	2.94	0.00	75.00	38.24	34.29	17.50	58.82	65.71	40	34	35
<b>4</b>	11.11	4.55	0.00	55.56	54.55	46.88	33.33	40.91	53.13	27	44	32
<b>5</b>	20.00	3.57	2.86	60.00	53.57	57.14	20.00	42.86	40.00	20	28	35
<b>6</b>	10.34	8.70	0.00	24.14	39.13	16.13	65.52	52.17	83.87	29	23	31
<b>All Grades</b>	11.11	6.67	4.28	55.56	50.00	49.03	33.33	43.33	46.69	117	240	257

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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>		21.74	41.07		36.96	32.14		41.30	26.79		46	56
<b>1</b>		5.41	9.38		32.43	59.38		62.16	31.25		37	32
<b>2</b>	*	12.90	20.00	*	48.39	48.57	*	38.71	31.43	*	31	35
<b>3</b>	17.50	0.00	5.71	67.50	61.76	40.00	15.00	38.24	54.29	40	34	35
<b>4</b>	3.70	4.55	6.25	88.89	54.55	37.50	7.41	40.91	56.25	27	44	32
<b>5</b>	0.00	10.71	11.43	89.47	67.86	48.57	10.53	21.43	40.00	19	28	35
<b>6</b>	10.71	13.04	25.81	64.29	69.57	48.39	25.00	17.39	25.81	28	23	31
<b>All Grades</b>	9.65	9.88	19.14	75.44	51.03	43.75	14.91	39.09	37.11	114	243	256

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. There was a significant increase in the number of EL students in kinder, 5th and 6th grade. The increase in 5th and 6th grades was due to newcomers arriving for the first time in the U.S.
2. Based on the Summative ELPAC scores we know that overall, our English Learners scored 7% Proficient (L4); 28% Moderately Developed (L3); 32% Somewhat Developed (L2); and 32% Minimally Developed (L1). The percent of students at Levels 3 and 4 decreased by 6% therefore increasing the percent at Levels 1 and 2.
3. Park has had an influx of newcomer students the last two school years which increases the percent of students performing at the lower levels on ELPAC. In our 3rd-6th grades, we have 29 students with less than 2 years in US schools. In TK-2nd grade, we have 102 students with less than 2 years in US schools.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>494</b>	<b>82.8</b>	<b>47.4</b>	<b>0.2</b>
Total Number of Students enrolled in 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	234	47.4
Foster Youth	1	0.2
Homeless	12	2.4
Socioeconomically Disadvantaged	409	82.8
Students with Disabilities	63	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	6.3
American Indian	1	0.2
Asian	55	11.1
Filipino	22	4.5
Hispanic	320	64.8
Two or More Races	30	6.1
Pacific Islander	14	2.8
White	14	2.8

**Conclusions based on this data:**

1. Our largest subgroups of students are English Learners (47.4%), Socioeconomically Disadvantaged (82.8%) and Latinx (64.8%).
2. Our largest subgroups by race/ethnicity other than Latinx are Asian (11.1%), African-American (6.3) and Two or more races (6.1%).
3. We also have a significant number of students with disabilities at 12.8%.

# School and Student Performance Data

## Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Red		

### Conclusions based on this data:

1. In Math and English Learner progress, we dropped into the very low range. ELA maintained in the low range.
2. Our rate of chronic absenteeism is our area with the most improvement. We went from being very high in red last year to being in the yellow or moderate range.
3. Our suspension rate dropped from being moderate to high.



# School and Student Performance Data

## Academic Performance English Language Arts

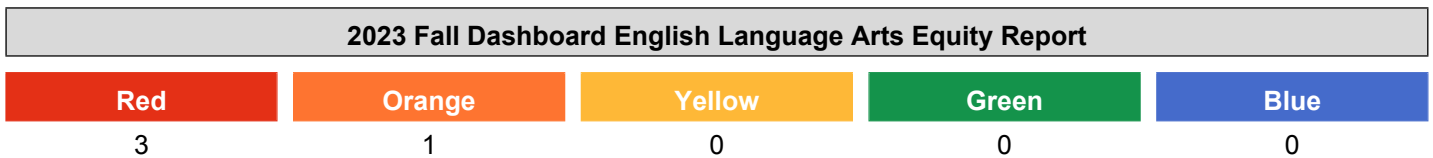
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 65.5 points below standard Decreased -9.7 points 240 Students	<b>English Learners</b>  Red 83.6 points below standard Decreased -13.9 points 140 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Red 70.7 points below standard Decreased -12 points 204 Students	<b>Students with Disabilities</b>  Orange 102.5 points below standard Increased +7.3 points 37 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
38.9 points below standard Increased Significantly +20.4 points 15 Students	Less than 11 Students  1 Student	45.7 points below standard Decreased Significantly - 28.7 points 24 Students	33.3 points below standard Decreased -5.1 points 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 79.7 points below standard Decreased -13.9 points 164 Students	Less than 11 Students  10 Students	Less than 11 Students  7 Students	Less than 11 Students  4 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
118 points below standard Decreased Significantly -21 points 111 Students	48.3 points above standard Increased Significantly +20.1 points 29 Students	42.9 points below standard Maintained -0.3 points 85 Students

**Conclusions based on this data:**

1. There were double digit decreases for our 3 largest subgroups - English learners, Socioeconomically Disadvantaged Students and Latinx students.
2. Although students with disabilities were one of our lowest performing groups (102 points below standard), they increased by 7.3 pts compared to 2022.
3. While our ELA data decreased for most of the subgroups at our school, our African-American and Reclassified English Learners both increased significantly. African-American students increased by 20pts, only 38.9 pts below standard. Reclassified students also increased by 20pts and were 48.3 pts above standard.

# School and Student Performance Data

## Academic Performance Mathematics

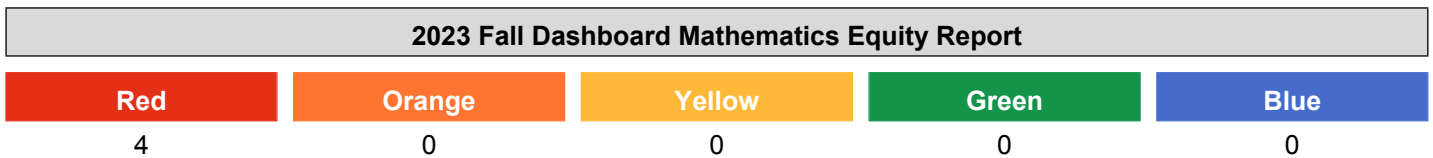
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 103.4 points below standard Decreased -11 points 240 Students	<p><b>English Learners</b></p>  Red 112.7 points below standard Decreased Significantly -16.2 points 140 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 107.8 points below standard Decreased -13 points 204 Students	<p><b>Students with Disabilities</b></p>  Red 134 points below standard Maintained -2.7 points 37 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
75.7 points below standard Increased +13.5 points 15 Students	Less than 11 Students  1 Student	79.5 points below standard Decreased Significantly - 17.7 points 24 Students	78.9 points below standard Decreased Significantly - 19.4 points 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 115.2 points below standard Decreased Significantly - 15.9 points 164 Students	Less than 11 Students  10 Students	Less than 11 Students  7 Students	Less than 11 Students  4 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.6 points below standard Decreased Significantly -18.9 points 111 Students	21.2 points below standard Maintained -0.4 points 29 Students	93 points below standard Maintained +1.1 points 85 Students

#### Conclusions based on this data:

- Students scored in the very low range in mathematics. In particular our larger subgroups of English Learners, Socioeconomically Disadvantaged and Latinx students all decreased by double digits and scored more than 100 points below standard.
- Reclassified English Learners scored 21 points below standard which makes them our highest performing subgroup. Our Students with Disabilities and English Only students maintained their levels.
- The only group to show increases were our African-American students who increased by 13.5 points. They were 75 points below standard which is 28 points above the school average in math.



# School and Student Performance Data

## Academic Performance English Learner Progress

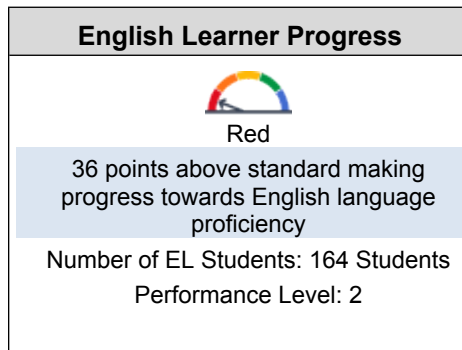
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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
22.6	41.5	0	35.9

#### Conclusions based on this data:

- 35.9% of our English learners progressed at least one level in 2023 compared to 50% in 2022.
- 22.6% decreased one level in 2023 compared to 16.7% in 2022.
- 41.5% maintained their level in 2023 compared to 33.3% in 2022.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 45.9% Chronically Absent Declined Significantly -13.1 543 Students	 Yellow 42.2% Chronically Absent Declined Significantly -11.9 294 Students	Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
50% Chronically Absent 0 16 Students	 Yellow 46% Chronically Absent Declined Significantly -15.2 459 Students	 Orange 46.5% Chronically Absent Declined -20.7 71 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 33.3% Chronically Absent Declined -35.1 33 Students	Less than 11 Students 2 Students	 Orange 27.7% Chronically Absent Declined -2.6 65 Students	32% Chronically Absent Declined -20 25 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 49.6% Chronically Absent Declined Significantly -12.8 351 Students	61.1% Chronically Absent Declined -3.2 36 Students	66.7% Chronically Absent Declined -8.3 15 Students	25% Chronically Absent Declined -36.1 16 Students

**Conclusions based on this data:**

1. All students and all significant subgroups showed improvements in chronic absenteeism. In 21-22 59% of our students were chronically absent. That improved to 45.9% in 22-23.
2. Students of Two or More Races and Pacific Islanders demonstrated improvements in attendance but still had a rate of chronic absenteeism over 60%.
3. African-American students had the greatest improvement from having 68.4% to 33.3% chronically absent. African-American, Asian, Filipino and White students were the groups with less than 35% chronic absenteeism.

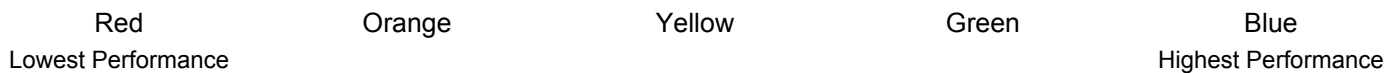
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

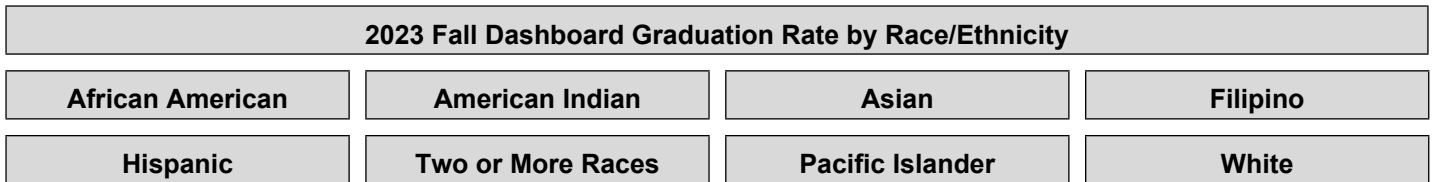
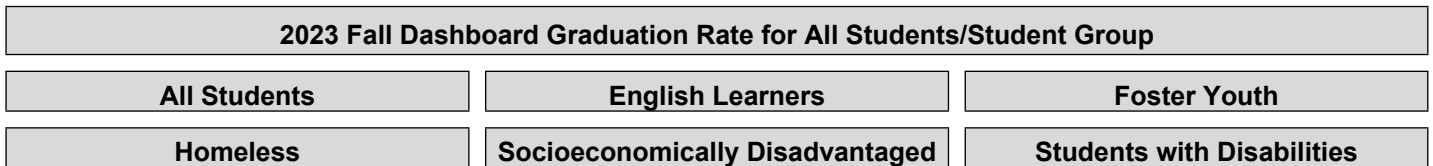
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

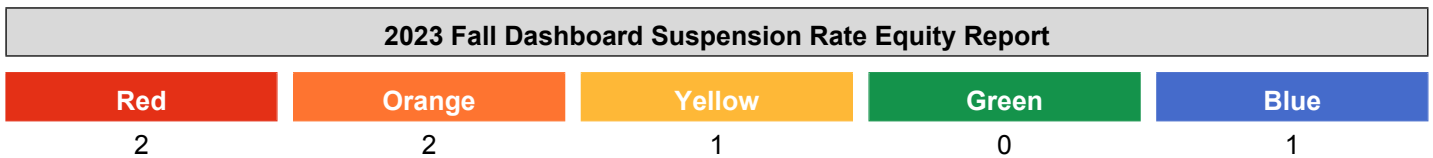
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.













Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.3% suspended at least one day</td> </tr> <tr> <td>Increased 1.3 556 Students</td> </tr> </tbody> </table>	All Students	 Orange	2.3% suspended at least one day	Increased 1.3 556 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">1% suspended at least one day</td> </tr> <tr> <td>Increased 0.3 300 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	1% suspended at least one day	Increased 0.3 300 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students	
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">10.5% suspended at least one day</td> </tr> <tr> <td>19 Students</td> </tr> </tbody> </table>	Homeless	10.5% suspended at least one day	19 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.4% suspended at least one day</td> </tr> <tr> <td>Increased 1.8 467 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	2.4% suspended at least one day	Increased 1.8 467 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.8% suspended at least one day</td> </tr> <tr> <td>Increased 6.8 74 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	6.8% suspended at least one day	Increased 6.8 74 Students
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Increased 1.8 467 Students													
Students with Disabilities													
 Red													
6.8% suspended at least one day													
Increased 6.8 74 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 6.1% suspended at least one day Increased 6.1 33 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 65 Students	4% suspended at least one day Increased 4 25 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.9% suspended at least one day Increased 0.6 360 Students	5.3% suspended at least one day Increased 5.3 38 Students	0% suspended at least one day Declined -4.3 17 Students	0% suspended at least one day Maintained 0 16 Students

**Conclusions based on this data:**

1. Our suspension data is overall in the high range at 2.3%. This is an increase from 21-22 when the rate was 1.1%.
2. Our goal is to have this number below 1%. It is at our below 1% for Asian, Pacific Islander, White and English Learner students.
3. There were significant increases in the suspension rate for Homeless (10.5%) , African-American (6.1%) and Students with Disabilities (6.8%).

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments.

Achievable Growth Amount on CAASPP ELA (grades 3-6): 5% from 25% met/exceeded to 30% met/exceeded.

Achievable Growth Amount on FastBridge (grades K-2): 5% increase in students at low risk/ontrack.

Dual Language schools only: In addition to English language arts, students at Park will increase proficiency in their program's target language (i.e. Spanish). Achievable Growth Amount on Primary Language assessment: 5% increase in students at the met/exceeded level on AR STAR Reading and FastBridge in Spanish.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the overall achievement in ELA there were decreases in the % of students who met/exceeded standard from 28% to 25%. Our biggest decreases came in our 3rd grade that went from 26% to 16% met/exceeded and in our 4th grade that went from 29% to 22% met/exceeded.

There were double digit decreases for our 3 largest subgroups - English learners, Socioeconomically Disadvantaged Students and Latinx students.

Students with disabilities and English learners both scored more than 100 points below standard.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	25% of all 3rd-6th graders met/exceeded standard in 2023	30% will meet/exceed for 2024
FastBridge (K-2 English)	39% of K-2 students of students in the SEI program were on track or at low risk	44% of K-2 students of students in the SEI program will be on track or at low risk
FastBridge (K-2 Spanish)	67% of K-2 students of students in the Bilingual program were on track or at low risk	72% of K-2 students of students in the Bilingual program will be on track or at low risk



## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Park will continue to use the text <i>Cultivating Genius</i> by Gholdy Muhammad as the foundation for professional learning in language arts. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student identities and support our anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in comprehending texts to be able to acquire new knowledge (reading to learn) and this also must happen at all grade levels TK-6. The Pursuit of Criticality is teaching students to combine their experiences and identities with their skills and intellect to take a critical stance and take action in their world. Also, the Pursuit of Skills and the Pursuit of Intellect connect well to scientifically supported and research based reading strategies focused on phonics/decoding and comprehension strategies</p> <p>1. Park will provide teachers with additional collaboration time on a regular basis for data talks (CAASPP, FastBridge, AR) and to plan for next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.</p> <p>2. Park will continue the implementation of writing units focused on the 3 text types and continue to build common practices in writing instruction through horizontal and vertical collaboration. We will ensure that the 3 text types (narrative, informative and opinion) are consistently taught across all grades across the school year. Teachers will utilize common graphic organizers to teach structure and organization as well as provide examples for transition words. At the end of each unit, all classes posted writing in the hallways and classes did a gallery walk to observe to development of writing from TK-6th grade.</p> <p>3. Park will provide funding for online programs such as Lexia/PowerUp and AR to support students' literacy development. Teachers will analyze data and use recommended lessons from Lexia/PowerUp to meet the range of student needs in the area of foundational skills.</p>	All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged, Latinx, and African-American students.	<p>2500 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours and substitutes for teacher collaboration 67000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Library Media Tech 700 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for reading instruction</p>

	<p>4. Park will continue to utilize Gholdy Mohammad's Historically Responsive Literacy Framework to support our Equity/Anti-bias/Anti-racist PD related to literacy.</p> <p>5. Park's Library Media Tech will support students' reading development through monitoring online program usage, implementing a reading reward program and providing texts to students that represent students' cultural and linguistic backgrounds.</p>		
1.2	<p>1. Park will allocate funds for extra hours (certificated and classified) and materials/supplies/books for acceleration classes targeting students who nearly met or did not meet standard as measured by CAASPP or FastBridge.</p> <p>2. Park will continue to offer PD on differentiated instruction connected to the FastBridge and Lexia lessons.</p>	Students below or approaching grade level who need tier 2 or 3 support.	<p>1500 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours for acceleration classes 300 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for acceleration classes</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We continued our implementation of data talks connected to CAASPP and FastBridge data. This data was used to identify students below grade level in 1st and 2nd grade to work with the EL Specialist and in 3rd and 4th grade to work with the HUSD intervention paraeducator in small group reading. Teachers also used this same data to determine small groups for reading instruction during the regular school day. By monitoring and documenting the data during the year, we were able to share this progress with students and families, do goal setting with students and celebrate progress made. Teachers regularly utilized Lexia and suggested lessons for struggling students. The library media tech assisted with monitoring AR activity and developed an incentive program to encourage independent reading.

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

Our ILT decided to focus on writing and ensuring that the 3 text types (narrative, informative and opinion) are consistently taught across all grades across the school year. Grade levels collaborated on utilizing common graphic organizers to teach structure and organization as well as provide examples for transition words. At the end of each unit, all classes posted writing in the hallways and classes did a gallery walk to observe to development of writing from TK-6th grade.

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

We will continue the implementation of writing units focused on the 3 text types and continue to build common practices in writing instruction through horizontal and vertical collaboration. We will build on high leverage strategies that provide

for a continuity of pedagogy in reading across the site in the areas of foundation skill development and reading comprehension.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments.

Achievable Growth Amount on CAASPP Math (grades 3-6): 5% from 12% met/exceeded to 17% met/exceeded.

Achievable Growth Amount on HUSD Math Benchmark (grades K-2): 5% increase in students who met/exceeded. from 68% to 73%.

Achievable Growth Amount on IXL Diagnostic (grades 3-6): 5% increase in students who met/exceeded. from 12% to 17%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students scored in the very low range in mathematics. In particular our larger subgroups of English Learners, Socioeconomically Disadvantaged and Latinx students all decreased by double digits and scored more than 100 points below standard.

There were significant differences when looking at specific grade levels. There were significant increases in 6th grade from 7.2% met/exceeded to 14.7% and significant decreases in 3rd from 16.1% met/exceeded to 9.6%.

We have the lowest percent of students below standard in communicating reasoning (45.5%) and the highest percent of students below standard in concepts and procedures (67%).

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	12% met/exceeded	5% increase to 17%
HUSD K-2 Math Benchmark	68% met/exceeded	5% increase to 73%
IXL Diagnostic (Grades 3-5)	12% met/exceeded	5% increase to 17%

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	When addressing deeper learning in math, we must look at mathematics as its own form of	All students will be served by the following	1300

	<p>literacy and have students develop an identity as a mathematician. Students must develop basic foundational skills and fluency in adding, subtracting, multiplying and dividing to be able to utilize those critical thinking skills in higher level, more complex math and in real-life problem solving. Math has very specific vocabulary and language structures that can be taught systematically and directly to increase students' comprehension in problem solving.</p> <ol style="list-style-type: none"> <li>1. Park teachers will receive professional development and engage in continued collaboration with the HUSD Math TOSA. The work will begin with the implementation of Math Talks across all classrooms at least 3 days a week and then move onto an inquiry-based workshop approach. K-2 will focus on implementing counting collections in their classrooms and 3-6 will focus on math workshop. The professional development will also cover the new CA Mathematics Framework and the shifts in math instruction it requires.</li> <li>2. All staff will participate in Math data talks that will focus on current student math learning trends and will allow an opportunity for staff to collaborate based on student work and collaborative teacher practices along with staff-determined student math learning goals.</li> <li>3. Park will utilize online programs such as DreamBox, IXL and XtraMath to support the development of math concepts and procedures.</li> <li>4. Park will allocate funds for extra hours (certificated and classified) and substitutes for acceleration and Cycle of Inquiry. Funding for materials/supplies/books for acceleration classes targeting students who nearly met or did not meet standard as measured by CAASPP or district benchmark.</li> <li>5. The EL Specialist will work with teachers to support planning around the vocabulary and language structures of math to support comprehension in problem solving.</li> </ol>	<p>strategies with special focus on English Learners, socio-economically disadvantaged, Latinx, African-American and students with disabilities.</p>	<p>LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours or sub release for teacher collaboration 700 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for workshop approach 2000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Classroom technology - elmos, projectors, etc. 10000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures DreamBox Online Intervention and Acceleration Math Program</p>
<p><b>2.2</b></p>	<ol style="list-style-type: none"> <li>1. Park will allocate funds for extra hours (certificated and classified) and substitutes for math acceleration.</li> <li>2. Funding for materials/supplies/books for acceleration classes targeting students who nearly met or did not meet standard as measured by CAASPP or district benchmark.</li> </ol>	<p>Students below or approaching grade level who need tier 2 or 3 support.</p>	<p>700 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours for acceleration 300 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for acceleration classes</p>

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Our ILT and teachers were able to analyze some math data but it was a challenge due to the fact that there are no required math assessments other than the CAASPP. Even though it is completely voluntary, our ILT worked closely with their grade levels and 60-70% of our teachers completed math assessments and input data for analysis. This data analysis brought our staff together to make math our focus for next school year.

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

We were able to fund DreamBox with carry-over funds so all students had access to an adaptive online program to provide support for students below, on and above grade level in math. We did not have any staff volunteer to provide after school intervention or acceleration in math for 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 will be working with the district math TOSA to implement a workshop approach to math instruction across the grade levels. We will begin with a focus on PD on math and dot talks. We will then move onto cycles of inquiry connected to counting collections in K-2nd grade classrooms and math workshop in 3rd-6th grade classrooms.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by increasing by 5% the number of students progressing at least 1 level on the ELPAC and increasing the percentage of RFEP (Reclassified Fluent English Proficient) students by 5%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our increasing number of newcomer English Learners has increased the percent of students making at least one level growth in one year. 35.9% of our English learners progressed at least one level in 2023 compared to 50% in 2022. 22.6% decreased one level in 2023 compared to 16.7% in 2022. While there was this increase in the percent of students decreasing a level, we did see the number of students maintaining a level increase. 41.5% maintained their level in 2023 compared to 33.3% in 2022.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students progressing at least one level on ELPAC	35.9% of our English Learners progress at least one level.	Increase by 5% the number of students progressing at least 1 level on the ELPAC.
Percent of RFEP students	8.5% of students are RFEP	Increase by 5% the number of students identified as RFEP

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	English Learners make up a large subgroup of students at Park with almost half of our students being English Learners. This is a very diverse	All English Learners	2000 LCFF Supplemental and Concentration Funds



	<p>group for us that represent diverse needs. We have students in the bilingual program who receive daily instruction in their primary language, newcomers at all grade levels who arrive to us with no English, and students who are orally fluent but struggle with literacy in the upper grades. This group with strong listening and speaking skills who have challenges with reading and writing are most at risk of becoming long-term ELs. Each group must have a specific focus to ensure they meet adequate yearly progress and grow by at least one level each year.</p> <ol style="list-style-type: none"> <li>1. Park will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD from the Benchmark Language Arts program and for bilingual teacher collaboration.</li> <li>2. Park's Library Media Tech will support English Learners through monitoring online program usage and providing texts to students that represent students' cultural and linguistic backgrounds.</li> <li>3. Park will provide funding for online programs such as Lexia/PowerUp and AR to support the language and literacy development of English Learners.</li> <li>4. Park's EL Specialist will monitor and analyze EL student data, collaborate with and provide PD for teachers, support ELD leveling, complete ELPAC testing for all ELs in TK-6, and provide reading intervention for 1st-2nd grade EL students.</li> </ol>		<p>1000-1999: Certificated Personnel Salaries Extra hours and sub release for teacher collaboration, acceleration 700 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for acceleration classes 3736 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures DreamBox Math to support ELs in developing mathematical concepts. 14000 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Library Media Tech</p>
<p><b>3.2</b></p>	<ol style="list-style-type: none"> <li>1. Park will allocate funds for extra hours (certificated and classified) and materials/supplies/books for acceleration classes targeting newcomers and students at risk of becoming long-term English Learners.</li> <li>2. The EL Specialist will provide an ELPAC academy in January to prepare students in 4th-6th grade who are at risk of becoming long-term ELs to be familiar with and successful on the ELPAC exam.</li> </ol>	<p>Newcomers and students at risk of becoming a long-term English Learner in grades 4-6.</p>	<p>1000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours for targeted instruction 300 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for acceleration classes</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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



Daily leveled ELD instruction was implemented with fidelity across all grade levels and the EL Specialist provided PD and support with instructional strategies as needed/requested by teachers. The EL Specialist provided reading intervention to 1st and 2nd grade EL students. Also, Lexia/PowerUP was implemented somewhat consistently across the grade levels.

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

Although we allocated funds for a paraeducator to work with newcomer students, we were unable to find staff available to teach that after school group. Instead the students were serviced during regular ELD time and the EL Specialist provided support on instructional strategies for the teacher with the newcomer ELD group.

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

We will continue to look for staff able to provide additional support during or after school for our newcomer students. This year the EL Specialist did an ELPAC academy in January for 4th and 5th grade students at risk of becoming long-term ELs. Next year we will offer this to 4th-6th grade students in that same category.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- Visual and Performing Arts

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a weekly basis using a variety of discourse techniques.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a weekly basis using a variety of discourse techniques.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students benefit by a well rounded education that includes access to visual and performing arts education as well as core academics. Most students in our community don't have the means to access these types of programs due to financial, time or transportation constraints. Offering these programs at the school site allows students to experience the arts who may otherwise not be able to.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students participating in VAPA related clubs	75 students participated in VAPA related after school clubs.	Increase by 10% the number of students participating in VAPA related after school clubs.
Arts integration in the content areas	On average students participated in monthly arts integration lessons in their classrooms.	Weekly arts integration activities implemented consistently in all classrooms.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Visual and performing arts are a strong part of Park's identity as a school. We offer regular opportunities for students to engage with the arts both during and after the regular school day. There is high support from both staff and families for VAPA programs at Park. Arts are seen as an	All students	3000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours for VAPA clubs

<p>integral part of students' self-identity development and school community.</p> <ol style="list-style-type: none"> <li>1. Park will allocate funding for extra hours (certificated and classified) and materials/supplies/books for after school clubs such as art/ceramics, crafts/woodworking, ballet, etc.</li> <li>2. Park will support our visual and performing arts programs by purchasing materials and supplies (instruments, costumes, microphones, etc.) as needed to ensure every student who wishes to participate in that program is able.</li> <li>3. Park will continue to offer a weekly art prep to all 1st-6th grade and music prep to all 1st-4th grade students.</li> <li>4. Park will bring in outside groups to present at assemblies for the students (Oakland Ballet, SF Opera, etc.).</li> <li>4. Park students will be able to showcase their visual and performing arts talents in a variety of venues such as our annual Art Showcase, school music concerts and other events in HUSD or the City of Hayward.</li> <li>5. Park teachers will utilize performing arts integration such as reader's theater or other types of performances to support oral language development.</li> <li>6. Teachers will be offered the opportunity to pilot the VTS (Visual Thinking Strategies) to develop critical thinking through the close observation and deep discussion of art masterpieces.</li> <li>7. In addition to the activities listed above, we will be using the 2024-2025 school year to develop or Proposition 28 Site Plan.</li> </ol>		<p>500 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials, supplies, equipment</p>
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## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We continued our after school arts clubs and increased the number of students who were able to participate in these clubs. We had a high rate of participation by classroom teachers in our arts showcase and other presentations/arts events at school.

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

There were no major differences in the implementation and/or budget.

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 look forward to the addition of Prop 28 funding to increase the visual and performing arts opportunities for our students. We want them to have access to more specialists in the arts and for our teachers to learn new strategies on how to integrate the arts into the content areas.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. All 5th grade will report a 5% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on data in the Sown to Grow SEL program

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Relationship-Centered Schools: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

School climate has been extremely important since we returned to in-person learning almost 3 years ago. Students continue to experience challenges related to social interactions with peers and emotional regulation. On the 2023 CHKS survey, 29% of 5th grade students reported being called bad names or being a target of mean jokes (was 52% in 2022). On our Park School Student Climate Survey for students in 3rd-6th grade, we found that 81% of students feel safe at school all or most of the time and 88% of students said they have an adult they can go to for help all or most of the time. Even though these are somewhat high scores, in a relationship centered school anything under 100% on both of these measures calls for improvements. Every child should feel safe at school and should feel they have an adult to go to for help.

Maintaining a suspension rate under 1% is key to keep students in school learning and not excluding them from their education. Our suspension data is overall in the high range at 2.3% which is an increase from 21-22 when the rate was 1.1%. There were significant increases in the suspension rate for Homeless (10.5%) , African-American (6.1%) and Students with Disabilities (6.8%).

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	Currently 2.3% rate of suspension overall.	Return to a suspension rate of 1% or lower.
Park Climate Survey (Grades 3-6)	81% of students reported feeling safe at school all or most of the time and 88% reported having an adult they can go to for help at school.	Increase to 86% the students feeling safe at school and to 90% students who feel they have an adult at school they can go to for help.
CHKS (Grade 5)	79% of 5th graders reported positive school connectedness.	Increase by 5% to 84% of 5th graders reporting positive school connectedness.

CHKS (Grade 5)	29% of 5th grade students reported being called bad names or being a target of mean jokes.	Decrease by 5% the number of 5th graders reporting being called bad names or being a target of mean jokes.
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Park is a PBIS school and has been focusing on social-emotional learning for several years. We will continue this work into the 23-24 school year and continue to integrate our antibias/antiracism professional learning. Two portions of Gholdy Mohammad's equity framework, Pursuit of Identity and Pursuit of Criticality, will be used to support equity, climate and anti-bias/antiracism at Park . The Pursuit of Identity is a key component in social-emotional work where students delve deeply into who they are. The Pursuit of Criticality will build their leadership skills and increase their voice in their education at the school site. The Pursuit of Skills can also be considered a we teach specific skills and strategies around social-emotional learning, mindfulness and growth mindset.</p> <ol style="list-style-type: none"> <li>1. Park will allocate funding for extra hours (certificated and classified) and materials/supplies/books for after school clubs such as Black Student Union, Student Leadership, Garden, Girls on the Run, Soccer, etc.</li> <li>2. Park will continue to implement structured recess with youth leaders supporting positive play and increase the level of engagement of students in structured activities at recess to include art, board games, etc. by allocating additional hours for noon supervisors to support at morning recess.</li> <li>3. Our PBIS committee will continue to implement tier 1 practices such as pawsome tickets and raffle, Pizza with the Principals, Character Trait and Student of the Month. The committee will also support with the annual Great Kindness Challenge that occurs every January and SEL/PBIS focused assemblies.</li> <li>4. Park will continue to implement restorative practices through community circles, check-ins, and conflict resolution/mediation.</li> <li>5. Park teachers will implement a daily check-in system with students (community circle, rater, etc.)</li> <li>8. Soul Shoppe strategies will continue to be utilized across the site to support self-regulation and conflict resolution to reduce bullying, behavior referrals and suspensions.</li> </ol>	All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged, Latinx, African-American and students with disabilities.	<p>2000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours for clubs 500 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials, supplies, equipment</p>

5.2	<ol style="list-style-type: none"> <li>1. Park will utilize the COST process to identify students with social-emotional and behavioral needs and connect them to services.</li> <li>2. Park will begin the implementation of Solution Teams to address and prevent bullying.</li> <li>3. Our HUSD SEL and STARS counselors will provide therapy to students needing social-emotional support in small groups or individually (with consent of the parent).</li> <li>4. The CICO system will be used to support positive behavior utilizing a daily points system and monitoring student improvement.</li> </ol>	Students needing tier 2 and 3 social-emotional supports	

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Although we implemented the strategies in our SPSA, we had more students with more intense needs than in previous years making it difficult to achieve all of our goals especially around suspension. We experienced an increase in the number of students needing tier 3 supports for behavior, social and emotional challenges. While our tier 1 and 2 PBIS and restorative practices supported these students and their peers, we needed additional strategies and resources at the tier 3 level.

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

Based on feedback from staff and families, SSC used carry-over funds to increase supervision at key areas (bathrooms, outside portables) and times (recess) to support with positive behavior and increased positive adult interactions for students. SSC also paid for online access to the SEL program Soul Shoppe.

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

We will continue our work with Soul Shoppe practicing self-regulation and conflict resolution to decrease bullying, behavior referrals and suspensions. We plan to use carry-over funds for more noon supervisor hours to increase supervision and positive adult interactions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Park will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the area of parent participation, we had extremely low participation rates in online parent meetings. Most ELAC and Coffee with the Principal meetings were attended by fewer than 10 parents. Offer more in-person school wide events in the evenings for families.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting sign in sheets	10-20 parents typically participating in parent committee meetings (ELAC, PTO, SSC, etc.).	Increase by 10% the number of parents participating in parent committee meetings (ELAC, PTO, SSC, etc.)
Number of in-person family events offered	In 22-23 we offered 4 school-wide evening events for families.	Increase to 6 school-wide evening event for families in-person.
Number of parent workshops offered	In 22-23 we offered 0 parent workshops.	Increase to 6-8 parent workshops based on topics parents request.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Park values the role that parents play in their child's education. At the same time, we recognize the tremendous stressors families are facing that have only increased during and after the pandemic. Our goal is to have open, supportive communication with our families and to act as partners in educating the whole child.	All families with a focus on families of English Learners, African-American families and families of students with disabilities.	1000 Title 1: Parent Allocation 5800: Professional/Consulting Services And Operating Expenditures Fingerprinting 300



	<ol style="list-style-type: none"> <li>1. As a community school, Park's Family Engagement Specialist and Community Schools Specialist will provide workshops to parents on a variety of topics of interest to our parent community (English Learners, attendance, emotional-behavioral supports, data and academic progress) as well as other services needed by the community. We will actively engage parents through a variety of committees, groups and meetings such as ELAC, AASAI, and Coffee with the Principal.</li> <li>2. Park will continue to allocate funds for volunteer fingerprinting, childcare and food for parent meetings to support parent involvement at school.</li> <li>3. Park's Parent Engagement Committee along with the PTO and other parent groups will organize and support a variety of events/activities for our community such as our Welcome Back Ice Cream Social, Holidays Around the World, Multicultural Event, Black History Assembly and Family Event, Art Showcase/Open Gallery, Read Across America, Family Math Night, Family Literacy Night, etc.</li> <li>4. Park's office staff, EL Specialist and Family Engagement Specialist will continue to work with CWA and the EL Department to have translation available when needed for families who speak a language other than English especially languages other than Spanish.</li> </ol>	<p>ESSA Title I , Part A , Basic Grants Low Income and Neglected  2000-2999: Classified Personnel Salaries  Extra hours for childcare 1359  Title 1: Parent Allocation  5800: Professional/Consulting Services And Operating Expenditures  Workshops</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We made an effort to be responsive to the needs of families and have some meetings in-person and some on zoom. We found that ELAC and Coffee with the Principal were both better attended when in-person while the parents on SSC, PTO and AASAI preferred to meet on zoom. We also made a greater effort to publicize meetings through Blackboard communication, banners and sandwich boards in front of the school and flyers. Our community events such as the art showcase and multicultural event have been well received as a way for families to connect and meet other families. We offered parent workshops for the first time since COVID. Those were attended in smaller numbers but the families who attended gave very positive feedback.

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

We were able to use LCFF carry over funds to provide more parent workshops than we had initially intended.

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.

The collaboration between our PTO and Parent Engagement Committee allowed our school to offer more community events for families to come together. New events this year included the Welcome Back Ice Cream Social, Dia de los muertos celebration, and Holidays Around the World.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Park will decrease chronic absenteeism by 10% in the 24-25 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students of Two or More Races and Pacific Islanders demonstrated improvements in attendance but still had a rate of chronic absenteeism over 60%. Our Latinx, English Learners, Socio-economically disadvantaged and Students with Disabilities all had chronic absenteeism rates between 40-50%. African-American students had the greatest improvement from having 68.4% to 33.3% chronically absent. African-American, Asian, Filipino and White students were the groups with less than 35% chronic absenteeism.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Chronic Absenteeism Data	45.9% of students are chronically absent in 2022-23 school year.	Decrease chronic absenteeism as measured on the CA Dashboard by 10%. in the 2023-24 school year.
Monthly Attendance Reports from Infinite Campus	Students have attended school in the 2023-24 school year (July to March) at a rate of 91.74% which is a 4% improvement.	Increase average daily attendance by 6% to reach the 97% goal.
Monthly Attendance Reports from Infinite Campus	In 2023-24, we had 169 tardies of more than 30 minutes by 62 students.	Decrease the number of students arriving late and/or leaving early (greater than 30 minutes) by 5%.
District A2A Chronic Absence Report	During 23-24 (July-March), just under 34.6% of students were considered chronically absent (missing more than 10% of school days).	During the 24-25 school year, decrease chronic absenteeism (July-March) as measured on A2A by 10%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Attendance is a strong indicator of school success and Park strives to work closely with families to break down barriers to positive school attendance. All schools have experienced high rates of chronic absenteeism due to the COVID pandemic and protocols connected to the pandemic. The pandemic has created unique challenges to positive school attendance and our school staff supports families on a daily basis to navigate these protocols to ensure students miss as little school as possible.</p> <ol style="list-style-type: none"> <li>1. Park staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</li> <li>2. Our attendance clerk, community schools specialist, family engagement specialist and administration will continue informal outreach along with formal communications with families and students with challenges being present and on time.</li> <li>3. Our attendance clerk will make daily calls to families whose children are absent and encourage positive attendance.</li> <li>4. Our attendance clerk and assistant principal will engage families in truancy and SARB meetings as necessary. These meetings will focus on determining barriers to positive attendance and developing strategies with the families to breakdown barriers to positive attendance.</li> <li>5. Park will recognize students with excellent attendance and students who improve their attendance during the course of the year. Additionally, we will share positive attendance shout outs on the weekly school announcements and in the weekly family bulletin.</li> <li>6. The topic of attendance, its importance on academic progress and school attendance data will be shared in parent meeting such as Back to School Night, ELAC, AASAI, and Coffee with the Principal.</li> </ol>	All students with a particular focus on the significant subgroups of Latinx, English Learners, socioeconomically disadvantaged, Pacific Islander, students of two or more races and students with disabilities who all had between 40-60% chronic absenteeism.	

## Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Park increased its outreach and personal, positive contacts to students and families experiencing challenges related to attendance. Our staff focused on hearing about the families' situations and barriers to improved attendance to work with them to find solutions. Our Attendance Clerk, Community Schools Specialist, Family Engagement Specialist and Assistant Principal engaged in ongoing and frequent communications on the positive impact of daily attendance with families. When additional resources were needed we worked closely with our CWA Outreach worker to assist with the families needing more intensive supports with housing or transportation. Due to these efforts our rate of chronic absenteeism has dropped from 59% in 21-22 to 45.9% in 22-23 and is currently at 34.6% for the 23-24 school year.

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

There were no major differences with the intended implementation and budget expenditures.

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

We will target our incentives for improved attendance by having goal setting and individualized incentives for students with the most tardies over 30 minutes and for students with chronic and severely chronic absenteeism. We will also begin to do shout-outs during announcements and in the family bulletin that include grade levels and classrooms with the highest percentage of present and on-time students.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$96,689
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$117,395.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$67,300.00
LCFF Supplemental and Concentration Funds	\$47,736.00
Title 1: Parent Allocation	\$2,359.00

Subtotal of state or local funds included for this school: \$117,395.00

Total of federal, state, and/or local funds for this school: \$117,395.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	47,736.00	47,736.00
Title I	69,659	69,659.00

## Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	67,300.00
LCFF Supplemental and Concentration Funds	47,736.00
Title 1: Parent Allocation	2,359.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,000.00
2000-2999: Classified Personnel Salaries	81,300.00
4000-4999: Books And Supplies	4,000.00
5000-5999: Services And Other Operating Expenditures	15,736.00
5800: Professional/Consulting Services And Operating Expenditures	2,359.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	67,300.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	14,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	14,000.00

4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	15,736.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1: Parent Allocation	2,359.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	72,000.00
Goal 2	15,000.00
Goal 3	21,736.00
Goal 4	3,500.00
Goal 5	2,500.00
Goal 6	2,659.00



# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Danielle Alexander	Classroom Teacher
Darlene Tom	Classroom Teacher
Veronica Hernandez (ELAC)	Parent or Community Member
Jane Wilson	Parent or Community Member
Fatema Nasiry	Parent or Community Member
Dahlia Case	Parent or Community Member
Lori Oldham	Principal
Michelle Blumstein	Other School Staff
Michelle Root	Parent or Community Member
Lori Suydam	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/19/2024.

Attested:



Principal, Lori Oldham on 3/19/24



SSC Chairperson, Michelle Root on 3/19/24