Park Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Park Elementary School
Street	411 Larchmont St.
City, State, Zip	Hayward, CA 94544
Phone Number	(510) 723-3875
Principal	Lori Oldham
Email Address	loldham@husd.k12.ca.us
School Website	https://park.husd.us/
Grade Span	K-6
County-District-School (CDS) Code	01611926001101

2024-25 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Jason Reimann
Email Address	jreimann@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2024-25 School Description and Mission Statement

School Profile:

Park Elementary School is the oldest year-round school in the nation. We are located at 411 Larchmont Street in Hayward, CA. The school opened in 1960 as a traditional school. In 1968, we became a year-round school attracting many students and families from different parts of the Hayward Unified School District. We offer One-Way Spanish Dual Language and Shelter English Immersion Programs to students from preschool through 6th.

2024-25 School Description and Mission Statement

Vision Statement:

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

Mission Statement:

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

Principal's Message:

Park Elementary School is supported by a cohesive team of educators, staff, and community members committed to educational excellence and to the promotion of social justice. Teachers follow the Professional Learning Community model supported by our Instructional Leadership Team (ILT) to improve and refine teaching to support deeper student learning practices. We respond proactively to diverse student needs using a continuous improvement lens, through collaboration, meetings and professional development. Acceleration and intervention classes are available to qualifying students in language arts and mathematics. We also offer clubs such as art, dance, garden, Black Student Union, student leadership and sports as enrichment opportunities. We are determined to promote a positive school climate. Our students learn to be responsible, respectful, safe, and kind in the classroom, in school, and in the community. We use positive behavior interventions to recognize and celebrate pro-social behaviors. Our students strive for academic excellence, make positive behavior choices, have great attendance, and believe in having a growth mindset that values effort and personal improvement. We offer specialized weekly PE, music, art and library classes. Our students are exposed to 21st-century technology daily. We value extracurricular opportunities; we have a strong after school visual and performing arts programs. Intermediate students can join the soccer team, be involved in school leadership, participate in intramural sports and community service. We offer family and community involvement opportunities through various school committees and events. Park school is a great place to learn where everyone feels like family.

Lori Oldham, Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	78
Grade 2	74
Grade 3	69
Grade 4	69
Grade 5	66
Grade 6	64
Total Enrollment	514

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	11.5
Black or African American	5.3
Filipino	4.7
Hispanic or Latino	67.5
Native Hawaiian or Pacific Islander	2.7
Two or More Races	5.3
White	2.1
English Learners	51
Foster Youth	0.2
Homeless	2.9
Socioeconomically Disadvantaged	88.1
Students with Disabilities	12.1

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):
	• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
	• Pupils have access to standards-aligned instructional materials; and
	• School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.70	91.59	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.21	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.21	33.60	3.38	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	34.00	3.43	18854.30	6.86
Total Teaching Positions	23.70	100.00	994.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.40	92.13	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.94	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.94	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	21.80	2.17	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	58.30	5.79	15831.90	5.67
Total Teaching Positions	25.40	100.00	1007.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	88.54	806.00	82.08	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	18.50	1.89	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.82	71.20	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	26.60	2.71	11746.90	4.23
Unknown/Incomplete/NA	2.00	7.64	59.50	6.06	14303.80	5.15
Total Teaching Positions	26.10	100.00	982.00	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	1.00	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.80	0	3.2

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	Yes	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	Yes	0%
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	Yes	0%
History-Social Science	K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish)	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Park was constructed in 1959. This school has nineteen (19) permanent classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are eighteen (18) portable classrooms that have been added to accommodate class size reduction and instructional programs.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and Infrastructure projects throughout HUSD. At Park Elementary these projects have included replacement of the Fire Alarm/PA System, Intrusion Alarm System re-paving/striping of asphalted areas, replacing the roof system, and exterior painting of the school. All work described was completed by the end of the 2023/2024 school year.

Year and month of the most recent FIT report	January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	23	35	32	46	47
Mathematics (grades 3-8 and 11)	12	12	20	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	279	253	90.68	9.32	22.53
Female	144	129	89.58	10.42	30.23
Male	135	124	91.85	8.15	14.52
American Indian or Alaska Native	0	0	0	0	0
Asian	33	28	84.85	15.15	28.57
Black or African American	17	17	100.00	0.00	29.41
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	192	171	89.06	10.94	16.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	40.00
White	--	--	--	--	--
English Learners	142	117	82.39	17.61	4.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	226	91.13	8.87	20.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	47	97.92	2.08	4.26

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	279	276	98.92	1.08	11.59
Female	144	142	98.61	1.39	10.56
Male	135	134	99.26	0.74	12.69
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	18.18
Black or African American	17	17	100.00	0.00	11.76
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	192	189	98.44	1.56	8.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	6.67
White	--	--	--	--	--
English Learners	142	140	98.59	1.41	5.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	246	99.19	0.81	10.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	47	97.92	2.08	6.38

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.29	5.97	16.99	18.04	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	67	97.10	2.90	5.97
Female	33	32	96.97	3.03	3.13
Male	36	35	97.22	2.78	8.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	45	95.74	4.26	6.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	37	36	97.30	2.70	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	6.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	11	91.67	8.33	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	98%	100%	98%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Park Elementary School greatly benefits from the participation of our parents and school community members. Parents and community members have multiple opportunities to participate in our school. We hold regular "Coffee with the Principal" meetings where a variety of guest speakers and school staff share information with parents. Topics such as new school initiatives, attendance, state and local assessments and other topics are covered. Parents and caregivers also have the opportunity to ask questions on any topic related to the school at the end of each meeting and to provide feedback regularly to school administration.

We offer evening events sponsored by our PTO and Parent Engagement Committee that bring families in our school community together. In the first month of school we have an Ice Cream Social and families bring picnic blankets to the front of the school to socialize and get to know each other better. In the fall and winter we celebrate diverse holidays such as Día de los Muertos, Diwali, Hanukkah, Christmas and Kwanzaa. We have an annual Black History Family Event where students present on their learning around Black History. In the spring, we host a Multicultural Event with food trucks and vendors as well as students and community performers representing cultures in our community.

Parents have opportunities to volunteer in school wide events and in the classroom. We also offer parents opportunities to participate in classes and informational workshops. Parents can be involved in school committees such as SSC, SBDM, ELAC, AASAI or PTO. Our Family Engagement Specialist is available full time in the Parent Center to support parents with whatever needs they may have especially with technology, required forms and needs around community resources.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	562	196	34.9
Female	289	276	97	35.1
Male	297	286	99	34.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	74	68	21	30.9
Black or African American	34	32	16	50.0
Filipino	26	25	3	12.0
Hispanic or Latino	389	378	134	35.4
Native Hawaiian or Pacific Islander	13	13	11	84.6
Two or More Races	30	28	6	21.4
White	14	12	4	33.3
English Learners	333	319	103	32.3
Foster Youth	--	--	--	--
Homeless	16	13	8	61.5
Socioeconomically Disadvantaged	526	505	176	34.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	81	26	32.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.06	2.34	1.88	3.78	4.9	5.4	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0.00
Female	1.73	0.00
Male	2.02	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	14.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.50	0.00
Foster Youth	0.00	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	1.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.19	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Park School's Safety Plan is updated annually, reviewed by our SBDM and approved by SSC. All updates and revisions are communicated to our staff. The school's disaster preparedness plan includes steps for insuring student and staff safety during a disaster. Fire, disaster, earthquake and lockdown drills are conducted on a regular basis throughout the school year so that

2024-25 School Safety Plan

all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. There is a designated area for student drop off and pick up. All visitors must check in the front office. All parent volunteers are finger printed and have been TB tested to make sure they can safely be in our campus. We utilize an anonymous online reporting system to allow students, staff, families and the community to communicate any concerns directly to site administration.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review in October 2023 of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	1	
1	19	3		
2	16	1	3	
3	19	2	1	
4	24		3	
5	23		2	
6	21	1	1	
Other	9	4	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	17	1	3	
2	15	4		
3	21	1	2	
4	21	1	2	
5	17	1	2	
6	25		2	
Other	12	3	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	25		3	
2	24		3	
3	21	2	1	
4	21		3	
5	27		2	
6	25		2	
Other	12	3	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	514

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,148	$7,226	$8,922	$94,577
District	N/A	N/A	$7,882	$107,337
Percent Difference - School Site and District	N/A	N/A	12.4	-12.6
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-18.8	-3.3

Fiscal Year 2023-24 Types of Services Funded

Park Elementary implements multiple programs designed to support the academic success of all students with particular focus on those performing below grade level. Some of the programs we implement at Park are: Leveled Literacy Intervention for students in 1st-2nd grade with our EL Specialist, Newcomer and Long-Term EL support with our EL Specialist, Leveled Literacy Intervention for 3rd-5th grade with our paraeducator, after school acceleration in language arts and math and online programs to support academics (Lexia, Accelerated Reader, Raz-Kids, DreamBox and IXL).

We have two full-time counselors to meet with individuals and groups to support students social-emotional development. Our SSC also decided to fund the social-emotional program Soul Shoppe to help students with self-regulation and conflict resolution. We have increased noon supervisor hours to increase supervision at key times and locations throughout the school day.

We have funded several clubs to support enrichment and socialization such as art, dance, Garden, Black Student Union, student leadership and sports. We also have a full-time Library Media Tech to ensure that every student has weekly access to check out books. We have an English Learner Specialist who monitors programs targeted to our English learners. We also

Fiscal Year 2023-24 Types of Services Funded

fund extra hourly pay for teachers who collaborate to engage in cycle of inquiry and action planning based on data as a grade level.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$74,517	$59,551
Mid-Range Teacher Salary	$104,084	$93,855
Highest Teacher Salary	$124,131	$120,219
Average Principal Salary (Elementary)	$164,210	$151,525
Average Principal Salary (Middle)	$171,438	$158,215
Average Principal Salary (High)	$180,194	$171,087
Superintendent Salary	$314,081	$300,043
Percent of Budget for Teacher Salaries	34.34	31
Percent of Budget for Administrative Salaries	5.9	4.91

Professional Development

Park School supports and promotes adult learning. Our areas of focus were in language arts and social emotional learning. Since returning to in-person learning in the fall of 2021, we have continued to see the deep need for basic reading skills particularly in the 2 cohorts of students who were in kinder and first grade during distance learning. Our teachers planned cohesive writing units across all grade levels and established celebrations to share writing across classrooms.
Our students also continue to need additional support and practice with social skills and peer interactions. Teachers received professional development and resources to support with both social-emotional learning and restorative practices. We implemented an SEL and conflict resolution program, Soul Shoppe, across the site with multiple online assemblies to learn specific common language for self-regulation and conflict resolution. The district provided several modules for teachers to engage with during full day professional development as well as minimum days during the school year on the topic of anti-bias/antiracism. These modules were facilitated by a skilled facilitator who received additional training in the area of anti-bias/antiracism from the district. The 224 PD was a continuation of the first year's content, with the opportunity to dive deeper into major concepts and explore opportunities for interrupting and acting in the interest of equity and antiracism.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3