School Year: **2025-26**

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	3/25/25	June 11, 2025

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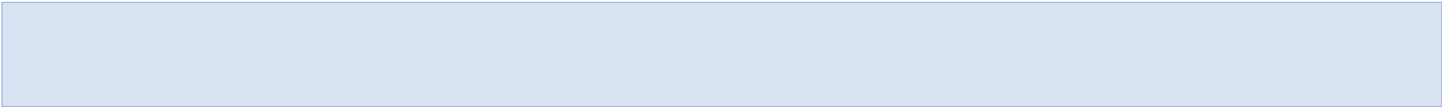
This plan is being used by Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> Park has been identified for Additional Targeted Support and Improvement (ATSI) for African-American Students.
>
> In the 22-23 and 23-24 school years our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, African-American students were in the lowest status level for the state indicators in chronic absenteeism and suspensions at Park. This plan will address ways to improve our school and student outcomes for African-American students in particular, based on doing a needs assessment and identifying resource inequities.

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.

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> Schoolwide Program
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In the 22-23 and 23-24 school years our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, African-American students were in the lowest status level for the state indicators in chronic absenteeism and suspensions at Park. This plan will address ways to improve our school and student outcomes for African-American students in particular, based on doing a needs assessment and identifying resource inequities.

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 has experienced an increase in the last two school years in the number of students needing tier 3 supports for behavior, social and emotional challenges. While we have implemented tier 1 and 2 PBIS and restorative practices supports with 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. Each year the needs of our students are increasing while at the same time our site budget has decreased 50% over the last two school years.

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: Red
-Math: Red

Here are the subgroups who were in the "Red" or "Orange" performance categories in each area of the CA School Dashboard:
-ELA: Red - All Students and Students with Disabilities, English Learners, Socioeconomically Disadvantaged and Latinx
-Math: Orange: Latinx. Red - English Learners, Socioeconomically Disadvantaged and Students with Disabilities
-Suspension: Orange - English Learners. Red - African American Students
-Chronic Absenteeism: Red - Two or More Races,Students with Disabilities, Asian and African American 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.2%	%		1	
African American	6.45%	6.28%	5.25%	30	31	27
Asian	10.97%	11.13%	11.48%	51	55	59
Filipino	4.95%	4.45%	4.67%	23	22	24
Hispanic/Latino	66.67%	64.78%	67.51%	310	320	347
Pacific Islander	3.66%	2.83%	2.72%	17	14	14
White	2.37%	2.83%	2.14%	11	14	11
Two or More Races	4.95%	6.07%	5.25%	23	30	27
Not Reported	%	1.42%	0.97%		7	
			Total Enrollment	465	494	514

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	17	23	22
Kindergarten	82	96	70
Grade 1	61	68	78
Grade 2	72	66	74
Grade3	59	70	69
Grade 4	75	64	69
Grade 5	62	67	66
Grade 6	54	63	64
Total Enrollment	465	494	514

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 been consistently near or above 500 students since then.

2. After a decline in overall enrollment after the pandemic, Park has seen steady increases in the 22-23 and 23-24 school years and enrollment has stabilized.

3. Grade level cohorts have similar enrollment numbers with kinder consistently having the highest each year. In 23-24, 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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	233	234	262	50.1%	47.4%	51.0%
Fluent English Proficient (FEP)	62	74	74	13.3%	15%	14.4%
Reclassified Fluent English Proficient (RFEP)	34	42	44	7.3%	8.5%	8.6%

Conclusions based on this data:

1. The percent of English Learners has been increasing over the last 3 school years from 47% to 51%.

2. The percent of Reclassified Fluent increased from 7% to 8.6% and Initially Fluent increased from 13.3% to 14%.

3. Given the number of Newcomer Students we are continuing to receive, it would be helpful to include that data here as well. In 4th-6th grade, in the 23-24 school year we had 29 students with less than 2 years in US schools. We currently have 40 students in 4th-6th grade 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.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	68	65	65	65	61	62	65	61	62	95.6	93.8	95.4
Grade 4	77	63	66	69	58	60	69	58	60	89.6	92.1	90.9
Grade 5	68	71	68	60	68	61	60	68	61	88.2	95.8	89.7
Grade 6	55	63	71	52	59	62	52	59	62	94.5	93.7	87.3
All Grades	268	262	270	246	246	245	246	246	245	91.8	93.9	90.7

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2354.	2349.	2343.	6.15	6.56	8.06	20.00	9.84	9.68	15.38	29.51	20.97	58.46	54.10	61.29
Grade 4	2407.	2395.	2397.	8.70	10.34	8.33	20.29	12.07	8.33	15.94	17.24	21.67	55.07	60.34	61.67
Grade 5	2458.	2452.	2424.	11.67	11.76	13.11	15.00	23.53	9.84	21.67	13.24	16.39	51.67	51.47	60.66
Grade 6	2479.	2464.	2475.	7.69	3.39	8.06	23.08	22.03	25.81	23.08	22.03	22.58	46.15	52.54	43.55
All Grades	N/A	N/A	N/A	8.54	8.13	9.39	19.51	17.07	13.47	18.70	20.33	20.41	53.25	54.47	56.73

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.15	4.92	8.06	56.92	57.38	50.00	36.92	37.70	41.94
Grade 4	8.70	6.90	10.00	52.17	50.00	53.33	39.13	43.10	36.67
Grade 5	15.00	11.76	11.48	48.33	58.82	40.98	36.67	29.41	47.54
Grade 6	7.69	10.17	6.45	48.08	44.07	50.00	44.23	45.76	43.55
All Grades	9.35	8.54	8.98	51.63	52.85	48.57	39.02	38.62	42.45

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.54	3.28	3.23	38.46	49.18	33.87	60.00	47.54	62.90
Grade 4	4.35	10.34	1.67	46.38	29.31	40.00	49.28	60.34	58.33
Grade 5	6.67	10.29	9.84	56.67	42.65	34.43	36.67	47.06	55.74
Grade 6	3.85	5.08	9.68	55.77	42.37	41.94	40.38	52.54	48.39
All Grades	4.07	7.32	6.12	48.78	41.06	37.55	47.15	51.63	56.33

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.23	6.56	0.00	72.31	68.85	66.13	18.46	24.59	33.87
Grade 4	2.90	6.90	5.00	73.91	65.52	68.33	23.19	27.59	26.67
Grade 5	5.00	8.82	8.20	75.00	70.59	60.66	20.00	20.59	31.15
Grade 6	19.23	5.08	3.23	59.62	64.41	72.58	21.15	30.51	24.19
All Grades	8.54	6.91	4.08	70.73	67.48	66.94	20.73	25.61	28.98

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.23	3.28	3.23	53.85	59.02	59.68	36.92	37.70	37.10
Grade 4	11.59	3.45	10.00	59.42	60.34	70.00	28.99	36.21	20.00
Grade 5	15.00	13.24	6.56	56.67	64.71	59.02	28.33	22.06	34.43
Grade 6	7.69	8.47	8.06	67.31	61.02	64.52	25.00	30.51	27.42
All Grades	10.98	7.32	6.94	58.94	61.38	63.27	30.08	31.30	29.80

Conclusions based on this data:

1. In the overall achievement in ELA there were decreases in the % of students who met/exceeded standard from 25% to 23%. 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 2023 to 2024 our 6th grade showed a marked increase from 25% met/exceeded to 33% met exceeded in ELA.

3. Our biggest decreases came in our 4th grade that went from 22% to 16% met/exceeded and in our 5th grade that went from 35% to 22% met/exceeded.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	68	65	65	68	62	65	68	62	65	100.0	95.4	100
Grade 4	77	63	66	75	62	66	75	62	66	97.4	98.4	100
Grade 5	67	71	68	66	70	67	66	70	67	98.5	98.6	98.5
Grade 6	55	63	71	55	61	70	55	61	70	100.0	96.8	98.6
All Grades	267	262	270	264	255	268	264	255	268	98.9	97.3	99.3

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2350.	2347.	2349.	7.35	4.84	1.54	8.82	4.84	13.85	16.18	19.35	13.85	67.65	70.97	70.77
Grade 4	2392.	2385.	2381.	2.67	3.23	4.55	13.33	9.68	4.55	22.67	27.42	21.21	61.33	59.68	69.70
Grade 5	2421.	2410.	2404.	4.55	2.86	4.48	9.09	8.57	4.48	22.73	24.29	13.43	63.64	64.29	77.61
Grade 6	2433.	2429.	2425.	5.45	1.64	5.71	1.82	13.11	7.14	27.27	24.59	17.14	65.45	60.66	70.00
Grade 11															
All Grades	N/A	N/A	N/A	4.92	3.14	4.10	8.71	9.02	7.46	21.97	23.92	16.42	64.39	63.92	72.01

Overall Achievement for All Students

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.88	4.84	6.15	32.35	22.58	33.85	61.76	72.58	60.00
Grade 4	4.00	3.23	6.06	28.00	32.26	22.73	68.00	64.52	71.21
Grade 5	7.58	4.29	1.49	25.76	27.14	25.37	66.67	68.57	73.13
Grade 6	3.64	3.28	4.35	29.09	34.43	30.43	67.27	62.30	65.22
Grade 11									
All Grades	5.30	3.92	4.49	28.79	29.02	28.09	65.91	67.06	67.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.82	9.68	4.62	33.82	32.26	29.23	57.35	58.06	66.15
Grade 4	4.00	6.45	6.06	38.67	32.26	31.82	57.33	61.29	62.12
Grade 5	3.03	2.86	4.48	31.82	38.57	28.36	65.15	58.57	67.16
Grade 6	7.27	4.92	5.71	27.27	29.51	32.86	65.45	65.57	61.43
All Grades	5.68	5.88	5.22	33.33	33.33	30.60	60.98	60.78	64.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.41	4.84	3.08	55.88	59.68	53.85	39.71	35.48	43.08
Grade 4	2.67	0.00	3.03	57.33	46.77	40.91	40.00	53.23	56.06
Grade 5	3.03	4.29	1.49	45.45	51.43	53.73	51.52	44.29	44.78
Grade 6	3.64	1.64	4.29	54.55	49.18	52.86	41.82	49.18	42.86
All Grades	3.41	2.75	2.99	53.41	51.76	50.37	43.18	45.49	46.64

Conclusions based on this data:

1. From 22-23 to 23-24, there were only slight changes in math achievement in most areas. We continued to have 12% of our students achieving at or above standard.

2. There was one place we saw significant declines. The percent of student nearly meeting standard decreased from 24% to 16% and the percent below standard increased from 64% to 72%.

3. Third grade saw an overall increase in math achievement from 9% to 15% meeting or exceeding the standard.

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) web page or the 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1393.0	1416.0	1333.7	1395.2	1420.3	1345.3	1387.8	1405.8	1306.5	49	56	63
1	1400.9	1408.0	1390.9	1412.4	1397.8	1393.1	1388.9	1417.8	1388.3	38	33	40
2	1454.6	1441.6	1401.3	1459.3	1443.5	1425.2	1449.5	1439.2	1376.8	32	35	34
3	1469.3	1444.1	1454.3	1474.6	1436.3	1452.4	1463.4	1451.4	1455.9	34	35	36
4	1488.2	1470.2	1447.7	1493.5	1466.4	1438.2	1482.3	1473.5	1456.8	44	32	34
5	1497.2	1490.3	1456.1	1487.8	1480.1	1455.8	1506.0	1500.0	1455.9	28	35	37
6	1500.7	1495.4	1457.8	1481.7	1488.2	1452.9	1519.4	1502.0	1462.2	23	31	36
All Grades										248	257	280

	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.58	17.86	3.17	29.17	32.14	14.29	22.92	26.79	26.98	33.33	23.21	55.56	48	56	63
1	8.11	3.03	2.50	21.62	18.18	25.00	24.32	39.39	17.50	45.95	39.39	55.00	37	33	40
2	9.68	8.57	2.94	38.71	40.00	38.24	25.81	25.71	20.59	25.81	25.71	38.24	31	35	34
3	5.88	0.00	2.78	26.47	20.00	16.67	44.12	28.57	47.22	23.53	51.43	33.33	34	35	36
4	15.91	6.25	5.88	27.27	28.13	26.47	29.55	28.13	29.41	27.27	37.50	38.24	44	32	34
5	7.14	8.57	2.70	46.43	31.43	29.73	21.43	28.57	21.62	25.00	31.43	45.95	28	35	37
6	13.04	0.00	19.44	30.43	25.81	19.44	26.09	51.61	13.89	30.43	22.58	47.22	23	31	36
All Grades	11.02	7.39	5.36	30.61	28.40	23.21	27.76	31.91	25.36	30.61	32.30	46.07	245	257	280

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	23.21	12.70	31.25	30.36	9.52	25.00	21.43	22.22	31.25	25.00	55.56	48	56	63
1	21.62	9.09	12.50	27.03	30.30	12.50	13.51	24.24	17.50	37.84	36.36	57.50	37	33	40
2	19.35	5.71	17.65	32.26	42.86	38.24	29.03	34.29	14.71	19.35	17.14	29.41	31	35	34
3	17.65	11.43	16.67	52.94	28.57	36.11	11.76	11.43	19.44	17.65	48.57	27.78	34	35	36
4	31.82	12.50	26.47	36.36	43.75	26.47	9.09	18.75	17.65	22.73	25.00	29.41	44	32	34
5	28.57	25.71	18.92	46.43	37.14	35.14	0.00	14.29	10.81	25.00	22.86	35.14	28	35	37
6	17.39	12.90	30.56	34.78	45.16	19.44	21.74	22.58	11.11	26.09	19.35	38.89	23	31	36
All Grades	21.22	15.18	18.57	36.73	36.19	23.57	15.92	21.01	16.79	26.12	27.63	41.07	245	257	280

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		7.14	1.59		33.93	9.52		33.93	41.27		25.00	47.62		56	63
1		6.06	2.50		21.21	25.00		30.30	22.50		42.42	50.00		33	40
2	*	5.71	0.00	*	28.57	29.41	*	34.29	20.59	*	31.43	50.00	*	35	34
3	7.50	0.00	0.00	27.50	11.43	2.78	47.50	22.86	50.00	17.50	65.71	47.22	40	35	36
4	11.11	0.00	2.94	11.11	12.50	20.59	59.26	31.25	11.76	18.52	56.25	64.71	27	32	34
5	15.00	5.71	0.00	20.00	14.29	13.51	55.00	37.14	29.73	10.00	42.86	56.76	20	35	37
6	4.35	0.00	2.78	26.09	6.45	16.67	43.48	51.61	27.78	26.09	41.94	52.78	23	31	36
All Grades	5.71	3.89	1.43	18.37	19.84	16.07	35.51	34.24	30.36	40.41	42.02	52.14	245	257	280

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.40	21.43	4.76	51.06	57.14	39.68	25.53	21.43	55.56	47	56	63
1	37.84	21.21	12.50	29.73	42.42	30.00	32.43	36.36	57.50	37	33	40
2	12.90	11.43	6.06	64.52	65.71	63.64	22.58	22.86	30.30	31	35	33
3	20.59	2.86	5.56	50.00	45.71	52.78	29.41	51.43	41.67	34	35	36
4	34.09	12.50	14.71	38.64	56.25	38.24	27.27	31.25	47.06	44	32	34
5	0.00	14.29	2.70	75.00	54.29	64.86	25.00	31.43	32.43	28	35	37
6	17.39	6.45	16.67	56.52	77.42	33.33	26.09	16.13	50.00	23	31	36
All Grades	22.54	13.62	8.60	50.41	56.81	45.16	27.05	29.57	46.24	244	257	279

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	32.14	15.87	52.08	33.93	28.57	35.42	33.93	55.56	48	56	63
1	10.81	15.15	17.50	48.65	45.45	50.00	40.54	39.39	32.50	37	33	40
2	38.71	17.14	41.18	29.03	65.71	32.35	32.26	17.14	26.47	31	35	34
3	58.82	28.57	36.11	26.47	28.57	36.11	14.71	42.86	27.78	34	35	36
4	43.90	18.75	35.29	39.02	56.25	38.24	17.07	25.00	26.47	41	32	34
5	59.26	45.71	37.84	18.52	28.57	24.32	22.22	25.71	37.84	27	35	37
6	43.48	41.94	47.22	21.74	41.94	16.67	34.78	16.13	36.11	23	31	36
All Grades	35.68	28.79	31.07	36.10	42.02	32.14	28.22	29.18	36.79	241	257	280

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.30	8.93	0.00	58.14	75.00	47.62	32.56	16.07	52.38	43	56	63
1	10.81	9.09	5.00	32.43	39.39	37.50	56.76	51.52	57.50	37	33	40
2	6.45	5.71	0.00	70.97	54.29	51.52	22.58	40.00	48.48	31	35	33
3	2.94	0.00	0.00	38.24	34.29	36.11	58.82	65.71	63.89	34	35	36
4	4.55	0.00	0.00	54.55	46.88	35.29	40.91	53.13	64.71	44	32	34
5	3.57	2.86	0.00	53.57	57.14	35.14	42.86	40.00	64.86	28	35	37
6	8.70	0.00	2.78	39.13	16.13	25.00	52.17	83.87	72.22	23	31	36
All Grades	6.67	4.28	1.08	50.00	49.03	39.07	43.33	46.69	59.86	240	257	279

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.74	41.07	9.68	36.96	32.14	37.10	41.30	26.79	53.23	46	56	62
1	5.41	9.38	5.00	32.43	59.38	52.50	62.16	31.25	42.50	37	32	40
2	12.90	20.00	2.94	48.39	48.57	52.94	38.71	31.43	44.12	31	35	34
3	0.00	5.71	0.00	61.76	40.00	66.67	38.24	54.29	33.33	34	35	36
4	4.55	6.25	8.82	54.55	37.50	41.18	40.91	56.25	50.00	44	32	34
5	10.71	11.43	5.41	67.86	48.57	37.84	21.43	40.00	56.76	28	35	37
6	13.04	25.81	8.33	69.57	48.39	50.00	17.39	25.81	41.67	23	31	36
All Grades	9.88	19.14	6.09	51.03	43.75	47.31	39.09	37.11	46.59	243	256	279

Conclusions based on this data:

1. There was a significant increase in the number of multilingual students in kinder and 1st grade. Also over the last 2 years we have increased from 248 to 280 multilingual students.

2. Based on the Summative ELPAC scores we know that overall, our Multilingual Learners scored 5% Proficient (L4); 23% Moderately Developed (L3); 25% Somewhat Developed (L2); and 46% Minimally Developed (L1). The percent of students at Levels 3 and 4 decreased by 7% 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 40 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

Student Population

The 2024 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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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
514	**88.1%**	**51%**	**0.2%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	262	51%
Foster Youth	1	0.2%
Homeless	15	2.9%
Socioeconomically Disadvantaged	453	88.1%
Students with Disabilities	62	12.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	5.3%
American Indian	0	0.0%
Asian	59	11.5%
Filipino	24	4.7%
Hispanic	347	67.5%
Two or More Races	27	5.3%
Pacific Islander	14	2.7%
White	11	2.1%

Conclusions based on this data:

1. Our largest subgroups of students are Multilingual Learners, Socioeconomically Disadvantaged and Latinx. These 3 groups have also increased over the last two years Multilingual Learners from 47.4% to 51%, Socioeconomically Disadvantaged from 82.8% to 88% and Latinx from 64.8% to 67.5%.

2. Our largest subgroups by race/ethnicity other than Latinx are Asian (11.5%), African-American (5.3%) and Two or more races (5.3%).

3. We also have a significant number of students with disabilities at 12.1%.

School and Student Performance Data

Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Red		
English Learner Progress Yellow		

Conclusions based on this data:

1. In Math and ELA progress, we dropped into the very low range.

2. Multilingual learners improved - going from orange to yellow. Our rate if chronic absenteeism has maintained in the yellow or moderate range.

3. Our suspension has improved and we are now in the green range.

School and Student Performance Data

Academic Performance
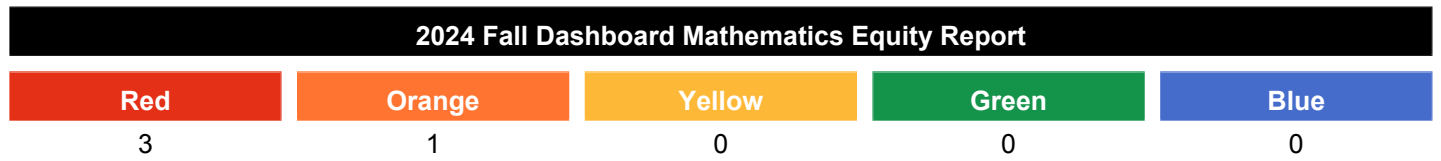## English Language Arts

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
71.0 points below standard	85.2 points below standard	Less than 11 Students
Declined 5.5 points	Maintained 1.7 points	
246 Students	143 Students	10 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	75.7 points below standard
		Declined 5.0 points
1 Student	6 Students	221 Students

Students with Disabilities	**African American**	**American Indian**
Red	No Performance Color	No Performance Color
120.3 points below standard	66.8 points below standard	0 Students
Declined 17.9 points	Declined 27.9 points	
50 Students	14 Students	

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Red
55.3 points below standard	9.2 points below standard	80.8 points below standard
Declined 9.6 points	Increased 24.1 points	Maintained 1.2 points
28 Students	13 Students	167 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
35.7 points below standard	Less than 11 Students	Less than 11 Students
12 Students	6 Students	3 Students

Conclusions based on this data:

1. There were significant decreases for 2 of our subgroups - Students with Disabilities and African-American students.

2. Students with disabilities scored more than 100 points below standard.

3. While our ELA data decreased for most of the subgroups at our school, our Filipino increased significantly. Our Multilingual Learners and Latinx students maintained their ELA performance in 2024.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
104.8 points below standard	112.4 points below standard	Less than 11 Students
Maintained 1.5 points	Maintained 0.2 points	
257 Students	154 Students	10 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	108.5 points below standard
		Maintained 0.7 points
1 Student	7 Students	231 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
131.9 points below standard	119.4 points below standard	0 Students
Maintained 2.0 points	Declined 43.8 points	
50 Students	14 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
96.8 points below standard	43.8 points below standard	112.0 points below standard
Declined 17.2 points	Increased 35.1 points	Increased 3.2 points
29 Students	13 Students	177 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
75.7 points below standard	Less than 11 Students	Less than 11 Students
12 Students	6 Students	3 Students

Conclusions based on this data:

1. Students scored in the very low range in mathematics. In particular our Asian and African-American subgroups decreased by double digits.

2. All of our subgroups except Two or more Races and Filipino scored near or more than 100 points below standard.

3. The only groups to show increases were our Filipino (+35pts) and Latinx (+3.2 pts). Filipino students were 43.8 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
38.1% making progress.	making progress.
Number Students: 181 Students	Number Students: 8 Students

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.

2024 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**
18.8%	42.5%	0%	38.1%

Conclusions based on this data:

1. 38.1% of our English learners progressed at least one level in 2024 compared to 35.9% in 2023.

2. 18.6% decreased one level in 2024 compared to 22.6% in 2023.

3. 42.5% maintained their level in 2024 compared to 41.5% in 2023.

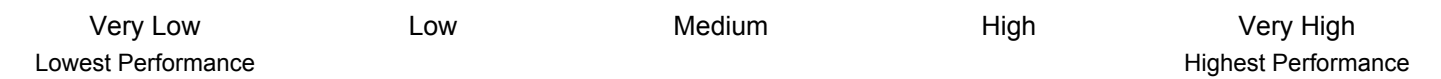# School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.
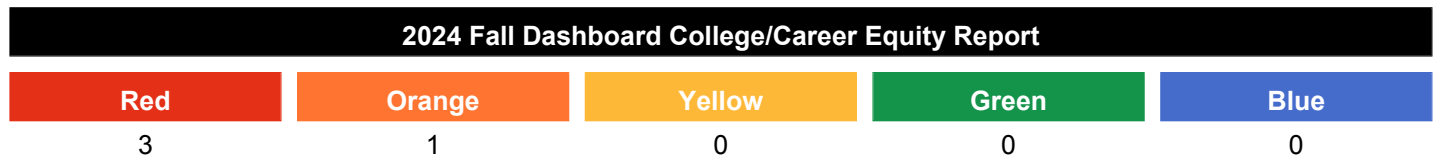
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
34.9% Chronically Absent	32.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 11	Declined 9.9	10 Students
562 Students	319 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	61.5% Chronically Absent	34.9% Chronically Absent
2 Students	Increased 11.5	Declined 11.1
	13 Students	505 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
32.1% Chronically Absent	50% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 14.4	Increased 16.7	
81 Students	32 Students	1 Student

Asian	Filipino	Hispanic
Red	No Performance Color	Yellow
30.9% Chronically Absent	12% Chronically Absent	35.4% Chronically Absent
Increased 3.2	Declined 20	Declined 14.1
68 Students	25 Students	378 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color
21.2% Chronically Absent	84.6% Chronically Absent	33.3% Chronically Absent
Declined 39.9	Increased 17.9	Increased 8.3
33 Students	13 Students	12 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 and continued to improve in 23-24 with 34.9%.

2. African American, Homeless and Pacific Islander students had a rate of chronic absenteeism at or above 50%. The significant increase in African-American students being chronically absent is one of the reasons or school was put into ATSI.

3. Students of Two or More Races had the greatest improvement from having 33.3% to 21.2 chronically absent. Multilingual learners, Socioeconomically disadvantaged, Students with Disabilities, Asian, Filipino and White students were the groups with less than 35% chronic absenteeism.
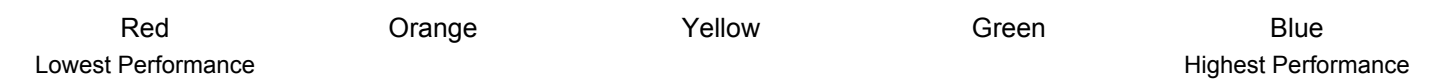
School and Student Performance Data

Academic Engagement
Graduation Rate

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
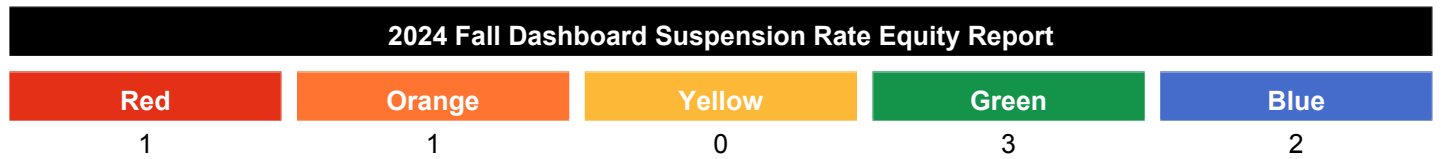## Suspension Rate

The 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	3	2

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Orange	No Performance Color
1.9% suspended at least one day	1.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.5%	Increased 0.5%	10 Students
586 Students	333 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	12.5% suspended at least one day	1.7% suspended at least one day
2 Students	Increased 2%	Declined 0.6%
	16 Students	526 Students

Students with Disabilities	African American	American Indian
Green	Red	No Performance Color
1.2% suspended at least one day	14.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 5.6%	Increased 8.6%	1 Student
84 Students	34 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
0% suspended at least one day	0% suspended at least one day	1.5% suspended at least one day
Maintained 0%	Declined 4%	Declined 0.4%
74 Students	26 Students	389 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Declined 5.3%	Maintained 0%	Maintained 0%
35 Students	13 Students	14 Students

Conclusions based on this data:

1. Our suspension data is overall in the low range at 1.9%. This is a decrease from 22-23 when the rate was 2.4%.

2. Our goal is to have this number below 1%. It is at or below 1% for Students of Two or More Races, Asian, Filipino, Pacific Islander, and White students.

3. There were increases in the suspension rate for Homeless (12.5%) and African-American (8.6%). The continued increases in suspension rate for our African-American students is one of the reasons Park remains an ATSI school.

Goals, Strategies, & Proposed Expenditures

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

Goal 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 23% met/exceeded to 28% 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 25% to 23%. Our biggest decreases came in our 4th grade that went from 22% to 16% met/exceeded and in our 5th grade that went from 35% to 22% met/exceeded.

There were double digit decreases for 2 of our subgroups - Students with Disabilities and African-American students.

Students with disabilities 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	23% of all 3rd-6th graders met/exceeded standard in 2024	28% will meet/exceed for 2025
FastBridge (K-2 English)	33% of K-2 students of students in the SEI program were on track or at low risk	38% of K-2 students of students in the SEI program will be on track or at low risk
FastBridge (K-2 Spanish)	65% of K-2 students of students in the Bilingual program were on track or at low risk	70% 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	Park will continue to use the text Cultivating Genius by Gholdy Muhammad as the foundation for professional learning in language arts. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student identities and support our anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in 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 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. 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 will engage in a celebration of writing and an authentic sharing of the authors' work either within their classroom/grade level or across classrooms/grade levels. 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.	All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged, Latinx, and African-American students.	6502 ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Lexia/PowerUp 500 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for reading instruction 5498 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Lexia/PowerUp

	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. 5. Park will continue the work on foundational skills begun with the CORE literacy coach. We will continue to implement the common 6 step daily lesson plan to ensure continuity in the teaching of foundational skills across all K-6 grade classrooms.			
1.2	1. Park will provide extra hours for paraeducators for reading intervention during the school day using UFLI or SIPPS in small groups. 2. Park will allocate funds for extra hours and materials/supplies/books for acceleration classes targeting students who nearly met or did not meet standard as measured by CAASPP or FastBridge. 3. Park will continue to offer PD on differentiated instruction connected to the FastBridge and Lexia lessons. 4. Teachers will have access to Heggerty for small group phonemic awareness and SIPPS for small group phonics lessons for students needing additional support in these areas.	Students below or approaching grade level who need tier 2 or 3 support.	30000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Extra hours for acceleration classes 1000 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for acceleration classes

Annual Review

SPSA Year Reviewed: 2024-25

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 reading intervention paraeducator in small group reading. We also had an additional 0.5 EL Specialist who supported newcomers and students at-risk of becoming long-term ELs in 4th-6th grade. 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 students needing extra support. The library media tech implemented incentives to increase student participation and progress on our online reading programs, Lexia and AR.

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. Our ILT decided at the beginning of the year to have 3rd-6th grade follow the writing scope and sequence in Benchmark to allow for more frequent opportunities to engage with all 3 text types. Our K-2 classes continued to follow the HUSD writing scope and sequence to give our younger students extended periods of time on a single text type to go deeper with craft and structure.

With reading we were able to have a CORE literacy coach come to our school 4 times. We focused the majority of that time on understanding the 6 step foundational skills lesson plan and we built a common structure for teaching foundational skills across all K-6th grade classrooms. We also received approximately 50 individual tutoring slots with IGNITE, an online 1 to 1 tutoring program to master the basic phonics scope and sequence from letters to multisyllabic words.

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. Teachers will have access to Heggerty for small group phonemic awareness and SIPPS for small group phonics lessons for students needing additional support in these areas. Park will continue the work on foundational skills begun with the CORE literacy coach. We will continue to implement the common 6 step daily lesson plan to ensure continuity in the teaching of foundational skills across all K-6 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 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 73% to 78%.

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	73% met/exceeded	5% increase to 78%

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 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	All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged, Latinx,	7000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures

	solving. Math has very specific vocabulary and language structures that can be taught systematically and directly to increase students' comprehension in problem solving. 1. Park teachers will continue implementing Math Talks across all classrooms 2-3 days a week. 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. 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. 3. Park will utilize online programs such as DreamBox and XtraMath to support the development of math concepts and procedures. 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. 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.	African-American and students with disabilities.	DreamBox Online Intervention and Acceleration Math Program 7000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Classroom technology - elmos, projectors, etc.
2.2	1. Park will offer math intervention/acceleration to support differentiated instruction based on student needs.. 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.	Students below or approaching grade level who need tier 2 or 3 support.	700 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for acceleration classes

Annual Review

SPSA Year Reviewed: 2024-25

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 staff participated in professional development on Math Talks (K-6th), Counting Collections(K-2nd) and Math Workshop (3rd-6th). These sessions occurred during minimum days at the end of the 23-24 school year and at the

beginning of the 24-25 school year. Some grade levels engaged in cycles of inquiry around Counting Collections and Math Workshop.

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.

Our math scores have continued to be low but have leveled off, maintaining between the 22-23 and 23-24 school years. We are waiting to see what supports the district will be providing for math professional development in the 25-26 school year especially since they are currently not funding any Math TOSA positions. We will be working with DreamBox to see what professional development opportunities they can offer to help us maximize that resource with our students.

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 number of newcomer Multilingual Learners has increased from 29 to 40 in 4th-6th grade. Our largest group MLs, 42.5%, has continued to maintain their level (not increasing or decreasing). 38.1% of our English learners progressed at least one level in 2024 compared to 35.9% in 2023. 18.8% decreased one level in 2024 compared to 22.6% in 2023.

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	38.1% of our Multilingual 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	8.6% 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	Multilingual Learners make up a large subgroup of students at Park, just over half of our students. This is a very diverse 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	All English Learners	3000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures DreamBox Math to support ELs in developing mathematical concepts.

	upper grades. This group with strong listening and speaking skills but also have challenges with reading and writing and 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. 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. 2. Park will provide funding for online programs such as Lexia/PowerUp and AR to support the language and literacy development of English Learners. 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.		
3.2	1. Park will allocate funds for extra hours and materials/supplies/books for acceleration classes targeting newcomers and students at risk of becoming long-term English Learners. 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. 3. Our two EL Specialists will work with Multilingual Learners at risk of reading challenges. One specialist will focus on preventing long-term ELs by working with our 1st and 2nd grade students in small group reading. The other specialist work in small groups with 4th-6th grade newcomers to jump start basic English skills and with 4th-6th graders needing extra support to master foundational skills in English.	Newcomers and students at risk of becoming a long-term English Learner in grades 4-6.	10000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Extra hours for targeted instruction 500 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials/supplies/books for acceleration classes

Annual Review

SPSA Year Reviewed: 2024-25

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. One of the EL Specialist provided reading

intervention to 1st and 2nd grade ML students and the other worked with newcomers and older students at risk of becoming a long-term EL. Also, Lexia/PowerUP was implemented 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 as well as taking students in small group for more intensive instruction during ELD time.

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.

Although our numbers of ELs have been increasing, we are seeing improvements in their achievement. Fewer students decreased a level on ELPAC and more students increased by at least 1 level in the 23-24 school year. 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	55 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 integral part of students' self-identity development and school community.	All students	500 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials, supplies, equipment

	1. Park will offer after school clubs such as art/ceramics, crafts, dance, etc. 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. 3. Park will continue to offer a weekly art prep to all 1st-6th grade and music prep to all 1st-4th grade students. 4. Park will bring in outside groups to present at assemblies for the students (Oakland Ballet, SF Opera, etc.). 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. 5. Park teachers will utilize performing arts integration such as reader's theater or other types of performances to support oral language development. 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. 7. In addition to the activities listed above, we will be using Proposition 28 funds to increase our vocal music position to 100% to support the creation of an annual school musical.		

Annual Review

SPSA Year Reviewed: 2024-25

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 to allow students additional opportunities to engage with creativity and the arts. 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.

We were unable to fill our music prep position and the additional Prop 28 music allocation. This meant we were unable to meet our goal of increasing music instruction across the entire school and putting on a school musical.

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. We have been steadily increasing our offering of VAPA related clubs from 1 to now offering 5.

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).

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 CHKS survey, 29% of 5th grade students reported being called bad names or being a target of mean jokes. This had been at 52% previously. On our Park School Student Climate Survey for students in 3rd-6th grade, we found that 65.1% of students feel safe at school all or most of the time and 74.4% of students said they have an adult they can go to for help all or most of the time. 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 decreased from 2.3% to 1.9%. There were increases in the suspension rate for Homeless (12.5%) and African-American (8.6%). The continued increases in suspension rate for our African-American students is one of the reasons Park remains an ATSI school.

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 1.9% rate of suspension overall.	Return to a suspension rate of 1% or lower.
Park Climate Survey (Grades 3-6)	65.1% of students reported feeling safe at school all or most of the time and 74.4% reported having an adult they can go to for help at school.	Increase to 75% the students feeling safe at school and to 80% 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.

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	Park is a PBIS school and has been focusing on social-emotional learning for several years. We will continue this work into the 25-26 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.

1. Park will offer after school clubs such as Black Student Union, Student Leadership, Garden, Girls on the Run, Soccer, etc.

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.

3. Through PBIS we 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.

4. Park will continue to implement restorative practices through community circles, check-ins, and conflict resolution/mediation.

5. Park teachers will implement a daily check-in system with students (community circle, rater, etc.)

6. 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.

7. Park will utilize the Peace Path from Soul Shoppe to support effective conflict resolution. | All students will be served by the following strategies with special focus on socio-economically disadvantaged, African-American, English Learners, Latinx and students with disabilities. | 300 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials, supplies, equipment |
| **5.2** | 1. Park will utilize the COST process to identify students with social-emotional and behavioral needs and connect them to services. | Students needing tier 2 and 3 social-emotional supports | |

	2. Park will begin the implementation of Solution Teams to address and prevent bullying. 3. Our HUSD SEL and STARS counselors with provide therapy to students needing social-emotional support in small groups or individually (with consent of the parent). 4. The CICO system will be used to support positive behavior utilizing a daily points system and monitoring student improvement. 5. Park will pilot a Tier 3 behavior intervention support system with support from the Student and Family Services division.			
5.3	1. As an ATSI school, Park will continue be a part of the CCEIS program to focus on decreasing the suspension rate of our African-American students. 2. We also hope (pending budget decisions) to work with our after school program (YEP) to offer the after school program The Village Method (TVM) to our African-American students.	The increase in the suspension rate of our African-American students being is one of the reasons our school was identified as ATSI.		

Annual Review

SPSA Year Reviewed: 2024-25

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. We also worked with our after school program (YEP) to offer The Village Method (TVM) to our African-American students. This program offers a space and curriculum that focuses on the history, experience and identity of the Black community. The curriculum focuses on STEAM and has a strong SEL component.

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 began the implementation of the Peace Path as a way for students to be coached or independently engage in the conflict resolution process with peers. Our suspension data shows a need to target these strategies towards our African-American and Homeless student population which both saw an increase in suspensions in the 23-24 school year.

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 23-24 we offered 6 school-wide evening events for families.	Increase to 8 school-wide evening event for families and increase by 10% the number of families attending.

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. Our goal is to have open, supportive communication with our families and to act as partners in educating the whole child. 1. As a community school, Park's Family Engagement Specialist and Community Schools Specialist will work with the administration team to actively engage parents through a variety of committees, groups and meetings such as ELAC, AASAI, and Coffee with the Principal. We will include topics of interest to our parent community	All families with a focus on families of English Learners, African-American families and families of students with disabilities.	307 Title 1: Parent Allocation 5800: Professional/Consulting Services And Operating Expenditures Fingerprinting 500 Title 1: Parent Allocation 0000: Unrestricted Food for parent meetings

	(English Learners, attendance, emotional-behavioral supports, data and academic progress) as well as other services needed by the community. 2. Park will continue to allocate funds for volunteer fingerprinting and food for parent meetings to support parent involvement at school. 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. along with our Back to School and Open House events. 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.		

Annual Review

SPSA Year Reviewed: 2024-25

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, PTO and Coffee with the Principal were both better attended when in-person while the parents on SSC 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 also created a Volunteer Appreciation Event that included time to reflect on parent participation to come up with ways to increase parent involvement.

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 a good amount of funding for fingerprinting, not all of it was utilized. We are trying to determine if this is due to parents' work schedules not allowing for volunteer time or if it is connected to immigration concerns around fingerprinting.

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, EL Specialist, Family Engagement Specialist and Community Schools Specialist has allowed our school to offer more community events for families to come together. We have not increased the number of events offered n the evenings but we have increased communications and publicity to increase the number of families attending. We plan to increase our number of all-school events for family and community members to 8 each school year and increase the participation by 10%.

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	34.9% of students are chronically absent in 2023-24 school year.	Decrease chronic absenteeism as measured on the CA Dashboard by 10%.
Monthly Attendance Reports from Infinite Campus	Students have attended school in the 2023-24 school year (July to March) at a rate of 92% which is a 1% improvement.	Increase average daily attendance by 5% to reach the 97% goal.
Monthly Attendance Reports from Infinite Campus	So far in the 24-25 school year (July-March) we have had 98 tardies of more than 30 minutes by 32 students. That is a significant decrease from the 23-24 school year when 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 24-25 (July-March), 19.7% of students were considered chronically absent (missing more than 10% of school days).	During the 25-26 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	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. 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. 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. 3. Our attendance clerk will make daily calls to families whose children are absent and encourage positive attendance. 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. 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. 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.	All students with a particular focus on the significant subgroups of African American, Homeless and Pacific Islander students had a rate of chronic absenteeism at or above 50%. T	
7.2	1. As an ATSI school, Park will continue be a part of the CCEIS program to focus on decreasing the rate of chronic absenteeism for our African-American students. 2. We also hope (pending budget decisions) to work with our after school program (YEP) to offer	African-American Students. The significant increase in African-American students being chronically absent is one of the reasons our	

	the after school program The Village Method (TVM) to our African-American students.	school was identified as ATSI.	

Annual Review

SPSA Year Reviewed: 2024-25

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, 34.6% for the 23-24 school year and is currently at 19.7% for the 24-25 school year. So far in the 24-25 school year (July-March) we have had 98 tardies of more than 30 minutes by 32 students. That is a significant decrease from the 23-24 school year when we had 169 tardies of more than 30 minutes by 62 students.

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	$73,307
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$73,307.00
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	$53,502.00
LCFF Supplemental and Concentration Funds	$18,998.00
Title 1: Parent Allocation	$807.00

Subtotal of state or local funds included for this school: $73,307.00

Total of federal, state, and/or local funds for this school: $73,307.00

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	18,998	18,998.00
Title I	54,309	54,309.00

Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	53,502.00
LCFF Supplemental and Concentration Funds	18,998.00
Title 1: Parent Allocation	807.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
2000-2999: Classified Personnel Salaries	40,000.00
4000-4999: Books And Supplies	3,500.00
5000-5999: Services And Other Operating Expenditures	29,000.00
5800: Professional/Consulting Services And Operating Expenditures	307.00

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	40,000.00
5000-5999: Services And Other Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	13,502.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	3,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	15,498.00
0000: Unrestricted	Title 1: Parent Allocation	500.00

| 5800: Professional/Consulting Services And Operating Expenditures | Title 1: Parent Allocation | 307.00 |

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		43,500.00
Goal 2		14,700.00
Goal 3		13,500.00
Goal 4		500.00
Goal 5		300.00
Goal 6		807.00

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
Kendra Capen	Classroom Teacher
Dahlia Case	Parent or Community Member
Elvia Gauzin	Other School Staff
Gabriella Gaytan (ELAC)	Parent or Community Member
Lorena Martin	Classroom Teacher
Lori Oldham	Principal
Michelle Root	Parent or Community Member
Monique Souza	Parent or Community Member
Darlene Tom	Classroom Teacher
Jane Wilson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
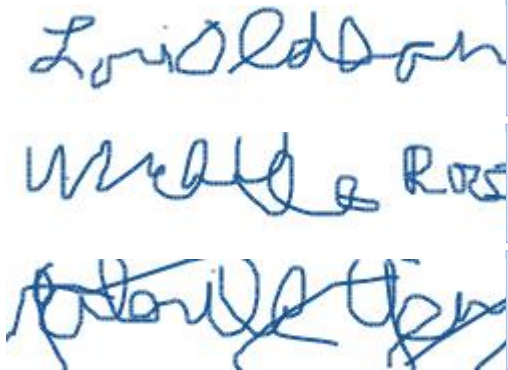
Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 3/25/25.

Attested:

Signature	
	Principal, Lori Oldham on 3/25/25
	SSC Chairperson, Michelle Root on 3/25/25
	ELAC Representative, Gabriella Gaytan on 3/25/25