

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Park Elementary School	43-69674-0133363	May 13, 2025	June 12, 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 Central Park Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Central Park Elementary SPSA supports meeting the ESSA requirements as the goals and actions are aligned with SCUSD's LCAP and support the goal that: all students are taught to high academic standards that will prepare them to succeed in college and careers. In addition, Central Park focuses on the whole child by integrating social-emotional learning curriculum which also aligns with the District's LCAP goals of providing a safe and conducive environment for student learning. Matters of equity and supporting disadvantaged and high-needs students are areas of focus. During the 2024-2025 school year Central Park will continue to focus on literacy by attending professional development and implementing the new phonics curriculum with fidelity across the grade levels. statewide assessments, absenteeism/truancy, and other relevant data that measure /track students' progress are provided to educators, families, students, and communities, and goals are developed based on areas of needed growth. Interventions are put in place to support student achievement. We will be reallocating funds to increase the time of our ELSAT in order to be able to do 1:1 goal setting with all our EL/ML students as well as targeted interventions for our Level 3 EL/MLs.

Educational Partner Involvement

How, when, and with whom did your Central 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

The school works with the staff, School Site Council, Site Leadership Team and ELAC to develop, review and update the SPSA. School Site Council meetings: September 10, 2024; October 8, 2024; November 12, 2024; December 10, 2024; February 11, 2025; April 8, 2025; and May 13, 2025. Meetings are open to the public per the SSC bylaws and agendas are posted at least 72 hours in advance.

English Language Advisory Committee meeting on December 10, 2024. Information was shared at this meeting regarding SSC and SPSA to members of the ELAC committee and asking for feedback regarding school support for EL/ML students. ELAC meeting agendas are posted at least 72 hours in advance.

Dashboard data as well as iReady data is reviewed annually with staff, students, parents, and community members at faculty, PTA, Community Coffee, SSC, and ELAC meetings.

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.

On the California School Dashboard we scored in the Red in the following category: English Learner Progress (42.4%) and Chronic Absenteeism for our EL students (22.3%). Hispanic and Socio-Economically Disadvantaged students scored in the Orange category on the Dashboard in academic performance in ELA and Mathematics. In addition, Socio-Economically Disadvantaged students scored 34.6% in the red category in chronic Absenteeism. Students with Disabilities scored in the orange category for suspension rate.

In order to address academic performance of our Hispanic and Socio-Economically Disadvantaged students, we are implementing a more robust MTSS system at Central Park which includes monthly Student Success Team meetings with a focus on identifying the needs of our historically underserved students and addressing their academic and/or behavioral needs. As a staff, we collaborated and attended professional development opportunities on best practices for improving outcomes for our Hispanic and English learner student population- including using the new phonics curriculum and more focused designated ELD.

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.

English Learners scored in the red category in English Learner Progress. Hispanic and Socio-Economically Disadvantaged students scored in the orange in academic performance in both ELA and mathematics.

Other Needs

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

We need to continue with RISE/Lit support in grades 3-5 to support struggling readers. We need MIT (math support) in grades K-5 to support students struggling in math. We have many more newcomers joining our school. ELAC parents and teachers both express a need for more instructional support for English Learners.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Central 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	0.50%	0.23%	0.23%	2	1	1
African American	0.74%	2.56%	3.19%	3	11	14
Asian	44.31%	46.28%	48.29%	179	199	212
Filipino	3.47%	3.02%	2.96%	14	13	13
Hispanic/Latino	20.05%	21.63%	19.36%	81	93	85
Pacific Islander	0.25%	0.23%	%	1	1	
White	19.55%	17.67%	16.40%	79	76	72
Multiple/No Response	10.40%	8.14%	8.88%	42	35	39
Total Enrollment				404	430	439

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	71	77	52
Grade 1	62	67	79
Grade 2	71	73	70
Grade3	84	71	71
Grade 4	59	79	67
Grade 5	57	63	80
Total Enrollment	404	430	439

Conclusions based on this data:

1. Asian students make up the highest percentage of our student population, followed by Hispanic/Latinx and white 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	110	112	115	21.80%	27.2%	26.2%
Fluent English Proficient (FEP)	93	114	129	20.20%	23.0%	29.4%
Reclassified Fluent English Proficient (RFEP)	20	44	55	8.2%	5.0%	12.5%

Conclusions based on this data:

1. The percentage of English Learners/Multilingual Learners has remained relatively constant for the last two years.
2. We had an increase of over 6% of our FEP students from the 2022-2023 to 2023-2024 school years.
3. We reclassified double the number of students during the 2022-2023 school year compared to the year prior.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	82	70	69	81	65	66	81	65	66	98.8	92.9	95.7
Grade 4	63	79	66	58	78	62	58	78	62	92.1	98.7	93.9
Grade 5	57	68	79	55	62	76	54	62	76	96.5	91.2	96.2
All Grades	202	217	214	194	205	204	193	205	204	96.0	94.5	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2465.	2443.	2453.	45.68	40.00	37.88	18.52	13.85	18.18	24.69	21.54	27.27	11.11	24.62	16.67
Grade 4	2486.	2499.	2456.	32.76	42.31	24.19	25.86	23.08	24.19	18.97	14.10	22.58	22.41	20.51	29.03
Grade 5	2546.	2508.	2534.	42.59	22.58	35.53	27.78	33.87	35.53	14.81	19.35	10.53	14.81	24.19	18.42
All Grades	N/A	N/A	N/A	40.93	35.61	32.84	23.32	23.41	26.47	20.21	18.05	19.61	15.54	22.93	21.08

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	30.86	27.69	25.76	58.02	53.85	57.58	11.11	18.46	16.67
Grade 4	29.31	25.64	14.52	63.79	61.54	64.52	6.90	12.82	20.97
Grade 5	33.33	16.13	27.63	57.41	72.58	59.21	9.26	11.29	13.16
All Grades	31.09	23.41	23.04	59.59	62.44	60.29	9.33	14.15	16.67

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	28.75	30.77	30.30	60.00	44.62	51.52	11.25	24.62	18.18
Grade 4	18.97	23.08	20.97	55.17	58.97	48.39	25.86	17.95	30.65
Grade 5	40.74	24.19	25.00	42.59	54.84	55.26	16.67	20.97	19.74
All Grades	29.17	25.85	25.49	53.65	53.17	51.96	17.19	20.98	22.55

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	20.99	15.38	10.61	76.54	70.77	75.76	2.47	13.85	13.64
Grade 4	8.62	19.23	12.90	82.76	76.92	74.19	8.62	3.85	12.90
Grade 5	24.07	14.52	9.21	61.11	74.19	85.53	14.81	11.29	5.26
All Grades	18.13	16.59	10.78	74.09	74.15	78.92	7.77	9.27	10.29

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	22.22	20.00	24.24	70.37	61.54	63.64	7.41	18.46	12.12
Grade 4	17.24	17.95	16.13	72.41	71.79	67.74	10.34	10.26	16.13
Grade 5	33.33	6.45	34.21	57.41	80.65	53.95	9.26	12.90	11.84
All Grades	23.83	15.12	25.49	67.36	71.22	61.27	8.81	13.66	13.24

Conclusions based on this data:

- English Language Arts:
2023-2024 CAASPP
Met Or Exceeded Standard
Overall: 59.3% (up from 59% in 2023)
- Targeted Student Groups showing a decline in the percentage of student meeting/exceeding Standard: English Language Arts;
English Learners:
2022: 24.2%
2023: 17.1%
2024: 12.5%

Students with IEPs
2022: 42.9%
2023: 47.6%
2024: 43.3%
- We are seeing an upward trend for students with IEPs
Percent Meeting or Exceeding Standard in ELA
Hispanic/Latino/a/x:
2022: 36.6%
2023: 31.1%

2024: 38.0%

Socio-Economically Disadvantaged

2022: 17.9%

2023: 37.7%

2024: 38.6%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	82	70	69	80	70	67	80	70	67	97.6	100.0	97.1
Grade 4	63	79	66	60	79	64	58	79	64	95.2	100.0	97
Grade 5	57	68	79	55	67	77	55	67	77	96.5	98.5	97.5
All Grades	202	217	214	195	216	208	193	216	208	96.5	99.5	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2474.	2436.	2465.	40.00	31.43	35.82	25.00	21.43	29.85	23.75	18.57	14.93	11.25	28.57	19.40
Grade 4	2496.	2498.	2469.	29.31	35.44	20.31	34.48	25.32	23.44	15.52	20.25	26.56	20.69	18.99	29.69
Grade 5	2547.	2511.	2528.	41.82	29.85	38.96	12.73	19.40	19.48	21.82	20.90	19.48	23.64	29.85	22.08
All Grades	N/A	N/A	N/A	37.31	32.41	32.21	24.35	22.22	24.04	20.73	19.91	20.19	17.62	25.46	23.56

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	41.25	28.57	38.81	48.75	42.86	40.30	10.00	28.57	20.90
Grade 4	34.48	34.18	23.44	51.72	41.77	43.75	13.79	24.05	32.81
Grade 5	36.36	23.88	28.57	47.27	43.28	51.95	16.36	32.84	19.48
All Grades	37.82	29.17	30.29	49.22	42.59	45.67	12.95	28.24	24.04

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	40.00	34.29	34.33	51.25	48.57	49.25	8.75	17.14	16.42
Grade 4	32.76	30.38	23.44	46.55	56.96	54.69	20.69	12.66	21.88
Grade 5	40.00	23.88	28.57	47.27	56.72	46.75	12.73	19.40	24.68
All Grades	37.82	29.63	28.85	48.70	54.17	50.00	13.47	16.20	21.15

Conclusions based on this data:

- Mathematics:
2023-2024 CAASPP
Met Or Exceeded Standard
Overall: 56.3% (up from 54.6% in 2023)
- Targeted Student Groups showing a decline in the percentage of student meeting/exceeding Standard for our Hispanic/Latino/a/x population in Mathematics;
Hispanic/Latino/a/x:
2022: 31.7%
2023: 24.0%
2024: 20.8%

English Learners
2022: 31.4%
2023: 23.9%
2024: 15.2%

Students with IEPs
2022: 35.7%
2023: 42.9%
2024: 34.5%

Socio-Economically Disadvantaged:
2022: 24.1%
2023: 31.8%
2024: 27.7%

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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	1446.2	1455.7	1436.7	1451.3	1450.2	1442.2	1434.3	1468.6	1423.7	21	34	36
1	1462.5	1469.5	1446.4	1461.5	1484.3	1462.0	1462.9	1454.1	1430.4	20	19	20
2	1473.0	1463.9	1508.0	1468.8	1445.1	1521.8	1476.9	1482.3	1493.8	20	19	12
3	1522.7	1438.4	1470.4	1523.1	1442.7	1475.7	1522.0	1433.8	1464.7	15	20	18
4	1509.6	1513.6	1447.5	1503.5	1509.6	1439.6	1515.2	1517.4	1454.8	13	11	20
5	*	1473.4	1484.5	*	1467.5	1477.3	*	1478.9	1491.2	10	15	11
All Grades										99	118	117

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	23.81	44.12	30.56	47.62	26.47	33.33	19.05	5.88	16.67	9.52	23.53	19.44	21	34	36
1	25.00	21.05	10.00	30.00	36.84	45.00	40.00	31.58	20.00	5.00	10.53	25.00	20	19	20
2	15.00	5.26	25.00	55.00	57.89	66.67	15.00	15.79	8.33	15.00	21.05	0.00	20	19	12
3	40.00	20.00	22.22	40.00	20.00	16.67	13.33	20.00	27.78	6.67	40.00	33.33	15	20	18
4	30.77	54.55	0.00	46.15	9.09	26.32	0.00	27.27	36.84	23.08	9.09	36.84	13	11	19
5	*	13.33	18.18	*	33.33	36.36	*	13.33	9.09	*	40.00	36.36	*	15	11
All Grades	27.27	27.12	18.97	42.42	31.36	35.34	18.18	16.95	20.69	12.12	24.58	25.00	99	118	116

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	14.29	41.18	25.00	57.14	23.53	38.89	19.05	8.82	19.44	9.52	26.47	16.67	21	34	36
1	30.00	36.84	30.00	15.00	36.84	20.00	40.00	21.05	30.00	15.00	5.26	20.00	20	19	20
2	30.00	21.05	50.00	40.00	31.58	41.67	15.00	15.79	8.33	15.00	31.58	0.00	20	19	12
3	66.67	40.00	38.89	20.00	15.00	11.11	13.33	0.00	22.22	0.00	45.00	27.78	15	20	18
4	53.85	54.55	15.79	23.08	36.36	36.84	7.69	0.00	15.79	15.38	9.09	31.58	13	11	19
5	*	40.00	45.45	*	13.33	18.18	*	6.67	9.09	*	40.00	27.27	*	15	11
All Grades	36.36	38.14	31.03	33.33	25.42	29.31	18.18	9.32	18.97	12.12	27.12	20.69	99	118	116

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	14.29	26.47	33.33	38.10	26.47	22.22	33.33	38.24	27.78	14.29	8.82	16.67	21	34	36
1	10.00	5.26	0.00	40.00	36.84	30.00	35.00	36.84	40.00	15.00	21.05	30.00	20	19	20
2	5.00	5.26	16.67	60.00	47.37	41.67	20.00	31.58	33.33	15.00	15.79	8.33	20	19	12
3	26.67	10.00	5.56	46.67	15.00	16.67	20.00	40.00	38.89	6.67	35.00	38.89	15	20	18
4	15.38	18.18	0.00	30.77	36.36	5.26	30.77	27.27	36.84	23.08	18.18	57.89	13	11	19
5	*	6.67	0.00	*	6.67	18.18	*	46.67	45.45	*	40.00	36.36	*	15	11
All Grades	13.13	13.56	12.93	41.41	27.97	21.55	30.30	37.29	35.34	15.15	21.19	30.17	99	118	116

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	38.10	47.06	30.56	57.14	32.35	52.78	4.76	20.59	16.67	21	34	36
1	40.00	57.89	40.00	55.00	36.84	40.00	5.00	5.26	20.00	20	19	20
2	30.00	15.79	41.67	55.00	63.16	58.33	15.00	21.05	0.00	20	19	12
3	66.67	20.00	33.33	33.33	45.00	38.89	0.00	35.00	27.78	15	20	18
4	76.92	45.45	10.53	7.69	45.45	63.16	15.38	9.09	26.32	13	11	19
5	*	33.33	27.27	*	33.33	45.45	*	33.33	27.27	*	15	11
All Grades	46.46	37.29	30.17	44.44	41.53	50.00	9.09	21.19	19.83	99	118	116

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	9.52	32.35	30.56	76.19	41.18	50.00	14.29	26.47	19.44	21	34	36
1	20.00	31.58	35.00	55.00	47.37	45.00	25.00	21.05	20.00	20	19	20
2	30.00	36.84	58.33	55.00	31.58	41.67	15.00	31.58	0.00	20	19	12
3	66.67	45.00	44.44	33.33	10.00	22.22	0.00	45.00	33.33	15	20	18
4	15.38	63.64	26.32	61.54	27.27	42.11	23.08	9.09	31.58	13	11	19
5	*	46.67	63.64	*	13.33	0.00	*	40.00	36.36	*	15	11
All Grades	29.29	39.83	38.79	54.55	30.51	37.93	16.16	29.66	23.28	99	118	116

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	14.29	26.47	19.44	76.19	61.76	55.56	9.52	11.76	25.00	21	34	36
1	40.00	26.32	15.00	50.00	47.37	55.00	10.00	26.32	30.00	20	19	20
2	10.00	15.79	0.00	75.00	63.16	91.67	15.00	21.05	8.33	20	19	12
3	13.33	10.00	0.00	80.00	40.00	50.00	6.67	50.00	50.00	15	20	18
4	15.38	18.18	0.00	61.54	45.45	36.84	23.08	36.36	63.16	13	11	19
5	*	6.67	0.00	*	46.67	54.55	*	46.67	45.45	*	15	11
All Grades	18.18	18.64	8.62	67.68	52.54	55.17	14.14	28.81	36.21	99	118	116

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	33.33	58.82	47.22	52.38	32.35	36.11	14.29	8.82	16.67	21	34	36
1	5.00	5.26	10.00	85.00	73.68	65.00	10.00	21.05	25.00	20	19	20
2	25.00	10.53	25.00	60.00	68.42	75.00	15.00	21.05	0.00	20	19	12
3	33.33	20.00	5.56	66.67	45.00	61.11	0.00	35.00	33.33	15	20	18
4	30.77	27.27	5.26	38.46	63.64	42.11	30.77	9.09	52.63	13	11	19
5	*	0.00	9.09	*	60.00	54.55	*	40.00	36.36	*	15	11
All Grades	22.22	25.42	21.55	63.64	53.39	51.72	14.14	21.19	26.72	99	118	116

Conclusions based on this data:

- Current Status of English Learner progress based on spring ELPAC
32.7% of all English Learners either maintained or progressed one level (52.7) Our expected outcome (ALL levels 1-3 will increase ELPAC level by at least one level was NOT MET).
- EL's who progressed at least one ELPI Level: 42.4%
EL's who maintained ELPI Level 4: 0%

EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 32.7%
EL's who decreased at least one ELPI Level: 14.5%

3. In the 2023-2024 school year 36.2% of our ELs score in the beginning level in the Reading domain of the ELPAC compared to 21.92% in the 2022-2023 school year.

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.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
439	19.6%	26.2%	0.5%
Total Number of Students enrolled in Central Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	115	26.2%
Foster Youth	2	0.5%
Homeless	5	1.1%
Socioeconomically Disadvantaged	86	19.6%
Students with Disabilities	52	11.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3.2%
American Indian	1	0.2%
Asian	212	48.3%
Filipino	13	3%
Hispanic	85	19.4%
Two or More Races	39	8.9%
Pacific Islander	0	0.0%
White	72	16.4%

Conclusions based on this data:

1. Asian students make up the largest percentage of our population at 48.3%, followed by Hispanic at 19.4% and White at 16.4%

2. 26.2% of our students are English Learners which is comparable to last year's percentage.
3. 19.6% of our students are Socioeconomically disadvantaged. 11.8% of our students have Individualized Education Plans.

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Academic Performance in ELA and Math OVERALL rated in the Green on dashboard results.
- Suspension Rate: Low
- Chronic Absenteeism: Rated in the yellow

School and Student Performance Data

Academic Performance English Language Arts

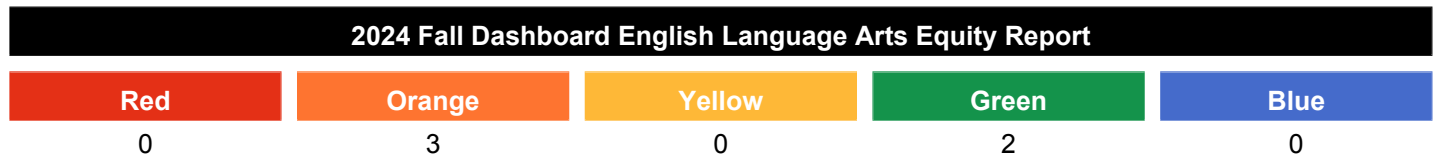
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 13.9 points above standard Declined 5.8 points 197 Students	English Learners  Orange 17.3 points below standard Maintained 2.7 points 75 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 41.4 points below standard Declined 11.2 points 42 Students

Students with Disabilities  No Performance Color 37.1 points below standard Declined 7.1 points 33 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color 0 Students
Asian  Green 41.7 points above standard Increased 4.4 points 92 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Orange 53.6 points below standard Declined 16.0 points 46 Students
Two or More Races  No Performance Color 3.1 points above standard Declined 44.6 points 11 Students	Pacific Islander  No Performance Color 0 Students	White  Green 35.8 points above standard Maintained 0.4 points 32 Students

Conclusions based on this data:

1. There is an opportunity gap in student groups Hispanic, Socioeconomically Disadvantaged, English Learners and students with disabilities compared to Asian and White students.
2. Our Hispanic subgroup declined dramatically last school year in ELA
3. Our Asian and White subgroups are both in the Green category, however either grew only modestly or maintained, respectively.

School and Student Performance Data

Academic Performance Mathematics

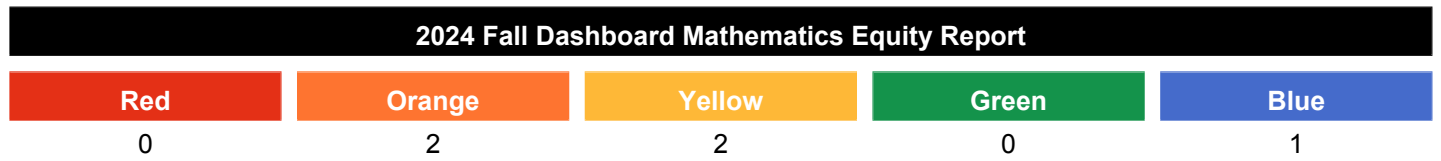
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Green 9.3 points above standard Maintained 0.2 points 196 Students	English Learners  Yellow 13.1 points below standard Declined 4.2 points 76 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 50.0 points below standard Declined 9.8 points 43 Students

Students with Disabilities  No Performance Color 46.4 points below standard Maintained 2.0 points 33 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color 0 Students
Asian  Blue 47.8 points above standard Maintained 2.9 points 92 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Orange 67.1 points below standard Declined 14.3 points 46 Students
Two or More Races  No Performance Color 28.2 points above standard Increased 5.4 points 11 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 8.5 points below standard Declined 23.3 points 33 Students

Conclusions based on this data:

1. There is an opportunity gap in student groups Hispanic, Socioeconomically Disadvantaged, English Learners and students with disabilities compared to Asian and White students.
2. Our Reclassified English Learners increased significantly in mathematics

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
42.4% making progress.	making progress.
Number Students: 66 Students	Number Students: 0 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
21.2%	36.4%	1.5%	40.9%

Conclusions based on this data:

- 42.4% of English Learners are making progress toward ELA standards.
40.9% Progressed at least on ELPI level.
- We had a greater number of students who maintained ELPI level (37.9%) during 2023-2024 compared to 2022-2023 (32.5%) and fewer students who declined an ELPI level 17.7% in 2021-2022 compared to 14.5% in 2022-2023.
- in the 2023-2024 school year, 21.2% of students decreased one ELPI level compared to 8% to 2022-2023

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.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 14.9% Chronically Absent Declined 2 469 Students	English Learners  Red 22.3% Chronically Absent Increased 5.5 139 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Red 34.6% Chronically Absent Increased 7.1 107 Students

Students with Disabilities  Orange 23% Chronically Absent Declined 8.4 61 Students	African American  No Performance Color 35.7% Chronically Absent Increased 20.3 14 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 9% Chronically Absent Declined 2.2 221 Students	Filipino  No Performance Color 26.7% Chronically Absent Increased 14.2 15 Students	Hispanic  Orange 27.5% Chronically Absent Declined 4.5 102 Students
Two or More Races  Green 9.5% Chronically Absent Declined 6.7 42 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 12.2% Chronically Absent Declined 2.8 74 Students

Conclusions based on this data:

- Overall, 14.9% of our students are chronically absent which was 2% lower than the 2022-2023 school year
- Chronic Absenteeism by historically underserved subgroups:
Hispanic:
2022: 39%
2023: 32%
2024: 27.5%
English learner:
2022: 24%
2023: 18%
2024: 22.3%
Economically Disadvantaged:
2022: 37%
2023: 27%
2024: 34.6%

Students with IEPs:
2022: 21%
2023: 31%
2024: 23.0%
- We were able to get out of ATSI this school year due to the decrease in absenteeism in our Students with IEPs and Hispanic subgroups.

School and Student Performance Data

Conditions & Climate Suspension Rate

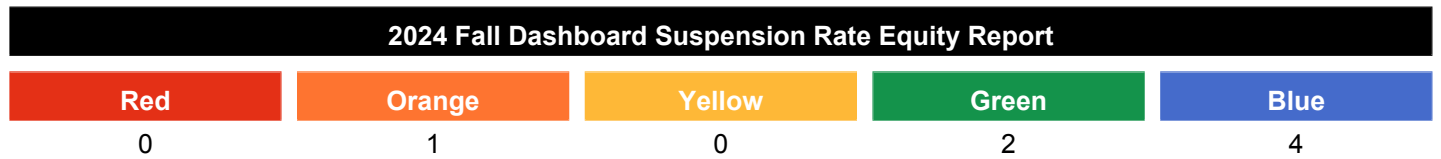
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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  Blue 0.4% suspended at least one day Declined 0.4% 491 Students	English Learners  Blue 0% suspended at least one day Declined 0.7% 150 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Green 0.9% suspended at least one day Declined 0.6% 114 Students

Students with Disabilities  Orange 1.6% suspended at least one day Increased 1.6% 63 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0.4% suspended at least one day Declined 0.5% 236 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Hispanic  Green 0.9% suspended at least one day Maintained 0.1% 109 Students
Two or More Races  Blue 0% suspended at least one day Declined 2.6% 42 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 74 Students

Conclusions based on this data:

1. We have a low suspension rate.

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.

GOAL 1: Academic Performance

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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.

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

Annual Measurable Outcomes

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

CASSPP Data, Fountas & Pinnell Benchmark Assessments	English Language Arts: 204 students tested 2023-2024 CAASPP Met Or Exceeded Standard Overall: 59.3% Nearly Met: 19.6% English Learners: Met Or Exceeded 12.5% Nearly Met: 27.5% Hispanic/Latino/a/x: Met Or Exceeded 38% Nearly Met: 22% Economically Disadvantaged: Met Or Exceeded 38.6% Nearly Met: 27.3% Special Education: Met Or Exceeded 43.3% Nearly Met: 10% Mathematics: 208 students tested 2023-2024 CAASPP Met Or Exceeded Standard Overall: 56.3% Nearly Met: 20.2% English Learners: Met or Exceeded 15.2% Nearly Met: 26.1% Hispanic/Latino/a/x: Met or Exceeded 20.8% Nearly Met: 26.4% Economically Disadvantaged: Met or Exceeded 27.7% Nearly Met: 25.5% Special Education: Met or Exceeded 34.5% Nearly Met: 13.8% iREADY ELA (March 2025) Met or exceeded Trimester Benchmark (grades K-5) 3 Overall: 60% English Learners: 31% Hispanic/Latino/a/x: 38% Special Education: 33% Economically Disadvantaged: 32% iREADY Math (March 2025) Met or exceeded Trimester Benchmark (grades K-5) 3 Overall: 58% English Learners: 36% Hispanic/Latino/a/x: 26% Special Education: 33% Economically Disadvantaged: 31% Fountas & Pinnell (March 2024) Met or exceeded Trimester Benchmark (grades K-5) 2 Overall: 53%	Note: Expected Outcomes will be updated once we have updated CAASPP data in fall 2025. English Language Arts: 2025-2026 A. Current 3rd graders overall will meet or exceed the achievement of 2024-2025 3rd graders on the CAASPP (ELA). Closing the opportunity gap: We will reduce the number of 3rd graders in target groups (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) who score below standard by 10% or more compared to prior year's 3rd graders in those student groups (meaning 5 additional low-income 3rd graders that meet/exceed standard this year). B. Every 4th and 5th grader will increase their scale scores significantly enough to maintain or exceed within the scale score band in which they scored this year. Closing the opportunity gap: (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range, to the middle third, middle third, to top third, top third to the bottom third of the next level, etc.). C By June of 2026, CP will increase the number of K-5 students reading on grade level by 5% overall and 10% target student groups ((EL, Hispanic/Latinx, Low-Income, Students w/IEP's) as measured by Fountas & Pinnell benchmarks. Mathematics: 2025-2026 A. Current 3rd graders overall will meet or exceed the achievement of 2024-2025 3rd graders on the CAASPP (Math). Closing the achievement gap: We will reduce the number of 3rd graders in target student groups (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) who score below standard by 10% or more compared to prior year's 3rd graders in those student groups (meaning 5 additional low-income 3rd graders that meet/exceed standard this year).
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	EL's: 17% Hispanic/Latinx: 43% Special Education: 22% Economically Disadvantaged: 5%	B. Every 4th and 5th grader will increase their scale scores significantly enough to maintain or exceed the scale score band in which they scored this year. Closing the opportunity gap: Target student groups (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range, to the middle third, middle third, to top third, top third to the bottom third of the next level, etc.). iREADY: Students who scored Early on or above on the fall iREADY diagnostic will at least meet their typical growth goals on the spring diagnostic. Students who scored one or more years below grade level on the diagnostics will exceed their typical growth on the way toward meeting their stretch goals on the spring iREADY diagnostic.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Hire hourly personnel (Short Term Limited Contract) to provide instructional and Social Emotional Support for Kindergarten first month of school, if funds available hire staff to provide targeted small group/1-1 academic intervention/social emotional support.	Target Student Groups (K-5) below benchmark in reading and or mathematics, Kindergarten classrooms first few weeks of school.	6,000 Targeted Allocation Compensation
1.2	Purchase Instructional Materials, Books, Equipment, Technology, Tools and Licenses to support the implementation of core academic content areas. Examples include (but are not limited to): Organizational materials such as student planners, writing folders, evidence folders for progress monitoring, book boxes, book bins, lamination materials for SEAL strategies, sit spots, classroom carpets that support class community. Hands on Materials such as: student white boards, white board markers, realia, puppets, student play house materials, materials to support SEL such as Kimochoi puppets/materials, Social Thinking materials, Reading & Writing Workshop Materials/Supplies, math manipulatives, supplemental Origo Math tools, materials to support Speech therapist, psychologist	All Students	17,500 Targeted Allocation Materials, Equipment, Supplies, Books, Licenses as stated in Action/Strategy above. 1,500 Targeted Allocation Library books and materials 1695 Targeted Allocation Licenses

	and SAI. Special Education assessment materials, materials to implement Add+VantageMR® math intervention. Equipment such as printers, printer ink for SEAL print-outs that feature colored illustrations to support EL students, technology such as headphones, document cameras, web cams. Licenses/apps/digital books include (but are not limited to): PebbleGo, Mystery Science, Art in Action, Lexia English, Lightbox digital books, Interactive Boards. Increase the range and number of books available to students K-5 in Book Rooms, Classroom Libraries, the School Library and for the Project Cornerstone program. Purchase trade books, leveled texts, novels and LLI intervention Kits in order to support all students' continual reading acceleration.		
1.3	Teachers will collaborate to analyze assessment data and use this data to drive instruction. Teachers will engage in PLCs during staff PD and meetings to structure their grade level team and cross grade level team meetings around data for teaching and learning.	All students	None Specified None Specified
1.4	Provide staff dedicated time for professional development, collaboration / meeting time beyond contracted hours as well as release time to engage in student data inquiry/assessment (F&P), AVMR) for example. Staff will continuously increase their pedagogical knowledge and implementation of best practices as well as deepen understanding of STEAM integration/PBL, ELD, Responsive Classroom/behavior management and SEL practices in order to support student learning through (but not limited to) attending professional development / conferences (including travel) district and site based professional learning opportunities, virtual webinars, regular staff/grade level collaboration meetings and engaging in student intervention/cycle of inquiry meetings. Some examples of professional learning include (but are not limited to): Add+VantageMR® math intervention, PBL Works, Responsive Classroom, Ross Greene behavior management, Deeper Learning, Social Thinking, Envision Learning, SEL training (Fly Five PD, Kimochi), paraeducator conference, engaging in PBL Coaching sessions, working with ELD TOSA, etc.	All students	13,509 Targeted Allocation Substitutes for release time (PBL Planning/Collaboration), Conference /Training registrations None Specified None Specified
1.5	Implement MTSS (Multi Tiered System of Support) model in order to assure we are supporting students' academic, physical, social and emotional needs. Staff /Specialists will hold targeted intervention / problem solving meetings in order to collaborate, analyze data and plan targeted interventions for students needing additional supports. Staff will hold SST (Student Success Team Meetings, Problem Solving Meetings, 504 Meetings) as necessary. Provide substitute time for teachers when necessary	All students	2,000 Targeted Allocation Compensation for staff meeting time beyond work hours. 1,784 Targeted Allocation Substitutes

	for additional collaboration time, assessment, and or conferences with parents that must be held during the school day. Provide compensation for staff meeting time outside of work hours when beyond professional duty hours.		None Specified
1.6	K-2 teachers will partner with the district Literacy (RISE) Team and Reading Recovery teachers to analyze student data, determine targeted instructional practices and reading groups, and reinforce lessons students experience in their district facilitated learning sessions.	Students in grades K-2 below benchmark	None Specified District Funded RISE Teachers (Literacy Intervention Specialists)

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.

2024-2025

Professional Development that has supported teachers' efficacy in implementing best practices.

Teachers in grades K-5 participated in professional development trainings centered on the implementation of the new phonics curriculum.

SLT with our instructional coach developed a digital data wall that consolidates all our student data in one place and helps promote discussions for PLC work and to engage in cycles of inquiry for our historically underserved students. Teachers participated in professional learning cycles with a teacher leader and our TOSA in supporting the district's implementation of the new phonics curriculum. This practice allowed for focused, dedicated time for supporting all students' phonics development and engaged students in academic vocabulary development.

Two teachers attended SEL trainings with Kimochis.

Staff participated in iReady data reviews after trimester diagnostics.

Team wrote a grant to address Tier 3 behaviors and improve school climate and culture by replacing punitive practices with a more inclusive compassionate approach (through Ross Greene's work)

Staff participated in monthly Problem Solving and SST meetings for target students. These meetings allowed for us to address student needs in a more timely manner.

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

We have experienced more students coming to school with higher than typical academic, social, behavioral, and emotional needs. Although we were able to prioritize this work with monthly Problem Solving/SST meetings and cycles of inquiry, more time for work in this area is needed to address our academic, behavioral, and social emotional needs of our students. These meetings will require Wellness, Counseling, nursing, and behavioral support to address the complex underlying issues affecting attendance and academic performance. As we scored lower in math than ELA, we will need to continue with our professional learning cycles with our teacher leaders in implementing best practices in mathematics. It will be important to continue our goals of implementing high quality SEL, and increasing our understanding of how to support students with extreme behaviors. We were unable to get the entire staff trained in Safety Care due to changes in safety care training. Due to this fact, we have a group of teachers starting some professional development around supporting student behaviors with a more collaborative and compassionate approach using Dr. Ross Greene's work. The intended implementation and budgeted expenditures closely matched the strategies/activities and budget expenditures during the 2024-2025 school year.

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.

Allocations for various strategies/activities were adjusted to reflect the slight changes in the actual expenditures.

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.

GOAL 2: English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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.

We notice a trend of more English Learners/Emerging Bilingual students entering our school. We need stronger supports for these students.

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
ELPAC	The 2023-24 ELPAC scores show: 42.4% of our EL/ML students who took the ELPAC in spring 2024 made growth. 28 students increased their ELPAC level. 24 students maintained their present level. 14 students declined a level. Looking closer at the domains of Reading, Writing, Speaking & Listening Written Language (comprising Writing & Reading) shows the highest number of students either maintaining or declining in levels. 15 Decline, 28 maintained, 18 increased Oral Language (comprising Listening & Speaking) showed the most students increasing levels. 7 Decline, 25 maintained, 29 Increased Looking at grade levels, 2nd and 5th grade had the lowest percentage of EL's making growth. 1st: 6 / 7 86% 2nd: 7 / 11 64% 3rd: 9 / 11 82% 4th: 4 / 14 29% 5th: 6 / 18 33% Of the 10 EL/ML students on IEP's, 4 progressed one level. The 2024-25 T2 F&P scores show: 67.7% of EL's K-5 are not reading at grade level. 50% of K-3 English Learners are not reading at grade level. 97.3% of 4th/5th EL's are not reading at grade level.	All English learners will show growth on the ELPAC to meet or exceed state expectations.

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	Professional Learning and Staff Collaboration: Staff attends professional development to deepen ELD instructional design and delivery and collaborate to determine student instructional groupings and targeted interventions. District provided EL TOSA will support staff with analyzing data and using cycles of inquiry to support English Learners. TOSA	English Learners	Language See goal 1 None Specified

	will provide professional Learning and coaching around Designated ELD.			
1.2	Provide translation services (both written and oral) to support parents of English Language Learners. Provide substitutes to release teachers during school day to meet with parents who require translation services.	English Learners	Language	500 Targeted Allocation Compensation (Translation) None Specified
1.3	Community Input and Education: Hold advisory committees (ELAC, SSC, PTA) in order to seek out input from and involve parents and community in school programs. Hire personnel to provide Childcare at meetings. Provide Food to increase parent attendance provided funds are available.	English Learners	Language	500 Targeted Allocation Compensation for childcare None Specified
1.4	Promote and Increase Parent Involvement. Some examples include: a. Hold Parent/Teacher Conferences b. Project Cornerstone (recruit parent readers for each classroom) c. Hold SST's (Student Success Team Meetings), 504 meetings when necessary. d. Encourage parent/community involvement & attendance at: SSC, ELAC, PTA, Principal/PTA Coffees e. Encourage parents to volunteer in ways they feel comfortable. f. Provide parent workshops/trainings, compensate staff for preparation and presenting time after work hours. Hire outside vendors if funds available. g. Provide Childcare h. Provide Food for meetings/trainings (if funding available)	All students		Targeted Allocation Staff compensation for planning/presenting parent education after hours. (see goal 1 for funding) None Specified
1.5	ELSAT English Language Support Technician. Responsibilities will include: a. working with the principal, teachers, staff to coordinate district and state assessments (CELDT, CAASSP) b. Increase EL family home/school communication c. monitoring EL students for progress towards fluency in English using 1:1 student conferences and goal setting d. instructional support	Instructional support for English Learners: Increase ELSAT support in order to provide instructional support for English Learners.		None Specified compensation for ELSAT additional hours for instructional support (see goal 1 for funding if it becomes available)
1.6	Purchase Instructional materials, supplies, organizational materials, licenses and equipment to support the implementation of CCSS, NGSS, STEAM and additional supports for EL's (realia, manipulatives, hands-on materials, books, lamination film, headphones, supplies).	English Learners	Language	Targeted Allocation Equipment, Materials, Supplies, Books, technology, licenses (see goal 1 for funding)
1.7	All English Language Learners (EL or ELL) / emerging bilingual students will receive designated English Language instruction for 30 minutes each day using district curriculum. Students will be grouped in language level for appropriate support.	All English Learners		0 None Specified

1.8	Provide EL/ML's with targeted intervention with ELPAC test taking skills to improve performance on the Summative ELPAC assessment. Additional Supports for EL in the form of push-in support during school day and after school tutoring to meet the language competencies. This will require materials, supplies and hourly pay for classified and/or certificated staff.	English Learners	10000 Targeted Allocation Compensation
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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.

2024-2025

Teachers implemented 30 minutes of designated English Language Development instruction per day

Teachers implemented integrated ELD

We hired a new ELSAT for this school year who started implementation of 1:1 student conferences on ELPAC and goal setting

Professional development provided at staff meetings and at collaboration meetings on Designated ELD instruction.

Teachers worked with our TOSA on implementing best practices for EL/EB students.

Trained parents at ELAC meetings on how we support ELD and the reclassification process.

Provided sub release time to teachers who had parents of students that needed conferences/IEPs/SSTs during the school day.

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

Classroom teachers purposefully created mixed groups across the grade levels to support students at specific language levels as measured by the ELPAC during the daily 30 minutes of designated English Language Development time.

Providing translation services at parent conferences and meetings supporting communicating with parents and families in the primary language. We were unable to hire an STLA to do targeted intervention for EL students prior to ELPAC testing due to lack of interest/availability. SSC and ELAC (12/10/24) approved increasing the funding for our ELSAT to do interventions and conferencing (see Goal 2. Strategy/Activity 1.8).

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

We will be funding a short term intervention teacher/paraprofessional to support EL/EBs on test taking strategies for the summative ELPAC assessment for the 2024-2025 school year. Our ELSAT will be meeting with EL/EB students at the beginning of the year to conduct 1:1 goal setting conferences using their ELPAC test results from the 2023-2024 school year and to do strategic interventions with our EL students prior to the ELPAC Summative Assessment. SSC and ELAC (12/10/24) approved increasing the funding for our ELSAT to do aforementioned interventions and conferencing (see Goal 2. Strategy/Activity 1.8).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

GOAL 3: STEAM/PBL/Deeper Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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.

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

Annual Measurable Outcomes

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, ELPAC, Fountas & Pinnell Data, iREADY, Local Assessments	refer to Goals 1 (ELA, Math) 2024-2025 Science (CAST, Grade 5) Met or exceeded grade level standard: Overall: 51.1%	Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower-performing students towards mastering California State Standards as measured by the state assessments CAST, grade 5, in addition to ELA and Math as referenced in Goal 1). Note: CAST (CA Assessment Science) data will be added in fall 2025

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	In order to achieve our STEAM /Deeper Learning vision, we are always seeking to Integrate, Design Challenges, Arts, Robotics and Technology into STEAM/PBL units/lessons as well as to strengthen the Arts, Music, and overall integration of academic subjects into more of a multidisciplinary approach to teaching. In order to support this effort, we will purchase materials and supplies that support STEAM/PBL instruction (Science, Robotics, Technology, Arts and Math materials for PBL's, Design Challenges, Exhibitions, Garden, Music). We will also purchase materials, supplies, technology and equipment to support our Makerspace where students can tinker, create and design. We will refurbish FOSS Science kits as necessary.	All students	Targeted Allocation Instructional Equipment, Technology (See Strategy 1) Materials, Supplies, (See goal 1, None Specified None Specified
1.2	Enrichment Opportunities to support STEAM: Provide Assemblies, guest speakers and outside experts that offer expertise, motivation, and engagement for students that support STEAM/PBL	All students	Donations Assemblies, Guest Speakers
1.3	Provide Garden /Environmental Science and nutrition lessons to all students K-5. a. Purchase garden, cooking materials, supplies, plants and equipment. b. Provide release time for lead teacher each month to support school-wide garden lessons. c. Hire a Garden/Nutritional Science Lab Coordinator (STLA) d. Compensate Lead Teacher for Garden Lesson Planning time beyond work day. e. Seek out funding for garden expansion project	All students	9168 Targeted Allocation Hourly Compensation (Garden & Nutritional Lab Coordinator) 4216 Targeted Allocation Substitutes 4000 Targeted Allocation Hourly Compensation (Prep/Planning, Lead Teacher)

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.

2024-2025

We have built internal capacity around PBL coaching and having 3 teachers become PBL coaches for other grade levels. These coaches met with grade levels throughout the year to design PBLs with a focus on

We showcased our STEAM/PBL projects at our Open House/STEAM Expo.

Garden/Nutrition Lab coordinator assisted with garden organization, update, and lesson design/delivery alongside the lead teacher.

Garden Day Instruction (6 total lessons: All classes engaged in NGSS- based/Environmental Science garden lessons provided by our lead garden teacher.

5th graders became "garden leaders" mentoring younger students during garden lessons.

Students engaged in PBL, Design Challenges, and passion Projects.

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

Teachers from each grade level and PBL coaches utilized one planning day for designing a high quality PBL unit for their grade level. However, not all grade levels were able to take advantage of an additional day as previously planned. School Site Council approved (5/13/25) adding funds to our Garden Coordinator to lead the garden lessons for next school year instead of our garden teacher.

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.

Allocations for various strategies/activities were adjusted to reflect the changes in the actual expenditures.

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.

GOAL 4: Positive School Climate

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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.

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

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

Annual Measurable Outcomes

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
SEL Survey	SEL Survey Data Winter 2024-2025 Note: Only 63 (approx. 30% of our 3rd-5th graders) took the survey due to the fact that the survey was Opt-in. Approximately half of the staff took the survey. Percentage of students rating themselves High / Very High Relationship Skills: 57% Responsible Decision Making: 62% Self Awareness-Future 69% Self-Awareness-Learning: 22.91% Self Management-School: 56% (note: we intentionally do not have a strong focus on homework) Self Awareness-Classroom: 32.28% Self Awareness-School: 41.27%	As a staff we are working on collaboration and strategies to support students when they disagree, and or get upset with each other. We expect students will rate themselves higher in their ability to describe their feelings and use self-regulating strategies when upset with others. This is important with our PBL based program, as students need to be able to work together, compromise, have flexible thinking. Maintain positive student behavior and pro-social interaction (Wellness and SEL support) Goal SEL survey: Student ratings of themselves as High or Very High will increase in each area by 5%.
Healthy Kids Survey	2023-2024 School Climate Indicators (5th grade surveyed only, 78% of 5th graders took the survey as it was opt-in). 90% Feel a part of the school 93% Adults at school care about you 90% Parents ask about school 86% School building is neat and clean 52% Meaningful participation in school We exceeded the state average in all areas except for "rule clarity" and "Parent Involvement in Schooling." It was surprising that only 52% of students responded positively to meaningful participation as we deliberately work with students to determine classroom rules and design PBL and support student projects with them having voice and choice. This is an area for us to delve into deeper from the student perspective. In regards to Parent Involvement in Schooling, 2 questions are about homework and one is about grades. Our school does not promote home work other than reading and relevant projects when appropriate. We also do not give "grades." Perhaps the way these questions are asked skew the results.	Goals: 80% or more students who are surveyed will respond positively to questions regarding meaningful participation and low violence/victimization.

Attendance Data	Spring, 2023 Average Daily Attendance: Overall: 2022: 94.8% 2023: 94.1% Chronic Absenteeism: Overall: 2022: 16.9% 2023: 17.0% Low-Income 2022: 36.% 2023: 27% Hispanic 2022: 39% 2023: 32% Students with Disabilities 2022: 21% 2023: 31%	Maintain at least 96% average daily attendance. Decrease chronic absenteeism to 10% or below overall and reduce absenteeism of most affected students (Low Income, Hispanic and Students with Disabilities).
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Implement Project Cornerstone's ABC program. Volunteers are trained in the developmental assets model for positive youth development and are prepared to read a children's book and lead related activities and discussions in classrooms each month. The program will: - Create a common language and vocabulary about student respect and behavior expectations among all members of the school community — students, parents and caregivers, teachers and staff. - Help students develop skills to handle physical, verbal, relational and digital bullying and to STAND UP if they see someone else being bullied. - Increase the number of caring adults on campus so that all students feel that there is at least one adult they can turn to if they have a problem. - Contribute to a positive school climate where every student feels valued and supported to achieve and thrive. - Support students with strategies for dealing with Bullying. We will: - Provide parent trainings - Provide training for noon duty supervisors and classified staff.	All students	None Specified Books (see goal 1) None Specified None Specified

1.2	We will continue to focus on Chronic Absenteeism through parent education and through our Problem Solving/SST process. Parent education will occur during Principal/PTA Coffees, Back-to-School Night events, and at Kindergarten Orientation Meetings. Staff will engage families of absent students early on through phone, email and in-person conferences. Problem-Solving and or SST meetings will be held if attendance does not improve.	Absent Students with a focus on Chronically Absent students (Low Socioeconomic and Students on IEP's)	None Specified compensation/substitutes for parent meetings (see goal 1)
1.3	Staff will attend Professional Learning and collaboration sessions in order to support school-wide implementation of social / emotional skill development and positive school culture. Examples include: Responsive Classroom, Ross Greene (Lives in the Balance), Kimochi SEL strategies. Staff will plan for reopening a safe school environment (estimated Aug. 2021). b. Order books/materials to support professional development in these techniques. c. Reopening planning meetings d. Teacher/staff planning meetings / prep and presentations	All students	None Specified Contracted Services/Registration fees/Substitutes/ staff compensation (see goal 1) None Specified None Specified
1.4	Enrichment Opportunities to support SEL: Provide engaging enrichment opportunities that strengthen students' sense of well-being and connection to school and the community (i.e, arts/music, assemblies, guest speakers, assemblies, school spirit days).	All students	None Specified
1.5	Purchase instructional materials that support a positive school culture: Examples include equipment/materials to support an engaging, peaceful playground / PE equipment to support positive play, team-work and physical education, Social Thinking curriculum/materials, classroom materials that support students that need sensory/physical supports, instructional games to support collaboration and teamwork, games for indoor recess.	All students	Targeted Allocation instructional materials, equipment, supplies (see Goal 1, Action 2) None Specified None Specified
1.6	Provide Lunchtime Sports Coaches or Sports for Kids type of program to support student involvement, exercise, appropriate social interaction and sportsmanship.	All Students	13,250 Targeted Allocation Contracted Services
1.7	Increase supervision due to adding breakfast program in the morning and increase the number of staff due to school growth and the fact that play areas are far apart and need more staff.	All Students	2,000 Targeted Allocation None Specified

1.8		All students	None Specified
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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.

2024-2025
 Parents supported our school by providing Project Cornerstone lessons in classrooms.
 Staff focused extensively on SEL throughout the year through the use of the Kimochi Program, and Responsive Classroom. In addition, we used Talk It Out strategies for helping students with conflict resolution.
 Families were invited monthly to our Morning Walk and Community Coffees
 New staff received Kimochi training
 Worked with Wellness and Behaviorist to provide support to at-risk students
 Noon Duty Supervisors were trained in proactive approaches to help with conflict resolution and supervision during lunch time.
 Lunchtime sports coaches worked with students 4 times per week during lunch recess. This has supported student growth in sportsmanship and reduced playground referrals.
 Teachers used Responsive Classroom strategies and structures (Morning Meetings, Greetings, Relationship building).
 Met regularly with student services to discuss and address student attendance challenges.
 The implementation of Responsive Classroom and lunch time sports has provided much needed social emotional instruction and promoted physical fitness, and improved attendance- which has led to fewer discipline issues for our unduplicated students as well as all our students at Central Park

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

The intended implementation and budgeted expenditures closely matched the strategies/activities and budget expenditures during the 2023-2024 school year. School Site Council approved (5/13/25) increasing funds for noon time sports due to slight cost increase for program.

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.

Allocations for various strategies/activities were adjusted to reflect the slight changes in the actual expenditures.

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	\$87,622.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$87,622.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
None Specified	\$0.00
Targeted Allocation	\$87,622.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$87,622.00

Total of federal, state, and/or local funds for this school: \$87,622.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	87,622.00	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	87,622.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	None Specified	0.00
	Targeted Allocation	87,622.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,988.00
Goal 2	11,000.00
Goal 3	17,384.00
Goal 4	15,250.00

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
Iqbal Chadda	Principal
Pearl Saldanha	Parent or Community Member
Samantha Pursell	Parent or Community Member
Walter Rosales	Parent or Community Member
Olga Tarasova	Parent or Community Member
Alley Torres	Parent or Community Member
Sharon Ranch	Other School Staff
Rachel Lopez	Classroom Teacher
Megan Winslow	Classroom Teacher
Alice Williams	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

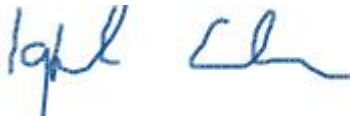
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/2025.

Attested:



Principal, Iqbal Chadda on 5/13/25



SSC Chairperson, Sharon Ranch on 5/13/25