



# 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	4/14/26	June 10, 2026

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.

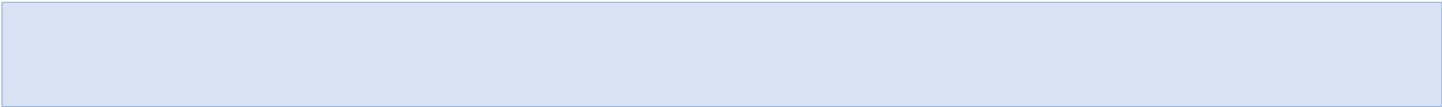
California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA 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.

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.

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 and allocated services from the district has decreased during 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

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, English Learners, Socioeconomically Disadvantaged Red: Students with Disabilities

-Suspension: Orange - Asian

-Chronic Absenteeism: Orange - Students with Disabilities 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.20%	0.20%		1	1
African American	5.25%	7.54%	6.16%	27	38	31
Asian	11.48%	9.52%	10.93%	59	48	55
Filipino	4.67%	4.17%	2.78%	24	21	14
Hispanic/Latino	67.51%	67.66%	67.59%	347	341	340
Pacific Islander	2.72%	2.38%	2.98%	14	12	15
White	2.14%	2.58%	3.18%	11	13	16
Multiple/No Response	5.25%	4.96%	4.97%	27	25	25
<b>Total Enrollment</b>				514	504	503

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	22	20	20
Kindergarten	70	66	66
Grade 1	78	76	68
Grade 2	74	73	75
Grade 3	69	70	73
Grade 4	69	67	72
Grade 5	66	69	65
Grade 6	64	63	64
<b>Total Enrollment</b>	514	504	503

#### Conclusions based on this data:

1. A three year trend in student enrollment suggest that school's demographics remain fairly consistent year to year. In 24-25, we did see a 2.3% increase in African-American students and a 2% decrease in Asian students.
2. We have been consistently near or above 500 students.

3. Grade level cohorts have similar enrollment numbers with 63-76 students per grade level. In 24-25, 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	262	253	264	47.4%	51.0%	52.5%
Fluent English Proficient (FEP)	74	66	61	15%	14.4%	12.1%
Reclassified Fluent English Proficient (RFEP)	44	35		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 52.5%.
2. There was a slight decrease in the percentage of Fluent English Proficient (FEP) students this year.
3. Given the number of Newcomer Students we received during the past few years, 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, in 24-25 there were 40 and currently we have 24.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	65	69	61	62	65	61	62	65	93.8	95.4	94.2
Grade 4	63	66	68	58	60	64	58	60	64	92.1	90.9	94.1
Grade 5	71	68	66	68	61	56	68	61	56	95.8	89.7	84.8
Grade 6	63	71	66	59	62	61	59	62	61	93.7	87.3	92.4
All Grades	262	270	269	246	245	246	246	245	246	93.9	90.7	91.4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2349.	2343.	2364.	6.56	8.06	7.69	9.84	9.68	18.46	29.51	20.97	24.62	54.10	61.29	49.23
Grade 4	2395.	2397.	2374.	10.34	8.33	4.69	12.07	8.33	10.94	17.24	21.67	14.06	60.34	61.67	70.31
Grade 5	2452.	2424.	2442.	11.76	13.11	17.86	23.53	9.84	10.71	13.24	16.39	21.43	51.47	60.66	50.00
Grade 6	2464.	2475.	2455.	3.39	8.06	8.20	22.03	25.81	19.67	22.03	22.58	21.31	52.54	43.55	50.82
All Grades	N/A	N/A	N/A	8.13	9.39	9.35	17.07	13.47	15.04	20.33	20.41	20.33	54.47	56.73	55.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.92	8.06	4.62	57.38	50.00	55.38	37.70	41.94	40.00
Grade 4	6.90	10.00	1.56	50.00	53.33	60.94	43.10	36.67	37.50
Grade 5	11.76	11.48	8.93	58.82	40.98	50.00	29.41	47.54	41.07
Grade 6	10.17	6.45	4.92	44.07	50.00	47.54	45.76	43.55	47.54
All Grades	8.54	8.98	4.88	52.85	48.57	53.66	38.62	42.45	41.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.28	3.23	9.23	49.18	33.87	44.62	47.54	62.90	46.15
Grade 4	10.34	1.67	3.13	29.31	40.00	35.94	60.34	58.33	60.94
Grade 5	10.29	9.84	16.36	42.65	34.43	50.91	47.06	55.74	32.73
Grade 6	5.08	9.68	13.11	42.37	41.94	40.98	52.54	48.39	45.90
All Grades	7.32	6.12	10.20	41.06	37.55	42.86	51.63	56.33	46.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.56	0.00	3.08	68.85	66.13	72.31	24.59	33.87	24.62
Grade 4	6.90	5.00	3.13	65.52	68.33	57.81	27.59	26.67	39.06
Grade 5	8.82	8.20	5.36	70.59	60.66	53.57	20.59	31.15	41.07
Grade 6	5.08	3.23	3.28	64.41	72.58	62.30	30.51	24.19	34.43
All Grades	6.91	4.08	3.66	67.48	66.94	61.79	25.61	28.98	34.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.28	3.23	10.77	59.02	59.68	61.54	37.70	37.10	27.69
Grade 4	3.45	10.00	4.69	60.34	70.00	56.25	36.21	20.00	39.06
Grade 5	13.24	6.56	8.93	64.71	59.02	58.93	22.06	34.43	32.14
Grade 6	8.47	8.06	9.84	61.02	64.52	55.74	30.51	27.42	34.43
All Grades	7.32	6.94	8.54	61.38	63.27	58.13	31.30	29.80	33.33

**Conclusions based on this data:**

1. In the overall achievement in ELA there was a slight increase in the % of students who met/exceeded standard from 23% to 24.43%. Our biggest increase came in our 3rd grade that went from 16% to 25% met/exceeded.
2. Our 6th grade had the most decline. Overall ELA decreased from 33% to 27% of students who met/exceeded.

3. Listening and Research/Inquiry showed the areas with the highest increase in students performing below standard and reading and writing showed decreases in the % of students performing below standard.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	65	69	62	65	68	62	65	68	95.4	100	98.6
Grade 4	63	66	68	62	66	68	62	66	68	98.4	100	100
Grade 5	71	68	66	70	67	63	70	67	63	98.6	98.5	95.5
Grade 6	63	71	66	61	70	66	61	70	66	96.8	98.6	100
All Grades	262	270	269	255	268	265	255	268	265	97.3	99.3	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2347.	2349.	2376.	4.84	1.54	7.35	4.84	13.85	20.59	19.35	13.85	26.47	70.97	70.77	45.59
Grade 4	2385.	2381.	2384.	3.23	4.55	2.94	9.68	4.55	10.29	27.42	21.21	22.06	59.68	69.70	64.71
Grade 5	2410.	2404.	2409.	2.86	4.48	6.35	8.57	4.48	3.17	24.29	13.43	12.70	64.29	77.61	77.78
Grade 6	2429.	2425.	2428.	1.64	5.71	7.58	13.11	7.14	9.09	24.59	17.14	18.18	60.66	70.00	65.15
Grade 11															
All Grades	N/A	N/A	N/A	3.14	4.10	6.04	9.02	7.46	10.94	23.92	16.42	20.00	63.92	72.01	63.02

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	4.84	6.15	7.35	22.58	33.85	52.94	72.58	60.00	39.71
<b>Grade 4</b>	3.23	6.06	2.94	32.26	22.73	27.94	64.52	71.21	69.12
<b>Grade 5</b>	4.29	1.49	4.76	27.14	25.37	15.87	68.57	73.13	79.37
<b>Grade 6</b>	3.28	4.35	7.58	34.43	30.43	22.73	62.30	65.22	69.70
<b>Grade 11</b>									
<b>All Grades</b>	3.92	4.49	5.66	29.02	28.09	30.19	67.06	67.42	64.15

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	9.68	4.62	7.35	32.26	29.23	45.59	58.06	66.15	47.06
<b>Grade 4</b>	6.45	6.06	4.41	32.26	31.82	32.35	61.29	62.12	63.24
<b>Grade 5</b>	2.86	4.48	4.76	38.57	28.36	33.33	58.57	67.16	61.90
<b>Grade 6</b>	4.92	5.71	6.06	29.51	32.86	33.33	65.57	61.43	60.61
<b>All Grades</b>	5.88	5.22	5.66	33.33	30.60	36.23	60.78	64.18	58.11

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	4.84	3.08	11.76	59.68	53.85	51.47	35.48	43.08	36.76
<b>Grade 4</b>	0.00	3.03	5.88	46.77	40.91	39.71	53.23	56.06	54.41
<b>Grade 5</b>	4.29	1.49	4.76	51.43	53.73	26.98	44.29	44.78	68.25
<b>Grade 6</b>	1.64	4.29	4.55	49.18	52.86	46.97	49.18	42.86	48.48
<b>All Grades</b>	2.75	2.99	6.79	51.76	50.37	41.51	45.49	46.64	51.70

**Conclusions based on this data:**

1. In 24-25 we improved from 11.56% of students meeting/exceeding standards to 16.98%.
2. There was also a marked decrease in the % of students performing below standard from 72% to 63%.
3. Third grade almost doubled the % of students meeting/exceeding standard from 15.39% to 27.49%

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1416.0	1333.7	1364.3	1420.3	1345.3	1367.8	1405.8	1306.5	1355.6	56	63	39
<b>1</b>	1408.0	1390.9	1352.6	1397.8	1393.1	1352.4	1417.8	1388.3	1352.4	33	40	49
<b>2</b>	1441.6	1401.3	1448.1	1443.5	1425.2	1438.1	1439.2	1376.8	1457.6	35	34	36
<b>3</b>	1444.1	1454.3	1460.2	1436.3	1452.4	1464.4	1451.4	1455.9	1455.5	35	36	34
<b>4</b>	1470.2	1447.7	1456.0	1466.4	1438.2	1446.6	1473.5	1456.8	1464.8	32	34	39
<b>5</b>	1490.3	1456.1	1458.3	1480.1	1455.8	1446.5	1500.0	1455.9	1469.8	35	37	33
<b>6</b>	1495.4	1457.8	1470.8	1488.2	1452.9	1459.8	1502.0	1462.2	1481.3	31	36	33
<b>All Grades</b>										257	280	263

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	17.86	3.17	0.00	32.14	14.29	17.95	26.79	26.98	30.77	23.21	55.56	51.28	56	63	39
<b>1</b>	3.03	2.50	0.00	18.18	25.00	6.12	39.39	17.50	18.37	39.39	55.00	75.51	33	40	49
<b>2</b>	8.57	2.94	5.56	40.00	38.24	33.33	25.71	20.59	27.78	25.71	38.24	33.33	35	34	36
<b>3</b>	0.00	2.78	5.88	20.00	16.67	26.47	28.57	47.22	35.29	51.43	33.33	32.35	35	36	34
<b>4</b>	6.25	5.88	2.56	28.13	26.47	20.51	28.13	29.41	28.21	37.50	38.24	48.72	32	34	39
<b>5</b>	8.57	2.70	3.03	31.43	29.73	15.15	28.57	21.62	30.30	31.43	45.95	51.52	35	37	33
<b>6</b>	0.00	19.44	6.06	25.81	19.44	30.30	51.61	13.89	21.21	22.58	47.22	42.42	31	36	33
<b>All Grades</b>	7.39	5.36	3.04	28.40	23.21	20.53	31.91	25.36	27.00	32.30	46.07	49.43	257	280	263

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	23.21	12.70	2.56	30.36	9.52	17.95	21.43	22.22	20.51	25.00	55.56	58.97	56	63	39
<b>1</b>	9.09	12.50	0.00	30.30	12.50	8.16	24.24	17.50	18.37	36.36	57.50	73.47	33	40	49
<b>2</b>	5.71	17.65	5.56	42.86	38.24	38.89	34.29	14.71	27.78	17.14	29.41	27.78	35	34	36
<b>3</b>	11.43	16.67	26.47	28.57	36.11	29.41	11.43	19.44	23.53	48.57	27.78	20.59	35	36	34
<b>4</b>	12.50	26.47	5.13	43.75	26.47	35.90	18.75	17.65	23.08	25.00	29.41	35.90	32	34	39
<b>5</b>	25.71	18.92	12.12	37.14	35.14	30.30	14.29	10.81	15.15	22.86	35.14	42.42	35	37	33
<b>6</b>	12.90	30.56	24.24	45.16	19.44	21.21	22.58	11.11	21.21	19.35	38.89	33.33	31	36	33
<b>All Grades</b>	15.18	18.57	9.89	36.19	23.57	25.10	21.01	16.79	21.29	27.63	41.07	43.73	257	280	263

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>		1.59	5.13		9.52	5.13		41.27	46.15		47.62	43.59		63	39
<b>1</b>		2.50	0.00		25.00	8.16		22.50	14.29		50.00	77.55		40	49
<b>2</b>		0.00	5.56		29.41	30.56		20.59	25.00		50.00	38.89		34	36
<b>3</b>		0.00	0.00		2.78	14.71		50.00	26.47		47.22	58.82		36	34
<b>4</b>		2.94	0.00		20.59	15.38		11.76	17.95		64.71	66.67		34	39
<b>5</b>		0.00	0.00		13.51	6.06		29.73	33.33		56.76	60.61		37	33
<b>6</b>	0.00	2.78	0.00	6.45	16.67	15.15	51.61	27.78	27.27	41.94	52.78	57.58	31	36	33
<b>All Grades</b>	3.89	1.43	1.52	19.84	16.07	13.31	34.24	30.36	26.62	42.02	52.14	58.56	257	280	263

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	21.43	4.76	2.56	57.14	39.68	38.46	21.43	55.56	58.97	56	63	39
<b>1</b>	21.21	12.50	2.04	42.42	30.00	28.57	36.36	57.50	69.39	33	40	49
<b>2</b>	11.43	6.06	13.89	65.71	63.64	44.44	22.86	30.30	41.67	35	33	36
<b>3</b>	2.86	5.56	14.71	45.71	52.78	50.00	51.43	41.67	35.29	35	36	34
<b>4</b>	12.50	14.71	12.82	56.25	38.24	46.15	31.25	47.06	41.03	32	34	39
<b>5</b>	14.29	2.70	9.09	54.29	64.86	45.45	31.43	32.43	45.45	35	37	33
<b>6</b>	6.45	16.67	9.09	77.42	33.33	36.36	16.13	50.00	54.55	31	36	33
<b>All Grades</b>	13.62	8.60	8.75	56.81	45.16	40.68	29.57	46.24	50.57	257	279	263

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	32.14	15.87	2.56	33.93	28.57	41.03	33.93	55.56	56.41	56	63	39
<b>1</b>	15.15	17.50	0.00	45.45	50.00	35.42	39.39	32.50	64.58	33	40	48
<b>2</b>	17.14	41.18	11.11	65.71	32.35	63.89	17.14	26.47	25.00	35	34	36
<b>3</b>	28.57	36.11	41.18	28.57	36.11	41.18	42.86	27.78	17.65	35	36	34
<b>4</b>	18.75	35.29	7.69	56.25	38.24	51.28	25.00	26.47	41.03	32	34	39
<b>5</b>	45.71	37.84	34.38	28.57	24.32	18.75	25.71	37.84	46.88	35	37	32
<b>6</b>	41.94	47.22	39.39	41.94	16.67	30.30	16.13	36.11	30.30	31	36	33
<b>All Grades</b>	28.79	31.07	17.62	42.02	32.14	40.61	29.18	36.79	41.76	257	280	261

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	8.93	0.00	0.00	75.00	47.62	48.72	16.07	52.38	51.28	56	63	39
<b>1</b>	9.09	5.00	2.04	39.39	37.50	12.24	51.52	57.50	85.71	33	40	49
<b>2</b>	5.71	0.00	11.11	54.29	51.52	44.44	40.00	48.48	44.44	35	33	36
<b>3</b>	0.00	0.00	0.00	34.29	36.11	29.41	65.71	63.89	70.59	35	36	34
<b>4</b>	0.00	0.00	0.00	46.88	35.29	41.03	53.13	64.71	58.97	32	34	39
<b>5</b>	2.86	0.00	0.00	57.14	35.14	33.33	40.00	64.86	66.67	35	37	33
<b>6</b>	0.00	2.78	0.00	16.13	25.00	27.27	83.87	72.22	72.73	31	36	33
<b>All Grades</b>	4.28	1.08	1.90	49.03	39.07	33.08	46.69	59.86	65.02	257	279	263

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	41.07	9.68	23.08	32.14	37.10	46.15	26.79	53.23	30.77	56	62	39
<b>1</b>	9.38	5.00	2.08	59.38	52.50	27.08	31.25	42.50	70.83	32	40	48
<b>2</b>	20.00	2.94	11.11	48.57	52.94	66.67	31.43	44.12	22.22	35	34	36
<b>3</b>	5.71	0.00	0.00	40.00	66.67	58.82	54.29	33.33	41.18	35	36	34
<b>4</b>	6.25	8.82	2.56	37.50	41.18	30.77	56.25	50.00	66.67	32	34	39
<b>5</b>	11.43	5.41	0.00	48.57	37.84	45.45	40.00	56.76	54.55	35	37	33
<b>6</b>	25.81	8.33	6.06	48.39	50.00	57.58	25.81	41.67	36.36	31	36	33
<b>All Grades</b>	19.14	6.09	6.49	43.75	47.31	46.18	37.11	46.59	47.33	256	279	262

**Conclusions based on this data:**

1. Most grade levels have between 30 and 40 Multilingual Learners with 1st grade having the most (49). Also over the last 2 years we have decreased from 280 to 263 multilingual students.

2. Based on the Summative ELPAC scores we know that overall, our Multilingual Learners scored 3% Proficient (L4); 20.5% Moderately Developed (L3); 27% Somewhat Developed (L2); and 49.5% Minimally Developed (L1). The percent of students at Levels 3 and 4 decreased by 5% therefore increasing the percent at Levels 1 and 2.
3. Park has had an influx of newcomer students the last three 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 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
504	82.9%	50.2%	0.4%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	253	50.2%
Foster Youth	2	0.4%
Homeless	8	1.6%
Socioeconomically Disadvantaged	418	82.9%
Students with Disabilities	64	12.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	7.5%
American Indian	1	0.2%
Asian	48	9.5%
Filipino	21	4.2%
Hispanic	341	67.7%
Two or More Races	25	5%
Pacific Islander	12	2.4%
White	13	2.6%

### Conclusions based on this data:

1. Our largest subgroups of students are Multilingual Learners, Socioeconomically Disadvantaged and Latinx.

2. Our largest subgroups by race/ethnicity other than Latinx are Asian (9.5%), African-American (7.5%) and Two or more races (5%).
3. We also have a significant number of students with disabilities at 12.7%.

# School and Student Performance Data

## Overall Performance






The 2025 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."



### 2025 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. In Math we improved from the lowest range (Red) to moderate (Yellow) achievement range.
2. Multilingual learners lost improvements made in past years - going from yellow to red. Our rate of chronic absenteeism has maintained in the yellow or moderate range.
3. Our suspension rate decreased from green to yellow range.



# School and Student Performance Data

## Academic Performance English Language Arts

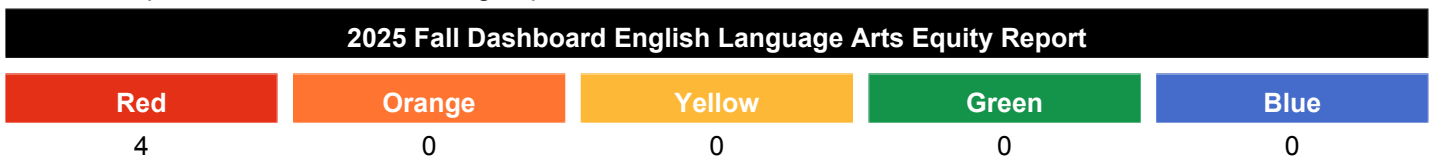
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>70.3 points below standard</p> <p>Maintained 0.6 points</p> <p>241 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>97 points below standard</p> <p>Declined 11.8 points</p> <p>135 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>77.6 points below standard</p> <p>Maintained -1.8 points</p> <p>209 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>128.3 points below standard</p> <p>Declined 8 points</p> <p>48 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>112.1 points below standard</p> <p>Declined 45.3 points</p> <p>16 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>56.3 points below standard</p> <p>Maintained -1.1 points</p> <p>23 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>4.5 points above standard</p> <p>Increased 13.7 points</p> <p>12 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>84.9 points below standard</p> <p>Declined 4.1 points</p> <p>165 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>22.2 points above standard</p> <p>Increased 57.9 points</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

**Conclusions based on this data:**

1. There were significant decreases for 3 of our subgroups - English Learners, Students with Disabilities and African-American students.
2. Students with disabilities and African-American students scored more than 100 points below standard.
3. While our ELA data decreased for most of the subgroups at our school, our Filipino and students of Two or More Races increased significantly. Our Multilingual Learners and Socio-economically disadvantaged students maintained their ELA performance in 2025.

# School and Student Performance Data

## Academic Performance Mathematics

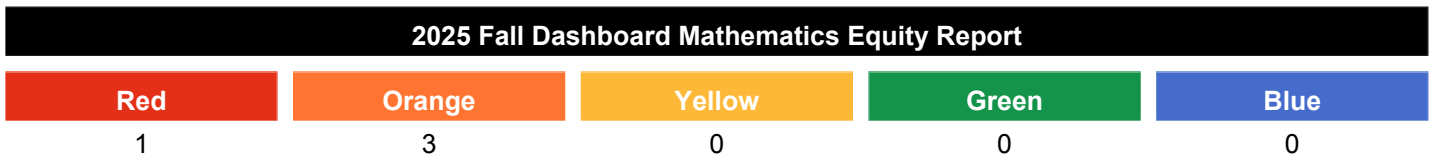
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group																
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>92.3 points below standard</td> </tr> <tr> <td>Increased 12.5 points</td> </tr> <tr> <td>248 Students</td> </tr> </tbody> </table>	All Students	 Yellow	92.3 points below standard	Increased 12.5 points	248 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>99.9 points below standard</td> </tr> <tr> <td>Increased 12.6 points</td> </tr> <tr> <td>142 Students</td> </tr> </tbody> </table>	English Learners	 Orange	99.9 points below standard	Increased 12.6 points	142 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>10 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 No Performance Color	Fewer than 11 students - No Data for Privacy	10 Students
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Increased 12.6 points																
215 Students																

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>152.5 points below standard</p> <p>Declined 20.6 points</p> <p>48 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>137.4 points below standard</p> <p>Declined 18 points</p> <p>16 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>82.5 points below standard</p> <p>Increased 14.3 points</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>42.6 points below standard</p> <p>Maintained 1.3 points</p> <p>12 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>96.7 points below standard</p> <p>Increased 15.3 points</p> <p>171 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>58.5 points below standard</p> <p>Increased 17.1 points</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

**Conclusions based on this data:**

1. Students with Disabilities 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. Most groups demonstrated increases in math achievement. Latinx, Two or More Races, Asian and Multilingual Learners all increased by more than 10 points.

# School and Student Performance Data

## Academic Performance Science

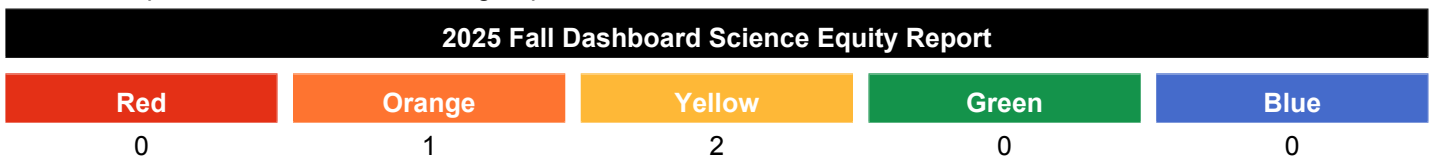
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>38.7 science points</p> <p>Increased 4.8 points</p> <p>62 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>34.2 science points</p> <p>Increased 3.8 points</p> <p>33 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>36.9 science points</p> <p>Increased 2.5 points</p> <p>54 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 9 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow 37.4 science points Increased 4.6 points 46 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>White</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

**Conclusions based on this data:**

1. All groups showed increases in science achievement.
2. Ten groups have such a small raw number (fewer than 10) that we are unable to see their progress.
3. Latinx students demonstrated the most progress with a 4.6 point increase.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 24.5 making progress. Number Students: 204 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 10 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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 21.3%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 55%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 23.8%

### Conclusions based on this data:

1. 23.8% of our English learners progressed at least one level in 2025 compared to 38.1% in 2024.
2. 21.3% decreased one level in 2025 compared to 18.6% in 2024.
3. 55% maintained their level in 2025 compared to 42.5% in 2024.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>26.8% Chronically Absent</p> <p>Declined 8.1</p> <p>548 Students</p>	<p><b>English Learners</b></p>  Yellow <p>22.6% Chronically Absent</p> <p>Declined 9.6</p> <p>287 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>71.4% Chronically Absent</p> <p>Increased 9.9</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>26.5% Chronically Absent</p> <p>Declined 8.4</p> <p>468 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>26.3% Chronically Absent</p> <p>Declined 5.8</p> <p>80 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>46.3% Chronically Absent</p> <p>Declined 3.7</p> <p>41 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>13.8% Chronically Absent</p> <p>Declined 17.1</p> <p>58 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>4.8% Chronically Absent</p> <p>Declined 7.2</p> <p>21 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>30.3% Chronically Absent</p> <p>Declined 5.1</p> <p>363 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>18.2% Chronically Absent</p> <p>Declined 3</p> <p>33 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>15.4% Chronically Absent</p> <p>Declined 69.2</p> <p>13 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>5.6% Chronically Absent</p> <p>Declined 27.8</p> <p>18 Students</p>

**Conclusions based on this data:**

1. All students and all significant subgroups except Homeless Students showed improvements in chronic absenteeism. In 21-22 59% of our students were chronically absent. That improved to 45.9% in 22-23, 34.9% in 23-24 and 26.8% in 24-25.
2. Latinx and Homeless students had a rate of chronic absenteeism at or above 30%.
3. Pacific Islander students had the greatest improvement from over 50% to just 15.4% chronically absent. Two or More Races, Asian, Filipino and White students were the groups with less than 20% chronic absenteeism.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

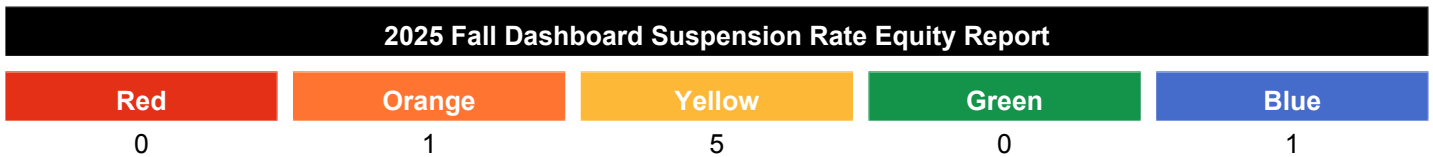
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.”












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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.8% suspended at least one day</p> <p>Maintained -0.1%</p> <p>566 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>1.7% suspended at least one day</p> <p>Maintained 0.2%</p> <p>295 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Declined 5.4%</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0.2%</p> <p>481 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained 0%</p> <p>81 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>4.8% suspended at least one day</p> <p>Declined 9.9%</p> <p>42 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 5.1%</p> <p>59 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>1.3% suspended at least one day</p> <p>Maintained -0.2%</p> <p>376 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>34 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>

**Conclusions based on this data:**

1. Our suspension data is overall in the low range at 1.8%. This is a decrease from 23-24 when the rate was 1.9%.
2. Our goal is to have this number below 1%. It is at or below 1% for Students of Two or More Races, Filipino, Pacific Islander, and White students.
3. There was an increase in the suspension rate for Asian students (5.1%). All other groups decreased or maintained their suspension rate in the 24-25 school year. African-American and Homeless students showed declines in suspension rates but both were well above the 1% we wish to see at 4.8% and 7.1% respectively.

# 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 point improvement in Distance From Standard from 70.3 to 65 points

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, Park students maintained with 0.6 point increase.

The largest decreases were seen in 3 subgroups - African-American students (-45.3 points), English Learners (-11.8 points) and Students with Disabilities (-8.0 points). All 3 groups scored close to or 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	70.3 points below standard	Improve by 5 points
FastBridge (K-2 English)	36% of K-2 students of students in the SEI program were on track or at low risk	Increase by 5% the number of K-2 students of students in the SEI program will be on track or at low risk
FastBridge (K-2 Spanish)	33% of K-2 students of students in the Bilingual program were on track or at low risk	Increase by 5% the number 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	All students will be served by the following strategies with special focus on English	14000 ESSA Title I , Part A , Basic Grants Low Income and Neglected

<p>Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student identities and support our anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in comprehending texts to be able to acquire new knowledge (reading to learn) and this also must happen at all grade levels TK-6. The Pursuit of Criticality is teaching students to combine their experiences and identities with their skills and intellect to take a critical stance and take action in their world. Also, the Pursuit of Skills and the Pursuit of Intellect connect well to scientifically supported and research based reading strategies focused on phonics/decoding and comprehension strategies</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Park will provide funding for online programs such as Lexia/PowerUp, Reading Park 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.</li> <li>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.</li> <li>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.</li> </ol>	<p>Learners, African-American students, Students with Disabilities, socio-economically disadvantaged and Latinx.</p>	<p>5000-5999: Services And Other Operating Expenditures Lexia/PowerUp, AR 4000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Materials/supplies/books for reading instruction 12431 ESSA Title I , Part A , Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Extra hours for collaboration, sub release and after school acceleration</p>
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1.2	<p>1. Park will provide extra hours for paraeducators for reading intervention during the school day using UFLI or SIPPS in small groups.</p> <p>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.</p> <p>3. Park will continue to offer PD on differentiated instruction connected to the FastBridge and Lexia lessons.</p> <p>4. Teachers will have access to Heggerty for small group phonemic awareness and SIPPS or UFLI for small group phonics lessons for students needing additional support in these areas.</p>	Students below or approaching grade level who need tier 2 or 3 support.	<p>15000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Extra hours for acceleration classes 2000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Materials/supplies/books for acceleration classes</p>

# Annual Review

## SPSA Year Reviewed: 2025-26

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-3rd grade to work in small groups on reading foundational skills with a paraeducator and in 4th-6th grade to work with our EL Specialist in small or medium-sized groups. 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.

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

Due to district budget cuts, we did not have an active ILT to make instructional decisions during the school year. At the end of 24-25, our ILT decided to use the 25-26 school year to refine practices we have been implementing the last few years. We continued the focus on writing and ensuring that the 3 text types (narrative, informative and opinion) are consistently taught across all grades across the school year. 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. Our 3rd-6th grade follow the writing scope and sequence in Benchmark to allow for more frequent opportunities to engage with all 3 text types. With reading, we continued to utilize the 6 step foundational skills lesson plan, a common structure for teaching foundational skills across all K-6th grade classrooms that we received PD on during the 24-25 school year through CORE.

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 point improvement in Distance From Standard from 92.3 to 87 points

Achievable Growth Amount on HUSD Math Benchmark (grades K-2): 5% increase in students who met/exceeded from 71% to 76%

### 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.

In the overall achievement in Math, Park students improved significantly with a 12.5 point increase.

The largest decreases were seen in 2 subgroups - African-American students (-18 point) and Students with Disabilities (-20.6 points). Both groups scored more than 130 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	92.3 points below standard	Improve by 5 points
HUSD K-2 Math Benchmark	71% met/exceeded	5% increase
DreamBox Usage	Average of 1.7 lessons completed weekly	Increase to average of 2.5 lessons weekly

### 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 solving. Math has very specific vocabulary and language structures that can be taught	All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged, Latinx, African-American and students with disabilities.	3000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures DreamBox and XtraMath Online Intervention and Acceleration Math Programs 4000

	<p>systematically and directly to increase students' comprehension in problem solving.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. All staff will participate in Math data talks that will focus on current student math learning trends and will allow an opportunity for staff to collaborate based on student work and collaborative teacher practices along with staff-determined student math learning goals.</li> <li>3. Park will utilize online programs such as DreamBox, IXL and XtraMath to support the development of math concepts and procedures.</li> <li>4. Administration will give recognition and incentives to students who memorize basic math facts on the Principal's Math Honor Roll.</li> <li>5. Park will allocate funds for extra hours (certificated and classified) and substitutes for acceleration and Cycle of Inquiry. Funding for materials/supplies/books for acceleration classes targeting students who nearly met or did not meet standard as measured by CAASPP or district benchmark.</li> <li>6. The EL Specialist will work with teachers to support planning around the vocabulary and language structures of math to support comprehension in problem solving.</li> </ol>		<p>LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Classroom technology - elmos, projectors, etc. 3000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Hands on math materials and supplies</p>
<p><b>2.2</b></p>	<ol style="list-style-type: none"> <li>1. Park will offer math intervention/acceleration to support differentiated instruction based on student needs including our Saturday Math Academy. This program is done by volunteers with the only cost being a noon supervisor to support with student supervision.</li> <li>2. Funding for materials/supplies/books for acceleration classes targeting students who nearly met or did not meet standard as measured by CAASPP or district benchmark.</li> </ol>	<p>Students below or approaching grade level who need tier 2 or 3 support.</p>	<p>2000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Materials/supplies/books for acceleration classes</p>

## Annual Review

**SPSA Year Reviewed: 2025-26**

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 DreamBox to better maximize this resource. These sessions occurred during minimum days at the end of the 24-25 school year and as optional after school sessions during the 25-26 school year.

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

We were able to offer a Saturday Math Academy for 4th-8th grade students on Saturday mornings for 2 hours utilizing a small amount of funding for supervision. The program was organized and implemented by an outside organization that trains and supervises middle and high school volunteer math tutors. Also, our TK-2 teachers were offered the opportunity to participate as a team in the Count, Play, Explore math professional development with the Alameda County Office of Education. We had a team of approximately 4-6 teachers participate.

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 we experienced the 2nd highest growth in CAASPP math scores in the entire district. We will continue to take advantage of professional development opportunities offered by the district and county as well as incentivize math growth in all grades by measuring growth on XtraMath (math fact fluency) and progress/usage on DreamBox (math problem solving/critical thinking). 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 4%.

### 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 largest group MLs, 55%, has continued to maintain their level (not increasing or decreasing). 23.8% of our English learners progressed at least one level in 2025 compared to 38.3% in 2024. 21.3% decreased one level in 2025 compared to 18.9% in 2024.

### 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	23.8% 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	6.4% of students are RFEP	Increase by 4% 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 upper grades. This group with strong listening and	All English Learners	8000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Lexia/PowerUp to support ELs in foundational reading skills development

	<p>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.</p> <p>1. Park will provide teachers with additional professional development and/or collaboration time for teachers to plan Integrated and Designated ELD from the Benchmark Language Arts program and for bilingual teacher collaboration.</p> <p>2. Park will provide funding for online programs such as Lexia/PowerUp, AR and DreamBox Math and Reading to support the language and literacy development of English Learners.</p> <p>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 our most at-risk MLs..</p>		
<b>3.2</b>	<p>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.</p> <p>2. The EL Specialist will provide an ELPAC academy July-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.</p> <p>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 small and/or medium sized groups in foundational literacy skills. Depending on numbers and need, they may work with 4th-6th grade newcomers to jump start basic English skills.</p>	Newcomers and students at risk of becoming a long-term English Learner in grades 4-6.	<p>5000  ESSA Title I , Part A , Basic Grants Low Income and Neglected  2000-2999: Classified Personnel Salaries  Extra hours for targeted instruction  4000  ESSA Title I , Part A , Basic Grants Low Income and Neglected  4000-4999: Books And Supplies  Materials/supplies/books for acceleration classes</p>

## Annual Review

### SPSA Year Reviewed: 2025-26

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. Our EL Specialists provided reading intervention to ML students in 4th-6th grade at risk of becoming long-term ELs. They also provided an ELPAC academy to support 3rd-6th grade ELs. 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.

Instead of a one paraeducator offering intervention during the school day for 1st-3rd grade students, we were able to offer extra hours to two different paraeducators and tailor the intervention and student groupings to the paraeducators experience/expertise. We also had 1 paraeducator who was able to offer after school reading intervention to a group of targeted 2nd graders.

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.

With the large increase in the number of MLs we've experienced in the last few years and growth while students were at the beginning levels, we now have more students maintaining their level but not increasing as they reach intermediate levels of English which has increased demands particularly in the areas of reading and writing. We have adjusted our interventions for MLs to build on listening and speaking skills to bridge into reading and writing.

# 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	50 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.  1. Park will offer after school clubs such as art/ceramics, crafts, dance, etc.	All students	2000 ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Materials, supplies, equipment

	<p>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.</p> <p>3. Park will continue to offer a weekly art prep to all 1st-6th grade and music prep to all 1st-4th grade students as well as optional chorus, band and violin to all 5th and 6th graders.</p> <p>4. Park will bring in outside groups to present at assemblies for the students (Oakland Ballet, SF Opera, Pacific Chamber Orchestra, etc.).</p> <p>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.</p> <p>5. Park teachers will utilize performing arts integration such as reader's theater or other types of performances to support oral language development.</p> <p>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.</p>		
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# Annual Review

**SPSA Year Reviewed: 2025-26**

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 had intended to use VAPA Prop 28 funds to increase the music prep position to 100% to be able to put on a school musical and offer music to our kindergarten students. We were unable to implement this plan due to the changes in how Prop 28 funds were allocated.

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

Due to cuts to VAPA funding, we will focus more on arts integration in the regular classroom instead of expanding after school and in-school access to arts experts. Depending on the funding amount, we may be able to continue to offer VAPA clubs after 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 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 is the basis for a positive educational environment. Students continue to experience challenges related to social interactions with peers and emotional regulation. On the CHKS survey, 34% of 5th grade students reported feeling a sense of connection at school. This had been over 70% previously when our 5th graders were not all in combination classes. In our English-only classrooms all of our 5th graders are in a combo, either the 4/5 or the 5/6. On the same survey, 70% of students reported having caring adults at school.

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 slightly from 1.9% to 1.8%. There was an increase in the suspension rate for Asian students (5.1%). All other groups decreased or maintained their suspension rate in the 24-25 school year. African-American and Homeless students showed declines in suspension rates but both were well above the 1% we wish to see at 4.8% and 7.1% respectively.

### 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	1.8% rate of suspension rate overall	Return to a suspension rate of 1% or lower.
Suspension	African-American and Homeless students showed declines in suspension rates but both were well above the 1% we wish to see at 4.8% and 7.1% respectively.	Decrease each groups suspension rate by 3%.
CHKS (Grade 5)	70% of responding 5th graders reported having caring adults at school.	Increase by 5% 5th graders reporting having caring adults at school.
CHKS (Grade 5)	34% of responding 5th grade students reported feeling a strong sense of school connectedness.	Increase by 5% 5th graders reporting a strong sense of school connectedness.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Park is a PBIS school and has been focusing on social-emotional learning for several years. We will continue this work into the 26-27 school year and continue to integrate our antibias/antiracism professional learning. Two portions of Ghody Mohammad's equity framework, Pursuit of Identity and Pursuit of Criticality, will be used to support equity, climate and anti-bias/antiracism at Park . The Pursuit of Identity is a key component in social-emotional work where students delve deeply into who they are. The Pursuit of Criticality will build their leadership skills and increase their voice in their education at the school site. The Pursuit of Skills can also be considered a we teach specific skills and strategies around social-emotional learning, mindfulness and growth mindset.</p> <ol style="list-style-type: none"> <li>1. Park will offer after school clubs such as Black Joy Club (BSU), Student Leadership, Garden, Girls on the Run, Soccer, etc.</li> <li>2. Park will continue to implement structured recess with youth leaders supporting positive play and increase the level of engagement of students in structured activities at recess to include art, board games, etc. by allocating additional hours for noon supervisors to support at morning recess. In 25-26, we newly implemented the Student Ambassadors Program with a group of 30 4th-6th graders. We will continue this in 26-27 as a mentorship program where these upper grade students support our younger students with SEL and conflict resolution.</li> <li>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.</li> <li>4. Park will continue to implement restorative practices through community circles, check-ins, and conflict resolution/mediation.</li> <li>5. Park teachers will implement a daily check-in system with students (community circle, rater, etc.)</li> <li>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.</li> <li>7. Park will utilize the Peace Path from Soul Shoppe to support effective conflict resolution.</li> </ol>	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.	<p>1000 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials, supplies, equipment 7000 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Additional noon supervisor hours to support with conflict prevention and resolution support. 3825 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Soul Shoppe emotional regulation and conflict resolution assemblies/workshops 2000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Extra hours for clubs</p>

5.2	<p>1. Park will utilize the COST process to identify students with social-emotional and behavioral needs and connect them to services.</p> <p>2. Our HUSD SEL and STARS counselors will provide therapy to students needing social-emotional support in small groups or individually (with consent of the parent).</p> <p>3. The CICO system will be used to support positive behavior utilizing a daily points system and monitoring student improvement.</p>	Students needing tier 2 and 3 social-emotional supports	

## Annual Review

### SPSA Year Reviewed: 2025-26

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 continue to enroll new students with intense needs making it difficult to decrease our suspension rate significantly. We continued to experience a high 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.

We also worked with our after school program (YEP) and Community Schools committee 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 decreasing but still high rates of suspension in the 24-25 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 parent meetings were attended by fewer than 10 parents. We will offer only in-person parent meetings to increase attendance and engagement.

### 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	8 school-wide evening events for families.	Increase to 10 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	<p>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.</p> <p>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</p>	All families with a focus on families of English Learners, African-American families and families of students with disabilities.	<p>1000 Title 1: Parent Allocation 5800: Professional/Consulting Services And Operating Expenditures Fingerprinting 500 Title 1: Parent Allocation 0000: Unrestricted Food for parent meetings</p>

	<p>(English Learners, attendance, emotional-behavioral supports, data and academic progress) as well as other services needed by the community.</p> <p>2. Park will continue to allocate funds for volunteer fingerprinting and food for parent meetings to support parent involvement at school.</p> <p>3. Park's 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, Día de los Muertos Celebration, Holidays Around the World, Multicultural Event, Black History Assembly and Family Event, Art Showcase/Open Gallery, Family Math Night, Family Literacy Night, etc. along with our Back to School and Open House events.</p> <p>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.</p>		
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## Annual Review

### SPSA Year Reviewed: 2025-26

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 online. 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 online. 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 ice cream social, 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 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 increased the number of events offered in 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 10 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 26-27 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.

All groups showed declines in chronic absenteeism except our homeless students who saw an increase of 9.9% to 71%. African-American students showed improvements in chronic absenteeism but were the group with the 2nd highest rate at 46%. Our Latinx, Socio-economically disadvantaged and Students with Disabilities all had chronic absenteeism rates between 25-30%.

### 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	26.8% of students were chronically absent in the 24-25 school year which was an 8% improvement from 23-24 when it was 34.9%.	Decrease chronic absenteeism as measured on the CA Dashboard by 5%.
Monthly Attendance Reports from Infinite Campus	Students have attended school in the 2025-26 school year (July to March) at a rate of 93% which is a 1% improvement.	Increase average daily attendance by 2%.
Monthly Attendance Reports from Infinite Campus	During 25-26 (July-March), 20% of students were considered chronically absent (missing more than 10% of school days).	Decrease chronic absenteeism (July-March) by 5%.

### 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	All students with a particular focus on the significant subgroups of Homeless, African American, Latinx,	

	<p>protocols connected to the pandemic. Even though we are several years out of the pandemic, we continue to experience challenges to positive school attendance and our school staff supports families on a daily basis to ensure students miss as little school as possible.</p> <ol style="list-style-type: none"> <li>1. Park staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</li> <li>2. Our attendance clerk, community schools specialist, family engagement specialist and administration will continue informal outreach along with formal communications with families and students with challenges being present and on time.</li> <li>3. Our attendance clerk will make daily calls to families whose children are absent and encourage positive attendance.</li> <li>4. Our attendance clerk, assistant principal and 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 those barriers.</li> <li>5. Park will recognize students with excellent attendance and students who improve their attendance during the course of the year. Additionally, we will share positive attendance shout outs on the weekly school announcements and in the weekly family bulletin.</li> <li>6. The topic of attendance, its importance on academic progress and school attendance data will be shared in parent meeting such as Back to School Night, ELAC, AASAI, and Coffee with the Principal.</li> </ol>	<p>Socioeconomically Disadvantaged and Students with Disabilities who had a rate of chronic absenteeism at or above 25%.</p>	
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## Annual Review

**SPSA Year Reviewed: 2025-26**

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 while also sharing the academic, social-emotional, behavioral and financial impacts. Our Attendance Clerk, Community Schools Specialist, Family Engagement Specialist and 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 26.8% in 24-25 and is currently at 21% for the 25-26 school year.

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

There were no major differences with the intended implementation and site budget expenditures. One major impact was at the district level where our attendance clerk was cut from 40 hours to 30 hours which created instability in the position since employees needed a full time position. Due to this situation, we had 3 different attendance clerks for half of the year and multiple subs or no subs for the other half. This had a direct impact on our ability to implement as consistent of a plan as we could have.

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 who are chronically and severely chronically absent. We will also begin to acknowledge students with perfect attendance. We will do shout-outs during weekly announcements for the classes with the highest attendance for the week and in the family bulletin that include grade levels and classrooms with the highest percentage of present and on-time students. We will have an attendance board in the school entrance to raise visibility of positive attendance that includes pictures of students with perfect and most improved attendance as well as the weekly data by classroom charted on a banner.

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,756.00
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	\$74,431.00
LCFF Supplemental and Concentration Funds	\$17,825.00
Title 1: Parent Allocation	\$1,500.00

Subtotal of state or local funds included for this school: \$93,756.00

Total of federal, state, and/or local funds for this school: \$93,756.00

# 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	74,431.00
LCFF Supplemental and Concentration Funds	17,825.00
Title 1: Parent Allocation	1,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	14,431.00
2000-2999: Classified Personnel Salaries	27,000.00
4000-4999: Books And Supplies	18,000.00
5000-5999: Services And Other Operating Expenditures	32,825.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	12,431.00
2000-2999: Classified Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	20,000.00
4000-4999: Books And Supplies	ESSA Title I , Part A , Basic Grants Low Income and Neglected	17,000.00
5000-5999: Services And Other Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	25,000.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	2,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	7,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	7,825.00
0000: Unrestricted	Title 1: Parent Allocation	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1: Parent Allocation	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,431.00
Goal 2	12,000.00
Goal 3	17,000.00
Goal 4	2,000.00
Goal 5	13,825.00
Goal 6	1,500.00

# 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
Meena Punit	Parent or Community Member
Darlene Tom	Classroom Teacher
Heidi Yount	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 4/14/26.

Attested:

	Principal, Lori Oldham on 4/14/26
	SSC Chairperson, Michelle Root on 4/14/26
	ELAC Representative, Gabriella Gaytan on 4/14/26

# Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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