

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Park Elementary School	43-69674-0133363	May 12, 2026	June 11, 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 Central Park Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

The Central Park Elementary SPSA is strategically designed to meet Every Student Succeeds Act (ESSA) requirements by aligning school-level goals and actions with the Santa Clara Unified School District (SCUSD) LCAP. Our primary objective is to ensure all students receive instruction based on rigorous academic standards, preparing them for future success in college and careers.

Guided by a commitment to the whole child, Central Park integrates a robust Social-Emotional Learning (SEL) curriculum, fostering a safe and supportive environment conducive to academic growth. Central to our mission is a dedicated focus on equity, specifically addressing the needs of our disadvantaged and high-priority student populations.

For the 2025-2026 school year, our strategic priorities include:

Literacy Excellence: Enhancing foundational literacy through targeted professional development and the high-fidelity implementation of our new phonics curriculum across all grade levels.

Data-Driven Instruction: Leveraging statewide assessments, attendance data, and internal progress monitoring to inform instruction. This data is shared transparently with educators, families, and the community to co-develop growth-oriented goals.

Targeted Interventions: Executing data-informed interventions to close achievement gaps.

Multilingual Support: Reallocating resources to expand the capacity of our English Learner Specialist Advisory Team (ELSAT). This initiative will facilitate 1:1 goal-setting for all English Learner/Multilingual (EL/ML) students and provide intensive, targeted interventions for Level 3 EL/ML learners.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school works with the staff, School Site Council, Site Leadership Team and ELAC to develop, review and update the SPSA. School Site Council meetings: October 14, 2025; November 18 2025; December 9, 2025; January 13, 2026; February 10, 2026; April 23, 2026; and May 12, 2026. Meetings are open to the public per the SSC bylaws and agendas are posted at least 72 hours in advance.

English Language Advisory Committee meeting on October 14, 2025, January 27, 2026, and March 17, 2026. Information was shared at this meeting regarding SSC and SPSA to members of the ELAC committee and asking for feedback regarding school support for EL/ML students. ELAC meeting agendas are posted at least 72 hours in advance.

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

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 only.

Central Park Elementary is not a ATSI/TSI/CSI School. This section is not applicable at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

On the California School Dashboard we scored in the Orange in the following categories: ELA for our Hispanic and Students with Disabilities subgroups; Math for our Socioeconomically Disadvantaged and Students with Disabilities subgroups; and for Suspension Rate for our students with Two or more races subgroup).

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

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.

Not applicable

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.23%	0.24%	0.48%	1	1	2
African American	3.19%	1.67%	1.92%	14	7	8
Asian	48.29%	46.06%	41.35%	212	193	172
Filipino	2.96%	3.34%	3.61%	13	14	15
Hispanic/Latino	19.36%	23.15%	25.72%	85	97	107
Pacific Islander	%	0.24%	0.24%		1	1
White	16.40%	16.47%	16.83%	72	69	70
Multiple/No Response	8.88%	8.35%	9.38%	39	35	39
Total Enrollment				439	419	416

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		42	55
Kindergarten	52	56	61
Grade 1	79	55	63
Grade 2	70	66	50
Grade3	71	65	66
Grade 4	67	71	52
Grade 5	80	64	69
Total Enrollment	439	419	416

Conclusions based on this data:

1. There has been a significant shift in the school's grade-level structure. While Transitional Kindergarten (TK) had no recorded enrollment in the 22-23 and 23-24 school years, it now accounts for 42 students in the 24-25 school year. This suggests a recent expansion of early childhood programs at the site.
2. The school is experiencing a slight but steady decline in total student population over the three-year period. Enrollment dropped from 439 students in 23-24 to 419 students in 24-25, representing a decrease of approximately 4.5% in a single year.

3. While most subgroups have remained relatively stable, the Hispanic/Latino subgroup has shown notable volatility. After a dip to 19.36% (85 students) in 23-24, the population increased to its highest point in three years at 23.15% (97 students) for the 24-25 school year, making it the fastest-growing demographic by percentage in the most recent cycle.

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	115	113	84	26.0%	26.2%	20.2%
Fluent English Proficient (FEP)	129	100	117	26.5%	29.4%	28.1%
Reclassified Fluent English Proficient (RFEP)	55	46		10.2%	12.50%	

Conclusions based on this data:

1. While the number of RFEP (Reclassified Fluent English Proficient) students remained relatively stable between 44 and 55 students over the three-year period, the percentage of the student body achieving this status saw a massive jump. It spiked from 10.2% in 2022-23 to 32.4% in 2023-24, suggesting that a significantly higher proportion of the total school population successfully met reclassification criteria during that window.
2. There was a notable "dip" in the Fluent English Proficient (FEP) group during the most recent 2024-25 school year. After peaking at 129 students (29.4%) in 2023-24, the count dropped to 100 students (23.9%) in 2024-25. This may indicate a smaller cohort of students entering the school already identified as fluent or a shift in the overall enrollment demographics.
3. Although the raw number of English Learners has fluctuated slightly (from 112 to 113 over three years), the percentage of the total student population they represent has steadily increased each year, rising from 26.0% to 27.0%. This suggests that while the EL group size is stable, the overall school enrollment may be slightly decreasing, making the EL population a larger, more central focus for school resources.

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	70	69	65	65	66	63	65	66	63	92.9	95.7	96.9
Grade 4	79	66	71	78	62	66	78	62	66	98.7	93.9	93
Grade 5	68	79	65	62	76	64	62	76	64	91.2	96.2	98.5
All Grades	217	214	201	205	204	193	205	204	193	94.5	95.3	96

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	2443.	2453.	2467.	40.00	37.88	39.68	13.85	18.18	28.57	21.54	27.27	14.29	24.62	16.67	17.46
Grade 4	2499.	2456.	2495.	42.31	24.19	42.42	23.08	24.19	19.70	14.10	22.58	13.64	20.51	29.03	24.24
Grade 5	2508.	2534.	2511.	22.58	35.53	26.56	33.87	35.53	26.56	19.35	10.53	21.88	24.19	18.42	25.00
All Grades	N/A	N/A	N/A	35.61	32.84	36.27	23.41	26.47	24.87	18.05	19.61	16.58	22.93	21.08	22.28

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	27.69	25.76	23.81	53.85	57.58	65.08	18.46	16.67	11.11
Grade 4	25.64	14.52	31.82	61.54	64.52	50.00	12.82	20.97	18.18
Grade 5	16.13	27.63	17.19	72.58	59.21	60.94	11.29	13.16	21.88
All Grades	23.41	23.04	24.35	62.44	60.29	58.55	14.15	16.67	17.10

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	30.77	30.30	23.81	44.62	51.52	55.56	24.62	18.18	20.63
Grade 4	23.08	20.97	27.27	58.97	48.39	59.09	17.95	30.65	13.64
Grade 5	24.19	25.00	20.31	54.84	55.26	50.00	20.97	19.74	29.69
All Grades	25.85	25.49	23.83	53.17	51.96	54.92	20.98	22.55	21.24

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	15.38	10.61	28.57	70.77	75.76	65.08	13.85	13.64	6.35
Grade 4	19.23	12.90	22.73	76.92	74.19	59.09	3.85	12.90	18.18
Grade 5	14.52	9.21	20.31	74.19	85.53	71.88	11.29	5.26	7.81
All Grades	16.59	10.78	23.83	74.15	78.92	65.28	9.27	10.29	10.88

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	20.00	24.24	33.33	61.54	63.64	50.79	18.46	12.12	15.87
Grade 4	17.95	16.13	19.70	71.79	67.74	62.12	10.26	16.13	18.18
Grade 5	6.45	34.21	23.44	80.65	53.95	64.06	12.90	11.84	12.50
All Grades	15.12	25.49	25.39	71.22	61.27	59.07	13.66	13.24	15.54

Conclusions based on this data:

1. **Significant Grade-Level Growth in Proficiency:**
Grade 4 students showed a major performance jump in the 2024-25 school year. The percentage of 4th graders who Exceeded Standard rose to 42.42%, a significant recovery from 24.19% in 2023-24. When combined with those who "Met Standard," the total proficiency for Grade 4 reached 62.12%, making it the highest-performing grade level in the school for that year.
2. **Relative Strength in Listening Skills:**
Across all grades, "Listening" appears to be a relative area of strength compared to other ELA domains. In the 2024-25 data, only 10.88% of students fell "Below Standard" in Listening, which is the lowest deficit among all categories (Reading, Writing, and Research/Inquiry all had 15-21% of students in the "Below Standard" tier). This suggests that students generally possess stronger oral communication and comprehension skills than written or research skills.
3. **Divergent Trends in Reading vs. Writing:**
While overall ELA performance is stable, the sub-skills are trending in different directions for the 2024-25 year:

Reading: The percentage of students "Above Standard" increased slightly to 24.35%.

Writing: The percentage of students "Above Standard" declined to 23.83%, continuing a three-year downward trend from 25.85% in 2022-23.
This suggests a need to shift instructional focus more heavily toward "producing clear and purposeful writing" to match the gains seen in reading comprehension.

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	70	69	65	70	67	64	70	67	64	100.0	97.1	98.5
Grade 4	79	66	71	79	64	70	79	64	70	100.0	97	98.6
Grade 5	68	79	65	67	77	64	67	77	64	98.5	97.5	98.5
All Grades	217	214	201	216	208	198	216	208	198	99.5	97.2	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	2436.	2465.	2478.	31.43	35.82	37.50	21.43	29.85	32.81	18.57	14.93	10.94	28.57	19.40	18.75
Grade 4	2498.	2469.	2498.	35.44	20.31	35.71	25.32	23.44	21.43	20.25	26.56	14.29	18.99	29.69	28.57
Grade 5	2511.	2528.	2513.	29.85	38.96	31.25	19.40	19.48	10.94	20.90	19.48	31.25	29.85	22.08	26.56
All Grades	N/A	N/A	N/A	32.41	32.21	34.85	22.22	24.04	21.72	19.91	20.19	18.69	25.46	23.56	24.75

Concepts & Procedures Applying mathematical concepts and procedures									
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	31.43	43.28	42.19	35.71	38.81	40.63	32.86	17.91	17.19
Grade 4	30.38	23.44	38.57	48.10	40.63	37.14	21.52	35.94	24.29
Grade 5	17.91	36.36	32.81	59.70	41.56	31.25	22.39	22.08	35.94
All Grades	26.85	34.62	37.88	47.69	40.38	36.36	25.46	25.00	25.76

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.57	38.81	39.06	42.86	40.30	46.88	28.57	20.90	14.06
Grade 4	34.18	23.44	30.00	41.77	43.75	45.71	24.05	32.81	24.29
Grade 5	23.88	28.57	15.63	43.28	51.95	62.50	32.84	19.48	21.88
All Grades	29.17	30.29	28.28	42.59	45.67	51.52	28.24	24.04	20.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	34.29	34.33	34.38	48.57	49.25	51.56	17.14	16.42	14.06
Grade 4	30.38	23.44	35.71	56.96	54.69	45.71	12.66	21.88	18.57
Grade 5	23.88	28.57	18.75	56.72	46.75	51.56	19.40	24.68	29.69
All Grades	29.63	28.85	29.80	54.17	50.00	49.49	16.20	21.15	20.71

Conclusions based on this data:

1. **Significant Growth in Early Foundational Math Skills:**
Grade 3 students have shown a consistent and robust upward trajectory in math proficiency over the last three years. The percentage of 3rd graders meeting or exceeding standards rose from 52.86% in 2022-23 to 70.31% in 2024-25. This growth is supported by a steady increase in their Mean Scale Score, which climbed from 2436.2 to 2478.8 in the same period.
2. **Strengthening Performance in Concepts and Procedures:**
Across all tested grades, there is a clear positive trend in student mastery of "Concepts & Procedures" (applying mathematical rules and techniques). The percentage of students performing Above Standard in this area increased from 26.85% in 2022-23 to 37.88% in 2024-25. This suggests that the school's core instructional strategies for teaching mathematical mechanics are yielding measurable improvements.
3. **While younger grades are seeing gains, Grade 5 data indicates a recent decline in proficiency.** The percentage of 5th-grade students meeting or exceeding standards dropped from 58.44% in 2023-24 to 42.19% in 2024-25. Notably, the percentage of 5th graders scoring Below Standard in "Concepts & Procedures" jumped significantly from 22.08% to 35.94% this past year, suggesting a need for targeted intervention at this grade level.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1455.7	1436.7	1483.7	1450.2	1442.2	1468.6	1468.6	1423.7	1519.0	34	36	26
1	1469.5	1446.4	1481.5	1484.3	1462.0	1484.5	1454.1	1430.4	1478.2	19	20	19
2	1463.9	1508.0	1526.5	1445.1	1521.8	1505.5	1482.3	1493.8	1547.0	19	12	19
3	1438.4	1470.4	1507.3	1442.7	1475.7	1521.5	1433.8	1464.7	1492.8	20	18	12
4	1513.6	1447.5	1495.6	1509.6	1439.6	1496.8	1517.4	1454.8	1494.0	11	20	17
5	1473.4	1484.5	1495.3	1467.5	1477.3	1491.8	1478.9	1491.2	1498.3	15	11	21
All Grades										118	117	114

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
K	44.12	30.56	46.15	26.47	33.33	34.62	5.88	16.67	19.23	23.53	19.44	0.00	34	36	26
1	21.05	10.00	15.79	36.84	45.00	57.89	31.58	20.00	26.32	10.53	25.00	0.00	19	20	19
2	5.26	25.00	47.37	57.89	66.67	42.11	15.79	8.33	10.53	21.05	0.00	0.00	19	12	19
3	20.00	22.22	41.67	20.00	16.67	16.67	20.00	27.78	41.67	40.00	33.33	0.00	20	18	12
4	54.55	0.00	5.88	9.09	26.32	35.29	27.27	36.84	35.29	9.09	36.84	23.53	11	19	17
5	13.33	18.18	9.52	33.33	36.36	23.81	13.33	9.09	42.86	40.00	36.36	23.81	15	11	21
All Grades	27.12	18.97	28.07	31.36	35.34	35.96	16.95	20.69	28.07	24.58	25.00	7.89	118	116	114

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
K	41.18	25.00	38.46	23.53	38.89	42.31	8.82	19.44	15.38	26.47	16.67	3.85	34	36	26
1	36.84	30.00	47.37	36.84	20.00	31.58	21.05	30.00	15.79	5.26	20.00	5.26	19	20	19
2	21.05	50.00	47.37	31.58	41.67	31.58	15.79	8.33	15.79	31.58	0.00	5.26	19	12	19
3	40.00	38.89	41.67	15.00	11.11	50.00	0.00	22.22	8.33	45.00	27.78	0.00	20	18	12
4	54.55	15.79	17.65	36.36	36.84	47.06	0.00	15.79	29.41	9.09	31.58	5.88	11	19	17
5	40.00	45.45	19.05	13.33	18.18	52.38	6.67	9.09	9.52	40.00	27.27	19.05	15	11	21
All Grades	38.14	31.03	35.09	25.42	29.31	42.11	9.32	18.97	15.79	27.12	20.69	7.02	118	116	114

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
K		33.33	50.00		22.22	19.23		27.78	30.77		16.67	0.00		36	26
1		0.00	5.26		30.00	68.42		40.00	21.05		30.00	5.26		20	19
2		16.67	36.84		41.67	57.89		33.33	5.26		8.33	0.00		12	19
3		5.56	8.33		16.67	25.00		38.89	58.33		38.89	8.33		18	12
4		0.00	5.88		5.26	17.65		36.84	35.29		57.89	41.18		19	17
5		0.00	0.00		18.18	9.52		45.45	47.62		36.36	42.86		11	21
All Grades	13.56	12.93	20.18	27.97	21.55	32.46	37.29	35.34	31.58	21.19	30.17	15.79	118	116	114

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
K	47.06	30.56	38.46	32.35	52.78	61.54	20.59	16.67	0.00	34	36	26
1	57.89	40.00	73.68	36.84	40.00	21.05	5.26	20.00	5.26	19	20	19
2	15.79	41.67	52.63	63.16	58.33	36.84	21.05	0.00	10.53	19	12	19
3	20.00	33.33	33.33	45.00	38.89	50.00	35.00	27.78	16.67	20	18	12
4	45.45	10.53	23.53	45.45	63.16	58.82	9.09	26.32	17.65	11	19	17
5	33.33	27.27	14.29	33.33	45.45	71.43	33.33	27.27	14.29	15	11	21
All Grades	37.29	30.17	39.47	41.53	50.00	50.88	21.19	19.83	9.65	118	116	114

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
K	32.35	30.56	26.92	41.18	50.00	65.38	26.47	19.44	7.69	34	36	26
1	31.58	35.00	10.53	47.37	45.00	73.68	21.05	20.00	15.79	19	20	19
2	36.84	58.33	36.84	31.58	41.67	57.89	31.58	0.00	5.26	19	12	19
3	45.00	44.44	58.33	10.00	22.22	41.67	45.00	33.33	0.00	20	18	12
4	63.64	26.32	23.53	27.27	42.11	64.71	9.09	31.58	11.76	11	19	17
5	46.67	63.64	52.38	13.33	0.00	19.05	40.00	36.36	28.57	15	11	21
All Grades	39.83	38.79	33.33	30.51	37.93	54.39	29.66	23.28	12.28	118	116	114

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
K	26.47	19.44	50.00	61.76	55.56	50.00	11.76	25.00	0.00	34	36	26
1	26.32	15.00	21.05	47.37	55.00	78.95	26.32	30.00	0.00	19	20	19
2	15.79	0.00	57.89	63.16	91.67	42.11	21.05	8.33	0.00	19	12	19
3	10.00	0.00	8.33	40.00	50.00	66.67	50.00	50.00	25.00	20	18	12
4	18.18	0.00	5.88	45.45	36.84	47.06	36.36	63.16	47.06	11	19	17
5	6.67	0.00	4.76	46.67	54.55	52.38	46.67	45.45	42.86	15	11	21
All Grades	18.64	8.62	27.19	52.54	55.17	55.26	28.81	36.21	17.54	118	116	114

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
K	58.82	47.22	73.08	32.35	36.11	26.92	8.82	16.67	0.00	34	36	26
1	5.26	10.00	15.79	73.68	65.00	78.95	21.05	25.00	5.26	19	20	19
2	10.53	25.00	42.11	68.42	75.00	52.63	21.05	0.00	5.26	19	12	19
3	20.00	5.56	8.33	45.00	61.11	75.00	35.00	33.33	16.67	20	18	12
4	27.27	5.26	11.76	63.64	42.11	58.82	9.09	52.63	29.41	11	19	17
5	0.00	9.09	0.00	60.00	54.55	66.67	40.00	36.36	33.33	15	11	21
All Grades	25.42	21.55	28.95	53.39	51.72	57.02	21.19	26.72	14.04	118	116	114

Conclusions based on this data:

1. There has been a notable rebound in the percentage of students achieving the highest proficiency level. Across All Grades, the percentage of students at Level 4 increased from 18.97% in 23-24 to 28.07% in 24-25. This is particularly evident in Grade 2, where Level 4 proficiency jumped from 25.00% to 47.37% year-over-year.
2. The school successfully reduced the percentage of students scoring at the lowest performance level. For All Grades, the percentage of students at Level 1 dropped significantly from 25.00% in 23-24 to just 7.89% in 24-25. Most impressively, several grade levels (K, 1, 2, and 3) reported 0.00% of students at Level 1 for the 24-25 cycle.

3. The "Beginning" level concerns noted in your previous conclusions have seen a positive change. In the Reading Domain, the percentage of students at the Beginning level for All Grades decreased from 36.21% in 23-24 to 17.54% in 24-25. Furthermore, the percentage of students with Well Developed reading skills across all grades more than tripled, rising from 8.62% to 27.19%.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
419	20%	27%	0.2%
Total Number of Students enrolled in Central Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	27%
Foster Youth	1	0.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	84	20%
Students with Disabilities	48	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.7%
American Indian	1	0.2%
Asian	193	46.1%
Filipino	14	3.3%
Hispanic	97	23.2%
Two or More Races	35	8.4%
Pacific Islander	1	0.2%
White	69	16.5%

Conclusions based on this data:

- English Learners (EL) constitute a substantial portion of the student body, representing 27% of the total enrollment (113 students). This high density suggests that instructional strategies and school-wide resources must remain

heavily focused on language acquisition and integrated ELD support to ensure equitable access to the core curriculum.

2. The school's ethnic diversity is anchored by two primary groups: Asian students (46.1%) and Hispanic students (23.2%). Together, these populations account for nearly 70% of the total student enrollment, highlighting the importance of culturally responsive teaching practices and community engagement efforts tailored to these specific demographic groups.
3. Beyond language needs, a significant segment of the population requires specialized academic or socioeconomic support. Specifically, 20% of students (84 individuals) are identified as Socioeconomically Disadvantaged, and 11.5% (48 individuals) are Students with Disabilities. This data underscores the continued need for robust Tier 2 and Tier 3 interventions, as well as focused allocation of Supplemental/Concentration funds to close potential achievement gaps.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The English Learner Progress indicator is the highest-performing category for the school, reaching the Blue level. This suggests that the current instructional strategies and support systems for English language acquisition are highly effective, as this group is exceeding standard growth expectations.
- There is a strong alignment between English Language Arts and Mathematics performance, with both indicators sitting firmly in the Green (High) level.

3. The Suspension Rate is rated in the Green, suggesting that the school's climate and behavioral interventions are successful in keeping students in the classroom.

School and Student Performance Data

Academic Performance English Language Arts

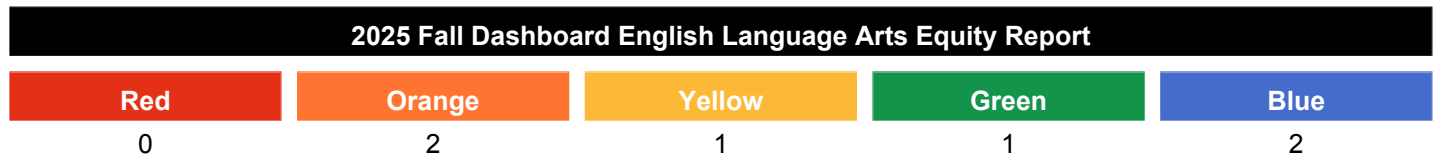
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 24.9 points above standard Increased 10.9 points 185 Students	English Learners  Green 3.6 points below standard Increased 13.7 points 73 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 37 points below standard Increased 4.4 points 41 Students

Students with Disabilities  Orange 38.1 points below standard Maintained -0.9 points 33 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 49.9 points above standard Increased 8.3 points 79 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 50.8 points below standard Maintained 2.7 points 44 Students
Two or More Races  No Performance Color 37.1 points above standard Increased 34 points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 47.7 points above standard Increased 11.9 points 35 Students

Conclusions based on this data:

1. There continues to be an opportunity gap in student groups Hispanic, Socioeconomically Disadvantaged, English Learners and students with disabilities compared to Asian and White students.
2. The school's overall "Green" status is bolstered by significant gains in specific areas. The Two or More Races group showed the highest growth with a 34-point increase, while the English Learners group also demonstrated positive momentum with a 13.7-point increase, moving them into the Green performance level.
3. While most groups showed increases, the Students with Disabilities group is struggling to gain ground, having maintained their performance with a negligible change of -0.9 points. Similarly, the Hispanic subgroup remained in the Orange category, showing only a minimal "Maintained" increase of 2.7 points, suggesting that current interventions for these specific populations may need adjustment.

School and Student Performance Data

Academic Performance Mathematics

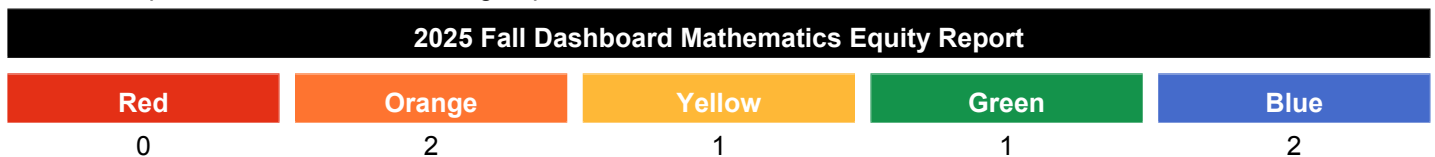
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students  Green 17.7 points above standard Increased 8.4 points 188 Students	English Learners  Green 1 points above standard Increased 14.1 points 77 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 62.2 points below standard Declined 12.2 points 41 Students

Students with Disabilities  Orange 49 points below standard Maintained -2.6 points 33 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 55.2 points above standard Increased 7.4 points 81 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 58.8 points below standard Increased 8.4 points 44 Students
Two or More Races  No Performance Color 31.3 points above standard Increased 3.1 points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 18.5 points above standard Increased 27 points 36 Students

Conclusions based on this data:

1. There is an opportunity gap in student groups Hispanic, Socioeconomically Disadvantaged, English Learners and students with disabilities compared to Asian and White students.
2. The White student group represents a significant strength for the school, not just in absolute scores but in momentum. They are currently 18.5 points above standard (Blue) and achieved the highest growth rate of any reported group with a 27-point increase.
3. There is a stark contrast in performance based on socioeconomic status. The Socioeconomically Disadvantaged group is in the Orange category, performing 62.2 points below standard. Unlike other groups that showed growth, this group declined by 12.2 points, indicating an urgent need for targeted resources and support to close this widening gap.

School and Student Performance Data

Academic Performance Science

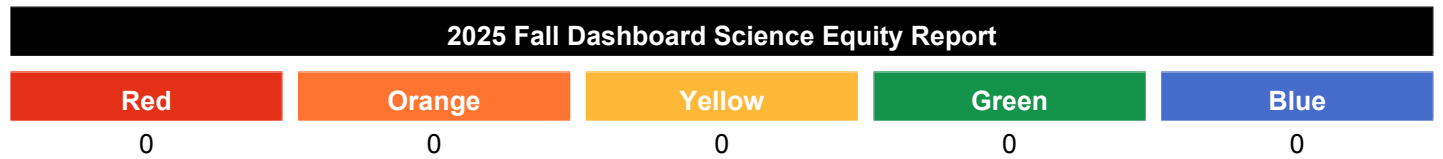
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students  Green 56.5 science points Declined 7.6 points 59 Students	English Learners  No Performance Color 52.2 science points Maintained -0.8 points 29 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 44.2 science points Declined 10.4 points 16 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 66.2 science points Maintained -1 points 22 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  No Performance Color 40 science points Declined 14.8 points 15 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 54.1 science points Declined 13.1 points 12 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
66.7 making progress.	making progress.
Number Students: 75 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.3%	24%	0%	66.7%

Conclusions based on this data:

1. A substantial majority of English Learners (66.7%) progressed by at least one English Language Proficiency Indicator (ELPI) level. This performance earned the school a Blue status indicating very high progress toward English language proficiency for the 75 students assessed.
2. The data shows a strong trend of students either improving or maintaining their current language levels. Only 9.3% of students decreased by one ELPI level, while 24% maintained their current level (Levels 1 through 3H). Notably, there were 0 Long-Term English Learners (LTEL) making progress, as the school reported 0 students in that specific category for this period.
3. The current data reflects a marked improvement over previous cycles mentioned in your notes. While previous years (2023-2024) saw a decline rate of 21.2%, the current 2025 Dashboard shows that the percentage of students decreasing a level has dropped significantly to 9.3%. This suggests that the current instructional strategies are more effectively preventing academic regression among English Learners.

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.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

13.1% Chronically Absent

Declined 1.8

449 Students

English Learners



Yellow

11.1% Chronically Absent

Declined 11.2

135 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Socioeconomically Disadvantaged



Orange

21.1% Chronically Absent

Declined 13.5

109 Students

Students with Disabilities  Yellow 14.1% Chronically Absent Declined 8.9 64 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 7.9% Chronically Absent Declined 1.1 202 Students	Filipino  No Performance Color 31.3% Chronically Absent Increased 4.6 16 Students	Hispanic  Orange 22.9% Chronically Absent Declined 4.5 109 Students
Two or More Races  Orange 10.3% Chronically Absent Increased 0.7 39 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 11% Chronically Absent Declined 1.2 73 Students

Conclusions based on this data:

1. Overall, 13.1% of our students are chronically absent which was 1.8% lower than the 2023-2024 school year and a reduction of close to 4% from the 2022-2023 school year.
2. There has been substantial progress in reducing chronic absenteeism among high-need student groups. Most notably, English Learners saw a decline of 11.2%, and Socioeconomically Disadvantaged students saw a decline of 13.5%. This downward trend suggests that targeted interventions for these specific demographics are yielding positive results.
3. While the school is seeing overall "Yellow" performance, there is a clear performance gap between ethnic subgroups. The Asian student group is performing at the highest level (Green) with only a 7.9% absenteeism rate. In contrast, the Hispanic and Two or More Races groups are in the Orange category, with the Hispanic group specifically showing a much higher absenteeism rate of 22.9%.

School and Student Performance Data

Conditions & Climate Suspension Rate

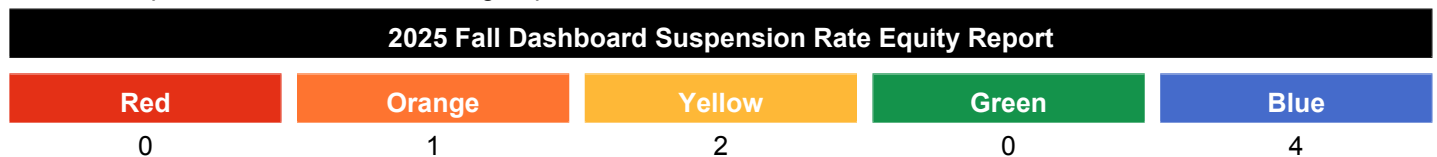
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This section provides number of student groups in each level.



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		
All Students Green 0.6% suspended at least one day Maintained 0.2% 464 Students	English Learners Yellow 0.7% suspended at least one day Increased 0.7% 138 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined 0.9% 110 Students

Students with Disabilities  Yellow 1.5% suspended at least one day Maintained -0.1% 67 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 0.5% suspended at least one day Maintained 0% 212 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 17 Students	Hispanic  Blue 0% suspended at least one day Declined 0.9% 112 Students
Two or More Races  Orange 5.1% suspended at least one day Increased 5.1% 39 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0% suspended at least one day Maintained 0% 73 Students

Conclusions based on this data:

1. The school maintains a very low overall suspension rate of 0.6%
2. While still maintaining a relatively low suspension rate of 0.7%, the English Learners group moved into the Yellow category due to a 0.7% increase in suspensions. This indicates that while the rate is low, the trend is moving upward, signaling a potential area for early intervention to prevent further escalation.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

GOAL 1: Academic Performance

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

There is a critical need to strengthen Tier 1 core instruction through STEAM integration and to provide intensive, data-driven Tier 2 and Tier 3 interventions in both literacy and numeracy to accelerate progress for these historically underserved groups: EL, Low-Income, Hispanic/Latinx, Students with IEP's.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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CASSPP Data, Fountas & Pinnell Benchmark Assessments	English Language Arts: 204 students tested 2024-2025 CAASPP Met Or Exceeded Standard Overall: 61.1% English Learners: Met Or Exceeded 10.5% Hispanic/Latino/a/x: Met Or Exceeded 26.5% Economically Disadvantaged: Met Or Exceeded 36.2% Special Education: Met Or Exceeded 31% Mathematics: 208 students tested 2024-2025 CAASPP Met Or Exceeded Standard Overall: 56.6% English Learners: Met or Exceeded 18.2% Hispanic/Latino/a/x: Met or Exceeded 24.5% Economically Disadvantaged: Met or Exceeded 25.5% Special Education: Met or Exceeded 32.1% iREADY ELA (January 2026) Met or exceeded Trimester 2 Benchmark (grades 3-5) Overall: 64% English Learners: 22% Hispanic/Latino/a/x: 37% Special Education: 25% Economically Disadvantaged: 21% iREADY Math (January 2026) Met or exceeded Trimester 2 Benchmark (grades K-5) Overall: 48% English Learners: 17% Hispanic/Latino/a/x: 18% Special Education: 20% Economically Disadvantaged: 18% Fountas & Pinnell (March 202) Met or exceeded Trimester 2 Benchmark (grades K-5) Overall: 53% EL's: 17% Hispanic/Latinx: 43% Special Education: 22% Economically Disadvantaged: 5%	Note: Expected Outcomes will be updated once we have updated CAASPP data in fall 2026. English Language Arts (ELA) Overall Proficiency (CAASPP): Increase from 61.1% to 66.1% meeting or exceeding standards. Target Group Growth (CAASPP): Reduce the percentage of students "Below Standard" by at least 10% for EL, Hispanic/Latinx, Low-Income, and Students with IEPs. Example: For the Low-Income group (currently 36.2% proficient), the goal is to reach approximately 46.2% proficiency. Fountas & Pinnell (Reading Level): * Overall: Increase students reading on grade level from 53% to 58%. Target Groups: Increase from current baselines (e.g., ELs at 17%, Economically Disadvantaged at 5%) by a minimum of 10 percentage points. 2. Mathematics Overall Proficiency (CAASPP): Increase from 56.6% to 61.6% meeting or exceeding standards. Target Group Growth (CAASPP): * English Learners: Increase from 18.2% to 28.2% proficiency. Hispanic/Latino/a/x: Increase from 24.5% to 34.5% proficiency. iReady Math Diagnostic: * Students scoring "one or more years below grade level" in the January 2026 baseline (currently 52% of the school is below benchmark) will achieve Stretch Growth goals by Spring 2027 to narrow the gap. 3. Performance Consistency (Scale Scores) Grade 4 & 5 Maintenance: 100% of students will maintain or improve their CAASPP scale score band. Sub-Band Movement: Students in the "bottom third" of a scale score range will move to the "middle" or "top third" of that same range, demonstrating incremental growth even if they haven't yet jumped to the next proficiency level. iREADY:
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		Students who scored Early on or above on the fall iREADY diagnostic will at least meet their typical growth goals on the spring diagnostic. Students who scored one or more years below grade level on the diagnostics will exceed their typical growth on the way toward meeting their stretch goals on the spring iREADY diagnostic.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Hire hourly personnel (Short Term Limited Contract) to provide instructional and Social Emotional Support for Kindergarten first month of school, if funds available hire staff to provide targeted small group/1-1 academic intervention/social emotional support.	Target Student Groups (K-5) below benchmark in reading and or mathematics, Kindergarten classrooms first few weeks of school.	6,000 Targeted Allocation Compensation
1.2	Purchase Instructional Materials, Books, Equipment, Technology, Tools and Licenses to support the implementation of core academic content areas. Examples include (but are not limited to): Organizational materials such as student planners, writing folders, evidence folders for progress monitoring, book boxes, book bins, lamination materials for SEAL strategies, sit spots, classroom carpets that support class community. Hands on Materials such as: student white boards, white board markers, realia, puppets, student play house materials, materials to support SEL such as Kimoichi puppets/materials, Social Thinking materials, Reading & Writing Workshop Materials/Supplies, math manipulatives, supplemental Origo Math tools, materials to support Speech therapist, psychologist and SAI. Special Education assessment materials, materials to implement Add+VantageMR® math intervention. Equipment such as printers, printer ink for SEAL print-outs that feature colored illustrations to support EL students, technology such as headphones, document cameras, web cams. Licenses/apps/digital books include (but are not limited to): PebbleGo, Mystery Science, Art in Action, Lexia English, Lightbox digital books, Interactive Boards. Increase the range and number of books available to students K-5 in Book Rooms, Classroom Libraries, the School Library and for the Project Cornerstone program. Purchase trade books, leveled texts, novels and LLI intervention Kits in order to support all students' continual reading acceleration.	All Students	17,500 Targeted Allocation Materials, Equipment, Supplies, Books, Licenses as stated in Action/Strategy above. 1,500 Targeted Allocation Library books and materials 1800 Targeted Allocation Licenses
1.3	Teachers will collaborate to analyze assessment data and use this data to drive instruction. Teachers	All students	None Specified

	will engage in PLCs during staff PD and meetings to structure their grade level team and cross grade level team meetings around data for teaching and learning.		None Specified
1.4	Provide staff dedicated time for professional development, collaboration / meeting time beyond contracted hours as well as release time to engage in student data inquiry/assessment (F&P), AVMR) for example. Staff will continuously increase their pedagogical knowledge and implementation of best practices as well as deepen understanding of STEAM integration/PBL, ELD, Responsive Classroom/behavior management and SEL practices in order to support student learning through (but not limited to) attending professional development / conferences (including travel) district and site based professional learning opportunities, virtual webinars, regular staff/grade level collaboration meetings and engaging in student intervention/cycle of inquiry meetings. Some examples of professional learning include (but are not limited to): Add+VantageMR® math intervention, PBL Works, Responsive Classroom, Ross Greene behavior management, Deeper Learning, Social Thinking, Envision Learning, SEL training (Fly Five PD, Kimochi), paraeducator conference, engaging in PBL Coaching sessions, working with ELD TOSA, etc.	All students	8215 Targeted Allocation Substitutes for release time (PBL Planning/Collaboration), Conference /Training registrations
1.5	Implement MTSS (Multi Tiered System of Support) model in order to assure we are supporting students' academic, physical, social and emotional needs. Staff /Specialists will hold targeted intervention / problem solving meetings in order to collaborate, analyze data and plan targeted interventions for students needing additional supports. Staff will hold SST (Student Success Team Meetings, Problem Solving Meetings, 504 Meetings) as necessary. Provide substitute time for teachers when necessary for additional collaboration time, assessment, and or conferences with parents that must be held during the school day. Provide compensation for staff meeting time outside of work hours when beyond professional duty hours.	All students	2,000 Targeted Allocation Compensation for staff meeting time beyond work hours. 1,784 Targeted Allocation Substitutes
1.6	K-2 teachers will partner with the district Literacy (RISE) Team and Reading Recovery teachers to analyze student data, determine targeted instructional practices and reading groups, and reinforce lessons students experience in their district facilitated learning sessions.	Students in grades K-2 below benchmark	None Specified District Funded RISE Teachers (Literacy Intervention Specialists)

Annual Review

SPSA Year Reviewed: 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.

2025-2026

Professional Development and Instructional Leadership

During the 2025-2026 school year, professional development initiatives were strategically designed to enhance teacher efficacy and standardize the implementation of evidence-based practices. Faculty in grades K-5 engaged in specialized training focused on the DIBELS assessment framework and the reinforcement of foundational literacy skills.

Primary Grades (K-2): Training emphasized high-leverage small group instruction.

Upper Elementary (3-5): Emphasis was placed on disciplinary literacy, specifically integrating writing across various content areas.

The School Leadership Team (SLT), in collaboration with the Instructional Coach, maintained a centralized digital data wall. This tool served as the cornerstone for Professional Learning Community (PLC) discussions, facilitating rigorous cycles of inquiry specifically focused on improving outcomes for historically underserved student populations. Furthermore, teachers engaged in professional learning cycles with the Teacher on Special Assignment (TOSA), ensuring that the theoretical components of professional development were successfully translated into classroom practice through dedicated, job-embedded support.

Data-Driven Decision Making and Intervention

To ensure a responsive instructional environment, staff participated in comprehensive i-Ready data reviews following each trimester diagnostic. These sessions allowed for a granular analysis of student growth and the realignment of Tier 1 and Tier 2 supports.

The school also prioritized a holistic approach to student success through the following:

MTSS and Behavioral Health: Utilizing grant funding, the team attended intensive workshops centered on Ross Greene's collaborative and proactive solutions. This initiative aimed to shift school culture from punitive measures to an inclusive, compassionate approach for managing Tier 3 behaviors.

Collaborative Problem Solving: The implementation of monthly Student Success Team (SST) and Problem-Solving meetings established a streamlined process for identifying and addressing the multi-faceted needs of target students in a timely and efficient manner.

Major Differences Between Implementation and Budget

While the intended strategies were largely executed as planned, the school observed an increase in the complexity of students' academic, social-emotional, and behavioral needs. This necessitated a higher degree of coordination between Wellness, Counseling, and Nursing staff to address underlying barriers to attendance and achievement.

Due to external changes in Safety Care training availability, the school pivoted its professional learning focus toward Dr. Ross Greene's framework to ensure staff remained equipped to support students with extreme behavioral challenges. Despite these shifts, the budgeted expenditures remained closely aligned with the actual implementation of these core strategies.

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

During the 2025-2026 academic year, the school observed a significant increase in the complexity of student needs across academic, social-emotional, and behavioral domains. While the established monthly Student Success Team (SST) meetings and cycles of inquiry provided a vital framework for addressing these challenges, data suggests a need for expanded collaborative time. Future initiatives will require integrated support from Wellness, Counseling, Nursing, and Behavioral Health teams to mitigate underlying barriers to attendance and achievement.

Furthermore, as internal assessments indicate lower proficiency levels in Mathematics relative to ELA, professional learning cycles will pivot to emphasize evidence-based instructional design in math. Due to external shifts in Safety Care training availability, the site has strategically transitioned to Dr. Ross Greene's collaborative and proactive framework to

equip staff with compassionate behavioral intervention strategies. Despite these adjustments, the implementation of core strategies remained fiscally aligned with the 2025-2026 budget allocations.

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.

Based on the identified needs (especially in mathematics), we will pivot upcoming professional learning cycles to focus heavily on evidence based math instructional design. Allocations for various strategies/activities were adjusted to meet the new allocated budget and to reflect the slight changes in the actual expenditures.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

GOAL 2: English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	We have a total of 77 ELs (current enrollment for 2026-2027 school year) We have 16 students who have been in U.S. schools less than a year and 23 students who have been in U.S. schools for 1 year (50.7% of our EL population). We have 5 students who have been in U.S. schools for 5 years and 1 student who has been in U.S. schools more than 5 years (7.8% of our EL population). The 2024-25 ELPAC scores show: 68.5% of our EL/ML students who took the ELPAC in spring 2025 made between 1-2 years growth. 19 students had an overall ELPAC Score- Level 1 26 students had an overall ELPAC Score- Level 2 30 students had an overall ELPAC Score- Level 3 2 students had an overall ELPAC Score- Level 4	All English learners will show growth on the ELPAC to meet or exceed state expectations.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional Learning and Staff Collaboration: Staff attends professional development to deepen ELD instructional design and delivery and collaborate to determine student instructional groupings and targeted interventions. District provided EL TOSA will support staff with analyzing data and using cycles of inquiry to support English Learners. TOSA will provide professional Learning and coaching around Designated ELD.	English Learners Language	None Specified None Specified See goal 1
2.2	Provide translation services (both written and oral) to support parents of English Language Learners. Provide substitutes to release teachers during school day to meet with parents who require translation services.	English Learners Language	1000 Targeted Allocation Compensation (Translation)
2.3	Community Input and Education: Hold advisory committees (ELAC, SSC, PTA) in order to seek out input from and involve parents and community in school programs. Hire personnel to provide Childcare at meetings. Provide Food to increase parent attendance provided funds are available.	English Learners Language	500 Targeted Allocation Compensation for childcare
2.4	Promote and Increase Parent Involvement. Some examples include: a. Hold Parent/Teacher Conferences b. Project Cornerstone (recruit parent readers for each classroom)	All students	Targeted Allocation None Specified Staff compensation for planning/presenting parent

	c. Hold SST's (Student Success Team Meetings), 504 meetings when necessary. d. Encourage parent/community involvement & attendance at: SSC, ELAC, PTA, Principal/PTA Coffees e. Encourage parents to volunteer in ways they feel comfortable. f. Provide parent workshops/trainings, compensate staff for preparation and presenting time after work hours. Hire outside vendors if funds available. g. Provide Childcare h. Provide Food for meetings/trainings (if funding available)		education after hours. (see goal 1 for funding)
2.5	ELSAT English Language Support Technician. Responsibilities will include: a. working with the principal, teachers, staff to coordinate district and state assessments (CELDT, CAASSP b. Increase EL family home/school communication c. monitoring EL students for progress towards fluency in English using 1:1 student conferences and goal setting d. instructional support	Instructional support for English Learners: Increase ELSAT support in order to provide instructional support for English Learners.	None Specified None Specified compensation for ELSAT additional hours for instructional support (see goal 1 for funding if it becomes available)
2.6	Purchase Instructional materials, supplies, organizational materials, licenses and equipment to support the implementation of CCSS, NGSS, STEAM and additional supports for EL's (realia, manipulatives, hands-on materials, books, lamination film, headphones, supplies).	English Language Learners	Targeted Allocation None Specified Equipment, Materials, Supplies, Books, technology, licenses (see goal 1 for funding)
2.7	All English Language Learners (EL or ELL) / emerging bilingual students will receive designated English Language instruction for 30 minutes each day using district curriculum. Students will be grouped in language level for appropriate support.	All English Learners	0 None Specified None Specified
2.8	Provide EL/ML's with targeted intervention with ELPAC test taking skills to improve performance on the Summative ELPAC assessment. Additional Supports for EL in the form of push-in support during school day and after school tutoring to meet the language competencies. This will require materials, supplies and hourly pay for classified and/or certificated staff.	English Learners	8994 Targeted Allocation Compensation

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.

2025-2026

During the 2025-26 school year, the school successfully executed a multi-tiered approach to support English Learners (EL) and Multilingual Learners (ML) through the following initiatives:

Instructional Optimization: Teachers consistently delivered 30 minutes of Designated English Language Development (dELD) daily. This was supported by a newly restructured bell schedule featuring a "Sacred Block," which empowered staff to regroup students across grade levels based on specific proficiency needs. Furthermore, Integrated ELD strategies were embedded across all content areas.

Targeted Student Support & Recognition: The English Language Support Technician (ELSAT) pioneered a 1:1 student conference model, focusing on ELPAC data analysis and individual goal setting. The effectiveness of the school's linguistic supports was celebrated during a dedicated ceremony for 22 recently reclassified students.

Professional Capacity Building: Staff participated in ongoing professional development during staff and collaboration meetings, with a specific focus on dELD instructional design. Teachers also partnered with the Teacher on Special Assignment (TOSA) to refine and implement evidence-based best practices for EL/ML populations.

Family and Community Engagement: To foster a collaborative home-school connection, the school provided comprehensive training to parents via ELAC meetings, focusing on ELD support frameworks and the reclassification pathway.

Operational Support: To ensure equitable access to student progress updates, the school provided substitute release time. This allowed teachers to conduct essential Parent-Teacher conferences, IEPs, and SSTs during the instructional day, specifically for families requiring additional support or translation services.

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

Instructional Grouping and Fidelity

While classroom teachers purposefully established cross-grade level mixed groupings to provide targeted support based on ELPAC proficiency levels, implementation fidelity varied across the school. While the 30-minute daily Designated ELD block was maintained, some grade levels encountered operational challenges that prevented full alignment with the intended grouping model.

Language Access and Family Engagement

The school successfully prioritized primary language access by providing robust translation services for parent-teacher conferences and school meetings. This initiative ensured effective communication and strengthened the partnership between the school and families of English Learners.

Staffing and Targeted Intervention

A significant variance in the planned budget and strategy occurred regarding supplemental staffing. Due to a lack of candidate interest and availability, the school was unable to secure a Short-Term Limited Assistant (STLA). As a result, the intended targeted interventions and intensive test-preparation support for EL students prior to the ELPAC administration could not be fully executed as designed.

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 school will address the achievement gap between English Learners and their peers by strengthening Tier 1 integrated ELD instruction through the use of document cameras and realia to build background knowledge and academic language. We will also expand culturally responsive classroom and school libraries with high-interest, leveled texts to increase independent reading volume and support the 52% of students currently reading below benchmark. Allocations for various strategies/activities were adjusted to meet the new allocated budget and to reflect the slight changes in the actual expenditures.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

GOAL 3: STEAM/PBL/Deeper Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP, ELPAC, Fountas & Pinnell Data, iREADY, Local Assessments	refer to Goals 1 (ELA, Math) 2024-2025 Science (CAST, Grade 5) Met or exceeded grade level standard: Overall: 40.6%	Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower-performing students towards mastering California State Standards as measured by the state assessments CAST, grade 5, in addition to ELA and Math as referenced in Goal 1). Note: CAST (CA Assessment Science) data will be added in fall 2026

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	In order to achieve our STEAM /Deeper Learning vision, we are always seeking to Integrate, Design Challenges, Arts, Robotics and Technology into STEAM/PBL units/lessons as well as to strengthen the Arts, Music, and overall integration of academic subjects into more of a multidisciplinary approach to teaching. In order to support this effort, we will purchase materials and supplies that support STEAM/PBL instruction (Science, Robotics, Technology, Arts and Math materials for PBL's, Design Challenges, Exhibitions, Garden, Music). We will also purchase materials, supplies, technology and equipment to support our Makerspace where students can tinker, create and design. We will refurbish FOSS Science kits as necessary.	All students	Targeted Allocation Instructional Materials, Equipment, Supplies, Technology (See goal 1, Strategy 1)
3.2	Enrichment Opportunities to support STEAM: Provide Assemblies, guest speakers and outside experts that offer expertise, motivation, and engagement for students that support STEAM/PBL	All students	Donations Assemblies, Guest Speakers
3.3	Provide Garden /Environmental Science and nutrition lessons to all students K-5. a. Purchase garden, cooking materials, supplies, plants and equipment. b. Provide release time for lead teacher each month to support school-wide garden lessons. c. Hire a Garden/Nutritional Science Lab Coordinator (STLA) d. Compensate Lead Teacher for Garden Lesson Planning time beyond work day. e. Seek out funding for garden expansion project	All students	9168 Targeted Allocation Hourly Compensation (Garden & Nutritional Lab Coordinator) 4000 Targeted Allocation Hourly Compensation (Prep planning, Lead Teacher)

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.

2025-2026
Teachers had two PBL planning days to work as grade levels to develop PBL/STEAM units of study. First, second grade, and our SAI classroom teachers collaborated for one day to develop a cross grade level and inclusive unit of study with a culminating showcase for families.
We showcased our STEAM/PBL projects at our Open House/STEAM Expo.
Garden/Nutrition Lab coordinator assisted with garden organization, update, and lesson design/delivery alongside the lead teacher.
Garden Day Instruction (6 total lessons: All classes engaged in NGSS- based/Environmental Science garden lessons provided by our lead garden teacher.
5th graders became "garden leaders" mentoring younger students during garden lessons.
Students engaged in PBL, Design Challenges, and passion Projects.

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

Teachers from each grade level and PBL coaches utilized one planning day for designing a high quality PBL unit for their grade level. However, not all grade levels were able to take advantage of an additional day as previously planned. School Site Council approved (5/12/26) changing our funding to reflect our shift to have our garden teacher lead the garden lessons for next school year instead of our garden coordinator.

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

Allocations for various strategies/activities were adjusted to reflect the changes in shifting our funding from our garden coordinator to our garden teacher. This change means we no longer need to pay for substitutes on garden lesson days (Goal 3, Strategy 3.3).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

GOAL 4: Positive School Climate

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

To maintain a cohesive school culture amidst staffing transitions, it is essential that all incoming certificated and classified personnel receive comprehensive training in Responsive Classroom methodologies. This ensures a unified approach to Social-Emotional Learning (SEL) language and instructional routines across campus. Furthermore, our expanding student population and diverse outdoor recreational spaces necessitate a minimum of 7–8 noon duty supervisors to ensure student safety. However, high turnover rates in these positions present ongoing recruitment challenges. Current observations indicate a critical need for structured support during recess, particularly in organized sports like soccer. Unfortunately, pending budget constraints threaten the continuity of our lunchtime sports program, which utilizes professional coaches to cultivate teamwork, sportsmanship, and physical literacy.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Survey	SEL Survey Data Winter 2024-2025 Note: Only 63 (approx. 30% of our 3rd-5th graders) took the survey due to the fact that the survey was Opt-in. Approximately half of the staff took the survey. Percentage of students rating themselves High / Very High Relationship Skills: 57% Responsible Decision Making: 62% Self Awareness-Future 69% Self-Awareness-Learning: 22.91% Self Management-School: 56% (note: we intentionally do not have a strong focus on homework) Self Awareness-Classroom: 32.28% Self Awareness-School: 41.27%	As a staff we are working on collaboration and strategies to support students when they disagree, and or get upset with each other. We expect students will rate themselves higher in their ability to describe their feelings and use self-regulating strategies when upset with others. This is important with our PBL based program, as students need to be able to work together, compromise, have flexible thinking. Maintain positive student behavior and pro-social interaction (Wellness and SEL support) Goal SEL survey: Student ratings of themselves as High or Very High will increase in each area by 5%.
Healthy Kids Survey	2025-2026 School Climate Indicators (5th grade surveyed only, 63% of 5th graders took the survey as it was opt-in). 93% Academic Motivation 91% Perceived School Safety 97% Positive Behavior 78% Caring Relationships 80% Parent Involvement 44% Meaningful participation in school We exceeded the state averages in all areas. It was surprising that only 44% of students responded positively to meaningful participation as we deliberately work with students to determine classroom rules and design PBL and support student projects with them having voice and choice. This is an area for us to delve into deeper from the student perspective. In regards to Parent Involvement in Schooling, 2 questions are about homework and one is about grades. Our school does not promote home work other than reading and relevant projects when appropriate. We also do not give "grades." Perhaps the way these questions are asked skews the results.	Goals: 80% or more students who are surveyed will respond positively to questions regarding meaningful participation and low violence/victimization.

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	Implement Project Cornerstone's ABC program. Volunteers are trained in the developmental assets model for positive youth development and are prepared to read a children's book and lead related activities and discussions in classrooms each month. The program will: a. Create a common language and vocabulary about student respect and behavior expectations among all members of the school community — students, parents and caregivers, teachers and staff. b. Help students develop skills to handle physical, verbal, relational and digital bullying and to STAND UP if they see someone else being bullied. c. Increase the number of caring adults on campus so that all students feel that there is at least one adult they can turn to if they have a problem. d. Contribute to a positive school climate where every student feels valued and supported to achieve and thrive. e. Support students with strategies for dealing with Bullying. We will: a. Provide parent trainings b. Provide training for noon duty supervisors and classified staff.	All students	None Specified None Specified Books (see goal 1)
4.2	We will continue to focus on Chronic Absenteeism through parent education and through our Problem Solving/SST process. Parent education will occur during Principal/PTA Coffees, Back-to-School Night events, and at Kindergarten Orientation Meetings. Staff will engage families of absent students early on through phone, email and in-person conferences. Problem-Solving and or SST meetings will be held if attendance does not improve.	Absent Students with a focus on Chronically Absent students (Low Socioeconomic and Students on IEP's)	None Specified None Specified compensation/substitutes for parent meetings (see goal 1)
4.3	Staff will attend Professional Learning and collaboration sessions in order to support school-wide implementation of social / emotional skill development and positive school culture. Examples include: Responsive Classroom, Ross Greene (Lives in the Balance), Kimochi SEL strategies. Staff will plan for reopening a safe school environment (estimated Aug. 2021). b. Order books/materials to support professional development in these techniques. c. Reopening planning meetings d. Teacher/staff planning meetings / prep and presentations	All students	None Specified None Specified Contracted Services/Registration fees/Substitutes/ staff compensation (see goal 1)
4.4	Enrichment Opportunities to support SEL: Provide engaging enrichment opportunities that strengthen students' sense of well-being and	All students	None Specified None Specified

	connection to school and the community (i.e, arts/music, assemblies, guest speakers, assemblies, school spirit days).		
4.5	Purchase instructional materials that support a positive school culture: Examples include equipment/materials to support an engaging, peaceful playground / PE equipment to support positive play, team-work and physical education, Social Thinking curriculum/materials, classroom materials that support students that need sensory/physical supports, instructional games to support collaboration and teamwork, games for indoor recess.	All students	Targeted Allocation None Specified instructional materials, equipment, supplies (see Goal 1, Action 2)
4.6	Provide Lunchtime Sports Coaches or Sports for Kids type of program to support student involvement, exercise, appropriate social interaction and sportsmanship.	All Students	15,000 Targeted Allocation Contracted Services

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.

2025-2026

Parents supported our school by providing Project Cornerstone lessons in classrooms.

Staff focused extensively on SEL throughout the year through the use of the Kimochi Program, and Responsive Classroom. In addition, we used Talk It Out strategies and the Wheel of Choice for helping students with conflict resolution.

Families were invited monthly to our Morning Walk and Community Coffees

New staff received Kimochi training

Worked with Wellness and Behaviorist to provide support to at-risk students

Noon Duty Supervisors were trained in proactive approaches to help with conflict resolution and supervision during lunch time.

Lunchtime sports coaches worked with students 4 times per week during lunch recess. This has supported student growth in sportsmanship and reduced playground referrals.

Teachers used Responsive Classroom strategies and structures (Morning Meetings, Greetings, Relationship building).

Met regularly with student services to discuss and address student attendance challenges.

The implementation of Responsive Classroom and lunch time sports has provided much needed social emotional instruction and promoted physical fitness, and improved attendance- which has led to fewer discipline issues for our unduplicated students as well as all our students at Central Park

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

The intended implementation and budgeted expenditures closely matched the strategies/activities and budget expenditures during the 2025-2026 school year. School Site Council approved (5/12/26) increasing funds for noon time sports due to slight cost increase for program.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$77,461.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77,461.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Targeted Allocation	\$77,461.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$77,461.00

Total of federal, state, and/or local funds for this school: \$77,461.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	77,461	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	77,461.00

Expenditures by Budget Reference

Budget Reference	Amount
	19,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
	Targeted Allocation	77,461.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,799.00
Goal 2	10,494.00
Goal 3	13,168.00
Goal 4	15,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Iqbal Chadda	Principal
David Bawks	Parent or Community Member
Samantha Pursell	Parent or Community Member
Kristen Vela	Parent or Community Member
Olga Tarasova	Parent or Community Member
Alley Torres	Parent or Community Member
Sharon Ranch	Other School Staff
Rachel Lopez	Classroom Teacher
Megan Winslow	Classroom Teacher
Mary Medoff	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

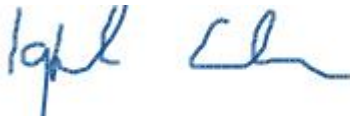
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/12/2026.

Attested:



Principal, Iqbal Chadda on 5/12/26



SSC Chairperson, Sharon Ranch on 5/12/26