

School Year: **2023-24**



North Park

Elementary School

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

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.

School Name	North Park Elementary School
Address	23335 West Sunset Hills Dr. Valencia, CA 91354
County-District-School (CDS) Code	19649986116495
Principal	Diane D'Elia
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	May 25, 2023
Local Board Approval Date	

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision

At North Park Elementary, we believe all students deserve an excellent education that prepares, equips, and best positions them to prosper in the 21st-century global community.

Mission

North Park Elementary strives to educate the whole child. Our goal is to provide a safe, nurturing, well-rounded education and learning community that meets the academic, social, emotional and physical needs of all our students. Beyond academics, helping students learn to listen, assess situations, communicate articulately, advocate for themselves, think critically, work together, and navigate relationships is essential. These are the foundations upon which North Park builds its school culture where high expectations, respect, responsibility, academic excellence, and pride resonate throughout the campus.

We believe it takes the entire community – all of us working together – to develop these abilities in our children, empowering them to reach their utmost potential, as they are our future.

School Profile

North Park Elementary was established in 1999 in Valencia, CA, as part of the Saugus Union School District. For the 2022-23 school year, the enrollment is 465 students in grades K – 6. The demographics are as follows: 29.3% Hispanic, 8.2% Asian, 5.1% Filipino, 4.1% Black or African American, 0.5% American Indian or Alaska Native, 5.1% Two or More Races, and 47.7% White. In addition, 6.8% of the population represents English Learners, 20.1% has special needs, and 12.8% are socio-economically disadvantaged. There are 15 general education classes (K-6) as well as 3 special education classes (TK-6) on campus. There is a principal and a part time assistant principal, a position that is shared with another elementary school.

North Park offers a comprehensive program in all areas of the curriculum including language arts, science, technology, art, mathematics, and physical, emotional, and behavioral education. Intervention is provided during school hours. A mental health team is available from the District Office (Department of Student Support Services) to support social-emotional needs of students by social workers. In addition, there are two Resource Specialists, two Speech/Language Pathologists, a school psychologist, and other itinerant specialists to meet the needs of students with IEPs.

North Park's library collection holds over 12,000 books with a balance between fiction and non-fiction selections. In the past year, the library media specialist has added additional titles focusing on cultural diversity and awareness. Each classroom has an interactive flat panel, and students have Chrome books based upon the following ratios: K - 2nd grades 2:1, Grades 3-6 the ratio is 1:1. With support from the PTA, North Park has a focus in the area of the arts. North Park partners with a local college's performing arts center to bring artists in residence to each grade level for eight weeks during the school year. North Park has an active PTA that is very supportive of teachers, and whose parents have made a commitment to volunteer in classrooms on a regular basis. In addition to PTA events, the school encourages parent involvement through Site Council, ELAC meetings, GATE parent evenings, and Family Academies covering a broad range of topics. Parents receive a weekly email containing the Tuesday Knight News to help them stay up to date on many of the opportunities to be involved in their child's education.

With a belief that social-emotional learning is an important part of a well-rounded education, North Park has a number of programs to help students know how to act and be a productive part of the community. North Park Elementary implements PBIS (Positive Behavior Interventions and Supports) as a way to teach and support appropriate behavior. Whenever possible, other means of correction are utilized to address problematic behavior prior to suspension. Behavior data is compiled and analyzed regularly by the site PBIS team and shared with stakeholders.

Security and safety are important considerations at North Park Elementary. There is a single point of entry during the school day with a buzz in system. An electronic visitor screening system is used as well as a keyless entry system. Full-scale disaster drills are held twice a year to ensure preparedness. Fire, earthquake, and lock down drills are conducted monthly. North Park partners with the local Sheriff's Department to refine emergency practices.

North Park Elementary was recognized as a California Gold Ribbon School in 2016 and as a California Distinguished School in 2004 and in 2008. The school staff has received Silver Level state recognition from the CA PBIS Coalition.

Educational Partner Involvement

How, when, and with whom did the 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

Due to COVID-19, the statewide testing was suspended during the 2019-20 school year and local assessments were used for the 2020-21 year in lieu of statewide testing. In SUSD, this included diagnostic results from iReady in math and English Language Arts. Other data was reviewed and discussed with the teaching staff. Part of these discussions included ideas for affecting positive change and growing our students' academic skills. Statewide testing resumed in the 2021-22 school year, and the CA Dashboard was updated to reflect changes in data collection. Performance levels of very high, high, medium, low and very low were used to identify progress in targeted areas of achievement, English Learner performance/progress, chronic absenteeism and suspension/expulsion rates.

The School Site Council meets monthly to discuss the school's programs, progress, and future. CAASPP scores, when available, and the CA Dashboard were explained and analyzed. A review of the effectiveness of current programs was conducted based upon data collected from teaching staff. Decisions were made on how best to move toward continued growth for our students, both academically and social-emotionally.

The principal attended PTA meetings monthly, bringing reports of the status of our many programs. Ensuing discussions helped PTA shape their vision for support of our programs in the coming year.

Monthly "Coffee with the Principal" meetings were held to update families on a variety of topics based on a family input survey at the beginning of the school year. Topics included PBIS, Social Emotional Learnings, the Comprehensive School Safety Plan, use of assessments to track student progress (such as CAASPP and i-Ready), attendance, and the School Plan for Student Achievement. The presentations were posted for the whole school community to review and access. In addition, Teachers on Special Assignment and North Park teaching staff provided workshops on ways to support students at home in the areas of math, formative assessment practice, and students identified as Gifted and Talented.

The ELAC committee was afforded an opportunity to review test scores, discuss programming, and make suggestions for improving programs at their quarterly meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	42	55	50
Grade 1	49	56	60
Grade 2	53	64	57
Grade3	78	64	58
Grade 4	57	93	60
Grade 5	57	66	90
Grade 6	77	66	69
Total Enrollment	413	464	444

Conclusions based on this data:

1. North Park's student enrollment decreased in the last year.
2. The largest group of students is in grade 5.
3. Enrollment is decreasing since more 6th graders left compared to the number of incoming Kindergarteners.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	28	38	33	6.80%	8.2%	7.4%
Fluent English Proficient (FEP)	16	21	23	3.90%	4.5%	5.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The percentage of English Learners has decreased to 7.4%
2. The number of students who were initially Fluent English Proficient has increased to 23 students.
3. The percentage of initially FEP students increased to 5.2%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	60		0	60		0	60		0.0	100.0	
Grade 4	52	94		0	93		0	93		0.0	98.9	
Grade 5	57	66		0	66		0	66		0.0	100.0	
Grade 6	79	67		0	67		0	67		0.0	100.0	
All Grades	271	287		0	286		0	286		0.0	99.7	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2460.			43.33			16.67			26.67			13.33	
Grade 4		2471.			30.11			20.43			21.51			27.96	
Grade 5		2480.			16.67			27.27			18.18			37.88	
Grade 6		2546.			20.90			46.27			16.42			16.42	
All Grades	N/A	N/A	N/A		27.62			27.27			20.63			24.48	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.00			46.67			13.33	
Grade 4		21.51			68.82			9.68	
Grade 5		18.18			63.64			18.18	
Grade 6		25.37			58.21			16.42	
All Grades		25.52			60.49			13.99	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.67			51.67			21.67	
Grade 4		18.28			58.06			23.66	
Grade 5		18.18			48.48			33.33	
Grade 6		19.40			58.21			22.39	
All Grades		20.28			54.55			25.17	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			71.67			8.33	
Grade 4		13.98			70.97			15.05	
Grade 5		16.67			72.73			10.61	
Grade 6		23.88			67.16			8.96	
All Grades		18.18			70.63			11.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33			51.67			15.00	
Grade 4		21.51			60.22			18.28	
Grade 5		13.64			59.09			27.27	
Grade 6		28.36			58.21			13.43	
All Grades		23.78			57.69			18.53	

Conclusions based on this data:

1. Overall, 55% of students met or exceeded standards and 45% of students did not meet standards in ELA.
2. About 14% of students in gr. 3-6 were below standard in the Reading domain.
3. More students were at, near or above standard in Listening domain (88.81%) over other individual domains.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	60		0	60		0	60		0.0	100.0	
Grade 4	52	94		0	94		0	94		0.0	100.0	
Grade 5	57	66		0	66		0	66		0.0	100.0	
Grade 6	79	67		0	67		0	67		0.0	100.0	
All Grades	271	287		0	287		0	287		0.0	100.0	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2462.			28.33			40.00			18.33			13.33	
Grade 4		2472.			19.15			29.79			25.53			25.53	
Grade 5		2467.			9.09			13.64			40.91			36.36	
Grade 6		2531.			19.40			23.88			37.31			19.40	
All Grades	N/A	N/A	N/A		18.82			26.83			30.31			24.04	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.67			50.00			8.33	
Grade 4		25.53			50.00			24.47	
Grade 5		9.09			43.94			46.97	
Grade 6		19.40			56.72			23.88	
All Grades		23.69			50.17			26.13	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33			53.33			13.33	
Grade 4		21.28			43.62			35.11	
Grade 5		4.55			56.06			39.39	
Grade 6		16.42			62.69			20.90	
All Grades		18.82			52.96			28.22	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.00			63.33			6.67	
Grade 4		13.83			63.83			22.34	
Grade 5		9.09			65.15			25.76	
Grade 6		13.43			73.13			13.43	
All Grades		16.03			66.20			17.77	

Conclusions based on this data:

1. Approximately, 46% of all students are meeting or exceeding standards in math.
2. Approximately 53% of the students are at or near standard in Math Problem Solving and Data Analysis.
3. Approximately 50% of the students are at or near standard in the area of Concepts and Procedures.

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	4	
1	*	*		*	*		*	*		9	4	
2	*	*		*	*		*	*		*	7	
3	*	*		*	*		*	*		7	7	
4	*	*		*	*		*	*		4	6	
5	*	*		*	*		*	*		*	7	
6	*	*		*	*		*	*		4	4	
All Grades										30	39	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	23.33	25.64		30.00	33.33		23.33	25.64		23.33	15.38		30	39	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	30.00	33.33		33.33	25.64		26.67	25.64		10.00	15.38		30	39	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	13.33	23.08		36.67	30.77		23.33	28.21		26.67	17.95		30	39	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	40.00	33.33		46.67	51.28		13.33	15.38		30	39	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	30.00	34.21		56.67	55.26		13.33	10.53		30	38	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	13.33	20.51		56.67	64.10		30.00	15.38		30	39	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	23.33	35.90		50.00	51.28		26.67	12.82		30	39	

Conclusions based on this data:

1. The number of English Learners increased in 2021-22 to 39 students.
2. There's an increase in students testing at Overall Level 3 and 4 in 2021-22.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
464	12.5	8.2	0.6
Total Number of Students enrolled in North 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	8.2
Foster Youth	3	0.6
Homeless	1	0.2
Socioeconomically Disadvantaged	58	12.5
Students with Disabilities	88	19.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.4
American Indian	2	0.4
Asian	38	8.2
Filipino	22	4.7
Hispanic	134	28.9
Two or More Races	38	8.2
Pacific Islander		
White	214	46.1

Conclusions based on this data:

1. The percentage of Socioeconomically Disadvantaged students is 12.5%.
2. Foster and Homeless youth make up less than 1% of the student population.
3. Students with disabilities make up 19% of the population.

School and Student Performance Data

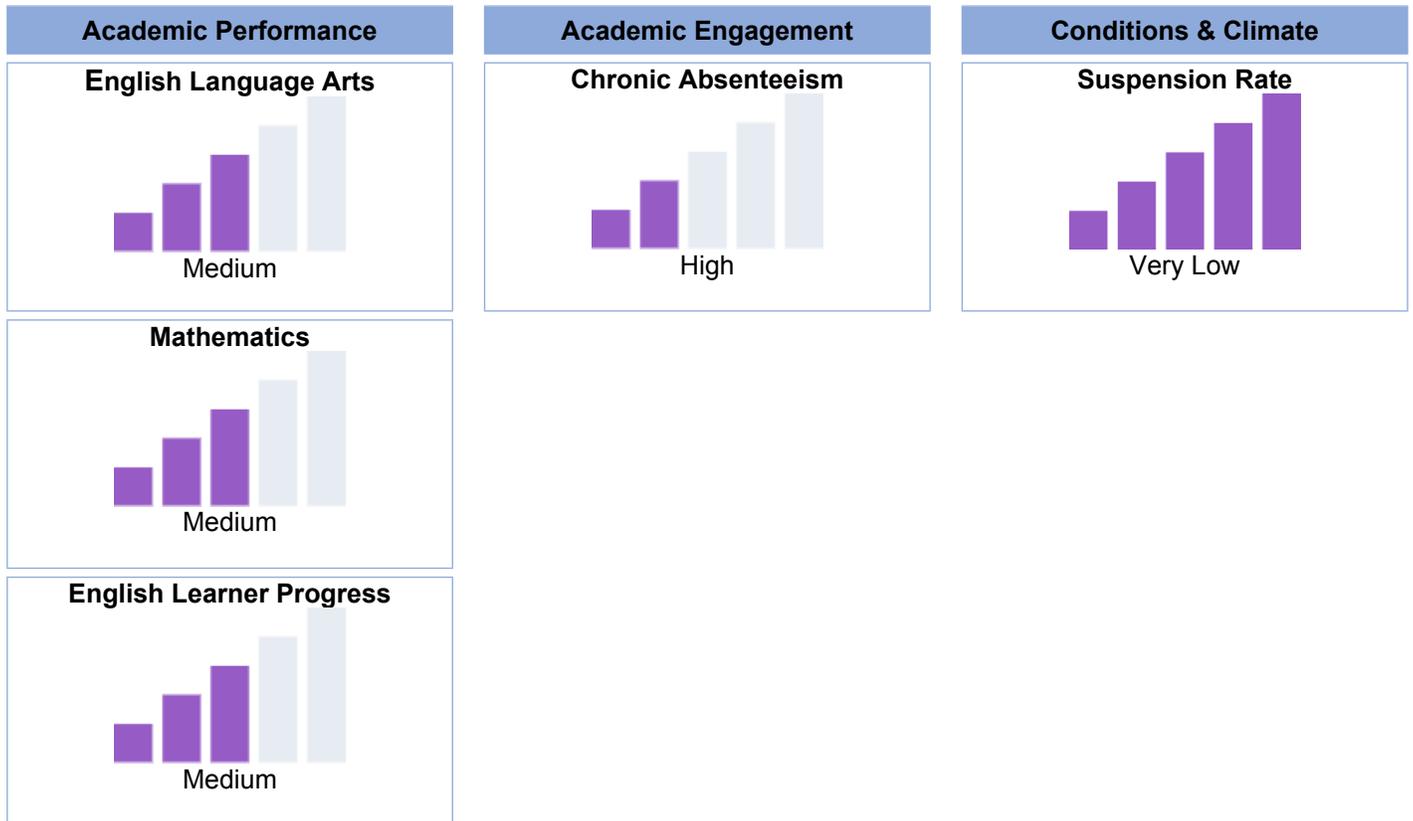
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- In academic progress, students are in the medium range for English Language Arts and Math.
- North Park Elementary has a very low suspension rate.
- Chronic absenteeism is high.

School and Student Performance Data

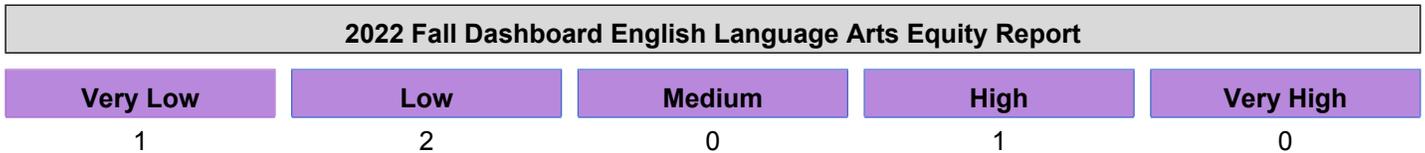
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

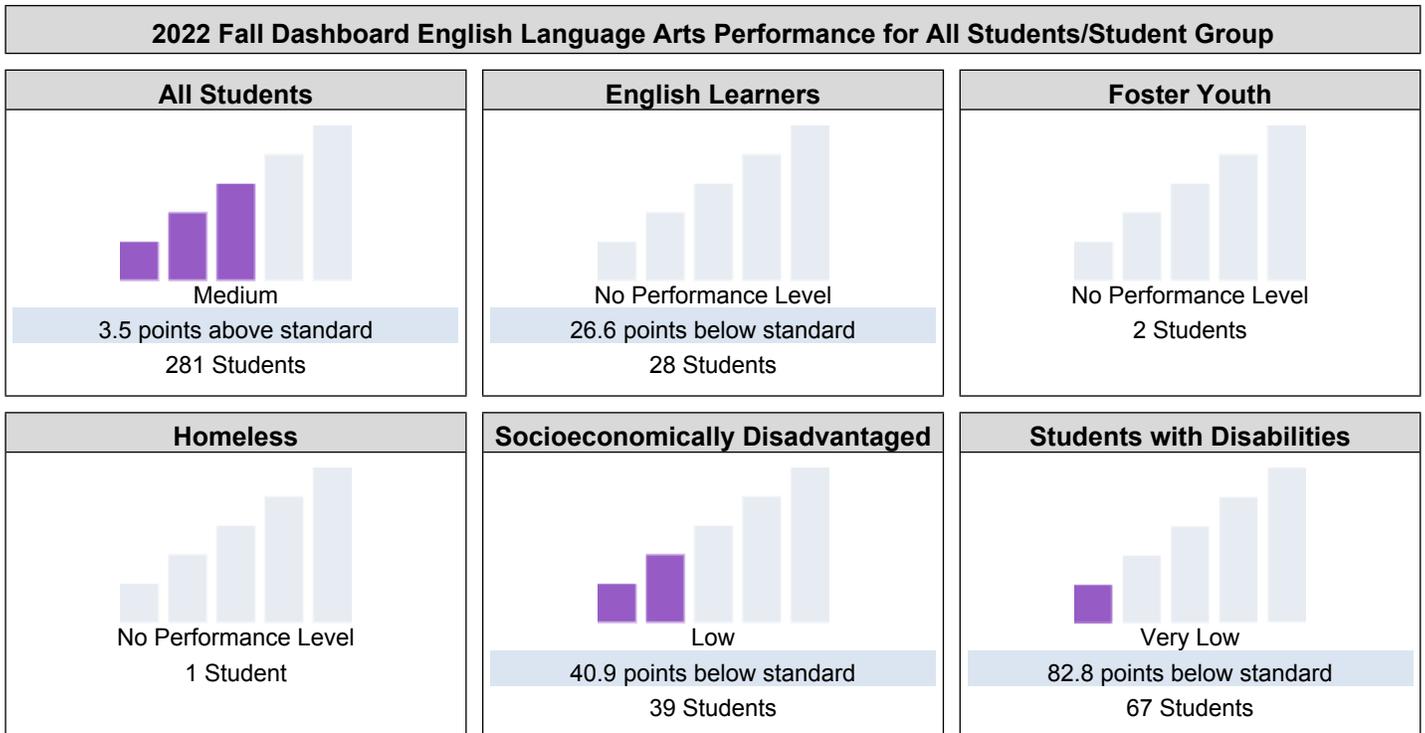
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



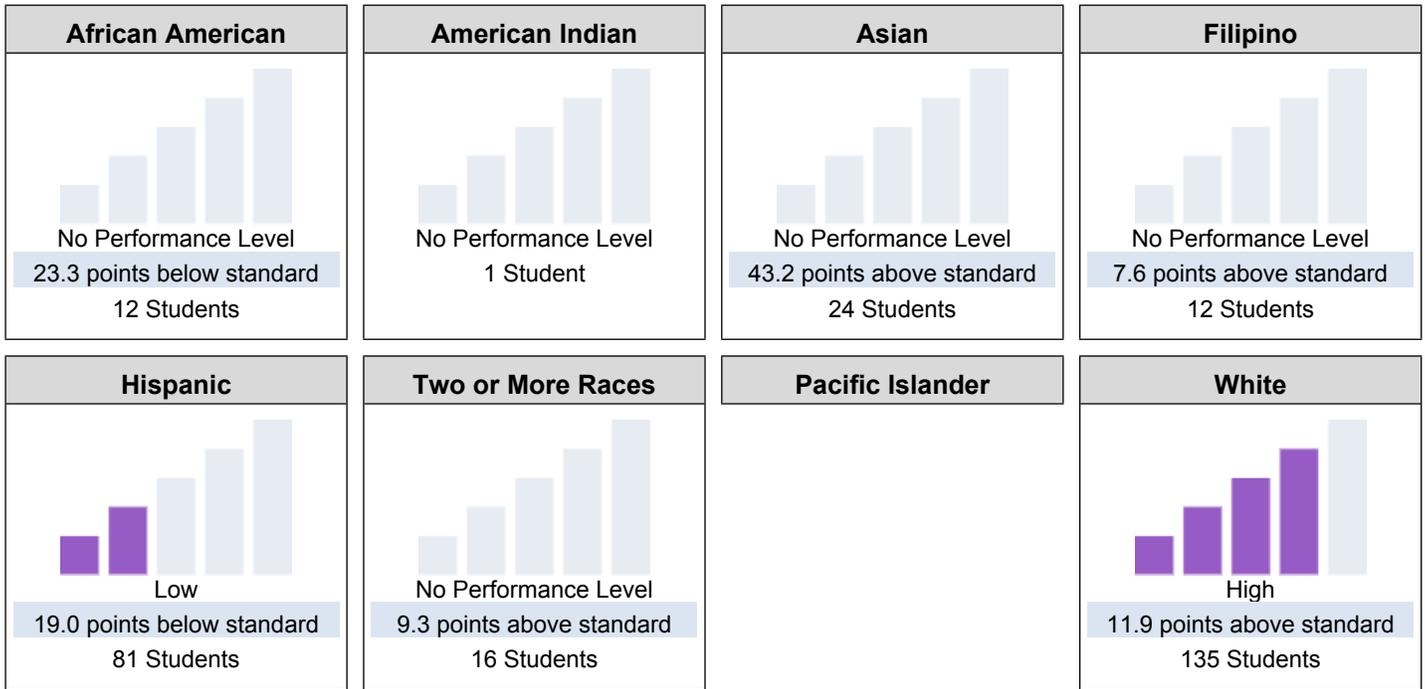
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.9 points below standard 20 Students	8 Students	5.5 points above standard 248 Students

Conclusions based on this data:

1. Students with disabilities in gr. 3-6 are in the very low range and are 82.8 points below standard.
2. Socioeconomically disadvantaged students in gr. 3-6 are in the low range and are 40.9 points below standard.
3. African American students in gr. 3-6 are 23.3 points below standard.

School and Student Performance Data

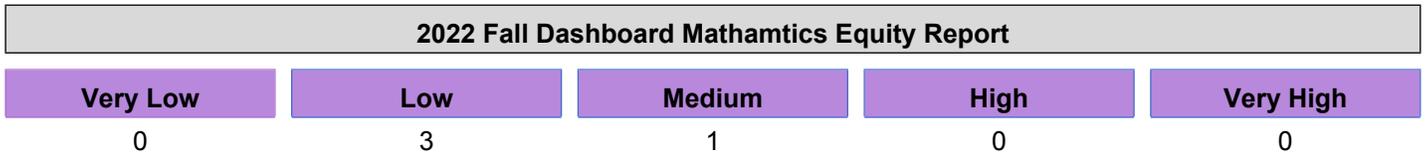
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

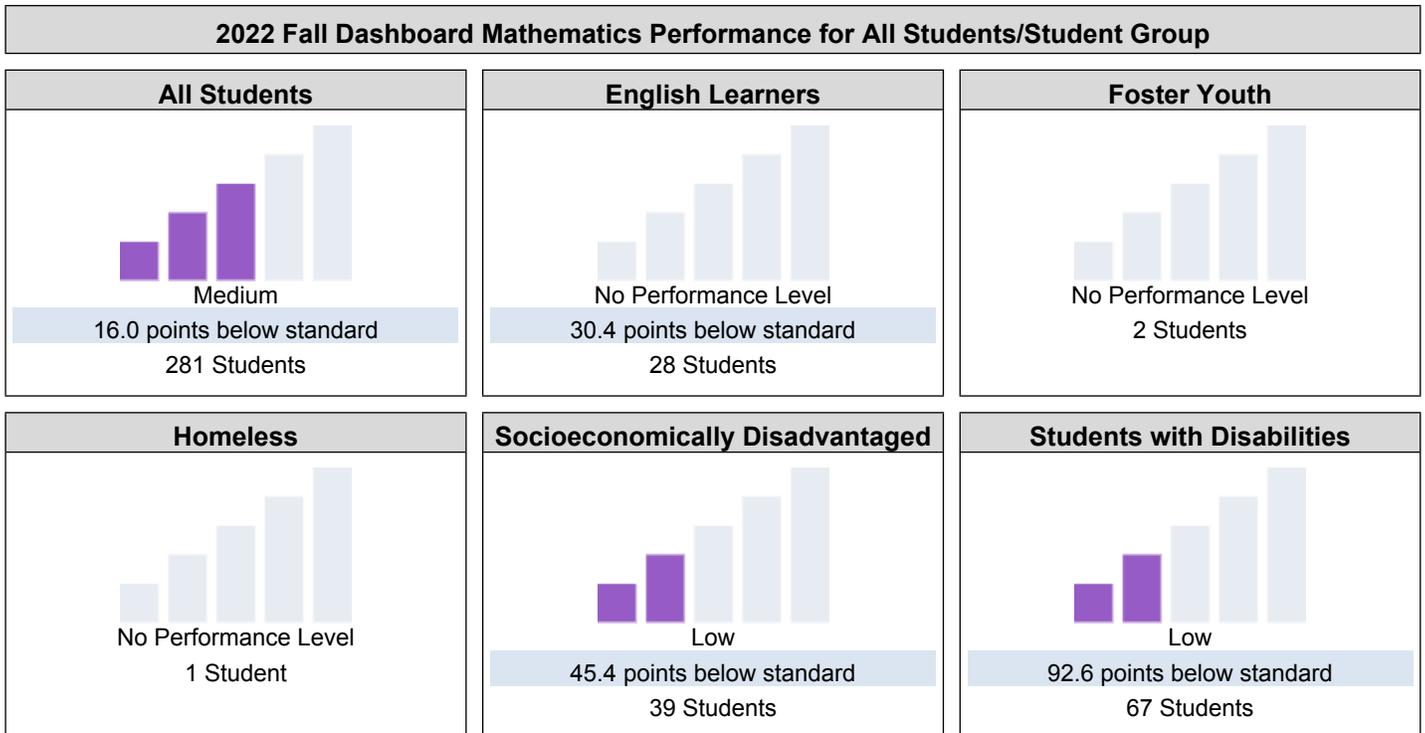
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



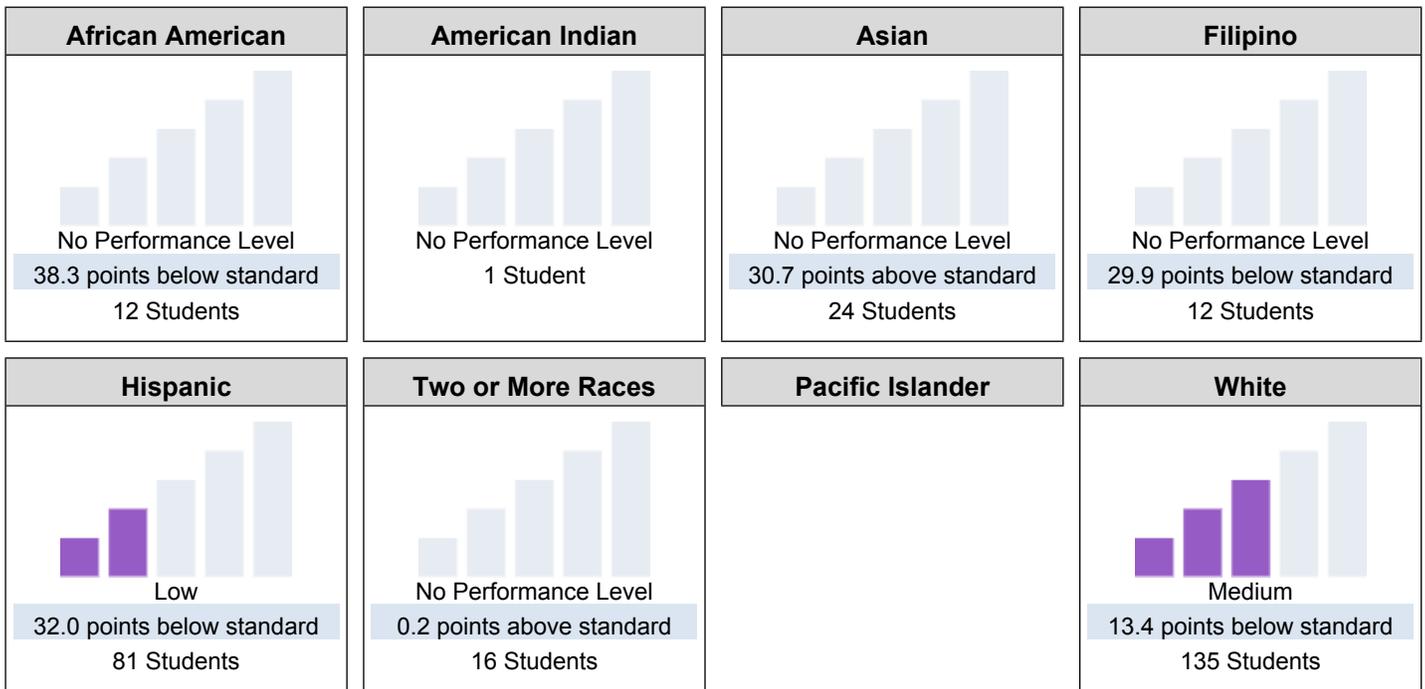
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff; padding: 2px;">57.5 points below standard</p> <p>20 Students</p>	<p>8 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">15.4 points below standard</p> <p>248 Students</p>

Conclusions based on this data:

1. Students with disabilities in gr. 3-6 are 92.6 points below standard.
2. Socioeconomically disadvantaged students in gr. 3-6 are 45.4 points below standard.
3. African American students in gr. 3-6 are 38.3 points below standard.

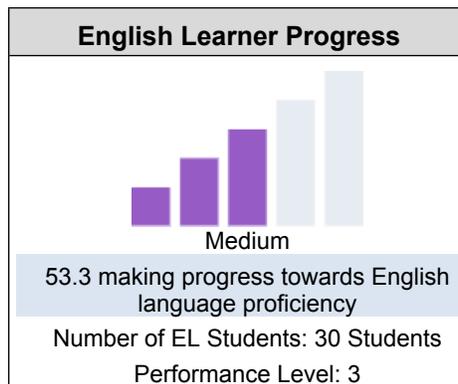
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
10.0%	36.7%	10.0%	43.3%

Conclusions based on this data:

1. Approximately 43% of English Learners progressed by at least one ELPI level.
2. Approximately 53% are making progress towards ELPI levels.
3. 10% of students decreased by on ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

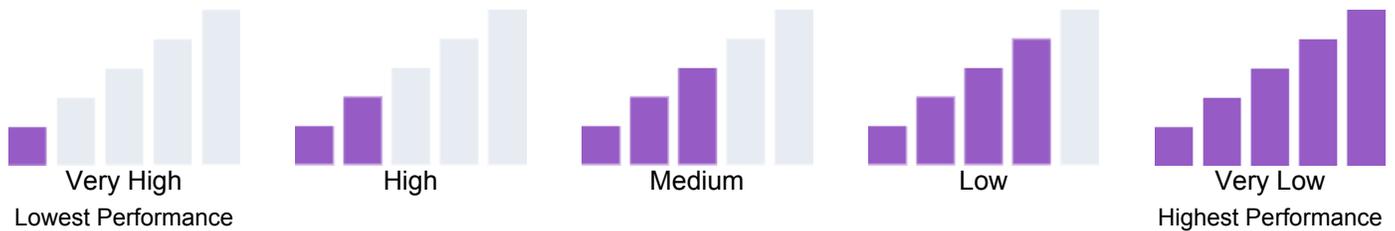
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School and Student Performance Data

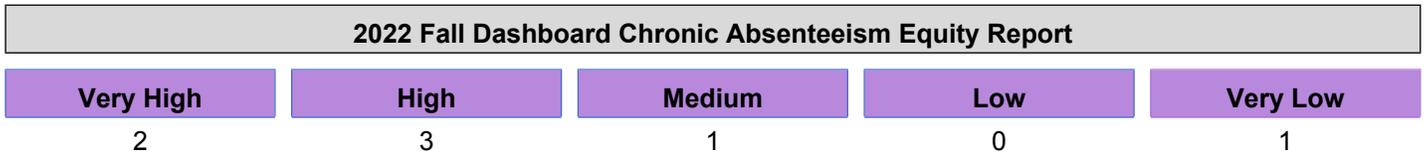
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

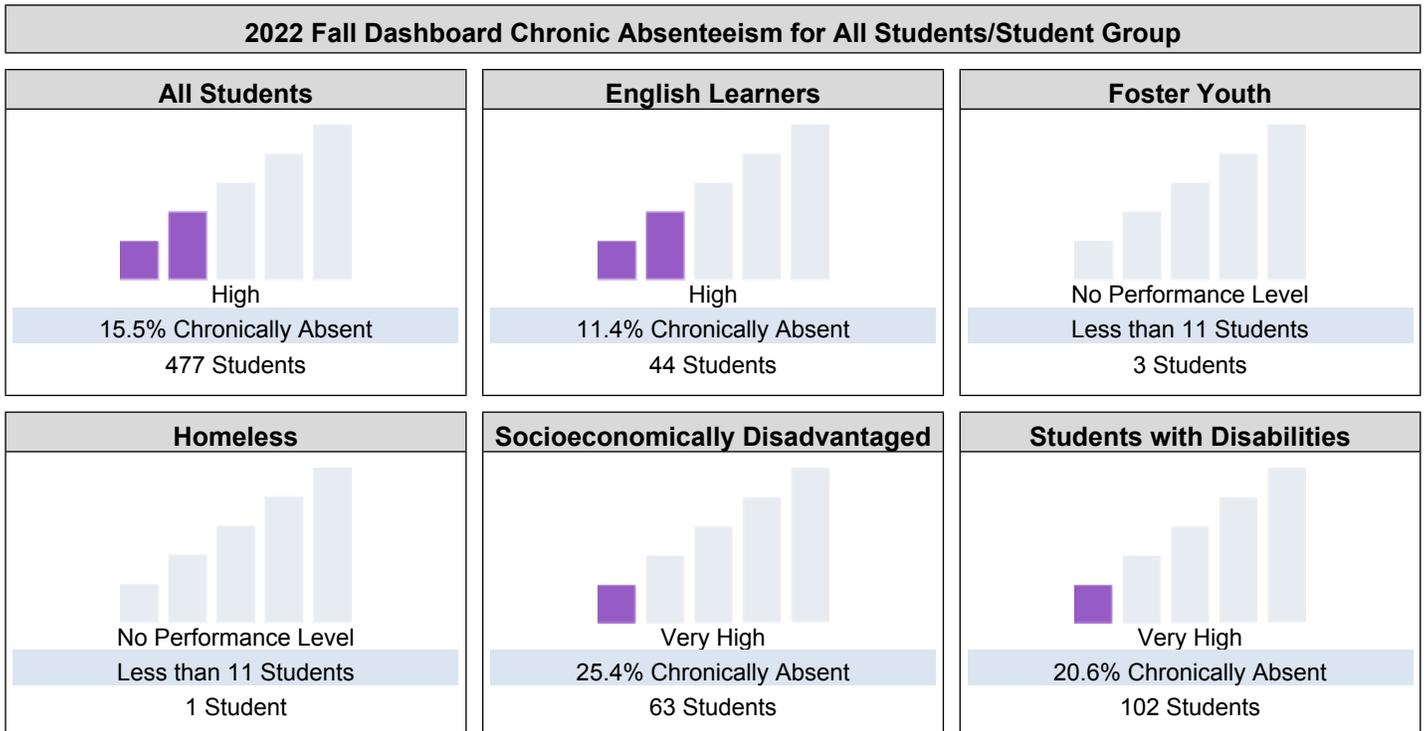
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



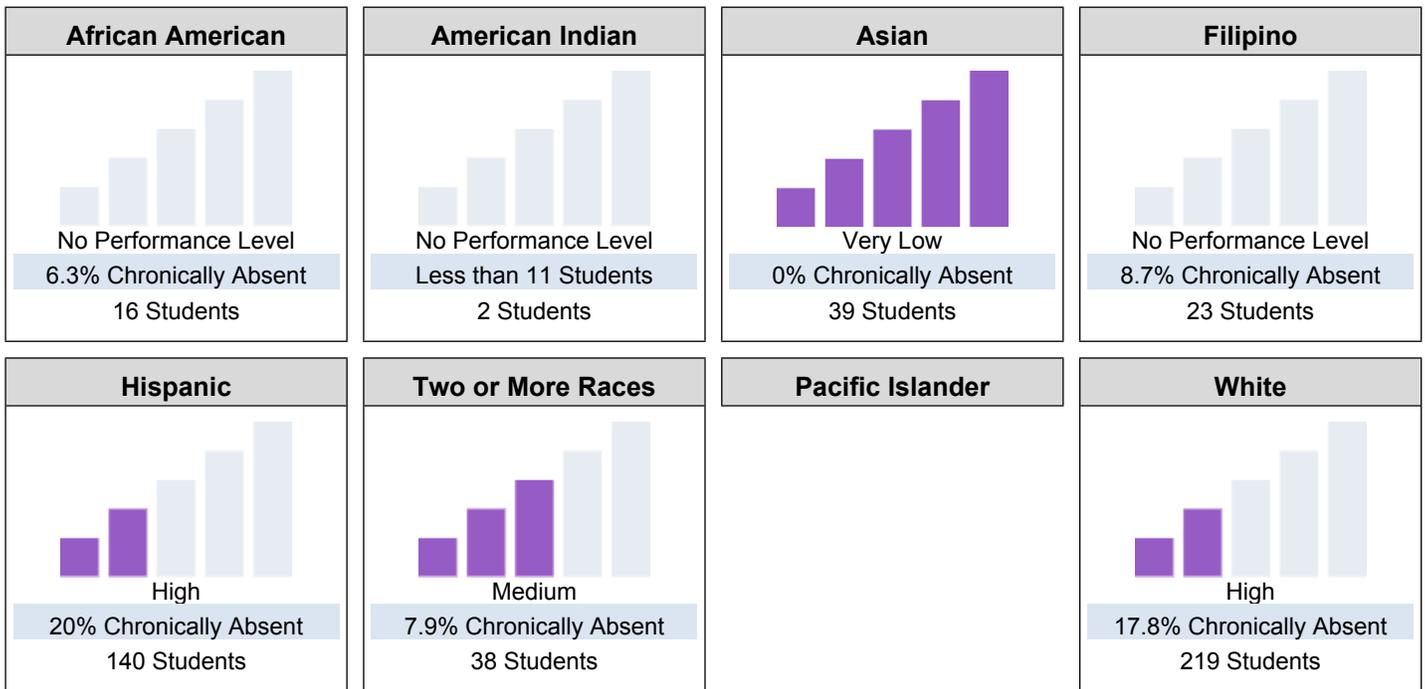
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Students with disabilities had very high chronic absenteeism at 20.6%.
2. Socioeconomically disadvantaged students had very high chronic absenteeism at 25.4%.
3. English Learners had high chronic absenteeism at 11.4%.

School and Student Performance Data

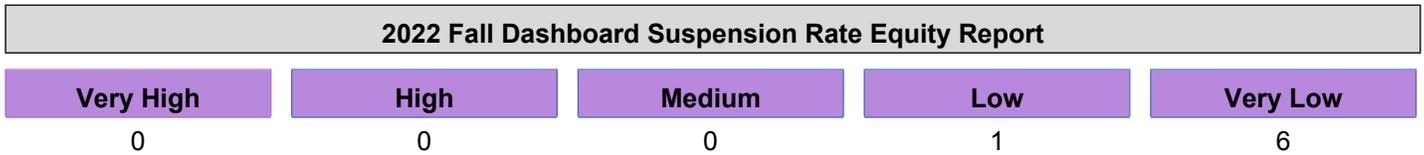
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

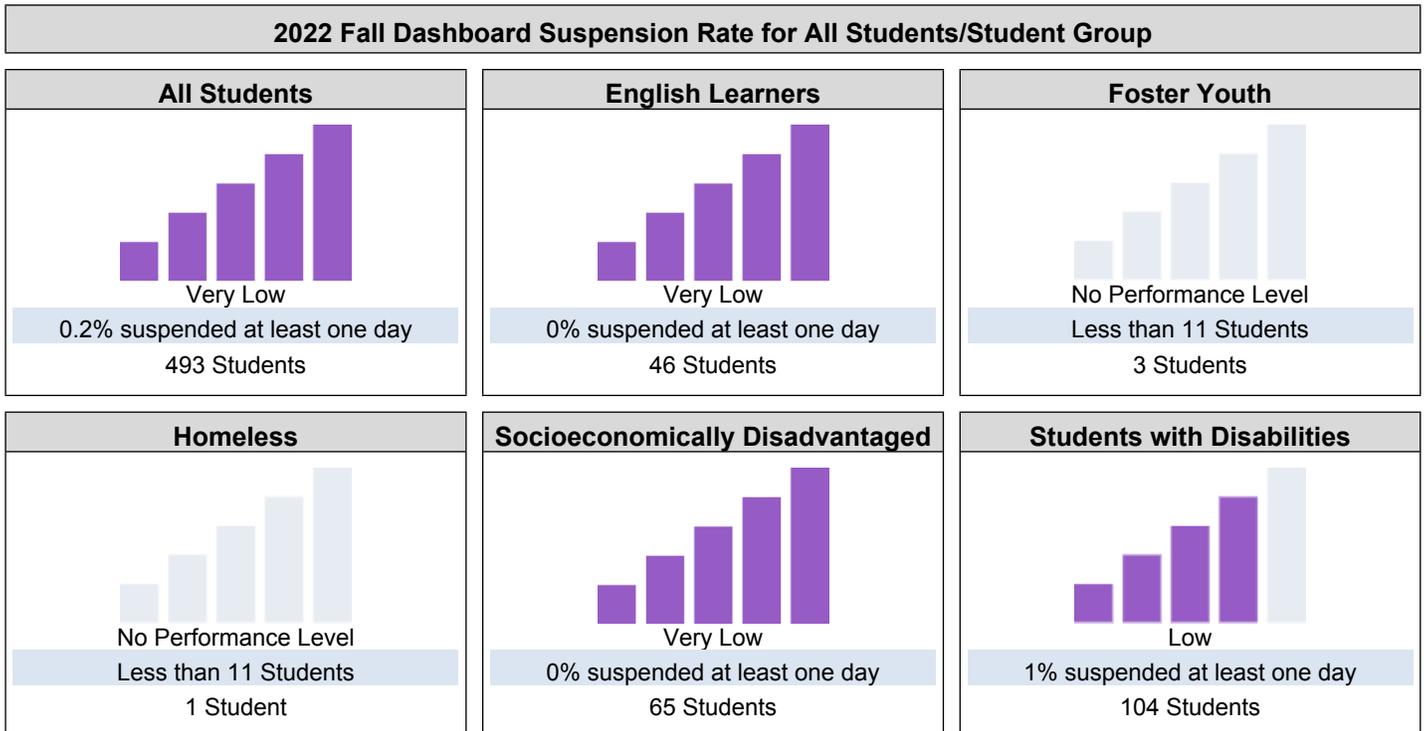
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



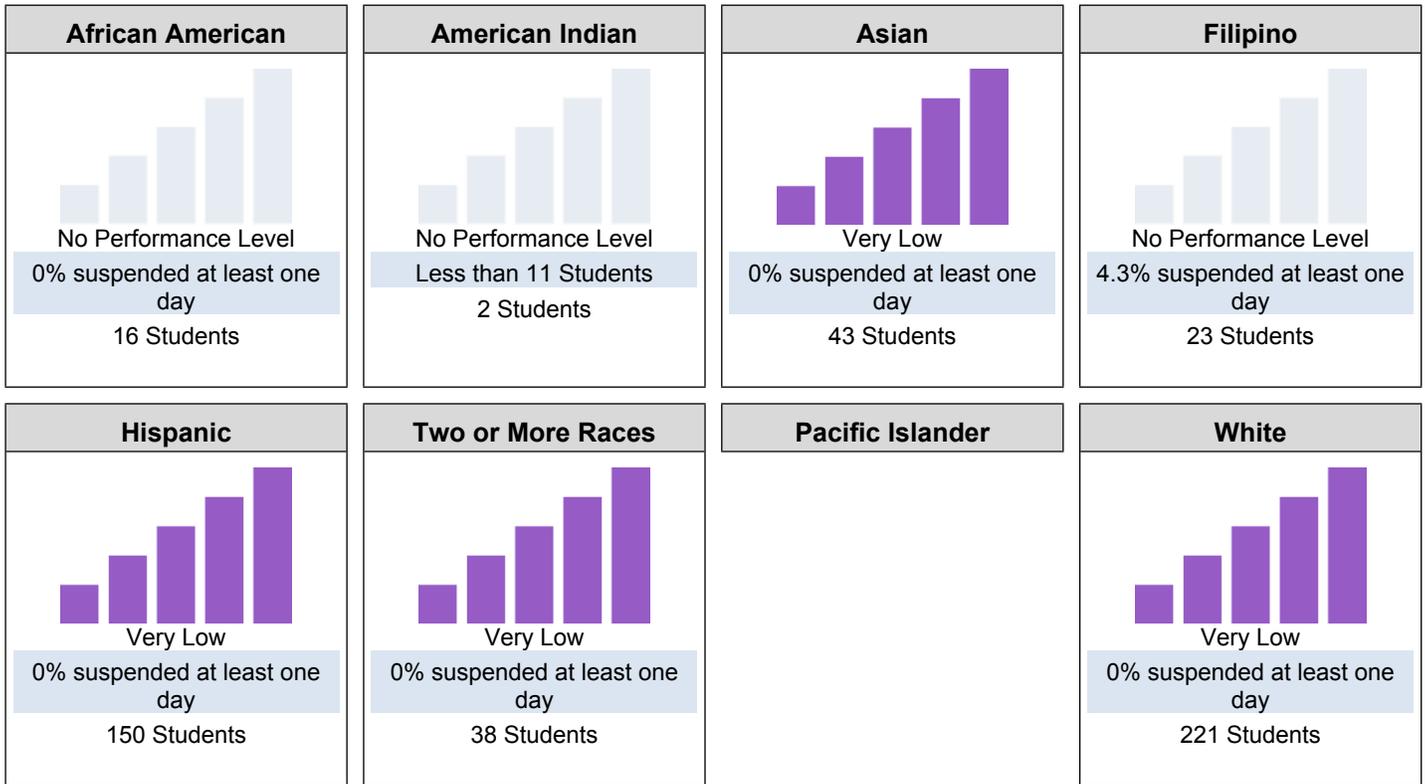
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. North Park has a low suspension rate.
2. One percent of students with disabilities were suspended.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Achievement Gap

Goal Statement

By June, 2024, the percentage of students who meet or exceed standards on the summative CAASPP will grow by at least 5 percent (5%), as monitored by i-Ready diagnostic benchmark scores. All students will make at least 5% growth in their i-Ready proficiency. The number of students in groups specified below as meeting grade level standards on the i-Ready diagnostic will increase by at least 5%, and the number of students in those groups who are two or more grade levels below will decrease by 10% on the end of year diagnostic assessment.

English Language Arts (ELA): English learners, Hispanic, socioeconomically disadvantaged, students with disabilities

Math: English learners and students with disabilities

LCAP Goal

Implement instructional programs and services that allow all students to achieve while closing the achievement gap in the core academic areas.

Basis for this Goal

After conducting a comprehensive needs assessment, this goal was drafted based on the following:

ELA Performance

Students with disabilities performed in the very low range. They were 82.8 pts below standard.

Socioeconomically disadvantaged students performed in the low range and were 40.9 pts below standard.

Hispanic students performed in the low range and were 19 pts below standard.

White students performed in the high range and were 11.9 pts above standard

The following student groups did not have performance levels: African American (23.3 pts below standard); Asian (43.2 pts above standard); English Learners (26.6 pts below standard); Filipino (7.6 pts above standard); Two or more races (9.3 pts. above standard)

Math Performance

Students with disabilities performed in the low range and were 92.6 pts below standard.

Socioeconomically disadvantaged students performed in the low range and were 45.4 pts below standard.

Hispanic students performed in the low range and were 32 pts below standard.

White students performed in the medium range and were 13.4 pts below standard

The following student groups did not have performance levels: African American (38.3 pts below standard); Asian (30.7 pts above standard); English Learners (30.4 pts below standard); Filipino (29.9 pts below standard); Two or more races (0.2 pts. above standard)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
i-Ready ELA Diagnostic Assessment	2022-23 end of year diagnostic shows 69% of students on grade level. 2022-23 end of year diagnostic shows 24% of ELs, 16% of Hispanic students, 18% of socioeconomically disadvantaged, and 11% of students with disabilities were two or more grade levels below.	2023-24 end of year diagnostic to reflect 5% more students on grade level than 202-23 end of year. 2023-24 end of year diagnostic to show a decrease of 10% in ELs and Hispanic students, socioeconomically disadvantaged, and students with disabilities who are two or more grade levels below.

Metric/Indicator	Baseline	Expected Outcome
i-Ready Math Diagnostic Assessment	2022-23 end of year diagnostic shows 61% of students on grade level. 2022-23 end of year diagnostic shows 12% of ELs, 11% of Hispanic students, 11% of socioeconomically disadvantaged, and 8% of students with disabilities were two or more grade levels below.	2023-24 end of year diagnostic to reflect 5% more students on grade level than 202-23 end of year. 2023-24 end of year diagnostic to show a decrease of 10% in ELs and Hispanic students, socioeconomically disadvantaged, and students with disabilities who are two or more grade levels below.
Smarter Balanced/CAASPP Assessment - ELA -gr. 3-6	2022-23 CAASPP Score	23-24 CAASPP to reflect a minimum 5% increase in proficiency over 22-23.
Smarter Balanced/CAASPP Assessment - Math-gr. 3-6	2022-23 CAASPP Score	23-24 CAASPP to reflect a minimum 5% increase in proficiency over 22-23.

Planned Strategies/Activities

Strategy/Activity 1

Deepen PLC implementation and practices

- -CAPS Training (guest teacher costs for 2 teachers)
- -Additional collaboration time for grade levels
- -Release time for extra duty / extra pay for instructional planning
- -Materials and supplies to support core instruction & intervention
- -Conferences, professional development
- -Paraeducators to support intervention and core instruction

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 school year

Person(s) Responsible

Administrator, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Activities to support strategies outlined in activity 1
Amount	2000

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PD/Training/Cost of Guest Teachers
Amount	6500
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty pay for classified staff to support PLC process

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement and Wellness

Goal Statement

By June 2024, the chronic absenteeism percentage of ALL students will decrease by 5%. The following student groups will decrease by 10%:

English Learners

Hispanic

Students with Disabilities

Socioeconomically Disadvantaged

LCAP Goal

Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

On the 2021-2022 California Dashboard, 15.5% of students were chronically absent. On the 2022-23 LCAP Connectedness Student Survey, 51% of students in grades 4-6 reported that they regularly look forward to school. Based on Infinite Campus weekly attendance reports, as of May 2023, 9% of students are chronically absent.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Dashboard Chronic Absenteeism Report	In 2021-22, the chronic absenteeism rate was 15.5% on the CA Dashboard: English Learner - High Hispanic - Hispanic Students with Disabilities - Very High Socioeconomically Disadvantaged - Very High	By June 2024, decrease chronic absenteeism by at least 5% as measured by the CA Dashboard. English Learner - Medium Hispanic - Medium Students with Disabilities - Medium Socioeconomically Disadvantaged - Medium
2022-2023 LCAP Student Survey ("I regularly look forward to coming to school")	51% of students in gr. 4-6 strongly agree/agree that they look forward to attending school each day.	By June 2024, increase the percentage of students who strongly agree/agree to 70% or higher.
Infinite Campus Attendance reports	May 2023 students with chronic absenteeism based on Infinite Campus attendance reports English Learners: 9% Hispanic: 14% Students with Disabilities: 13% Socioeconomically Disadvantaged: 13%	By June 2024, decrease by 10% in each category: English Learners Hispanic Students with Disabilities Socioeconomically Disadvantaged

Planned Strategies/Activities

Strategy/Activity 1

Full implementation of PBIS to support positive behavior, address chronic absenteeism and increase school connectedness for students. Activities include but are not limited to staff professional development and materials/supplies needed to increase attendance and connectedness to school before, during and after school hours.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Adminstrator, certificated and classified staff, School Site Council

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for PBIS incentives, Circle of Friends and any other activities/incentives for students/staff
Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PD/Training/Cost of Guest Teachers
Amount	1000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	PD/Training/Cost of Substitutes

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners Academic Needs

Goal Statement

By June 2024, increase the percentage of English Learner students who reclassify as English Proficient by 5% over 2022-23.

LCAP Goal

Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

English Learners take an annual summative assessment to measure their progress in English language acquisition. During the 2021-22 school year, 5 out of 31 students (16%) reclassified and in 2022-23, 9 out of 33 students reclassified (27%). Progress of English Learner proficiency is measured on the CA Dashboard by the English Learner Progress Indicator. 53% of ELs maintained a ELPI Level 4 or progressed at least one ELPI level. 10% decreased at least one ELPI level and 36.7% maintained lower ELPI levels (Levels 1-3).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Ellevation/ELPAC summative evaluations	10% of English Learners reclassified during the 2020-21 school year, 16% reclassified during the 2021-22 school year and 27% reclassified during the 2022-23 school year.	By June 2024, 30% of the English Learners will reclassify to Fluent English Proficient as measured by summative ELPAC assessments.
CA Dashboard of English Language Progress Indicator (ELPI)	In 2021-22, 53.3% of ELs progressed at least one ELPI level; 10% maintained ELPI Level 4; 36.7% maintained lower ELPI levels (1-3) and 10% decrease at least one ELPI level.	By June 2024, At least 63.3% of ELs will progress at least one ELPI level; 25% of the English Learners will achieve or maintain a ELPI Level 4, and all other students will increase by at least one ELPI Level as measured by summative ELPAC assessments.

Planned Strategies/Activities

Strategy/Activity 1

Training, planning and implementation to support English Learners in progress of proficiency levels.

Students to be Served by this Strategy/Activity

All English Learners

Timeline

2023-24 School Year

Person(s) Responsible

Administration, Certificated and Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for training, planning and implementation to support ELs.
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support ELs

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Equity and Diversity

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

Basis for this Goal

In the 2022-23 school year, the percentage of students and parents/guardians who agreed that students saw their family's culture represented at school and in their learning was less than 70%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District LCAP Survey - Students	On the 2022-23 LCAP survey, 56% of students agree/strongly agree that they see their family's culture represented in the school and the things they learn; 27% neither agreed nor disagreed, and 17% disagreed or strongly disagreed.	On the 2023-24 LCAP survey, 75% of students agree/strongly agree that they see their family's culture represented in the school and the things they learn.
District LCAP Survey - Parents/guardians	On the 2022-23 LCAP survey, 67% of parents/guardians agree/strongly agree that they see their family's culture represented in the school and academic content taught; 18% neither agreed nor disagreed, and 15% disagreed or strongly disagreed.	On the 2023-24 LCAP survey, 80% of parents/guardians agree that their child sees their family's culture represented in the school and academic content taught.
District LCAP Survey - Staff	On the 2022-23 LCAP survey, 87% of staff agreed that they see their family's culture represented in the school and academic content taught; 13% neither agreed nor disagreed, and 0% disagreed or strongly disagreed.	On the 2023-24 LCAP survey, 95% of staff members agree that students see their families' culture represented in the school and academic content taught.

Planned Strategies/Activities

Strategy/Activity 1

Staff will plan and implement cultural observances and celebrations throughout the year including but not limited to lessons, projects, assemblies and after school events.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Administrators, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support multicultural events
Amount	250
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for planning multicultural events on campus

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Parent Engagement and Core Services

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that our school promotes all Educational Partners in decisions that impact programs offered at our school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

71% of parents/guardians who responded to the 2022-2023 LCAP survey strongly agree/agree that the school promotes educational partner participation in decision making that impacts programs at school. 65% of students and 90% of staff members strongly agree/agree that the school promotes educational partners' participation in decisions made at school. As it's important that all educational partners have an opportunity to participate in decisions regarding our students' learning, we will endeavor to improve in this area.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent/Guardian annual LCAP survey	In spring of 2022-23, 71% of parents/guardians strongly agree/agree that their child's school promotes educational partners participation (parents, employees, & students) in decisions that impact the programs offered at the school. 21% neither agree nor disagree, and 8% disagree/strongly disagree.	By June 2024, 85% of parents/guardians will strongly agree/agree that their child's school promotes educational partners participation (parents, employees, & students) in decisions that impact the programs offered at the school.
Student annual LCAP survey	In spring of 2022-23, 65% of students strongly agree/agree that their school asks parents, employees and students to help in decisions made at the school. 26% neither agree nor disagree, and 9% disagree/strongly disagree.	By June 2024, 80% of students will strongly agree/agree that their school asks parents, employees and students to help in decisions made at the school.
Staff annual LCAP survey	In spring of 2022-23, 90% of staff strongly agree/agree that school promotes educational partners participation (parents, employees, & students) in decisions that impact the programs offered at the school; 10% neither agree nor disagree, and 0% disagree/strongly disagree.	By June 2024, 95% of staff will strongly agree/agree that school promotes educational partners participation (parents, employees, & students) in decisions that impact the programs offered at the school.

Planned Strategies/Activities

Strategy/Activity 1

Administrators and staff will provide parent engagement workshops and training to increase parent/guardian input. Suggested training may include but are not limited to monthly Principal chats, training for volunteers on using office equipment to support student learning, ways to volunteer beyond being in the classroom, workshops to help families know how to support students at home.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Administrator, certificated and classified staff.

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for staff to develop workshops for families
Amount	300
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials/supplies for parent engagement workshops/training

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

By June 2023, decrease the number of students who are two or more years behind in language arts from 15% to 5%.
 By June 2023, decrease the number of students who are two or more years behind in math from 14% to 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
i-Ready Language Arts	Decrease number students who are currently below one grade level to 10% or less. Decrease number of students who are currently two or more grade levels below to 5% or less.	As of Jan 2023 on the i-Ready Diagnostic #2, 31% of students in grades 1-6 are one grade level below in ELA, and 12% are two or more grade levels below.
i-Ready Mathematics	Decrease number students who are currently below one grade level to 15% or less. Decrease number of students who are currently two or more grade levels below to 5% or less.	As of Jan., 2023 on the i-Ready Diagnostic #2, 47% of students in grades 1-6 are one grade level below in math, and 12% are two or more grade levels below.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide small group, targeted instruction for early literacy.	Extra hours and day for the Kindergarten paraeducator to support students while teachers provided additional small group instruction for	Pay for extra days for the Instructional Assistant to work with K students. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1500	Pay for extra days for the Kindergarten general education paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4963
Tier 2 Intervention provided in reading and math by Intervention Teacher on Special Assignment (TOSA) and Intervention Instructional Assistants.	Daily Tier 2 intervention provided in reading and math for students in gr. 1-6 (adding K in May) for targeted support.		
Provide parent workshops in reading and math to provide strategies, supports and differentiation in student learning for all students.	Parent workshops provided monthly by administrator and two workshops provided by teachers.	Extra duty pay for teachers to plan and provide the workshops 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2300	Extra duty pay for teachers to plan for workshops 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 184

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will continue Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students. This includes professional development and curriculum development.	Teachers engaged in the PLC process with weekly time set aside to meet in the mornings while Campus Supervisors supervised their students. Two teachers attended training in the PLC process with other site and district administrators.	Extra duty pay for training for Leadership Team and planning time to work in PLCs for promise standards 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2500	Extra duty pay for teachers to work on PLC process 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2112
Provide small group, targeted instruction after school for students below grade level in math or English Language Arts.	After school supports were provided by three teachers during the 2022-23 school year.	Extra duty pay for staff to work with students after school to build academic skills. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2500	Extra duty pay for Campus Supervisors to supervise students while teachers participated in PLC process. 2000-2999: Classified Personnel Salaries LCFF - Supplemental
			Extra duty pay for teachers to provide after school support for students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1050

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Only three teachers provided after school support for groups of students, but all teachers provided in the PLC process. The Kindergarten classes had 5-6 students who needed intensive academic and behavioral support this year, so the paraeducator's hours were increased. This provided more opportunities for small group intervention and support in the rooms. By the end of the school year, there were 2 students still required additional support.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on i-Ready diagnostic 2 in January 2023, weekly monitoring of individual pathways and completion rates in i-Ready, and results of common formative assessments by teachers for individual students, the students who were below grade level are making progress on closing the achievement gap.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The budget went over in providing additional duty for teachers to participate in the PLC process and extending the Kindergarten paraeducator. Less money was spent on parent workshops and after school student support due to fewer teachers available to provide these supports.

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

The annual goal will be adjusted based on the end of the year i-Ready diagnostic and additional funds will focus on the PLC process and after school student supports. Extra funds will be allotted for the Kindergarten paraeducator.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Decrease chronic absenteeism to 2% of the student population.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Dashboard Chronic Absenteeism Equity Report, daily attendance rate, monthly attendance reports.	Decrease Chronic Absenteeism to 2% of student population.	The number went from 15.5% in 2021-22 to 8.8% as of May 2023.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student and parent meetings with administrators to address attendance concerns, specifically truancy and chronic absenteeism.	Administrator sent out attendance letters, made regular phone calls and created attendance plans for targeted students.		
Attendance goals and plans will be set for students with chronic absenteeism.	Weekly goals were set for grade levels and the data was broadcast at the Monday Morning Meeting and in the weekly parent newsletter		
Implement lunch time activities to motivate students to attend school (Lunch Bunch, Circle of Friends, PBIS Game Room, etc.)	Circle of Friends, Lunch Bunch, Friday music, extra recess were provided for students to encourage positive attendance.	Extra duty pay for staff to plan weekly lunch time activities 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000	Extra duty pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 300
		Supplies for lunchtime activities including incentives and games 4000-4999: Books And Supplies LCFF - Supplemental 500	Supplies for student engagement and incentives 4000-4999: Books And Supplies LCFF - Supplemental 5000
Provide parent engagement workshops	Administrator held monthly parent workshops and attendance was a regular topic. The information was also	Extra duty pay for staff to plan the lunch activities 1000-1999: Certificated Personnel	Extra duty pay for parent workshops 0001-0999: Unrestricted: Locally

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	published in the weekly parent newsletter.	Salaries LCFF - Supplemental 300	Defined LCFF - Supplemental 150
Provide parent and student engagement activities for those identified as Gifted and Talented (GATE)	Two after school workshops were held for GATE families. Most of the student engagement activities were done during the school day.	Materials for lunch groups 4000-4999: Books And Supplies LCFF - Supplemental 200	Materials, incentives 4000-4999: Books And Supplies LCFF - Supplemental 519
		Time for planning and implementing parent/student engagement workshops outside of school hours. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 300	Extra duty pay for family workshops 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 230
		Materials for parent/student GATE engagement workshops 4000-4999: Books And Supplies LCFF - Supplemental 200	Materials for workshops 4000-4999: Books And Supplies LCFF - Supplemental 120

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Attendance was monitored daily and published weekly to students, staff and families. Incentives were provided for students to encourage them to attend school. As of May 2023, weekly attendance is at 95.25%.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Attendance letters were sent out regularly, and several parent meetings were held. While attendance improved and chronic absenteeism decreased, over 8% of students were chronically absent.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

More money was spent on materials and incentives to engage students and encourage them to attend school. This included materials used in Circle of Friends and PBIS.

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.

Develop attendance plans for students who were chronically absent in 2022-23 for the beginning of the 2023-24 school year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Increase the percentage of students who reclassify as English Proficient to 25% of the EL population.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative Assessment	25% of students will reclassify as English Proficient at the end of the school year.	24% of English Learners reclassified in 2022-23 (8 out of 34 students)

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teacher training and planning with supplemental materials to provide daily designated and integrated instruction for English Learners.	Only a few teachers submitted timesheets for extra duty pay. Most of them did the work without extra compensation.	Extra duty pay for training, planning for designated and integrated daily instruction. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	Extra duty pay for teachers to plan lessons for designated daily instruction. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 300
After school intervention for English Learners to address needs related to school work, homework and test preparation for the summative ELPAC assessment.	One teacher provided after school workshops from January-March 2023 for English Learners in gr. 3-6 to practice and prepare for the summative ELPAC assessment.	Extra duty pay for teachers to provide after school intervention 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3000	Extra duty pay for teachers to provide after school intervention for English Learners. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 400
Parent engagement workshops	The ELD Coordinator provided workshops for families quarterly.	Extra duty pay for teachers to plan and implement workshops. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 300	Extra duty pay for teachers to provide workshops 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 260
		Materials and supplies for workshops 4000-4999: Books And Supplies LCFF - Supplemental 200	Materials and supplies 4000-4999: Books And Supplies LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Meet with Long Term English Learners (LTELs) to set and review SMART goals and progress toward skills needed for reclassification	Teachers met with LTELs and their parents to develop SMART goals to work toward reclassification. Teachers in gr. 3-6 met with their English Learners to develop SMART goals to work on the goal of reclassification.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The English Learners at North Park made progress in ELPAC proficiency levels, and 8 of 34 students were reclassified (gr. 1-6) as of May, 2023.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were effective and based on data as of May, 2023, there have been eight students who met the reclassification criteria. One additional student is being considered for reclassification.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Most of the work done by teachers with English Learners was done during the school day, so extra duty expenditures were very low.

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.

SMART goals will be set with ELs in gr. 2-6 to work on the RFEP process. Afterschool workshops will be provided to support English Learners in gr. 3-6 to help them prepare for the summative ELPAC test.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Increase the feeling of inclusivity of family cultures in the school and academics for staff and families to 80% as measured by the End of Year survey data for students, parents, and staff.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Climate Survey questions 11-12	Increase the percentage to 80% by the end of the 2022-23 school year.	76% of parents, 85% of staff and 70% of students agreed or strongly agreed that they see their family's culture represented and that the school is welcoming to all people.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Promote the ways that cultural observances and celebrations are being honored at school. (Newsletter, Monday Morning Assembly, Library, Classroom discussions)	Teachers provided monthly lessons on cultural observances and celebrations.		
Staff will plan and implement cultural observances and celebrations throughout the year.	Welcome signs were created in several languages and installed in the hallway near entrance to the school.	Materials and supplies for activities 4000-4999: Books And Supplies LCFF - Supplemental 238	Extra duty pay for staff to make welcome signs for hallway 4000-4999: Books And Supplies LCFF - Supplemental 250

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Teachers celebrated cultural holidays and observations in class, and they shared pictures for inclusion in the weekly newsletter. We also had musical assemblies celebrating cultural events and traditions. Welcome signs were created in multiple languages and posted in the school entrance hallway.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There is an increase in parents (2%) and staff (4%) over last year in feeling that they see their family's culture represented and that the school is welcoming to all people.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no significant differences.

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.

Focus more on student and family outreach to feel connected culturally in the upcoming school year. Collaborate with the PTA and outside agencies to bring more assemblies and cultural experiences in the 2023-24 school year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 9

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 9

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 10

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 10

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 11

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 11

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 12

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 12

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	17,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	17000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	17,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,950.00
2000-2999: Classified Personnel Salaries	7,500.00
4000-4999: Books And Supplies	4,550.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,950.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,550.00

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
- 0 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Diane D'Elia	Principal
Vonia Arslanian	Parent or Community Member
Annie Barker	Parent or Community Member
Chananit Hutson	Parent or Community Member
Maria Blazquez Hanscom	Parent or Community Member
Sara Hanes	Parent or Community Member
Matt DeVore	Classroom Teacher
Traci Utz	Classroom Teacher
Bonnie Jones	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



English Learner Advisory Committee

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 May 25, 2023.

Attested:



Principal, Diane D'Elia on 5/25/2023



SSC Chairperson, Maria Blazquez Hanscom on 5/25/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: North Park Elementary

SCHOOL YEAR: 2023-24

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

The school involves our School Site Council, Parent Teacher Association (PTA), Leadership Team, Site Instructional Leadership Team, Positive Behavior Interventions and Support (PBIS) Team, English Language Advisory Council (ELAC), and staff (both certificated and classified) in the planning process and annual review and update of the SPSA. Data from iReady; staff, student, and parent connectedness surveys; intervention, attendance, etc. are shared with staff and families and other educational partners on a regular basis.

Regular meetings are held with our educational partners to discuss student progress and review current student data in order to inform our school plan and ensure our students are making academic and social/emotional growth.

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

DATA SOURCES

Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)

- iReady Assessment Diagnostic Data (beginning of the year, middle of the year, end of year)
- California Dashboard 2022
- Suspension Rate
- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) & Math
- English Learner (EL) information from ELlevation
- California Science Test (CST)
- Intervention assessments (including NextGen shared assessments)
- Interim Assessment Block (IAB) Data
- NextGen Assessments
- Common Formative Assessments
- Attendance Data





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- English Language Proficiency Assessment of California (ELPAC) Data
- Positive Behavior Interventions and Supports (PBIS) School Wide Information System (SWIS) Data
- Local Control Accountability Plan (LCAP) Parent, Staff, and Student Connectedness Survey Data

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

RESULTS

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

Schoolwide: As of 5/31/2023 in Infinite Campus

- the Average Daily Attendance (ADA) is 95.30%
- 9% of the students are chronically absent.
- Suspension: 4 students

On the CA Dashboard for 2022:

- Our chronic absenteeism was 15.5% overall which represents 74 students (out of 477) with 18 or more absences. Our socioeconomically disadvantaged student group had very high chronic absenteeism with 25.4% and students with disabilities were very high at 20.6%.
- Our ELA performance was medium overall at 3.5 points above standard.
- Our Math performance was medium overall at 16 points below standard.
- In our English Learners student group, 53.3% are making progress towards English Language Proficiency.
- Our suspension rate was very low with 0.2% suspended at least one day.

On the CA Dashboard for 2022 Student Groups:

Chronic Absenteeism: (Performance Level)

- Socioeconomically disadvantaged: (Very High): 25.4%
- Students with disabilities: (Very High): 20.6%
- Hispanic: (High): 20%
- English Learners: (High): 11.4%
- White: (High): 17.8%
- Two or More Races: (Medium): 7.9%





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- Asian: (Very Low): 0%
- African American: 6.3% (No Performance Level)
- Filipino: 8.7% (No Performance Level)
- No performance levels or percentages for American Indian, Foster Youth or Homeless due to less than 11 students in these groups.

ELA Performance

- Students with disabilities performed in the very low range. They were 82.8 pts below standard.
- Socioeconomically disadvantaged students performed in the low range and were 40.9 pts below standard.
- Hispanic students performed in the low range and were 19 pts below standard.
- White students performed in the high range and were 11.9 pts above standard
- The following student groups did not have performance levels: African American (23.3 pts below standard); Asian (43.2 pts above standard); English Learners (26.6 pts below standard); Filipino (7.6 pts above standard); Two or more races (9.3 pts. above standard)

Math Performance

- Students with disabilities performed in the low range and were 92.6 pts below standard.
- Socioeconomically disadvantaged students performed in the low range and were 45.4 pts below standard.
- Hispanic students performed in the low range and were 32 pts below standard.
- White students performed in the medium range and were 13.4 pts below standard
- The following student groups did not have performance levels: African American (38.3 pts below standard); Asian (30.7 pts above standard); English Learners (30.4 pts below standard); Filipino (29.9 pts below standard); Two or more races (0.2 pts. above standard)

On iReady Diagnostic 2:

- Reading Overall
 - 56% of students at or above grade level
 - 33% one grade level below
 - 6% two grade levels below
 - 5% three or more grade levels below
- Math Overall
 - 43% of students at or above grade level
 - 46% one grade level below
 - 5% two grade levels below
 - 6% three or more grade levels below

On iReady Diagnostic 2:





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- Reading: English Learners
 - 36% of students at or above grade level
 - 36% one grade level below
 - 16% two grade levels below
 - 12% three or more grade levels below
- Math: English Learners
 - 28% of students at or above grade level
 - 52% one grade level below
 - 12% two grade levels below
 - 8% three or more grade levels below

On iReady Diagnostic 2:

- Reading Socioeconomically Disadvantaged Students
 - 48% of students at or above grade level
 - 33% one grade level below
 - 13% two grade levels below
 - 6% three or more grade levels below
- Math Socioeconomically Disadvantaged Students
 - 25% of students at or above grade level
 - 60% one grade level below
 - 5% two grade levels below
 - 11% three or more grade levels below

On iReady Diagnostic 2:

- Reading Students with Disabilities
 - 37% of students at or above grade level
 - 29% one grade level below
 - 18% two grade levels below
 - 16% three or more grade levels below
- Math Students with Disabilities
 - 40% of students at or above grade level
 - 28% one grade level below
 - 12% two grade levels below
 - 20% three or more grade levels below





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

LCAP Annual Survey Data

- Staff Survey results indicate:
 - 83% strongly agree/agree that they look forward to attending school/work.
 - 90% strongly agree/agree that our school is a positive, inclusive place.
 - 87% strongly agree/agree that students see their family's culture represented in the school and academic content.
 - 77% strongly agree/agree that our school is a safe place where bullying and disrespect are not tolerated and addressed appropriately.
 - 90% strongly agree/agree that school promotes educational partners participation in decisions that impact programs at school.
- Parent/Guardian Survey results indicate:
 - 77% strongly agree/agree that they look forward to attending school/work.
 - 79% strongly agree/agree that their child's school is a positive, inclusive place.
 - 67% strongly agree/agree that their child sees the family's culture represented in the school and academic content.
 - 60% strongly agree/agree school is a safe place where bullying and disrespect are tolerated and addressed appropriately.
 - 71% strongly agree/agree that their child's school promotes educational partners participation in decisions that impact the programs offered at the school.
- Student Survey (gr. 4-6) results indicate:
 - 51% strongly agree/agree that they look forward to attending school each day.
 - 54% strongly agree/agree that school is a happy place where people are friendly, kind and inclusive.
 - 56% strongly agree/agree that they see their family's culture represented in the school and the things they learn.
 - 58% strongly agree/agree school is a safe place where bullying and disrespect are not allowed.
 - 65% strongly agree/agree that their school asks parents, employees and students to help in decisions made at the school.

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.

Successes:

- Chronic Absenteeism is down by 6.5% over 2021-22. As of 5/31/23, our chronic absenteeism rate is 9%.
- Our students overall are performing slightly above standard in English language arts.
- 53.3% of our English Learners are making progress towards English proficiency.
- 27% of our English Learners reclassified to Fluent English Proficient during the school year (9 of 33 students)
- 91% of our 4-6 graders understand PBIS at North Park and how to meet schoolwide expectations.
- 93% of our staff know and understand PBIS expectations and help our students meet those expectations.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- 80% of our families know and understand PBIS expectations and help their child meet those expectations.

Challenges:

- Our chronic absenteeism was very high for our socioeconomically disadvantaged students and those with disabilities.
- Our students with disabilities scored 80+points below standard in math and English Language Arts.
- Math needs more growth for all student groups.
- Only 51% of students in grades 4-6 strongly agree or agree that they look forward to attending school each day.

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Improve achievement levels in math and ELA for students with disabilities.

Improve achievement levels in math and ELA for English Learners.

Improve achievement levels in math and ELA for socioeconomically disadvantaged students.

Improve the attendance of all students especially those who are socioeconomically disadvantaged.

Improve student connectedness for all students.

Improve school climate so all students want to come to school.

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

More scaffolds and support in ELA and Math are needed with increased rigor and depth of knowledge

More training is needed in use of manipulatives and research-based instructional strategies for classified and certificated staff

More training is needed for staff to support targeted and intensive intervention

More effective incentives and monitoring is needed to promote positive attendance

More training is needed for campus supervisors on student engagement

