



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 91355
County-District-School (CDS) Code	19649986116495
Principal	Diane D'Elia
District Name	Saugus Union School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 26, 2022
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 2021-22 school year, the enrollment is 466 students in grades TK – 6, and there were 413 students during the 2020-21 school year. During 2021-22, many students returned to in person instruction after attending online and homeschool programs. 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.

Stakeholder 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.

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.

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		
	18-19	19-20	20-21
Kindergarten	90	74	42
Grade 1	113	70	49
Grade 2	77	108	53
Grade3	73	73	78
Grade 4	105	72	57
Grade 5	95	108	57
Grade 6	110	101	77
Total Enrollment	663	606	413

Conclusions based on this data:

1. North Park's student enrollment has decreased over the last three years.
2. The percentage of Hispanic students has slightly increased over three years ago and remained comparable in the last two years.
3. The percentage of African American students has shown the greatest decrease by ethnicity subgroup.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	54	46	28	8.1%	7.6%	6.8%
Fluent English Proficient (FEP)	24	33	16	3.6%	5.4%	3.9%
Reclassified Fluent English Proficient (RFEP)	4	12	1	8.0%	22.2%	2.2%

Conclusions based on this data:

1. The percentage of students reclassified increased from 2021-22 by 4 students (total of 5).
2. There was a slight decline in the number of English Learners over the last two years.
3. There is only a small percentage of the student population (6.8%) who are English Learners but their needs are as great as if there was a larger population.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	106	75	83	106	71	0	106	71	0	100	94.7	0.0
Grade 4	102	105	52	101	104	0	101	104	0	99	99	0.0
Grade 5	103	96	57	103	94	0	103	94	0	100	97.9	0.0
Grade 6	125	108	79	119	107	0	119	107	0	95.2	99.1	0.0
All Grades	436	384	271	429	376	0	429	376	0	98.4	97.9	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2451.	2465.		32.08	42.25		32.08	28.17		18.87	16.90		16.98	12.68	
Grade 4	2482.	2497.		31.68	36.54		23.76	28.85		20.79	15.38		23.76	19.23	
Grade 5	2512.	2506.		25.24	20.21		33.01	26.60		14.56	32.98		27.18	20.21	
Grade 6	2559.	2545.		23.53	21.50		44.54	35.51		21.01	28.04		10.92	14.95	
All Grades	N/A	N/A	N/A	27.97	29.26		33.80	30.05		18.88	23.67		19.35	17.02	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.74	39.44		44.34	46.48		17.92	14.08	
Grade 4	27.72	33.65		55.45	48.08		16.83	18.27	
Grade 5	31.07	24.47		44.66	51.06		24.27	24.47	
Grade 6	32.77	28.04		50.42	51.40		16.81	20.56	
All Grades	32.40	30.85		48.72	49.47		18.88	19.68	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.36	40.85		52.83	43.66		19.81	15.49	
Grade 4	20.79	30.77		53.47	50.00		25.74	19.23	
Grade 5	38.83	28.72		40.78	51.06		20.39	20.21	
Grade 6	40.34	25.23		45.38	52.34		14.29	22.43	
All Grades	32.17	30.59		48.02	49.73		19.81	19.68	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.42	35.21		66.04	52.11		7.55	12.68	
Grade 4	26.73	25.96		60.40	66.35		12.87	7.69	
Grade 5	14.56	18.09		63.11	70.21		22.33	11.70	
Grade 6	24.37	19.63		71.43	70.09		4.20	10.28	
All Grades	23.08	23.94		65.50	65.69		11.42	10.37	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.08	40.85		52.83	46.48		15.09	12.68	
Grade 4	20.79	26.92		62.38	53.85		16.83	19.23	
Grade 5	27.18	21.28		46.60	57.45		26.21	21.28	
Grade 6	28.57	30.84		61.34	54.21		10.08	14.95	
All Grades	27.27	29.26		55.94	53.46		16.78	17.29	

2019-20 Data:

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Conclusions based on this data:

1. Based on available data from statewide testing, 62% of students met or exceeded standards.
2. Based on available data, the percentage of 3rd graders who did not meet the standard in ELA decreased by 11% while the percentage of 5th graders below standard increased by 18%.
3. Based on available data, approximately, 19% of students are below standard in reading and writing.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	106	75	83	106	71	0	106	71	0	100	94.7	0.0
Grade 4	102	105	52	101	104	0	101	104	0	99	99	0.0
Grade 5	103	96	57	103	94	0	103	94	0	100	97.9	0.0
Grade 6	125	108	79	119	107	0	119	107	0	95.2	99.1	0.0
All Grades	436	384	271	429	376	0	429	376	0	98.4	97.9	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2444.	2466.		26.42	32.39		32.08	39.44		23.58	14.08		17.92	14.08	
Grade 4	2483.	2485.		17.82	18.27		38.61	33.65		26.73	36.54		16.83	11.54	
Grade 5	2494.	2498.		12.62	18.09		19.42	19.15		33.01	32.98		34.95	29.79	
Grade 6	2531.	2531.		19.33	16.82		24.37	23.36		32.77	37.38		23.53	22.43	
All Grades	N/A	N/A	N/A	19.11	20.48		28.44	28.19		29.14	31.65		23.31	19.68	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.45	54.93		33.96	26.76		23.58	18.31	
Grade 4	32.67	31.73		39.60	43.27		27.72	25.00	
Grade 5	23.30	22.34		37.86	35.11		38.83	42.55	
Grade 6	22.69	26.17		41.18	37.38		36.13	36.45	
All Grades	30.07	32.18		38.23	36.44		31.70	31.38	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.91	39.44		46.23	45.07		18.87	15.49	
Grade 4	21.78	23.08		54.46	50.96		23.76	25.96	
Grade 5	14.56	12.77		47.57	55.32		37.86	31.91	
Grade 6	21.85	17.76		49.58	49.53		28.57	32.71	
All Grades	23.31	22.07		49.42	50.53		27.27	27.39	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.02	46.48		47.17	40.85		19.81	12.68	
Grade 4	24.75	24.04		53.47	59.62		21.78	16.35	
Grade 5	11.65	19.15		52.43	47.87		35.92	32.98	
Grade 6	21.85	18.69		46.22	52.34		31.93	28.97	
All Grades	22.84	25.53		49.65	51.06		27.51	23.40	

2019-20 Data:

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Conclusions based on this data:

1. Based on available data, students meeting or exceeding standards increased from 46% to 48%.
2. Based on available data, approximately 50% of the students are at or near standard in Math Problem Solving and Data Analysis.
3. Based on available data, in the area of Concepts and Procedures, 32% of students scored below standard.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1388.0	*	*	1394.3	*	*	1372.8	*	*	12	10	*
1	*	*	*	*	*	*	*	*	*	*	9	9
2	*	*	*	*	*	*	*	*	*	*	6	*
3	*	*	*	*	*	*	*	*	*	*	4	7
4	*	*	*	*	*	*	*	*	*	*	7	4
5	*	*	*	*	*	*	*	*	*	*	8	*
6	*	*	*	*	*	*	*	*	*	*	5	4
All Grades										48	49	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.75	24.49	23.33	31.25	32.65	30.00	*	28.57	23.33	*	14.29	23.33	48	49	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.92	38.78	30.00	29.17	22.45	33.33	*	22.45	26.67	*	16.33	10.00	48	49	30

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.58	14.29	13.33	22.92	32.65	36.67	25.00	36.73	23.33	*	16.33	26.67	48	49	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.17	26.53	40.00	39.58	67.35	46.67	*	6.12	13.33	48	49	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	54.17	36.73	30.00	27.08	38.78	56.67	*	24.49	13.33	48	49	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	14.29	13.33	52.08	67.35	56.67	*	18.37	30.00	48	49	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	45.83	30.61	23.33	47.92	55.10	50.00	*	14.29	26.67	48	49	30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There were 30 English learners students school wide in 2020-21, and there are currently 39 at the end of the 2021-22 school year.
2. Students showed strongest skills on the ELPAC in speaking and listening.
3. There's an increase in students testing at Overall Level 1 over previous years.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
413	12.8	6.8	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	6.8
Foster Youth	3	0.7
Homeless	1	0.2
Socioeconomically Disadvantaged	53	12.8
Students with Disabilities	83	20.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	4.1
American Indian or Alaska Native	2	0.5
Asian	34	8.2
Filipino	21	5.1
Hispanic	121	29.3
Two or More Races	21	5.1
Native Hawaiian or Pacific Islander		
White	197	47.7

Conclusions based on this data:

1. The percentage of Socioeconomically Disadvantaged students is 12.8% which is a 3% decrease from the past year.

2. Foster and Homeless youth make up less than 1% of the student population.
3. Students with disabilities make up 20% of the population, which is a 3% increase from the previous year.



School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Green		

Conclusions based on this data:

1. While Mathematics and Language Arts are both in the green band, there is always room for growth.
2. North Park Elementary has a low suspension rate.
3. While in the Green band, there is room to improve the Chronic Absenteeism rate of the students.

School and Student Performance Data

Academic Performance English Language Arts

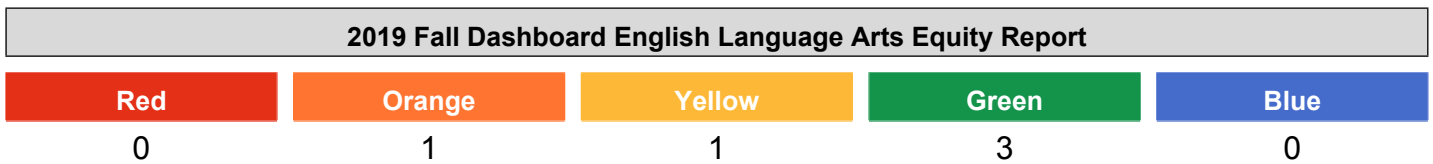
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 20.1 points above standard Maintained ++1.8 points 366	<p>English Learners</p> Green 21.2 points above standard Increased ++12.1 points 37	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 17.5 points below standard Declined -3 points 65	<p>Students with Disabilities</p> Yellow 56.7 points below standard Increased ++4.4 points 67

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.3 points below standard Declined -6.1 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 44.9 points above standard Declined -7.8 points 29	 No Performance Color 0.4 points above standard Declined Significantly -20.4 points 22
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.1 points above standard Maintained ++1 points 94	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 28.1 points above standard Increased ++6.5 points 191

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
26.9 points below standard Increased ++14.9 points 18	66.8 points above standard Declined -12.3 points 19	19.3 points above standard Maintained ++1 points 320

Conclusions based on this data:

1. Based on available information, the performance of Socioeconomically Disadvantaged students declined.
2. Based on available information, Hispanic students showed more growth this year than White students, although overall White students are still achieving at a higher level than Hispanic students.
3. Based on available information, reclassified English Learners are outperforming all other subgroups.

School and Student Performance Data

Academic Performance Mathematics

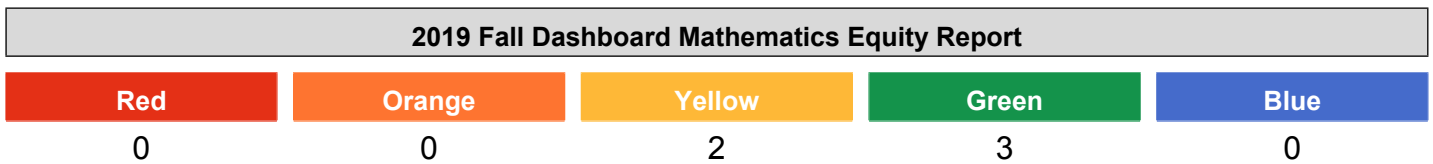
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>6 points below standard</p> <p>Increased ++5.6 points</p> <p>366</p>	<p>English Learners</p> <p>Green</p> <p>13.2 points below standard</p> <p>Increased ++11.1 points</p> <p>37</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>38.8 points below standard</p> <p>Increased ++4.1 points</p> <p>65</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>77.8 points below standard</p> <p>Increased ++11.8 points</p> <p>67</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 30.7 points below standard Increased Significantly ++20 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 43.4 points above standard Increased ++10.1 points 29	 No Performance Color 23.9 points below standard Declined Significantly -18.7 points 22
Hispanic	Two or More Races	Pacific Islander	White
 Green 21.8 points below standard Increased ++4.7 points 94	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 0.4 points below standard Increased ++5.3 points 191

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.9 points below standard Maintained ++2.2 points 18	30.9 points above standard Increased ++3.5 points 19	6.4 points below standard Increased ++5.5 points 320

Conclusions based on this data:

1. Based on available information, all of subgroups scored below standard in math, with the exception of our Asian students.
2. Based on available information, Students with Disabilities increased their scores by 15.4 points, though they are still below expectations.
3. Based on available information, English Learners made the greatest increase - 63.2 points, although they are still 61.2 points below standard.

School and Student Performance Data

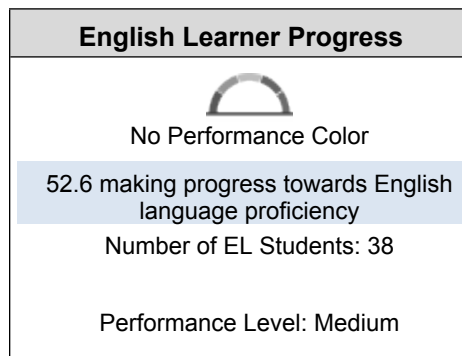
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.4	28.9	10.5	42.1

Conclusions based on this data:

1. Based on available information, 42% of EL students progressed by at least one ELPI level.
2. Based on available information, 52.6% are making progress towards ELPI levels.
3. Based on available information, additional supports are needed to prevent students from decreasing in their ELPI levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

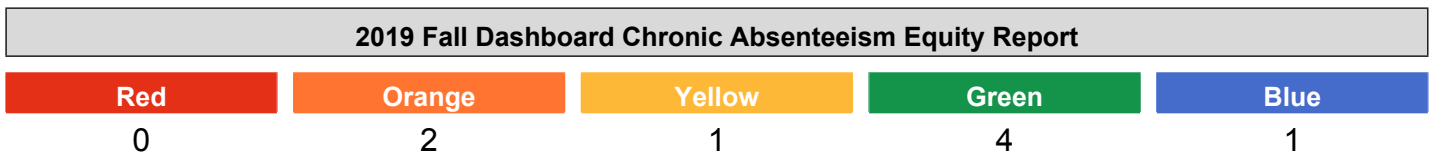
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Green 5.1 Declined -1.2 691	<p>English Learners</p> Yellow 3.3 Increased +1.4 60	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 7.9 Increased +0.7 126	<p>Students with Disabilities</p> Green 6.8 Declined -6.5 117

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 7.7 Increased +5.6 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 3.3 Maintained -0.2 61	 Blue 0 Declined -5.1 35
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.8 Declined -0.8 190	 No Performance Color 13.6 Increased +5.3 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 4.7 Declined -2.2 340

Conclusions based on this data:

1. Based on available data, EL students were chronically absent 1.4% more than previous data.
2. Based on available data, Chronic Absenteeism increased for Socio-Economically Disadvantaged by 0.7% . Students with Disabilities are chronically absent which is a decline of 6.5%
3. Based on available data, the greatest increase in chronic absenteeism 5.6% by African American students, who now have a chronic absenteeism rate of 7.7%.

School and Student Performance Data

Conditions & Climate Suspension Rate

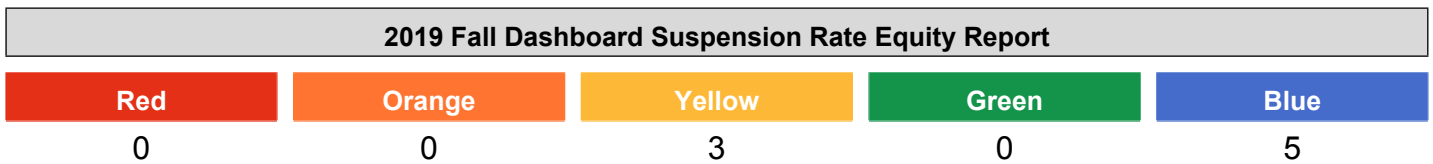
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.3</p> <p>Increased +0.3</p> <p>699</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>60</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.8</p> <p>Increased +0.8</p> <p>131</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>0.8</p> <p>Increased +0.8</p> <p>118</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 39	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 62	 Blue 0 Maintained 0 35
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 192	 No Performance Color 0 Maintained 0 23	 No Performance Color Less than 11 Students - Data 2	 Yellow 0.6 Increased +0.6 344

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.3

Conclusions based on this data:

1. North Park has a low suspension rate.
2. No children of color were suspended.
3. Students with disabilities and socioeconomically disadvantaged increased by 0.8%

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase Student Achievement

Goal Statement

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%.

LCAP Goal

Achievement GAP: 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

According to i-Ready as of 6/5/2022, 25% of students are below one grade level in language arts and 15% of students are two or more grade levels below.

According to i-Ready as of 6/5/2022, 31% of students are below one grade level in mathematics and 14% are two or more grade levels below.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
i-Ready Language Arts	As of 6/5/2022, 25% of students are below one grade level in language arts and 15% of students are two or more grade levels below.	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.
i-Ready Mathematics	As of 6/5/2022, 31% of students are below one grade level in mathematics and 14% are two or more grade levels below.	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.

Planned Strategies/Activities

Strategy/Activity 1

Provide small group, targeted instruction for early literacy.

Students to be Served by this Strategy/Activity

Kindergarten students

Timeline

2022-2023 school year

Person(s) Responsible

Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount

1500

Source

LCFF - Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Pay for extra days for the Instructional Assistant to work with K students.

Strategy/Activity 2

Tier 2 Intervention provided in reading and math by Intervention Teacher on Special Assignment (TOSA) and Intervention Instructional Assistants.

Students to be Served by this Strategy/Activity

All students in K-6 who are two or more years below grade level.

Timeline

2022-23 School Year

Person(s) Responsible

Administrators, Teachers and Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Provide parent workshops in reading and math to provide strategies, supports and differentiation in student learning for all students.

Students to be Served by this Strategy/Activity

Parents of all students

Timeline

2022-23 School Year

Person(s) Responsible

Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

2300

Source

LCFF - Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to plan and provide the workshops

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All students

Timeline

2022-23 School Year

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for training for Leadership Team and planning time to work in PLCs for promise standards

Strategy/Activity 5

Provide small group, targeted instruction after school for students below grade level in math or English Language Arts.

Students to be Served by this Strategy/Activity

Students recommended by teachers who are working below grade level.

Timeline

2022-23 School Year

Person(s) Responsible

Admin, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for staff to work with students after school to build academic skills.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement and Wellness

Goal Statement

Decrease chronic absenteeism to 2% of the student population.

LCAP Goal

Student Engagement and Wellness: 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

During the 2021-22 school year, 13.5% students were chronically absent which is more than 8% over the 2019-20 school year (5.1% of all students were chronically absent) For a variety of reasons including the need to quarantine and reluctance to have students participate in short term online learning, more families kept their students home. Many families chose to travel during school days without seeking independent study contracts.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Dashboard Chronic Absenteeism Equity Report, daily attendance rate, monthly attendance reports.	In 2019-2020, the rate for chronic absenteeism was 5.1%. In 2021-22, the chronic absenteeism rate was 13.5%.	Decrease Chronic Absenteeism to 2% of student population.

Planned Strategies/Activities

Strategy/Activity 1

Student and parent meetings with administrators to address attendance concerns, specifically truancy and chronic absenteeism.

Students to be Served by this Strategy/Activity

K-6

Timeline

2022-2023 School Year.

Person(s) Responsible

Administration, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Attendance goals and plans will be set for students with chronic absenteeism.

Students to be Served by this Strategy/Activity

K-6

Timeline

2022-23 School Year

Person(s) Responsible

Administrators, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Implement lunch time activities to motivate students to attend school (Lunch Bunch, Circle of Friends, PBIS Game Room, etc.)

Students to be Served by this Strategy/Activity

K-6

Timeline

2022-23 School Year

Person(s) Responsible

Administrators, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for staff to plan weekly lunch time activities
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for lunchtime activities including incentives and games

Strategy/Activity 4

Provide parent engagement workshops

Students to be Served by this Strategy/Activity

K-6

Timeline

2022-23 School Year

Person(s) Responsible

Administrators, Certificated and Classified Staff (especially Circle of Friends advisors)

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for staff to plan the lunch activities
Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for lunch groups

Strategy/Activity 5

Provide parent and student engagement activities for those identified as Gifted and Talented (GATE)

Students to be Served by this Strategy/Activity

Students identified as GATE.

Timeline

2022-23 School Year

Person(s) Responsible

Administrators, Teachers and GATE Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Time for planning and implementing parent/student engagement workshops outside of school hours.
Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for parent/student GATE engagement workshops

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Budget Reference

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners Academic Needs

Goal Statement

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

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.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Summative Assessment	10% of English Learners reclassified during the 2020-21 school year, and 16% reclassified during the 2021-22 school year.	25% of students will reclassify as English Proficient at the end of the school year.

Planned Strategies/Activities

Strategy/Activity 1

Teacher training and planning with supplemental materials to provide daily designated and integrated instruction for English Learners.

Students to be Served by this Strategy/Activity

Students in grades Kindergarten through 6th who have been identified as English Learners.

Timeline

2022-23 School Year

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for training, planning for designated and integrated daily instruction.

Strategy/Activity 2

After school intervention for English Learners to address needs related to school work, homework and test preparation for the summative ELPAC assessment.

Students to be Served by this Strategy/Activity

K-6 students identified as English Learners

Timeline

2022-23

Person(s) Responsible

Administrator, Certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to provide after school intervention

Strategy/Activity 3

Parent engagement workshops

Students to be Served by this Strategy/Activity

K-6 students identified as English Learners

Timeline

2022-23

Person(s) Responsible

Administrators, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to plan and implement workshops.

Amount	200
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for workshops

Strategy/Activity 4

Meet with Long Term English Learners (LTELs) to set and review SMART goals and progress toward skills needed for reclassification

Students to be Served by this Strategy/Activity

LTELs

Timeline

2021-22

Person(s) Responsible

Administrators, Certificated and Classified staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Equity and Diversity

Goal Statement

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.

LCAP Goal

Diversity and Understanding- 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

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 Climate Survey data for students, parents, and staff. Students' results for 2021-22 were 56%, parents were 55% and staff were 67%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Climate Survey questions 11-12	56% of students indicated they see their family's culture is represented at school.	Increase the percentage to 80% by the end of the 2022-23 school year.

Planned Strategies/Activities

Strategy/Activity 1

Promote the ways that cultural observances and celebrations are being honored at school. (Newsletter, Monday Morning Assembly, Library, Classroom discussions)

Students to be Served by this Strategy/Activity

K-6

Timeline

2022-23

Person(s) Responsible

Administrators, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Staff will plan and implement cultural observances and celebrations throughout the year.

Students to be Served by this Strategy/Activity

K-6

Timeline

2022-23

Person(s) Responsible

Administrators, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	238
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for activities

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By June 2022, decrease the number of students who are two or more years behind in language arts from 27% to 17%.
 By June 2022, decrease the number of students who are two or more years behind in math from 33% to 23%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
i-Ready Language Arts	Decrease 5% of students who are currently below one grade level. (Increase their skills by 5%) Decrease 10% of students who are currently two or more grade levels below. (Increase their skills by 10%)	As of 6/5/2022, 15% of students are two or more years below grade level (from 27%), and 25% are one grade level below (from 41%). Goal met
i-Ready Mathematics	Decrease 5% of students who are currently below one grade level. (Increase their skills by 5%) Decrease 10% of students who are currently two or more grade levels below. (Increase their skills by 10%)	As of 6/5/2022, 14% of students are two or more years below grade level (from 33%), and 31% are one grade level below (from 50%). Goal met

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide small group, targeted instruction for early literacy.	An instructional assistant was hired midyear and began working with K students. Teachers provided small group literacy instruction. Three teachers provided after school academic support to students in gr. 3-6. Approximately 50 students were invited to participate, and 22-25 participated regularly.	Pay for extra days for the Instructional Assistant to work with K students. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000	Extra days for K instructional assistant. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1500
Tier 2 Intervention provided by Intervention Teacher on Special Assignment (TOSA) and Intervention Instructional Assistants.	Students in K-6 received intervention based on i-Ready diagnostic results and teacher input. During the year, 70 students received intervention for English Language Art and 34 for math. Some	Extra duty pay for teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental	Extra duty pay for teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	students received support in both subject areas.		
Provide parent workshops to provide strategies and supports in student learning for all students.	Parent workshops were provided in the areas of GATE and wellness. The Wellness workshop was provided during the school day, so there was no additional cost.	Extra duty pay for teachers to plan and provide the workshops 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000	GATE workshop on campus 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000
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.	Leadership team members and administrators participated in PLC training. As a result, there were 2 specific learning cycles of instruction with baselines and Common Formative Assessments during the second half of the school year.	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 7000	Training for Leadership on the PLC process 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4500

Analysis

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

Both goals were met in reducing students working below grade level. Through rigorous instruction and implementation of the PLC process, after school assistance and parent workshops, students made progress in both math and ELA.

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

The after school support workshops and collaboration of teachers through the PLC process had positive impacts on student academic success.

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

For the 2022-23 school year, more funds will be put toward extra duty pay and materials for staff to work with students after school. There was a sub shortage, so leadership team members could not attend PLC training with administrators.

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.

Similar goals/activities will be included in the proposed goals/actions for 2022-23.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Decrease chronic absenteeism by 2%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Dashboard Chronic Absenteeism Equity Report, daily attendance rate, monthly attendance reports.	Decrease Chronic Absenteeism by 2%.	Chronic absenteeism increased during 2021-22 to 13.5% of the population.

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.	Some meetings were held and contracts signed. Several parents refused to attend meetings.		
Attendance goals will be set for students with chronic absenteeism.	Goals were set for students during attendance meetings, but not enough were held		
Staff will provide check-ins with students who are chronically absent each month as part of the Positive Behavior Interventions and Support action plan (PBIS)	PBIS Incentives were implemented and check ins were completed, but not always with chronically absent students.		PBIS incent 4000-4999: Books And Supplies LCFF - Supplemental 2000
Provide school activities to build student connections (such as lunch groups, Circle of Friends, art club, etc.)	Due to COVID protocols for most of the year, lunch groups were unable to be established for the school year.	Extra duty pay for staff to plan the lunch activities 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000	0
		Materials for lunch groups 4000-4999: Books And Supplies LCFF - Supplemental 500	0

Analysis

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

This was an area of great concern, but the implementation of strategies and activities started too late in the year to have a significant impact on the results. With COVID quarantines and online options to stay connected with instruction, many students did not engage in ISCs or the online short term instructional school. As a result, they had excused absences and completed some work at home, but it was not enough to meet expectations for positive attendance.

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

They were not effective because we were not consistent with implementation. Feedback from parents included their frustration at quarantine requirements and the often-changing COVID protocols.

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

Due to ever-changing COVID protocols, lunch time activities were not scheduled as it would blend stable cohorts from different grade levels. By the time protocols relaxed to implement these activities, staffing shortages, crisis fatigue and stress prevented staff from setting these up.

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.

Similar goals/activities will be included in the proposed goals/actions for 2022-23. Monthly meetings will be calendared and held. Families will be notified of the option for ISCs when traveling and strongly encouraged to utilize them

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Increase the percentage of students who reclassify as English Proficient to 20% of the EL population.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative Assessment	20% of students will reclassify as English Proficient at the end of the school year.	16% of ELs reclassified during the 2021-22 school year which was a 6% increase over 2020-21.

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. This includes after school intervention support for students	Teachers planned for designated and integrated ELD instruction after school hours. Most did the work but did not submit for extra duty pay.	Extra duty pay for training, planning for designated and integrated daily instruction. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2500	A variety of teachers used these funds to plan for ELD instruction. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1250
After school intervention for English Learners to address needs related to school work, homework and test preparation for the summative ELPAC assessment.	Teachers provided after school support for ten EL students to help them prepare for the ELPAC assessment. As a result, most of them scored a 4 on the Summative ELPAC.	Extra duty pay for teachers to provide after school intervention 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000	Extra classroom support in K while the teacher provided designated ELD instruction. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 500
Substitutes to cover classes while teachers administer ELPAC testing (Initial ELPAC testing by ELD Coordinator or Summative ELPAC by classroom teachers)	Due to substitute shortages, this was not a realistic option.	Subs for certificated staff who administer ELPAC to students 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 1000	One teacher provided 7 weeks of after school support to 10 students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000
			The ELD Coordinator was able to use a sub on a few days. 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 200

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	This did not happen.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 The actions were implemented as COVID protocols eased up and cohorts could be mixed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 We had 16% of the ELs reclassify, and more teachers used the core curriculum for designated ELD instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 Subs were often not available so not all money was used in this area.

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.
 Similar goals/activities will be included in the proposed goals/actions for 2022-23.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 question 12	Increase the percentage to 80% by the end of the 2021-22 school year.	The number of students seeing their cultural represented decreased to 56%.

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)	All these activities took place including posting pictures of cultural activities students were doing in class.		
Take time to plan during the PLC Learning Cycle to integrate cultural observances and celebrations.	Teachers planned activities during their Collaborate Instructional Planning (CIP) time and implemented them in class.	Extra duty pay for teachers to develop equity and diversity activities/lessons during PLC planning time. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 538	Extra duty pay for teachers to plan 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500

Analysis

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

Each grade level planned and implemented activities to promote cultural awareness in class, and student work was posted around the school.

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

While more activities took place in class, students responses to the School Climate Survey does not reflect that they saw their culture represented.

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

Teachers completed the planning and implemented the instruction, though they did not submit timesheets for extra duty work.

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.

Similar goals/activities will be included in the proposed goals/actions for 2022-23. There will be more school-wide activities that focus on cultural awareness.

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	15,538.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	15538	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	15,538.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,700.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	1,338.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	12,700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,338.00

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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Diane D'Elia	Principal
Marni Sims	Parent or Community Member
Vonia Arslanian	Parent or Community Member
Emily Arnold	Parent or Community Member
Maria Hanscom	Parent or Community Member
Sara Hanes	Parent or Community Member
Matt DeVore	Classroom Teacher
Julie Vannix	Classroom Teacher
Bonnie Jones	Classroom Teacher
Julie King	Other School Staff
Mia Standley	Other School Staff

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 26, 2022.

Attested:

Principal, Diane D'Elia on 5/26/2022

SSC Chairperson, Emily Arnold on 5/26/2022


Recommendations and Assurances

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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.

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Attested:

	Principal, Diane D'Elia on 5/26/2022
	SSC Chairperson, Emily Arnold on 5/26/2022