



North Park Elementary School

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Park Elementary School	19649986116495	May 29, 2025	June 24, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by North Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by North Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School 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 "Parent Principal Chats " 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. 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, writing, 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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Number of Students: 124

Socioeconomically Disadvantaged
Student Group

Medium performance level
Yellow
2.4% suspended at least one day
Declined 0.4%

Number of Students: 94

Students with Disabilities
Student Group
Medium performance level
Yellow
3.2% suspended at least one day
Declined 1%

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Number of Students: 124

Socioeconomically Disadvantaged
Student Group
Medium performance level
6.7 points below standard
increase of 23.5 points

Number of Students: 94

Students with Disabilities
Student Group
Medium performance level
Yellow
10.7 points below standard
Increase of 32 points

Other Needs

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

APR 2025 BPST data indicates 85% of Grade 2 students are not proficient; Increased support in Foundational Reading Skills for this group of students is needed.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.43%	0%	%	2	0	
African American	3.45%	2.25%	2.13%	16	10	10
Asian	8.19%	7.21%	7.25%	38	32	34
Filipino	4.74%	2.7%	2.56%	22	12	12
Hispanic/Latino	28.88%	30.41%	30.92%	134	135	145
Pacific Islander	%	0%	%		0	
White	46.12%	47.97%	46.91%	214	213	220
Multiple	8.19%	9.46%	9.81%	38	42	46
Total Enrollment				464	444	469

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	55	50	54
Grade 1	56	60	51
Grade 2	64	57	61
Grade3	64	58	60
Grade 4	93	60	61
Grade 5	66	90	66
Grade 6	66	69	93
Total Enrollment	464	444	469

Conclusions based on this data:

1. North Park's student enrollment has remained consistent from the previous year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	38	33	36	6.80%	8.2%	7.7%
Fluent English Proficient (FEP)	21	23	27	3.90%	4.5%	5.8%
Reclassified Fluent English Proficient (RFEP)	8	11	14	1.7%	2.5%	3.0%

Conclusions based on this data:

1. The percentage of English Learners decreased from 8.2% in 22-23 to 7.7% in 23-24.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	58	58	60	58	58	60	58	58	100.0	100.0	100
Grade 4	94	64	60	93	63	60	93	63	60	98.9	98.4	100
Grade 5	66	90	63	66	90	62	66	90	62	100.0	100.0	98.4
Grade 6	67	70	96	67	69	96	67	69	96	100.0	98.6	100
All Grades	287	282	277	286	280	276	286	280	276	99.7	99.3	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2460.	2487.	2469.	43.33	48.28	46.55	16.67	31.03	24.14	26.67	13.79	12.07	13.33	6.90	17.24
Grade 4	2471.	2497.	2520.	30.11	33.33	41.67	20.43	28.57	36.67	21.51	20.63	13.33	27.96	17.46	8.33
Grade 5	2480.	2501.	2555.	16.67	21.11	37.10	27.27	33.33	37.10	18.18	14.44	12.90	37.88	31.11	12.90
Grade 6	2546.	2517.	2550.	20.90	17.39	25.00	46.27	23.19	38.54	16.42	26.09	16.67	16.42	33.33	19.79
All Grades	N/A	N/A	N/A	27.62	28.57	35.87	27.27	29.29	34.78	20.63	18.57	14.13	24.48	23.57	15.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.00	46.55	39.66	46.67	48.28	46.55	13.33	5.17	13.79
Grade 4	21.51	23.81	40.00	68.82	69.84	55.00	9.68	6.35	5.00
Grade 5	18.18	17.78	41.94	63.64	64.44	48.39	18.18	17.78	9.68
Grade 6	25.37	20.29	25.00	58.21	52.17	47.92	16.42	27.54	27.08
All Grades	25.52	25.71	35.14	60.49	59.29	49.28	13.99	15.00	15.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.67	25.86	22.41	51.67	55.17	70.69	21.67	18.97	6.90
Grade 4	18.28	25.40	38.33	58.06	53.97	51.67	23.66	20.63	10.00
Grade 5	18.18	22.22	30.65	48.48	48.89	54.84	33.33	28.89	14.52
Grade 6	19.40	13.04	29.17	58.21	46.38	50.00	22.39	40.58	20.83
All Grades	20.28	21.43	30.07	54.55	50.71	55.80	25.17	27.86	14.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	34.48	24.14	71.67	62.07	67.24	8.33	3.45	8.62
Grade 4	13.98	25.40	8.33	70.97	66.67	83.33	15.05	7.94	8.33
Grade 5	16.67	16.67	17.74	72.73	71.11	72.58	10.61	12.22	9.68
Grade 6	23.88	11.59	18.75	67.16	72.46	73.96	8.96	15.94	7.29
All Grades	18.18	21.07	17.39	70.63	68.57	74.28	11.19	10.36	8.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	43.10	24.14	51.67	50.00	62.07	15.00	6.90	13.79
Grade 4	21.51	22.22	25.00	60.22	68.25	65.00	18.28	9.52	10.00
Grade 5	13.64	15.56	29.03	59.09	64.44	66.13	27.27	20.00	4.84
Grade 6	28.36	15.94	25.00	58.21	68.12	63.54	13.43	15.94	11.46
All Grades	23.78	22.86	25.72	57.69	63.21	64.13	18.53	13.93	10.14

Conclusions based on this data:

- Overall, 35.87% of students exceeded standards in standards in ELA for the 23-24 school year. That is an increase of 13.07% from the 22-23 school year.
- Decrease of approx. 8.35% of students who were below standard compared to the 23-24 school year.

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3. Increase of 6% of students who are near standard

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	58	58	60	58	58	60	58	58	100.0	100.0	100
Grade 4	94	64	60	94	63	60	94	63	60	100.0	98.4	100
Grade 5	66	90	63	66	90	63	66	90	63	100.0	100.0	100
Grade 6	67	70	96	67	69	96	67	69	96	100.0	98.6	100
All Grades	287	282	277	287	280	277	287	280	277	100.0	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2462.	2468.	2478.	28.33	36.21	32.76	40.00	29.31	41.38	18.33	22.41	15.52	13.33	12.07	10.34
Grade 4	2472.	2502.	2526.	19.15	30.16	40.00	29.79	30.16	28.33	25.53	26.98	26.67	25.53	12.70	5.00
Grade 5	2467.	2488.	2528.	9.09	13.33	26.98	13.64	24.44	25.40	40.91	30.00	28.57	36.36	32.22	19.05
Grade 6	2531.	2498.	2537.	19.40	14.49	19.79	23.88	17.39	30.21	37.31	27.54	31.25	19.40	40.58	18.75
Grade 11															
All Grades	N/A	N/A	N/A	18.82	22.14	28.52	26.83	25.00	31.05	30.31	27.14	26.35	24.04	25.71	14.08

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.67	37.93	51.72	50.00	48.28	39.66	8.33	13.79	8.62
Grade 4	25.53	33.33	50.00	50.00	52.38	45.00	24.47	14.29	5.00
Grade 5	9.09	15.56	28.57	43.94	54.44	52.38	46.97	30.00	19.05
Grade 6	19.40	11.59	26.04	56.72	49.28	48.96	23.88	39.13	25.00
Grade 11									
All Grades	23.69	23.21	37.18	50.17	51.43	46.93	26.13	25.36	15.88

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	36.21	31.03	53.33	50.00	58.62	13.33	13.79	10.34
Grade 4	21.28	30.16	36.67	43.62	44.44	53.33	35.11	25.40	10.00
Grade 5	4.55	11.11	20.63	56.06	53.33	61.90	39.39	35.56	17.46
Grade 6	16.42	10.14	14.58	62.69	59.42	61.46	20.90	30.43	23.96
All Grades	18.82	20.36	24.19	52.96	52.14	59.21	28.22	27.50	16.61

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.00	43.10	32.76	63.33	50.00	56.90	6.67	6.90	10.34
Grade 4	13.83	26.98	38.33	63.83	60.32	53.33	22.34	12.70	8.33
Grade 5	9.09	11.11	14.29	65.15	64.44	69.84	25.76	24.44	15.87
Grade 6	13.43	10.14	16.67	73.13	56.52	66.67	13.43	33.33	16.67
All Grades	16.03	21.07	24.19	66.20	58.57	62.45	17.77	20.36	13.36

Conclusions based on this data:

1. Approximately, 28.52 of all students are exceeding standards in math.
2. 26.35% are near standards and 31.05% have met standards in math.
3. 59.57% of students met or exceeded standards in math.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1446.1	*	*	1459.6	*	*	1414.6	4	6	11
1	*	*	*	*	*	*	*	*	*	4	*	4
2	*	*	*	*	*	*	*	*	*	7	4	*
3	*	*	*	*	*	*	*	*	*	7	*	*
4	*	*	*	*	*	*	*	*	*	6	4	*
5	*	*	*	*	*	*	*	*	*	7	6	4
6	*	*	*	*	*	*	*	*	*	4	*	6
All Grades										39	27	34

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	18.18	*	*	63.64	*	*	18.18	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.64	25.93	29.41	33.33	48.15	47.06	25.64	18.52	14.71	15.38	7.41	8.82	39	27	34

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	27.27	*	*	72.73	*	*	0.00	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	40.74	52.94	25.64	40.74	38.24	25.64	11.11	0.00	15.38	7.41	8.82	39	27	34

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	9.09		*	45.45		*	45.45		*	0.00		*	11
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	11.11	20.59	30.77	37.04	32.35	28.21	40.74	35.29	17.95	11.11	11.76	39	27	34

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	18.18	*	*	81.82	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	29.63	47.06	51.28	62.96	47.06	15.38	7.41	5.88	39	27	34

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.21	37.04	50.00	55.26	55.56	41.18	10.53	7.41	8.82	38	27	34

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	18.18	*	*	81.82	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.51	18.52	29.41	64.10	66.67	50.00	15.38	14.81	20.59	39	27	34

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.90	29.63	23.53	51.28	62.96	64.71	12.82	7.41	11.76	39	27	34

Conclusions based on this data:

1. In 23-24 29.41% of our students are at a level 4 compared to 25.93% in 22-23.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
469	23.5%	7.7%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	7.7%
Foster Youth	0	0.0%
Homeless	3	0.6%
Socioeconomically Disadvantaged	110	23.5%
Students with Disabilities	81	17.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.1%
American Indian	0	0.0%
Asian	34	7.2%
Filipino	12	2.6%
Hispanic	145	30.9%
Two or More Races	46	9.8%
Pacific Islander	0	0.0%
White	220	46.9%

Conclusions based on this data:

- 30.9% (145) of students are Hispanic.

2. 23.5% (110) of students are socioeconomically disadvantaged.

3. 17.3% (81) of students have disabilities.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. In academic progress, all students are in the blue range for English Language Arts and Math.
2. North Park Elementary suspension rate increased and is in the green.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>36.6 points above standard</p> <p>Increased 19.9 points</p> <p>271 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>3.2 points above standard</p> <p>Declined 5.1 points</p> <p>26 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.7 points below standard</p> <p>Increased 23.5 points</p> <p>71 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>10.7 points below standard</p> <p>Increased 32.0 points</p> <p>61 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>83.8 points above standard</p> <p>Increased 25.1 points</p> <p>26 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>13.1 points above standard</p> <p>Increased 13.1 points</p> <p>89 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>52.0 points above standard</p> <p>Declined 4.4 points</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>41.9 points above standard</p> <p>Increased 28.1 points</p> <p>115 Students</p>

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

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>102.3 points below standard</p> <p>11 Students</p>	<p>80.6 points above standard</p> <p>Increased 14.7 points</p> <p>15 Students</p>	<p>39.4 points above standard</p> <p>Increased 22.2 points</p> <p>233 Students</p>

Conclusions based on this data:

1. Students with disabilities are 10.7 points below standard. That is an increase of 32 points compared to the 22-23 school year.

School and Student Performance Data

Academic Performance Mathematics

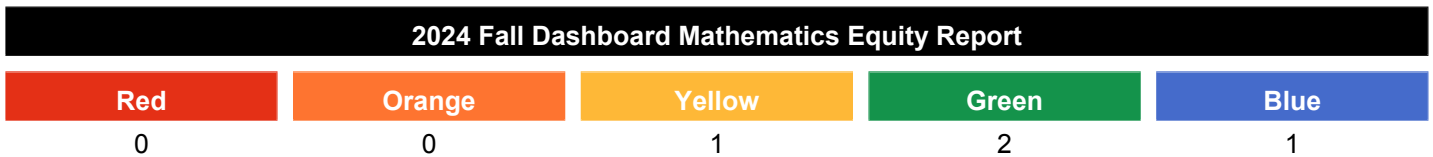
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>12.5 points above standard</p> <p>Increased 25.5 points</p> <p>272 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>2.0 points below standard</p> <p>Increased 16.8 points</p> <p>27 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>24.9 points below standard</p> <p>Increased 49.4 points</p> <p>71 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>34.9 points below standard</p> <p>Increased 49.1 points</p> <p>61 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>81.3 points above standard</p> <p>Increased 34.6 points</p> <p>26 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>15.3 points below standard</p> <p>Increased 23.7 points</p> <p>89 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>29.2 points above standard</p> <p>Increased 19.5 points</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>13.2 points above standard</p> <p>Increased 27.6 points</p> <p>116 Students</p>

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

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.9 points below standard	63.5 points above standard	13.4 points above standard
12 Students	Increased 30.6 points	Increased 25.4 points
	15 Students	233 Students

Conclusions based on this data:

1. Students with disabilities are 34.9 points below standard. That is a 49.1 points increase compared to the 22-23 school year.
2. Socioeconomically disadvantaged students in gr. 3-6 are 24.9 points below standard. That is an improvement of 49.4% compared to the 23-24 school year.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 68.4% making progress. Number Students: 19 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.5%	21.1%	5.3%	63.2%

Conclusions based on this data:

- 63.2% of EL students progressed at least one ELPL level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>5.4% Chronically Absent</p> <p>Declined 3.6</p> <p>478 Students</p>	<p>English Learners</p> <p> Green</p> <p>8.1% Chronically Absent</p> <p>Declined 3</p> <p>37 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>9.9% Chronically Absent</p> <p>Declined 5.3</p> <p>121 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>7.5% Chronically Absent</p> <p>Declined 8.6</p> <p>93 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Declined 8.6</p> <p>35 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>12 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>8.8% Chronically Absent</p> <p>Declined 4</p> <p>148 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>4.2% Chronically Absent</p> <p>Increased 1.8</p> <p>48 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>4.9% Chronically Absent</p> <p>Declined 4.1</p> <p>224 Students</p>

Conclusions based on this data:

1. Students with disabilities decrease their chronically absenteeism rate by 8.6% compared to the 23-24 school year.
2. Socioeconomically disadvantaged students had very high chronic absenteeism at 9.9%.
3. English Learners had high chronic absenteeism at 8.1%.

School and Student Performance Data

Conditions & Climate Suspension Rate

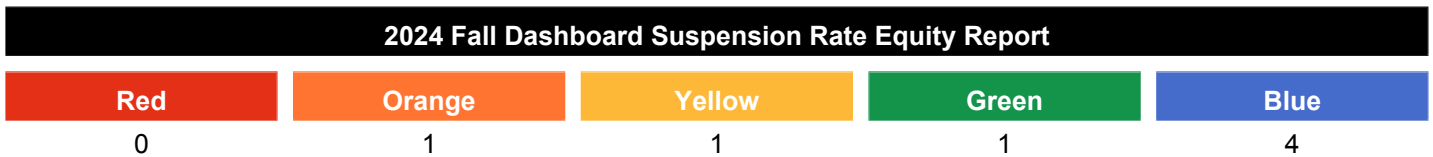
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained 0.2%</p> <p>487 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>37 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 0.4%</p> <p>124 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>3.2% suspended at least one day</p> <p>Declined 1%</p> <p>94 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>36 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 0.5%</p> <p>154 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>48 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.9%</p> <p>226 Students</p>

Conclusions based on this data:

1. Suspension rate has declined for socio-economically disadvantaged students and students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Achievement Gap

This goal focuses on increasing academic achievement for all students in addition to closing the achievement gap for identified student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

As indicated by the 2024 CA Dashboard, the Hispanic student group was in the orange level as compared with all students who were in the green level of achievement. As indicated by local measures 32% our students who are identified as low socio economic are 1 grade level below in achievement in ELA and 53% are 1 grade level below in Math. As indicated by the CA Dashboard, low socio economic students are below all students in both ELA and Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready ELA Diagnostic Assessment (mid-yr)	24-25 All: 59% of all students are meeting/exceeding standards Lo Socio: 44% meeting/exceeding standards Hisp: 47% meeting/exceeding standards	By 25-26 All: 65% meet or exceeding standards Lo Socio: 55% meet or exceeding standards Hisp: 60% meet or exceeding standards
i-Ready Math Diagnostic Assessment (mid Yr)	24-25 All: 52% meeting/exceeding standards Lo Socio: 34% meeting/exceeding standards Hisp: 40% meeting exceeding standards	By 25-26 All: 65% meet or exceeding standards Lo Socio: 45% meet or exceeding standards Hisp: 55% meet or exceeding standards
Smarter Balanced/CAASPP Assessment - ELA gr. 3-6	24-25 All: +36.6 DFS Low Socio:- 6.7 DFS	25-26 All +40 DFS Low Socio increase by 6.7 points to get to green

Smarter Balanced/CAASPP Assessment - Math-gr. 3-6	24-25 All: +12.5 DFS Low Socio: - 24.9 DFS Hisp: -15.3 DFS SWD: -34.9 DFS	25-26 All increase by at least 3 points Low Socio increase by 24.9 points to get to blue Hisp need to increase by 15.3 to get to blue SWD need to increase by 34.9 to get to green

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Deepen PLC implementation and practices <ul style="list-style-type: none"> -CAPS Training (guest teacher costs for 2 teachers) -Additional collaboration time for all 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 * Goal Setting for iReady *ELA TOSA support for foundational reading skills in K-2 grades	All students	500 LCFF - Supplemental 4000-4999: Books And Supplies Activities to support strategies outlined in activity 1 4500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PD/Training/Cost of Guest Teachers 1285 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra duty pay for classified staff to support PLC process

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall the North Park staff has been led by the guiding coalition and our teachers who attended the CAPS trainings which has expanded to include more teachers, totaling 5 members. The entire school has participated in learning cycles and data chats in the ELA and Math subject areas.

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

All budgeted expenses were used towards this action.

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.

Changes to this goal will include expanding PLC training for two more teachers and starting the learning cycles for ELA and Math at the beginning of the school year. Interventions across grade levels (WIN Time) we start before the 2nd trimester.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Engagement

This Goal focuses on increasing engagement for students to feel connected to school and learning

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3 - Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Identified Need

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

Decrease Chronic Absenteeism for students with disabilities, ELs, and SED student groups - Dashboard data indicates that our SWD, ELs, and SED student groups miss more school days than ALL students which negatively impacts their academic achievement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Chronic Absenteeism Report	24-25 All : 5.4% Students with Disabilities: 7.5 % Socioeconomically Disadvantaged: 9.9% EL 8.1%	By June 2026, decrease chronic absenteeism by at least 2% as measured by the CA Dashboard. All: 3.4% Students with Disabilities: 5.5% Socioeconomically Disadvantage: 7.9% EL 6.1%
2023-24 LCAP Student Survey	24-25 All- 60% in gr. 3-6 strongly agree/agree that they like school. That was a 4% decrease from the 23-24 school year. African American/Black -40%. That is a decrease of 10% from the 23-24 school year.	25-26 All-75% African American/ Black 60%
2023-24 LCAP Student Survey	24-25 ALL - 69 %students indicated that they feel they belong at school. That is a	25-26 All-75% EL-62%

	decrease of 1% from the 23-24 school year. EL- 40% of our EL students indicated that they feel they belong at school. That is a 15% decrease from the 23-24 school year.	
2023-24 LCAP Student Survey	24-25 All- 59 % students indicated that they feel like they are an important part of the school community. That is an increase of 7% from the 23-24 school year. Hispanic- 67% of Hispanic students indicated that they feel like they are an important part of the school community. That is an increase of 32% from the 23-24 school year.	25-26 All-65% Hispanic- 70%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Full implementation of Positive Reinforcement Supports and School Wide Expectations along with building relationships 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. Positive behavior and positive attendance incentives implemented weekly.	All students	2500 LCFF - Supplemental 4000-4999: Books And Supplies Materials for PBIS incentives, Circle of Friends and any other activities/incentives for students/staff 1500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PD/Training/Cost of Guest Teachers 1000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries PD/Training/Cost of Substitutes
2.2	Strengthen Positive Reinforcement Implementation and Building Relationships - Professional Development for Classified Staff	All students	
2.3	Student Leadership Teams	All students	
2.4	Family Workshops focused on engagement for students and families	All students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Positive reinforcement and student recognition has supported with decreasing our absenteeism rate.

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

All budgeted expenditures were made.

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.

Increased incentives and outreach of awareness of attendance and chronic absenteeism will be made.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Learner Achievement

This Goal focuses on increasing academic achievement and language proficiency of our English Learners

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2# - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Identified Need

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

English Learners are not making adequate progress in their language proficiency and academic achievement in ELA and Math - CA Dashboard data indicates our English learners are struggling to achieve proficiency in ELA and Math as compared to the ALL student groups.

The number of Long Term English Learners (LTEL) at North Park is 1 student. The goal is to have zero LTEL students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CA Dashboard - English Language Arts (ELA)	24-25 All: +19.9 DFS Blue EL: -3.2 DFS students too few to report	25-26 All: +25 DFS Blue EL: increase by 3.2 points to get to green (students too few to report)
2023 CA Dashboard - Math	24-25 All: + 12.5 DFS Blue EL: -2 DFS students too few to report	25-26 All: + 15.5 DFS Blue EL: Increase by 2 points to get to green (students too few to report)
2024 i-Ready ELA (Mid Year)	24-25	25-26

	All: 59% meeting/exceeding grade level standards EL:16% meeting/exceeding grade level standards	All: 65% meeting/exceeding grade level standards EL: 21% meeting/exceeding grade level standards
2024 i-Ready Math (Mid Year)	24-25 All: 52% meeting/exceeding grade level standards EL:12% meeting/exceeding grade level standards	25-26 All: 57% meeting/exceeding grade level standards EL:17% meeting/exceeding grade level standards
2023 CA Dashboard - English Learner Progress Indicator (ELPI)	24-25 Green 63.2% students making progress	25-26 Green 68.2% students making progress

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	ELD Coordinator for ELD Business	All English Learners	2000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty pay for training, planning and implementation to support ELs. 500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies to support ELs
3.2	Student Goal Setting - release time for teacher to meet with students 3 a year (same action as 1.2)	All English Learners	
3.3	After school ELA language development for EL students in grades 3-6 and specifically targeting LTELs	All English Learners	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

EL reclassification rates continue to increase.

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

All budgeted expenses were made to improve the targeted instruction for all EL students.

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.

Instructional supports targeting LTELs including Goal Setting for all ELs.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Inclusivity and Diversity

This Goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools and having a sense of belonging and value within our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5# - 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.

Identified Need

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

Families and students indicated that they do not all feel a sense of belonging within our schools. Students with Disabilities, Socioeconomically disadvantaged students, and English learners are struggling to increase academic achievement in Math and ELA compared to the ALL student group.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 LCAP Family Survey Question:	24-25 93% families indicated that they are welcomed at their student's school. That is an increase of 5% from the 23-24 school year.	25-26 increase of 2% to have 95% families indicated that they are welcomed at their student's school. That is an increase of
2024 LCAP Family Survey Question:	24-25 All-69% families indicated that they see their family's culture represented in the school and academic content taught. That is an increase of 6% from the 23-24 school year.	25-26 increase of 2% to have 71% of families indicated that they see their family's culture represented in the school and academic content taught.

2024 LCAP Student Survey Question:	<p>24-25 ALL-69% students indicated that they feel they belong at school. That is a decrease of 1% from the 23-24 school year.</p> <p>EL: 40% students indicated that they feel they belong at school. That is a decrease of 16% from the 23-24 school year.</p> <p>.</p>	<p>25-26 75% students indicated that they feel they belong at school.</p> <p>EL: 63% students indicated that they feel they belong at school.</p>
2024 LCAP Student Survey Question:	<p>24-25 All- 46% students indicated that they see their family's culture represented in the school and academic content taught. That is a 1% increase from the 23-24 school year.</p> <p>African American/Black - 60% students indicated that they see their family's culture represented in the school and academic content taught. That is a 20% increase from the 23-24 school year.</p>	<p>25-26 All- 60% students indicated that they see their family's culture represented in the school and academic content taught.</p> <p>African American/Black - 70% students indicated that they see their family's culture represented in the school and academic content taught.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Staff will plan and implement cultural observances and celebrations throughout the year including but not limited to lessons, projects, assemblies and after school events.	All students	250 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies to support multicultural events 250 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty pay for planning multicultural events on campus
4.2	Welcoming signage and resources in multiple languages	All students	

4.3	Multicultural task force comprised of teachers, classified staff, parents, and student leadership)	All students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Student presentations of cultural experiences were implemented during the school day.

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

All budgeted expenses were used to accomplish this goal.

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.

Increase student engagement in the area of cultural representation throughout the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Family Engagement - This Goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4# - 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.

Identified Need

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

Families indicated that they do not all feel a sense of belonging or that they are not provided opportunities to be involved in their student's learning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 LCAP Family Survey Question:	24-25 91%- of families indicated that they have been provided opportunities to be involved in their student's learning. That is a 1% increase from the 23-24 school year.	25-26 95% families indicated that they have been provided opportunities to be involved in their student's learning.
2024 LCAP Family Survey Question:	24-25 97%- of families indicated that school staff are responsive when I communicate with them. That is a 6% increase from the 23-24 school year.	25-26 100% of families indicated that school staff are responsive when I communicate with them.

2024 LCAP Family Survey Question:	24--25 82%- I feel like my family is an important part of the school. That is a 4% increase from the 23-24 school year.	24--25 85%- I feel like my family is an important part of the school.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Grade level family workshops focused on strategies for reading and math	All students	200 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty pay for staff to develop workshops for families 300 LCFF - Supplemental 4000-4999: Books And Supplies Materials/supplies for parent engagement workshops/training
5.2	Parent/ Principal Chats 8-10x	All students	
5.3	Professional development for teachers focused on Family Engagement	All students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent Principal Chats meetings held monthly. Data shared; :SPSA input gathered. SSC meetings held monthly. Parent attendance workshops held.

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

All resources expended. TKN newsletter updated to feature more school academic and enrichment photos to increase leadership.

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.

Feature multi-cultural traditions in conjunction with district academic lessons taught in classes and shared in our TKN newsletters.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$14,785.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$14,785.00

Subtotal of state or local funds included for this school: \$14,785.00

Total of federal, state, and/or local funds for this school: \$14,785.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	17000	2,215.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	14,785.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,450.00
2000-2999: Classified Personnel Salaries	2,285.00
4000-4999: Books And Supplies	4,050.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,450.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,285.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,050.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,285.00
Goal 2	5,000.00
Goal 3	2,500.00
Goal 4	500.00
Goal 5	500.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Rose Villanueva	Principal
Bonnie Jones	Classroom Teacher
La Lena Culberson	Parent or Community Member
Calvin Clark	Parent or Community Member
Austin Sutton	Parent or Community Member
Gina Roberts	Classroom Teacher
Alisa Doucette	Classroom Teacher
Chananit Hutson	Parent or Community Member
Wilhelmina Hernandez	Parent or Community Member
Adrienne Lord	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 29, 2025.

Attested:



Principal, Rose Villanueva on 5/29/2025



SSC Chairperson, Chananit Hutson on 5/29/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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