



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.

No student groups in the Red or Orange in the performance category.

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.

The only student group two or more performance levels below was in the area of suspension with the two or more races student group in the orange.

Other Needs

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

Sped and Hispanic groups are still below our all groups in the area of ELA and Math in iReady

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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	2.13%	2.04%	2.11%	10	9	10
Asian	7.25%	5.67%	5.92%	34	25	28
Filipino	2.56%	2.49%	2.75%	12	11	13
Hispanic/Latino	30.92%	30.61%	32.77%	145	135	155
White	46.91%	49.21%	46.72%	220	217	221
Multiple/No Response	9.81%	9.75%	8.88%	46	43	42
Total Enrollment				469	441	473

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	44
Kindergarten	54	46	49
Grade 1	51	54	54
Grade 2	61	50	55
Grade3	60	72	49
Grade 4	61	66	77
Grade 5	66	64	72
Grade 6	93	68	73
Total Enrollment	469	441	473

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	36	27	20	7.4%	7.7%	4.2%
Fluent English Proficient (FEP)	27	34	38	5.2%	5.8%	8.0%

Conclusions based on this data:

1. The percentage of English Learners decreased from 8.2% in 23-24 to 7.7% in 24-25.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	58	73	58	58	73	58	58	73	100.0	100	100
Grade 4	64	60	64	63	60	63	63	60	63	98.4	100	98.4
Grade 5	90	63	64	90	62	64	90	62	64	100.0	98.4	100
Grade 6	70	96	68	69	96	68	69	96	68	98.6	100	100
All Grades	282	277	269	280	276	268	280	276	268	99.3	99.6	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2487.	2469.	2481.	48.28	46.55	50.68	31.03	24.14	24.66	13.79	12.07	13.70	6.90	17.24	10.96
Grade 4	2497.	2520.	2515.	33.33	41.67	38.10	28.57	36.67	33.33	20.63	13.33	9.52	17.46	8.33	19.05
Grade 5	2501.	2555.	2579.	21.11	37.10	45.31	33.33	37.10	34.38	14.44	12.90	15.63	31.11	12.90	4.69
Grade 6	2517.	2550.	2587.	17.39	25.00	33.82	23.19	38.54	47.06	26.09	16.67	13.24	33.33	19.79	5.88
All Grades	N/A	N/A	N/A	28.57	35.87	42.16	29.29	34.78	34.70	18.57	14.13	13.06	23.57	15.22	10.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46.55	39.66	39.73	48.28	46.55	52.05	5.17	13.79	8.22
Grade 4	23.81	40.00	28.57	69.84	55.00	65.08	6.35	5.00	6.35
Grade 5	17.78	41.94	43.75	64.44	48.39	51.56	17.78	9.68	4.69
Grade 6	20.29	25.00	35.29	52.17	47.92	52.94	27.54	27.08	11.76
All Grades	25.71	35.14	36.94	59.29	49.28	55.22	15.00	15.58	7.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.86	22.41	30.14	55.17	70.69	58.90	18.97	6.90	10.96
Grade 4	25.40	38.33	19.05	53.97	51.67	63.49	20.63	10.00	17.46
Grade 5	22.22	30.65	46.88	48.89	54.84	48.44	28.89	14.52	4.69
Grade 6	13.04	29.17	38.24	46.38	50.00	55.88	40.58	20.83	5.88
All Grades	21.43	30.07	33.58	50.71	55.80	56.72	27.86	14.13	9.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.48	24.14	16.44	62.07	67.24	76.71	3.45	8.62	6.85
Grade 4	25.40	8.33	30.16	66.67	83.33	61.90	7.94	8.33	7.94
Grade 5	16.67	17.74	21.88	71.11	72.58	75.00	12.22	9.68	3.13
Grade 6	11.59	18.75	19.12	72.46	73.96	73.53	15.94	7.29	7.35
All Grades	21.07	17.39	21.64	68.57	74.28	72.01	10.36	8.33	6.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43.10	24.14	36.99	50.00	62.07	52.05	6.90	13.79	10.96
Grade 4	22.22	25.00	28.57	68.25	65.00	61.90	9.52	10.00	9.52
Grade 5	15.56	29.03	31.25	64.44	66.13	64.06	20.00	4.84	4.69
Grade 6	15.94	25.00	20.59	68.12	63.54	73.53	15.94	11.46	5.88
All Grades	22.86	25.72	29.48	63.21	64.13	62.69	13.93	10.14	7.84

Conclusions based on this data:

- Overall, 42.16% of students exceeded standards in standards in ELA for the 24-25 school year. That is an increase of 6.297% from the 23-24 school year.
- Decrease of approx. 5.15% of students who did not meet standards compared to the 23-24 school year.

3. 13.06% of students nearly meet standards. That is an 1.07% increase compared to the 23-24 school year.

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.

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	58	73	58	58	73	58	58	73	100.0	100	100
Grade 4	64	60	64	63	60	63	63	60	63	98.4	100	98.4
Grade 5	90	63	64	90	63	64	90	63	64	100.0	100	100
Grade 6	70	96	68	69	96	68	69	96	68	98.6	100	100
All Grades	282	277	269	280	277	268	280	277	268	99.3	100	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2468.	2478.	2487.	36.21	32.76	46.58	29.31	41.38	30.14	22.41	15.52	17.81	12.07	10.34	5.48
Grade 4	2502.	2526.	2509.	30.16	40.00	31.75	30.16	28.33	26.98	26.98	26.67	28.57	12.70	5.00	12.70
Grade 5	2488.	2528.	2541.	13.33	26.98	35.94	24.44	25.40	23.44	30.00	28.57	23.44	32.22	19.05	17.19
Grade 6	2498.	2537.	2576.	14.49	19.79	42.65	17.39	30.21	22.06	27.54	31.25	22.06	40.58	18.75	13.24
Grade 11															
All Grades	N/A	N/A	N/A	22.14	28.52	39.55	25.00	31.05	25.75	27.14	26.35	22.76	25.71	14.08	11.94

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.93	51.72	57.53	48.28	39.66	36.99	13.79	8.62	5.48
Grade 4	33.33	50.00	36.51	52.38	45.00	46.03	14.29	5.00	17.46
Grade 5	15.56	28.57	28.13	54.44	52.38	57.81	30.00	19.05	14.06
Grade 6	11.59	26.04	39.71	49.28	48.96	48.53	39.13	25.00	11.76
Grade 11									
All Grades	23.21	37.18	41.04	51.43	46.93	47.01	25.36	15.88	11.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.21	31.03	30.14	50.00	58.62	60.27	13.79	10.34	9.59
Grade 4	30.16	36.67	26.98	44.44	53.33	58.73	25.40	10.00	14.29
Grade 5	11.11	20.63	28.13	53.33	61.90	57.81	35.56	17.46	14.06
Grade 6	10.14	14.58	30.88	59.42	61.46	52.94	30.43	23.96	16.18
All Grades	20.36	24.19	29.10	52.14	59.21	57.46	27.50	16.61	13.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43.10	32.76	41.10	50.00	56.90	54.79	6.90	10.34	4.11
Grade 4	26.98	38.33	33.33	60.32	53.33	55.56	12.70	8.33	11.11
Grade 5	11.11	14.29	26.56	64.44	69.84	56.25	24.44	15.87	17.19
Grade 6	10.14	16.67	30.88	56.52	66.67	52.94	33.33	16.67	16.18
All Grades	21.07	24.19	33.21	58.57	62.45	54.85	20.36	13.36	11.94

Conclusions based on this data:

1. Approximately, 39.55% of all students are exceeding standards in math. That is an increase of 11.03% from the 23-24 school year.
2. 22.76% are near standards and 11.94% have not met standards in math.
3. 65.3% of students met or exceeded standards in math. That is an 5.8% from the 23-24 school year.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1446.1	*	*	1459.6	*	*	1414.6	*	6	11	*
1	*	*	1476.7	*	*	1504.7	*	*	1448.3	*	4	11
2	*	*	*	*	*	*	*	*	*	4	*	*
3	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*	*	*	*	*	*	*	*	6	4	*
6	*	*	*	*	*	*	*	*	*	*	6	*
All Grades										27	34	27

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.18	*	*	63.64	*	*	18.18	*	*	0.00	*	*	11	*
1	*	*	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.93	29.41	33.33	48.15	47.06	33.33	18.52	14.71	22.22	7.41	8.82	11.11	27	34	27

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	27.27	*	*	72.73	*	*	0.00	*	*	0.00	*	*	11	*
1	*	*	63.64	*	*	18.18	*	*	0.00	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.74	52.94	62.96	40.74	38.24	22.22	11.11	0.00	3.70	7.41	8.82	11.11	27	34	27

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		9.09	*		45.45	*		45.45	*		0.00	*		11	*
1		*	9.09		*	36.36		*	27.27		*	27.27		*	11
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	20.59	11.11	37.04	32.35	40.74	40.74	35.29	29.63	11.11	11.76	18.52	27	34	27

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.18	*	*	81.82	*	*	0.00	*	*	11	*
1	*	*	81.82	*	*	0.00	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.63	47.06	62.96	62.96	47.06	22.22	7.41	5.88	14.81	27	34	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
1	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.04	50.00	44.44	55.56	41.18	44.44	7.41	8.82	11.11	27	34	27

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.18	*	*	81.82	*	*	0.00	*	*	11	*
1	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.52	29.41	14.81	66.67	50.00	62.96	14.81	20.59	22.22	27	34	27

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
1	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.63	23.53	11.11	62.96	64.71	70.37	7.41	11.76	18.52	27	34	27

Conclusions based on this data:

1. In the 24-25 school year 33.33% of our students are at a level 4 compared to 29.41% in 23-24. That is an increase of 3.92%.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
441	25.6%	6.1%	0.5%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	6.1%
Foster Youth	2	0.5%
Homeless	3	0.7%
Socioeconomically Disadvantaged	113	25.6%
Students with Disabilities	69	15.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2%
American Indian	0	0.0%
Asian	25	5.7%
Filipino	11	2.5%
Hispanic	135	30.6%
Two or More Races	43	9.8%
Pacific Islander	0	0.0%
White	217	49.2%

Conclusions based on this data:

- 30.6% (135) of students are Hispanic.

2. 25.6% (113) of students are socioeconomically disadvantaged.

3. 15.6% (69) 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.”



2025 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:

- In academic progress, all students are in the blue range for English Language Arts and Math.
- North Park Elementary's suspension rate continues to be in the green.

School and Student Performance Data

Academic Performance English Language Arts

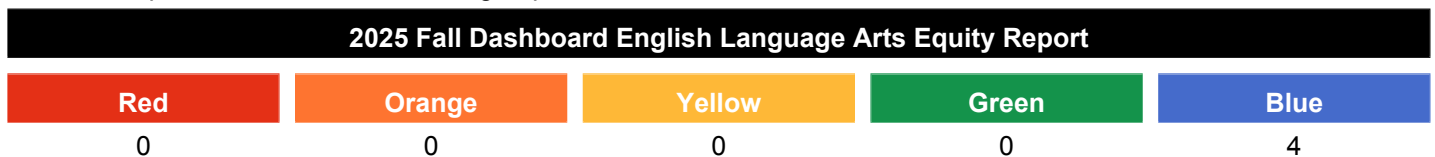
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 56.5 points above standard Increased 19.8 points 266 Students	English Learners No Performance Color 14.4 points above standard Increased 11.1 points 25 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Blue 14.8 points above standard Increased 21.6 points 65 Students

Students with Disabilities  Blue 15.2 points above standard Increased 25.9 points 51 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 95 points above standard Increased 11.3 points 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Blue 36.9 points above standard Increased 23.9 points 84 Students
Two or More Races  No Performance Color 77.4 points above standard Increased 25.5 points 24 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 60.3 points above standard Increased 18.4 points 126 Students

Conclusions based on this data:

1. Students with disabilities are 15.2 points above standards in ELA. In the 23-24 school year students with disabilities were 10.7 points below standard. That is an increase of 25.9 points from the 23-24 school year.

School and Student Performance Data

Academic Performance Mathematics

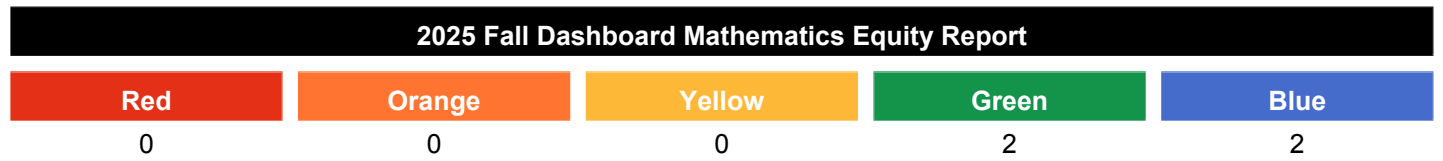
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 28.6 points above standard Increased 16 points 266 Students	English Learners  No Performance Color 10.9 points above standard Increased 12.9 points 25 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 9.5 points below standard Increased 15.4 points 65 Students

Students with Disabilities  Green 6 points below standard Increased 28.8 points 51 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 72.3 points above standard Declined 9 points 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Blue 7 points above standard Increased 22.2 points 84 Students
Two or More Races  No Performance Color 45.3 points above standard Increased 16.1 points 24 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 33.1 points above standard Increased 19.9 points 126 Students

Conclusions based on this data:

1. Students with disabilities are 6 points below standard. That is a 28.8% points increase compared to the 23-24 school year.
2. Socioeconomically disadvantaged students in gr. 3-6 are 9.5 points below standards.. That is an increase of 15.4 points compared to the 23-24 school year.

School and Student Performance Data

Academic Performance Science

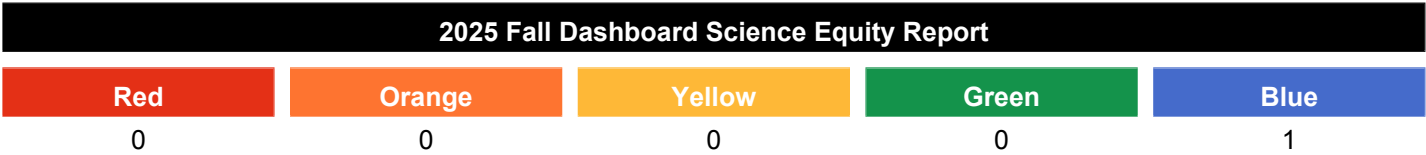
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 68 science points Increased 9.7 points 64 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 53.9 science points Increased 5.5 points 13 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  No Performance Color 63.2 science points Increased 11.1 points 18 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 72.6 science points Increased 15.7 points 30 Students

Conclusions based on this data:

1. Our 5th grade students scored in the blue with 68 science points. That is an increase of 9.7 points from the 23-24 school year.
2. Our Socioeconomically Disadvantaged students scored 53.9% science points with a 5.5 points increase from the 23-24 school year.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 61.9 making progress. Number Students: 21 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.5%	28.6%	0%	61.9%

Conclusions based on this data:

1. 61.9% of EL students progressed at least one ELPL level.

School and Student Performance Data

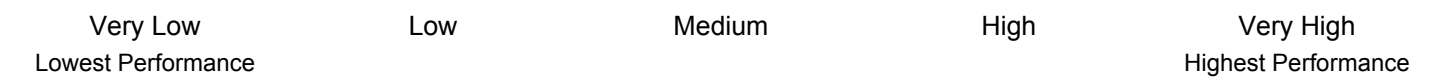
Academic Performance College/Career Report

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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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Green

4.4% Chronically Absent

Declined 1

452 Students

English Learners



Green

6.5% Chronically Absent

Declined 1.7

31 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Socioeconomically Disadvantaged



Green

8.7% Chronically Absent

Declined 1.2

126 Students

Students with Disabilities  Yellow 7.2% Chronically Absent Maintained -0.3 83 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% Chronically Absent Maintained 0 26 Students	Filipino  No Performance Color 0% Chronically Absent Maintained 0 11 Students	Hispanic  Green 7.9% Chronically Absent Declined 0.9 140 Students
Two or More Races  Blue 0% Chronically Absent Declined 4.2 44 Students	Pacific Islander  No Performance Color 0 Students	White  Green 4.1% Chronically Absent Declined 0.9 222 Students

Conclusions based on this data:

1. Students with disabilities had a 7.2% chronically absent rate and they are in the yellow. They maintained the same compared to the 23-24 school year.
2. Socioeconomically disadvantaged students decline by 1.2% compared to the 23-24 school year. For the 24-25 school year they are in the green with 8.7% Chronically Absent.
3. English Learners had high chronic absenteeism at 8.1%.in 23-24. They decline by 1.7% in the 24-25 school year and had a 6.5% Chronically Absent rate.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

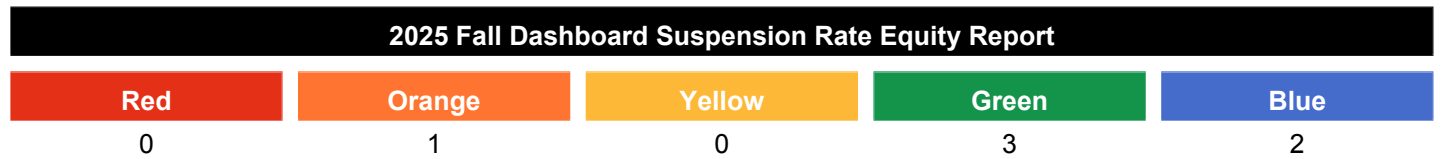
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.7% suspended at least one day Maintained -0.2% 460 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 31 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Green 0.8% suspended at least one day Declined 1.6% 129 Students

Students with Disabilities  Green 2.4% suspended at least one day Declined 0.8% 83 Students	African American  No Performance Color 9.1% suspended at least one day Increased 9.1% 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Hispanic  Green 0.7% suspended at least one day Declined 1.9% 142 Students
Two or More Races  Orange 2.2% suspended at least one day Increased 2.2% 45 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 225 Students

Conclusions based on this data:

1. Suspension rate has declined for socio-economically disadvantaged students by 1.6%.
2. Two or more races were in the Orange for suspension. That is an increase of 2.2% from the previous school year..
3. Suspension rate has declined for students with disabilities by 0.8%.

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 2025 CA Dashboard, some of our students groups are making growth but are still behind our "All" group. In ELA SED is +14.8, SWD is +15.2 and EL are +14.4 compared to +56.5 for "all" in Math SED is -15.4, SWD is -6, Hispanic is +7 and EL is +10.9 compared to +28.6 for "all"

As indicated by local measures 30% our students who are identified as students with disabilities are 1 grade level below in achievement in ELA and 42% 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)	25-26 All: 58% of all students are meeting/exceeding standards Special Education: 43% meeting/exceeding standards Hisp: 50% meeting/exceeding standards 25-26 (MID) All students 40% reaching their typical goal and 18% are reaching their stretch growth Students with disabilities 52% reaching typical growth, 22% reaching stretch growth	By 26-27 All: 65% meet or exceeding standards Special Education : 55% meet or exceeding standards Hisp: 60% meet or exceeding standards 26-27 (MID) All students 43% reaching their typical goal and 21% are reaching their stretch growth Students with disabilities 58% reaching typical growth, 28% reaching stretch growth
i-Ready Math Diagnostic Assessment (mid Yr)	25-26 Data All: 50% meeting/exceeding standards Special Education: 40% meeting/exceeding standards Hisp: 39% meeting exceeding standards	By 26-27 All: 60% meet or exceeding standards Special Education:: 55% meet or exceeding standards Hisp: 55% meet or exceeding standards

	25-26 (MID) All students 28% reaching their typical goal and 9% are reaching their stretch growth Students with disabilities 25% reaching typical growth, 7% reaching stretch growth	25-26 (MID) All students 31% reaching their typical goal and 12% are reaching their stretch growth Students with disabilities 31% reaching typical growth, 13% reaching stretch growth
Smarter Balanced/CAASPP Assessment - ELA gr. 3-6	24-25 Data All +56.5 points above standards Low Socio: +14.8 points above standards Hisp +39.9 points above standards	25-26 All+65 Points DFS Low Socio +25 Points DFS Hisp +49.9 points above standards
Smarter Balanced/CAASPP Assessment - Math-gr. 3-6	24-25 All: + 28.6 points above standards Low Socio: +9.5 points above standards Hisp +7 above standards SWD: - 6 points below standards	25-26 All: + 31.6 points above standards Low Socio increase to +19.5 points above standards Hisp +10 above standards 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 -CAPS Training (guest teacher costs for 2 teachers) * 1st-3rd grade WIN time (30 minutes M/T/TH/F) -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 * Goal Setting for iReady *ELA TOSA support for foundational reading skills in K-2 grades *Math TOSA support for all grade levels *Parent workshops in person and virtual +Continue with iReady, NextGen usage +Continue with writing PD +Continue focus on Promise Standards	All students	1000 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: 2025-26

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

Analysis

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

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.

Dashboard data indicates that our two or more races were in orange for suspension and that is an increase of 2.2% compared to our other student groups.

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 4.4 % (decreased by 1%) Students with Disabilities: 7.5 % chronically absent (maintained -0.3%) EL students: 6.5% chronically absent (declined 1.7%) Socioeconomically Disadvantaged: 8.7% chronically absent (declined 1.2%)	By June 2026, decrease chronic absenteeism by at least 2% as measured by the CA Dashboard. All: decline to 2.4% Students with Disabilities: decrease to 5.5% Socioeconomically Disadvantage: decrease to 6.9% EL: decrease to 4.5%
2025-26 LCAP Student Survey	25-26 Spring All- 60% in gr. 3-6 strongly agree/agree that they like school. There was no change from the pervious school year (24-25).	26-27 All-75%
2025-26 LCAP Student Survey	25-26 Spring ALL - 73% students indicated that they feel they belong at school. That is an	26-27 All-75% EL-69%

	increase of 4% from the 24-25 school year. Sped- 59% of our special education students indicated that they feel they belong at school. That is a 4% increase from the 24-25 school year.	
2025-26 LCAP Student Survey	25-26 Spring All- 61% students indicated that they feel like they are an important part of the school community. That is an increase of 2% from the 24-25 school year. Sped- 52% of Special Education students indicated that they feel like they are an important part of the school community. That is an increase of 8% from the 24-25 school year. SES- 53% of SES students indicated that they feel like they are an important part of the school community. That is an decrease of 3% from the 24-25 school year.	26-27 All-65% Sped- 60% SES- 60%

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. +Continue with Character Strong and Capturing Kids Hearts' +Continue PBIS Store +Continue Campus Supervisor Trainings +Continue daily SEL +Continue with attendance incentives *Continue Student Leaderships	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 2000 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	

	*Family Surveys		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Positive reinforcement and student recognition has supported 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. The dashboard indicated that there was a decline of 6.5% for English Learners in Math. Currently in ELA our reclassified English Learners are 64.9 points above standard, however that is a decline of 15.7 points compared to the 2023-2024 school year. In Math we have fewer than 11 students so the data is not displayed for privacy. Currently in Math our reclassified English Learners are 46.9 points above standard however, that is a decline of 16.6 points compared to the 2023-2024 school year.

The number of Long Term English Learners (LTEL) at North Park is 2 students. 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
2025 CA Dashboard - English Language Arts (ELA)	24-25 All: +56.5 points above standard (increased 19.8 points in the blue) EL: +14.4 above standard (increase of 11.1 points)	25-26 All: +65 points DFS EL: +34.4 above standard
2025 CA Dashboard - Math	24-25 All: +28.6 points above standard (increased 16 points in the blue) EL: +10.9 above standard (increase of 12.9 points)	25-26 All: + 31.6 DFS Blue EL: +16.9 DFS
2026 i-Ready ELA (Mid Year)	25-26 All: 58% of all students are meeting/exceeding standards EL: 19% of all EL students are meeting/exceeding standards	26-27 All: 65% meeting/exceeding grade level standards EL: 34% meeting/exceeding grade level standards

	25-26 (MID) All students 40% reaching their typical goal and 18% are reaching their stretch growth English Learners 31% reaching typical growth, 19% reaching stretch growth	25-26 (MID) All students 43% reaching their typical goal and 21% are reaching their stretch growth English Learners 37% reaching typical growth, 26% reaching stretch growth
2026 i-Ready Math (Mid Year)	25-26 All: 50% meeting/exceeding standards EL: 6% of EL students are meeting/exceeding standards 25-26 (MID) All students 28% reaching their typical goal and 9% are reaching their stretch growth Students with disabilities 33% reaching typical growth, 20% reaching stretch growth	26-27 All: 57% meeting/exceeding grade level standards EL: 20% of EL students meeting/exceeding grade level standards 26-27 (MID) All students 31% reaching their typical goal and 12% are reaching their stretch growth English Learners 39% reaching typical growth, 26% reaching stretch growth
3e2025 CA Dashboard - English Learner Progress Indicator (ELPI)	24-25 Green 61.9% students making progress ELPI- 9.5% of EL students decreased by one proficiency level	25-26 Green 68.2% students making progress ELPI- 0% decreased by one proficiency level

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 +Continue small group instruction for EL students +Continue teacher planning time for EL instruction +Substitute to cover classes for teachers	All English Learners	3000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty pay for training, planning and implementation to support ELs. 1000 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) +Continue with substitutes to cover classes for teachers to meet with ELD students for Goal Setting	All English Learners	
3.3	*Continue with after school ELA language development for EL students in grades 3-6 and specifically targeting LTELs	All English Learners	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

EL reclassification rates continue to increase. Nine students reclassified in the 2024-2025 school year compared to six students reclassified in the 2023- 20024 school year.

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

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
2025 LCAP Family Survey Question:	25-26 96% families indicated that they are welcomed at their student's school. That is an increase of 3% from the 24-25 school year.	26-27 increase of 3% to have 99% families indicated that they are welcomed at their student's school. That is an increase of
2025 LCAP Family Survey Question:	25-26 All-75% 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 24-25 school year.	26-27 increase of 3% to have 78% of families indicated that they see their family's culture represented in the school and academic content taught.

2025 LCAP Student Survey Question:	25-26 ALL-73% students indicated that they feel they belong at school. That is a increase of 4% from the 23-24 school year. EL: 78% students indicated that they feel they belong at school. That is a increase of 38% from the 24-25 school year.	26-27 76% students indicated that they feel they belong at school. EL: 81% students indicated that they feel they belong at school.
2025 LCAP Student Survey Question:	25-26 All- 47% students indicated that they see their family's culture represented in school. That is a 1% increase from the 24-25 school year.	26-27 All- 60% students indicated that they see their family's culture represented in the school and academic content taught.

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. +Continue using monthly resources for cultural observances and celebrations	All students	550 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies to support multicultural events 450 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duy 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) +Utilize PTA to schedule assemblies highlighting our students' cultures	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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
2025 LCAP Family Survey Question:	25-26 96%- of families indicated that they have been provided opportunities to be involved in their student's learning. That is a 5% increase from the 24- 25 school year.	26-27 100% families indicated that they have been provided opportunities to be involved in their student's learning.
2025 LCAP Family Survey Question:	25-26 97%- of families indicated that school staff are responsive when I communicate with them. That is a 0% increase from the 24-25 school year.	26-27 100% of families indicated that school staff are responsive when I communicate with them.
2025 LCAP Family Survey Question:	25--26 86%- I feel like my family is an important part of the school. That is a	26--27 90%- I feel like my family is an important part of the school.

	4% increase from the 24-25 school year.	
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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 +Continue School Site Council, ELAC, Parent Principal Chats, PTA, and Teacher on Special Assignment Presentations	All students	507 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty pay for staff to develop workshops for families 600 LCFF - Supplemental 4000-4999: Books And Supplies Materials/supplies for parent engagement workshops/training
5.2	+Continue Parent/ Principal Chats	All students	
5.3	Professional development for teachers focused on Family Engagement	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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	\$18,392.00
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 (\$)
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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	\$18,392.00

Subtotal of state or local funds included for this school: \$18,392.00

Total of federal, state, and/or local funds for this school: \$18,392.00

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	18,392.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	18,392.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,457.00
2000-2999: Classified Personnel Salaries	2,285.00
4000-4999: Books And Supplies	5,650.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,457.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,285.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,650.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,785.00
Goal 2	5,500.00
Goal 3	4,000.00
Goal 4	1,000.00
Goal 5	1,107.00

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
Randy White	Parent or Community Member
Chananit Hutson	Parent or Community Member
Calvin Clark	Parent or Community Member
Gina Roberts	Classroom Teacher
Diane Lindsey	Classroom Teacher
Alisa Doucette	Classroom Teacher
Anrea Magana	Parent or Community Member
Wilhelmina Hernandez	Parent or Community Member
Noel Villanueva	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

Handwritten signatures in blue ink. The top signature is a stylized cursive signature. The bottom signature appears to be 'H. Lopez'.

State Compensatory Education Advisory Committee

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:

Handwritten signatures in blue ink. The top signature is 'Rose Villanueva'. The bottom signature is 'Chanani Hutson'.

Principal, Rose Villanueva on 5/29/2025

SSC Chairperson, Chananit Hutson on 5/29/2025