

School Year: 2022-23

# Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northwood High School	30-73650-3030657	May 12, 2022	November 17, 2020

## Goal 1

Addressing the needs of EL students, Black/African American students, Hispanic/Latino students, Special Education students, and socioeconomically disadvantaged students in order to integrate them more fully into the school community and improve academic achievement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA CAASPP Scores	89% met or exceeded standard	
Math CAASPP Scores	75% met or exceeded standard	
Science CAASPP Scores	75% met or exceeded standard	

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

Our PLC teams continue to meet during Late Starts, outside of the school day, as well as during district PD time to create common units and summative assessments. PLC time is also spent determining ways and refining strategies to support students' learning. This year, course teams, including Integrated Science, Humanities, and Math I, as well as pilots in Math II and World Languages, were willing to embed equity grading practices which proved to be an effective strategy. In addition to equitable grading practices, the Humanities and Integrated Science III implemented embedded honors classes with the intention of giving more students the opportunity to meet honors success criteria. The staff participated in a grading summit for Standards Based Grading and Ungrading to share successes and areas of improvement. We are also updating our differentiation and intervention documents. Two areas for growth are more targeted Tier 2 support and enrichment opportunities for students.

b) Which strategies were most effective? Least Effective?

PLC time continues to be one of the most effective strategies especially due to the significant changes as we continue to help students adjust to academic expectations post pandemic. Equitable grading practices and embedded honors have also been very effective as more students have achieved honors recognition and more students reporting that they feel that they can be successful in advanced classes; our EOS survey data supports that a sense of belonging is important, especially for historically underrepresented groups, if we want to increase participation in honors/AP classes. The least effective strategy is accepting late work without deadlines. In order to help students meet the schoolwide learner outcomes students need to put forth a good faith effort which includes completing work in a timely manner to make assessment and remediation meaningful.

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

We plan to refine our equitable grading practices, possibly including common vocabulary and expectations across disciplines, and expanding embedded honors. Time and money will be needed to release staff to engage in these meaningful discussions.

## Goal 2

Implementation of Social-emotional learning (SEL) strategies, updated instructional practices, and parent education workshops to help the school community balance the high expectations of school performance with student well-being to ensure a healthy school environment for students. Implementation of standards based grading and embedded honors classes as well as the reinforcement of strategies to promote well-being will expose students to methods that will help them achieve balance.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Progress Indicator		
English Learner performance on CAASPP exams for English	7.26% above state percentage (18.18% @ NHS vs. 10.92% in state)	
Percent of students reclassified per year	62/103 students were reclassified this year 2021-2022 (or 60%)	
Quarterly ELAC Meeting attendance	Approximately 10 parents attended meetings	

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

A strategic plan exists for topics and agendas for ELAC meetings that will be engaging for parents and better support their students. We need to be more strategic in how we ensure parent participation as well as develop better systems to monitor students who have exited the program. We revived the Language Ambassador program in the 21-22 school year and have used Language Ambassadors to engage with new-to-Northwood students at lunch and during tutorial. The Equity Team also presented reminders on past differentiation strategies/lessons to support all students, including EL students. The reclassification process has allowed more students to be reclassified. The EL teachers have also reached out to current juniors to be Peer Tutors or Language Ambassadors in next year's classes. The Language Ambassadors will also join Link Crew this summer for the new to Northwood orientation. In addition to offering more programs with translation services, we will also have PD time with our community liaisons.

b) Which strategies were most effective? Least Effective?

One of the more effective strategies was the implementation of equitable grading practices and the opportunities EL students have to remediate. The pace allows students to have the time to develop their language skills and demonstrate their learning at a slower pace. Although this has greatly helped the EL students, teachers need to identify deadlines that allow the students to develop their language skills while also learning how to manage their time effectively. We have offered more translation services for programs; however, we have had difficulty getting translators.

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

We are committed to expanding our Language Ambassador program this year as well as developing a stronger system of support for our EL students who have exited the program. We will continue to develop our tiered supports for our EL students as they are placed in general education classes and not "sheltered" classes. It is also our hope to provide live translation at ELAC meetings with translated materials to engage our parents. Lastly, we will continue to improve our system for new-to-Northwood students and connect them to available resources.

### Goal 3

Identify barriers to engagement and establish a collaborative approach that allows parents and students to participate authentically in the school community and classroom. Working with all stakeholders will foster respect and cultural awareness within the school community.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Climate Survey: "The stress I feel is generally low"	53% strongly agree or agree	
School Climate Survey: "mistakes are part of the learning process"	89% strongly agree/agree	
School Climate Survey: "enjoy going to school"	60% strongly agree/disagree	
School Climate Survey: "teachers make an effort to connect to me"	88% strongly agree/agree	
CA Healthy Kids Survey: "promotion of parent involvement in school"	74% ninth grade; 64% 11th grade	
Suicide Risk Assessments and Screeners	24	

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

As a result of distance learning and due to a lack of connectedness to school, intentional efforts were made to support students who were new to Northwood, returning from virtual learning, and first time AP/Honors students. These groups were targeted and invited to attend a summer camp aimed at easing the transition back to in-person learning while providing students with strategies and resources to support their transition. SEL lessons and practices were pushed out to teachers to embed in their lessons or to teach during Advisement knowing the need for student connectedness. These practices were continued into the 22-23 school year even as we returned to our prior to the pandemic school schedule. The Equity Team has also presented belonging activities and each department shared some of their best practices. The Equity Team also asked the staff to try one new belonging strategy to help students feel connected. We revitalized our Challenge Success committee, our CS student group THRIVE, and took the CS survey.

b) Which strategies were most effective? Least Effective?

This area is difficult to analyze due to the exacerbated conditions from the pandemic. Increased mental health support (one additional staff member) and targeted support from a counselor (attendance and Tutor Center) was beneficial to providing support to our students who were struggling with their academic progress and mental health. Our Hope Squad expanded its presence and continues to develop proactive ways to identify students in need and promote awareness about their role on campus. The CS survey results highlight that students feel that they have a staff member that they trust and they are engaging at higher levels; however, both the CS survey and EOS survey that particular groups of students don't feel welcomed and/or supported by their peers as they do their teachers. We are also offering more CS workshops for our NHS community that we hope will ease some of the anxiety around college admissions and make for a better high school experience. The CS survey also highlighted that sleep is still an area of focus for our school community.

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

We recognize now more than ever how important our Advisement (TA) time is to connect with our students and provide opportunities for them to connect with staff and one another. This continues to be a significant area of concern and we will continue to find ways to ensure that we are identifying students in need of support as well as proactively teaching and modeling healthy practices. In the upcoming year, staff will be provided with a menu of classroom activities that are easy and accessible and include classroom SEL lessons and activities for TAs to implement during our Advisement period. The new area of focus will be is creating PD around peer belonging strategies. Although our students sleep

average has increased since 2017, it is still less than the recommended hours for teenagers so we will continue to pursue a sleep campaign.

## Goal 4

### Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

b) Which strategies were most effective? Least Effective?

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

## Goal 5

### Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

b) Which strategies were most effective? Least Effective?

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

# Annual Evaluation Part II: Supporting LCAP Targeted Student Groups

## Analysis

English Language Learners action statement:

We will address the particular needs of the growing population of EL students to help them integrated more fully into the school community.

Describe the overall implementation of the strategies/activities to support the targeted groups.

- a. Which strategies were implemented as planned? Which were not and why?
- b. Which strategies and activities were most/least effective? Why?

Please see Goal 2.

Low-income/Foster Youth Students action statement:

In order to provide opportunities for all students, including low-income and foster youth, to meet the challenging state and academic standards NHS utilizes the PLC process to address achievement gaps and provides equitable learning experiences. Additionally, the Equity Team looks at systems of supports including differentiated instruction and schoolwide interventions.

Describe the overall implementation of the strategies/activities to support the targeted groups.

- c. Which strategies were implemented as planned? Which were not and why?
- d. Which strategies and activities were most/least effective? Why?

The state's expansion of free meals to all students was effective in ensuring that no student goes hungry. Moving forward, we will focus on becoming more systematic in identifying and promoting resources on campus for students. The concept of equity is on the minds of school staff and surfaces more frequently during schoolwide, course team, and department conversations including identifying barriers for students to access higher level curriculum (grade level curriculum). Our Equity Team continues to identify students who can access higher level curriculum. The one-to-one device program helped students/families who needed technology.

Summary: Based on the above program evaluation, what changes might you consider for supporting targeted groups moving forward?

As a priority, we plan to facilitate focus groups with our underrepresented groups. Anecdotally, we believe that this population has a higher rate of absenteeism and tardiness with no public transportation options available and the fact that they live on the edge of our school attendance boundaries. We will continue to seek out opportunities to find a van to help transport students.