

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northwood High School	30-73650-3030657	April 26, 2023	November 17, 2020

Educational Partner Involvement:

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

Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process

As part of the WASC accreditation process in 2022 NHS completed a large self-study that included all stakeholders. The action plans that are outlined in this document were established through this self-study process. Each year the School Site Council and the Leadership Team reviews the action plan and refines it to ensure that the action plan is up to date and addresses any new challenges or changes to school programs, demographics, or district initiatives. Additionally, each year the staff reviews the action plan as part of the whole staff development at the beginning of the year. The action plan is also reviewed as part of each staff development day to include a focus on the action plan during that specific meeting.

In conjunction with these stakeholders the SPSA action plan was updated to include changes to the action plan that reflect new challenges or changes. Changes to the action plan to note include updated information to reflect the most CAASPP test scores and EL redesignation percentages, the addition of the language ambassador program, the addition of the CSALT team and the Challenge Success student committee.

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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)

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 5/12/2022

Attested:

Leslie Roach

Typed Name of School Principal



Signature of School Principal

5/25/23

Date

Christina Banagas Engelerdt

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/25/23

Date

School Site Council Membership

The School Plan for Student Achievement

The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Leslie Roach	1				
Kortney Tambara			1		
Allison Singer			1		
Leanne Lauritzen			1		
Emily Rhodarmer		1			
Laura Tijerino		1			
Christina Banagas Engelerdt		1			
Steve Plette		1			
Rachel How					1
Ida Ahola					1
Nika Namuri					1
Kefu Fu				1	
Sean McDowell				1	
Hulya Odabas				1	
Laura Wakeham				1	
Ella Wu				1	
Numbers of members of each category	1	4	3	5	3
(Totals of Group A and Group B must equal)	Total Group A: 8			Total Group B: 8	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
 - a. The development of the section in the SPSA pertaining to EL students' education
 - b. The development of the school's needs assessment
 - c. Implications of language census for translation requirement
 - d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Leslie Roach	1			
Numbers of members of each category	1			

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

☒ **Site has chosen to combine SSC and ELAC using the above guidelines.**

OR

☐ **Site has chosen NOT to combine SSC and ELAC using the above guidelines.**

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$406,940.00	38,000
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$76,433.00	4,000
Lottery Funds Purpose: Purchase site instructional materials	\$21,950.00	
Total amount of state categorical funds allocated to this school	\$505,323	42,000
Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$0.00	5,000
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$14,548.85	
Total amount of federal categorical funds allocated to this school	\$14,548.85	5,000
Total amount of state and federal categorical funds allocated to this school	\$519,871.85	\$47,000

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

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.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP Scores	87% met or exceeded standard	89% met or exceeded standard
Math CAASPP Scores	73% met or exceeded standard	75% met or exceeded standard
Science CAASPP Scores	72% met or exceeded standard	75% met or exceeded standard

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

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.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Progress Indicator	72% Well Developed per the CA school dashboard	
English Learner performance on CAASPP exams for English	10 points above standard	7.26% above state percentage (18.18% @ NHS vs. 10.92% in state)
Percent of students reclassified per year	25% of EL students	8 students were reclassified this year 2022-2023
Quarterly ELAC Meeting attendance	average of 30 per meeting, with Mandarin and other languages	Approximately 10 parents attended meetings

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

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.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Climate Survey: "The stress I feel is generally low"	42% strongly agree or agree	53% strongly agree or agree
School Climate Survey: "mistakes are part of the learning process"	84% strongly agree or agree	89% strongly agree/agree
School Climate Survey: "enjoy going to school"	95% strongly agree/agree	93% strongly agree/disagree
School Climate Survey: "teachers make an effort to connect to me"	70% strongly agree/agree	88% strongly agree/agree
CA Healthy Kids Survey: "promotion of parent involvement in school"	64% ninth grade; 57% eleventh grade strongly agree or agree	74% ninth grade; 64% 11th grade
Suicide Risk Assessments and Screeners	53 as of 5/30/2023 (2022-23 school year)	24
Challenge Success 2023 Survey: Percentage of students who missed an activity in the last month for health or emotional problem	46 % of students	40% of students
Challenge Success 2023 Survey: Percentage of students who missed school in the last month for a health or emotional problem	32% of students	25% of students

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	1a. Establish or confirm common essential standards and learning targets for all courses based on previously adopted standards and newly identified curriculum. <ul style="list-style-type: none"> - Staff development to train course leads and PLC teams to review demographic data - Create/monitor system of interventions when students do not meet standards - Provide professional development on differentiated instruction and classroom interventions 	All	Administrator Department Chairs Course Leads PLC FCs Equity Team	LCAP B	4000	X				
				Dist.	10000					
2.	1b. Implement embedded honors <ul style="list-style-type: none"> -Communicate embedded honors rationale to stakeholder groups. 	All	Administrator Course Leads Course PLC Teams	LCAP B	6000	X	X	X		

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	<ul style="list-style-type: none"> - Pilot on a large scale in Humanities and Integrated Science courses - Refine structures through reflection and sharing across departments 									
3.	<p>1c. Establish standards based grading and other equitable grading practices (Ungrading, embedded honors, etc.) in core areas based on essential standards when possible.</p> <ul style="list-style-type: none"> - Share IUSD Grading Practices guide with all staff to identify specific areas of focus - Expand SBG equitable grading practices to all core areas through professional development, PLC time across departments - Expand SBG and equitable grading practices to all courses 	All	<p>Department Chairs</p> <p>Course Leads</p> <p>Department Grade Level Teams/PLC Course Teams</p> <p>PLC FCs</p>	<p>LCAP B 7000</p> <p>Dist. 4000</p>		X	X			
4.	1d. Reevaluate Equal Opportunity Schools Action Plan and train staff to identify	Historically underrepresented populations	Administrator Leadership Team	<p>LCAP B 4000</p> <p>LCAP S 2000</p> <p>Dist. 3000</p>		X	X	X		

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	students who should access AP/Honors coursework. <ul style="list-style-type: none"> - Expand summer camps to teach identified study skills - Share study skills schoolwide with a plan to teach all students these skills - Identify and implement instructional strategies that promote belonging - Conduct focus groups to expand support to first time AP/Honors students - Use data twice per year to analyze and refine course offerings and programs 		Equity Team PLC Course Teams							
5.	1e. Staff development: <ul style="list-style-type: none"> - Culturally-responsive pedagogy, anti-racism - GLAD (Guided Language Acquisition Instruction) for EL students 	All	Leadership Team Equity Team EL Coordinator PLC FCs	Title I	5000	X				
6.	2a. Revitalize Challenge Success Team and Message.	All	Administration	LCAP B	4000		X	X		
				Gift	4000					

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	<ul style="list-style-type: none"> - Update CS workshops - Revise and disseminate Time Management tool through conferences - CSALT to identify barriers to balance and develop an action plan - Revitalize THRIVE - student group to partner with ASB and CSALT - Work with PTSA to provide parent workshops - Increase outreach to feeder schools 		Counselors PTSA Equity Team Athletic Directors Activities Director Staff & Parent Community							
7.	2b. Establish Professional Development designed to promote relationship building and belonging. <ul style="list-style-type: none"> - Review structure of Advisement and Tutorial to increase effectiveness of relationships and interventions 	All	Administration Equity Team Leadership Team Counselors	LCAP B 2000 Other 4500			X			
8.	2c. Review student recognition programs to highlight student balance. <ul style="list-style-type: none"> - Increase T-Wolf Thank Yous to 50% of student body 	All	Administration Equity Team	LCAP B 2000			X			

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	<ul style="list-style-type: none"> - Review and revise end of the year recognition ceremonies (Charter Oaks, Pride of the Pack, Distinguished Timberwolves) - Revive and expand State of the Student (SOS) Committee (additional parents, staff, community members) and develop a year long plan to reinforce theme 		Activities Director & ASB Leadership Team PTSA SOS Committee							
9.	3a. Create demographic focus groups for the under-represented students and parents (LGBTQ+, Black/African American, Hispanic/Latino, socioeconomically disadvantaged, Special Education, and EL). <ul style="list-style-type: none"> - Explore formalizing cultural groups - Host forum with cultural representatives to address issues - Create event to promote inclusive community 	Historically underrepresented populations	Administration Leadership Team PTSA Student Forum Focus groups/members	LCAP B	2000			X		
10.	3b. ASB will bring awareness to different cultures and student groups with a goal of creating a	All	Activities Director	Other	1500			X		

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	cultural council composed of students and parents in the future.		Administratio n							
11.	3c. Community-wide re-introduction to core values and “for the good of the pack” motto with a specific tie to inclusion. <ul style="list-style-type: none">- Develop branding committee- Rebrand campus with core values/logo- Clarify spectator expectations, develop signage for athletic events, and teach appropriate behavior- Staff-wide commitment to teaching core values at the classroom level	All	Administratio n Activities Director Leadership team Athletics Directors All staff CSALT Coaches Branding committee	LCAP B 2000 Other 1500			X			
12.	3d. Formalize “New to Northwood” enrollment process and orientation. <ul style="list-style-type: none">- Implement and refine new student enrollment process	New	Counselors Administrator over counseling Link Crew staff					X		
13.	3e. Improve communication to all parents in their home language by determining more/different ways to reach out to parents and increase	EL	Principal/Adm inistrator EL Coordinator	LCAP S 2000				X		

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	translations of school policies and procedures. <ul style="list-style-type: none"> - Revive ELAC to be an effective way to gather and disseminate information to EL parents. 		Counselors						
14.	3f. Create and promote common messaging surrounding expectations including attendance, tardies, cell phone pockets by sharing high expectations and explicitly reviewing expectations from the beginning of the school year. <ul style="list-style-type: none"> - Create a focus group to review tardy/cell phone data and create schoolwide plan 	All	Administration Equity Team All Staff	LCAP B 1000			X		
15.	3g. Increase face-to-face time with parents by hosting two "Coffee with the Principal" events. <ul style="list-style-type: none"> - Host quarterly "Coffee with the Principal" events 	All	Principal	LCAP B 1000			X		
16.	3h. Revitalize Principal's Council and Student Forum as a way to strengthen student voice.	All	Principal Activities Director				X		

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
17.	3i. Review of current parent programs provided by IUSD, PTSA, and NHS (content, time of day, duration, frequency, sponsor, virtual vs. in-person, etc.) to determine efficacy. <ul style="list-style-type: none"> - Create task force to review the effectiveness of parent programs - Recommit to programs based on parent feedback and implement a schoolwide plan 	All	Counselors PTSA Administration	LCAP B	1000			X		
18.	3j. Provide opportunities for parents to engage with staff by rebranding and revamping Back to School Night to “Meet the Pack” with an Open House. <ul style="list-style-type: none"> - Partner with PTSA to host a Homecoming Fall Festival 	All	Administration PTSA	LCAP B	1000			X		
19.	3k. Professional Development on how teachers can engage with parents.	All	Equity Team	LCAP B	1000			X		
20.										

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
 1. Create a culturally and linguistically responsive learning environment
 2. Include parent and family engagement that enhances learning support for their children
 3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
 4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
 5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
 1. Understand, monitor, support, and report student learning and acquisition of language
 2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

NHS employs both a designated teacher who acts as the EL coordinator and a designated EL instructional assistant. Both of these staff members are dedicated to tracking data on EL student progress and reflecting on programming for EL students with the collaboration of the leadership team. Many EL students that were classified as "Bridging" or "Expanding" were placed into regular college prep classes so that they can be exposed to rigorous curriculum with high levels of English proficiency that is commensurate with their peers. All "Expanding" freshmen and sophomores were placed in a sheltered humanities core. Students that were classified as "Bridging" were placed in CP courses with appropriate in class support as well as an additional specific academic language support class (English Essentials).

Teachers who teach support classes as well as sheltered courses received professional learning both from the district and the on sight EL coordinator. These teachers also engage in the PLC process throughout the school year so that they provide equitable learning experiences across all courses both horizontally and vertically. This PLC teams also analyze assessments to understand, monitor, and support student learning and acquisition of language.

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. This year, we decided to revive the Language Ambassador program but need to determine how these students engage with new-to-Northwood students. The Equity Team also presented reminders on past differentiation strategies/lessons to support all students, including EL students. The revised reclassification process has allowed more students to be reclassified. One of the more effective strategies was the implementation of equitable grading practices. We are committed to expanding our Language Ambassador program by partnering with Link Crew and the new to NHS orientation this year as well as developing a stronger system of support for our EL students who have exited the program. We also placed students into grade-level classes with support instead of "sheltered" classes. We offered more live translation at ELAC meetings with translated materials and other school events to engage our parents. We will also continue to provide PD for staff with community liaisons.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:

1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

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 MTSS team looks at systems of supports including differentiated instruction and school wide interventions.

For the 2022-2023 school year 17.3% of the student population have been identified as socioeconomically disadvantaged. NHS has worked to improve communication to these students to ensure that they are accessing all supports available to them. For example, identified students are provided fee waivers for applicable events and exams, reduced prices are offered for events such as dances and other school activities, and a free college planning class is offered and is led by counselors to support managing the college application process. There will also be a camp offered summer 2023 to help students with college applications. A laptop borrowing program has been implemented to ensure that students have access to school Chromebooks that they can take home. College access is supported through offering college classes on the NHS campus for free to students. Classes include Irvine Valley College Biotechnology and Chapman University Calculus.

NHS continues to look for ways to reach out to families and students to offer appropriate support. One way that this is being done is through engaging in the Equal Opportunity Schools (EOS) program to identify potentially underserved students and support them in accessing higher level classes. The Equity Team has continued to identify students via individual contact by classroom teachers and advisors to ensure that these students are receiving necessary supports in the classroom such as creating community and a sense of belonging in the classroom, teaching study skills specific to Honors or Advanced Placement classes, and intentionally grouping students so that they receive needed support.

Addendum

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

Instructions

1. Stakeholder Engagement

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

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

CA Dashboard (Required)

- Universal Screening Assessments (K-8)
- District End of Course Exams
- Common Formative Assessments

Questions to Consider:

- Are there any content areas or grade levels that may benefit from additional support?
- Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:

- BrightBytes Survey
- School technology access
- Professional Learning Plan

Questions to Consider:

- What additional tools, resources, or trainings might be needed?
- What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

Office discipline referrals (SWIS Data), suspensions and expulsions

Attendance data

Site based surveys (PLC implementation, PBIS Self-Assessment Survey)

Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?

What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?

How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

SSC participation and attendance at PTA Meetings

Communication plans or site procedures

Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?

What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

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

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

Expected Annual Measurable Outcomes: In the table, 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.

Planned Strategies and Activities:

1. **Strategy/Activity Description:** Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference. (Each goal can have one or more identified strategies and/or actions.)

***Title 1 Schools:** A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2. Students to be Served: Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.
3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.
4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

5. **Supporting Targeted Groups**

Directions included in the document.

6. **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 should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated 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. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	420	561	531
Grade 10	436	544	586
Grade 11	458	564	569
Grade 12	442	531	565
Total Enrollment	1,756	2,200	2,251

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	104	163	125	5.9%	7.4%	5.6%
Fluent English Proficient (FEP)	672	864	960	38.3%	39.3%	42.6%
Reclassified Fluent English Proficient (RFEP)	47			45.2%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	424	559		388	553		388	553		91.5	98.9	
All Grades	424	559		388	553		388	553		91.5	98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2690.	2692.		59.79	56.78		22.94	30.56		9.54	8.32		7.73	4.34	
All Grades	N/A	N/A	N/A	59.79	56.78		22.94	30.56		9.54	8.32		7.73	4.34	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	53.87	53.89		39.95	40.87		6.19	5.24	
All Grades	53.87	53.89		39.95	40.87		6.19	5.24	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	59.28	58.41		31.19	35.99		9.54	5.61	
All Grades	59.28	58.41		31.19	35.99		9.54	5.61	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30.41	28.21		63.14	67.27		6.44	4.52	
All Grades	30.41	28.21		63.14	67.27		6.44	4.52	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	52.06	46.65		42.27	49.01		5.67	4.34	
All Grades	52.06	46.65		42.27	49.01		5.67	4.34	

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	424	559		377	542		377	542		88.9	97.0	
All Grades	424	559		377	542		377	542		88.9	97.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2707.	2701.		53.32	51.48		21.49	21.96		11.67	13.65		13.53	12.92	
All Grades	N/A	N/A	N/A	53.32	51.48		21.49	21.96		11.67	13.65		13.53	12.92	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	62.33	57.93		24.14	31.37		13.53	10.70	
All Grades	62.33	57.93		24.14	31.37		13.53	10.70	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	51.33	48.89		37.23	39.30		11.44	11.81	
All Grades	51.33	48.89		37.23	39.30		11.44	11.81	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	54.11	49.08		38.99	43.91		6.90	7.01	
All Grades	54.11	49.08		38.99	43.91		6.90	7.01	

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1589.4	1554.2		1572.3	1553.2		1606.0	1554.6		24	40	
10	1625.6	1605.7		1626.9	1624.7		1623.5	1586.1		19	29	
11	1543.5	1564.0		1541.2	1576.2		1545.2	1551.2		13	23	
12	*	1568.9		*	1566.6		*	1570.6		10	14	
All Grades										66	106	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	37.50	15.00		45.83	37.50		8.33	35.00		8.33	12.50		24	40	
10	47.37	48.28		42.11	27.59		10.53	17.24		0.00	6.90		19	29	
11	23.08	26.09		46.15	30.43		7.69	21.74		23.08	21.74		13	23	
12	*	21.43		*	35.71		*	14.29		*	28.57		*	14	
All Grades	37.88	27.36		42.42	33.02		10.61	24.53		9.09	15.09		66	106	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	33.33	30.00		54.17	42.50		4.17	17.50		8.33	10.00		24	40	
10	68.42	51.72		10.53	20.69		21.05	13.79		0.00	13.79		19	29	
11	38.46	43.48		30.77	30.43		7.69	4.35		23.08	21.74		13	23	
12	*	35.71		*	35.71		*	14.29		*	14.29		*	14	
All Grades	50.00	39.62		31.82	33.02		9.09	13.21		9.09	14.15		66	106	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	37.50	5.00		25.00	20.00		29.17	52.50		8.33	22.50		24	40	
10	31.58	34.48		42.11	20.69		15.79	34.48		10.53	10.34		19	29	
11	0.00	4.35		46.15	26.09		30.77	30.43		23.08	39.13		13	23	
12	*	14.29		*	21.43		*	35.71		*	28.57		*	14	
All Grades	27.27	14.15		33.33	21.70		24.24	40.57		15.15	23.58		66	106	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	37.50	5.00		54.17	80.00		8.33	15.00		24	40	
10	47.37	24.14		42.11	58.62		10.53	17.24		19	29	
11	23.08	8.70		53.85	65.22		23.08	26.09		13	23	
12	*	14.29		*	50.00		*	35.71		*	14	
All Grades	34.85	12.26		53.03	66.98		12.12	20.75		66	106	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	66.67	60.00		29.17	32.50		4.17	7.50		24	40	
10	84.21	79.31		15.79	17.24		0.00	3.45		19	29	
11	66.67	63.64		16.67	22.73		16.67	13.64		12	22	
12	*	71.43		*	21.43		*	7.14		*	14	
All Grades	73.85	67.62		20.00	24.76		6.15	7.62		65	105	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	50.00	12.50		37.50	47.50		12.50	40.00		24	40	
10	52.63	31.03		36.84	55.17		10.53	13.79		19	29	
11	23.08	8.70		46.15	39.13		30.77	52.17		13	23	
12	*	28.57		*	35.71		*	35.71		*	14	
All Grades	42.42	18.87		39.39	46.23		18.18	34.91		66	106	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.17	5.00		95.83	90.00		0.00	5.00		24	40	
10	15.79	10.34		84.21	75.86		0.00	13.79		19	29	
11	23.08	17.39		53.85	52.17		23.08	30.43		13	23	
12	*	28.57		*	50.00		*	21.43		*	14	
All Grades	13.64	12.26		80.30	72.64		6.06	15.09		66	106	

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,200	17.3	7.4	0.1
Total Number of Students enrolled in Northwood High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	163	7.4
Foster Youth	2	0.1
Homeless		
Socioeconomically Disadvantaged	380	17.3
Students with Disabilities	154	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	1.5
American Indian	2	0.1
Asian	1,237	56.2
Filipino	51	2.3
Hispanic	206	9.4
Two or More Races	195	8.9
Pacific Islander	3	0.1
White	466	21.2

Conclusions based on this data:

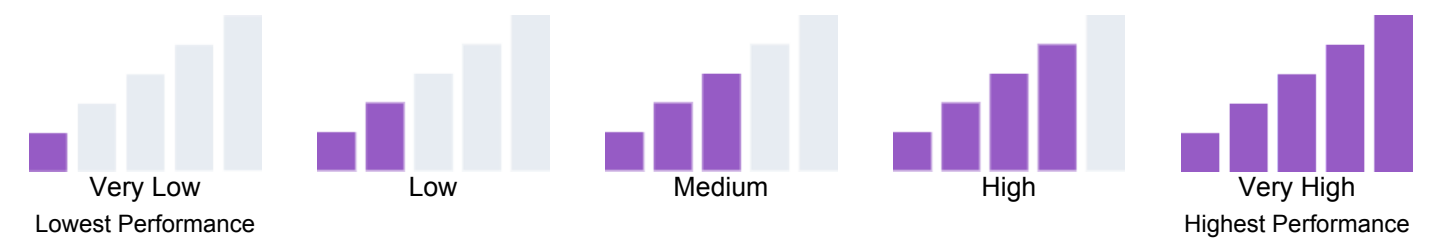
1. Although EL students have been designated as FEP and RFEP and 62% have progressed at least one ELPI level or maintained a level 4, EL students continue to need support as 38.7% of the EL students either decreased or maintained a lower level ELPI.
2. Although graduation rates consistently show a high level of achievement, there are subgroups that indicate a gap that needs to be addressed. The a-g completion rate is also lower for all historically underrepresented populations: Black/African American, Hispanic/Latino, students with disabilities, English learners, and socio-economically disadvantaged students.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very High</div>	<div>Graduation Rate</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>Very High</div>		
<div>English Learner Progress</div> <div>High</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

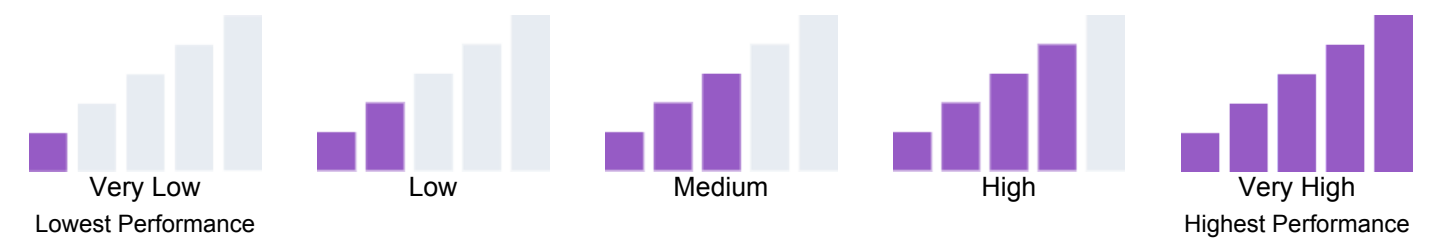
1. The a-g completion rate is lower for all historically underrepresented populations: Black/African American, Hispanic/Latino, students with disabilities, English learners, and socio-economically disadvantaged students.
2. The graduation rate is lower for all historically underrepresented populations.

School and Student Performance Data

Academic Performance English Language Arts

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

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



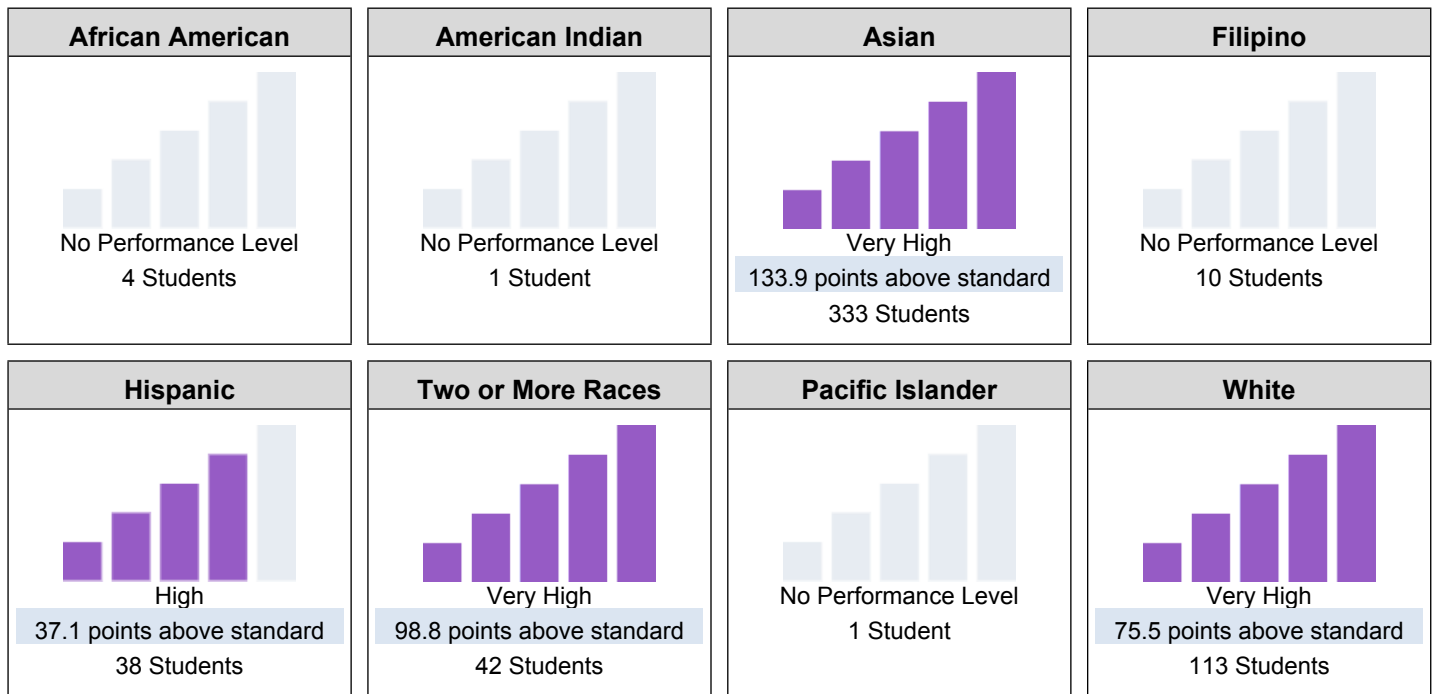
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	2	3

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>111.4 points above standard</p> <p>542 Students</p>	<p>Medium</p> <p>4.4 points above standard</p> <p>65 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>High</p> <p>61.8 points above standard</p> <p>96 Students</p>	<p>Low</p> <p>38.8 points below standard</p> <p>32 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.6 points below standard 16 Students	44.9 points above standard 49 Students	116.4 points above standard 266 Students

Conclusions based on this data:

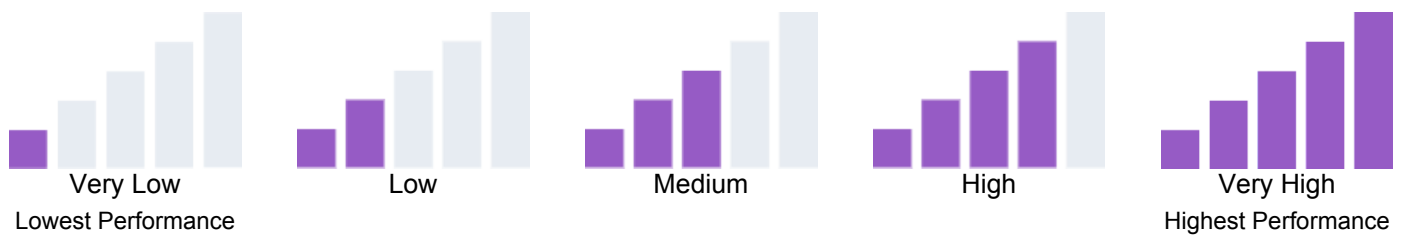
- Although progress has been made, there is still a great need to better support our historically underrepresented populations.

School and Student Performance Data

Academic Performance Mathematics

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

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



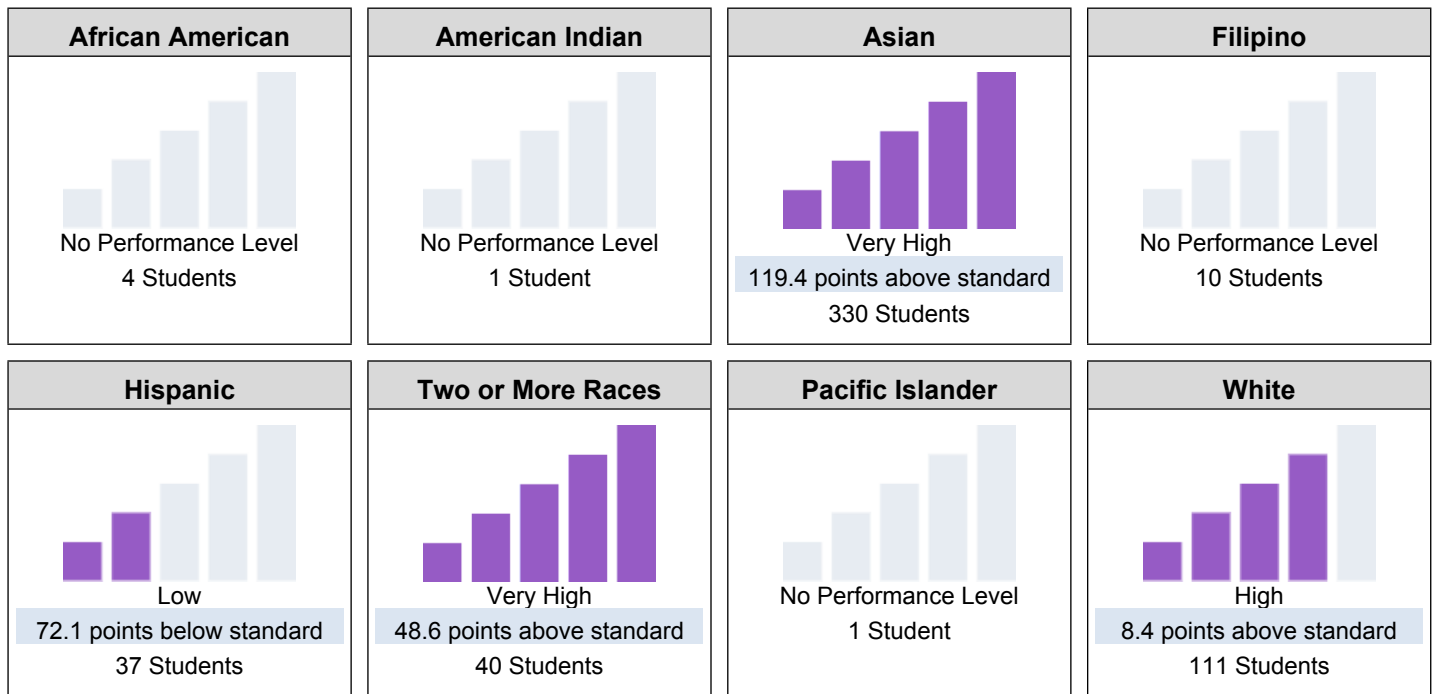
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	1	1	2	2

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <p>Very High</p> <p>75.9 points above standard</p> <p>532 Students</p>	English Learners <p>High</p> <p>12.2 points above standard</p> <p>64 Students</p>	Foster Youth
Homeless	Socioeconomically Disadvantaged <p>Medium</p> <p>7.9 points below standard</p> <p>93 Students</p>	Students with Disabilities <p>Very Low</p> <p>134.9 points below standard</p> <p>32 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
149.3 points below standard 17 Students	64.0 points above standard 48 Students	60.1 points above standard 259 Students

Conclusions based on this data:

1. There is a great need to provide interventions for students in Math, again, of particular concern are the historically underrepresented populations.

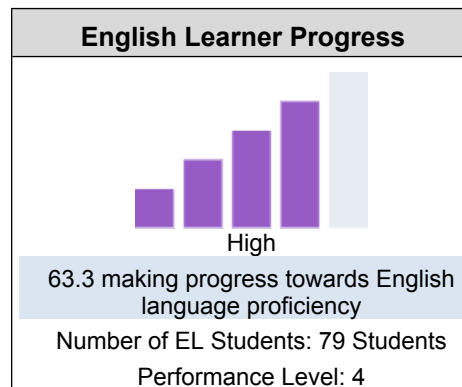
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.7%	24.1%	1.3%	62.0%

Conclusions based on this data:

1. Although progress has been made, there is still work to be done through the Language Ambassador program, ELAC, and our New to Northwood transition camps, as well as supports in the classroom to help our EL students continue to make progress.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

1. Our historically underrepresented populations are not achieving at the same rate as our majority populations in these areas and will be an area of focus for the next several years.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

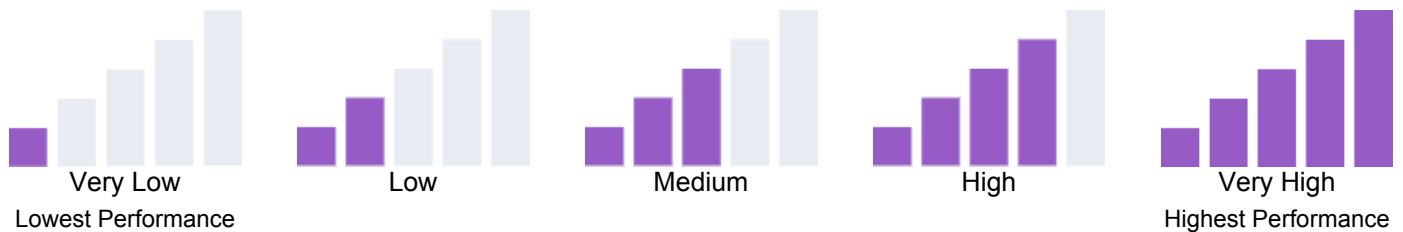
Conclusions based on this data:

1. Although there is no data available in the CA Dashboard, our perception data (School Climate Survey and Healthy Kids Survey), indicates that we must continue to work to engage our students.

School and Student Performance Data

Academic Engagement Graduation Rate

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



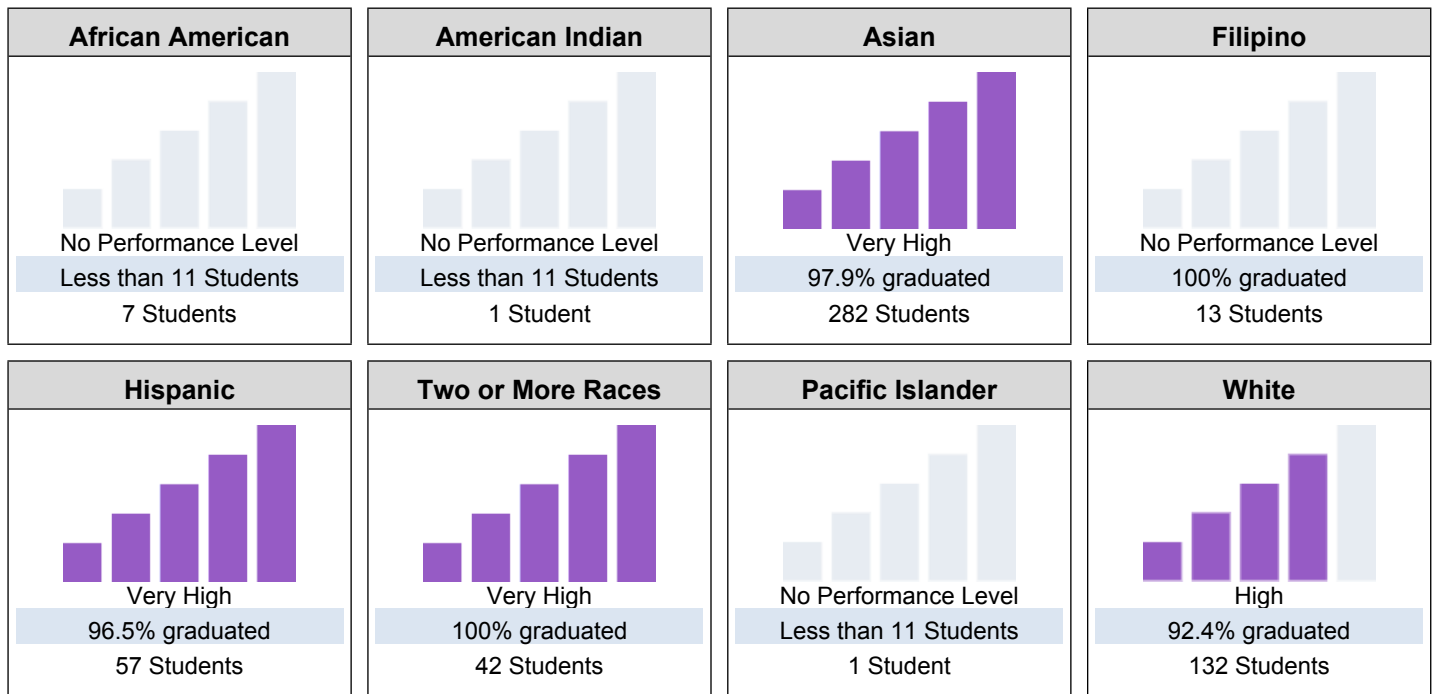
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	1	4

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>Very High</p> <p>96.5% graduated</p> <p>537 Students</p>	<p>Medium</p> <p>90.3% graduated</p> <p>62 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Very High</p> <p>95.6% graduated</p> <p>137 Students</p>	<p>Low</p> <p>72.5% graduated</p> <p>40 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

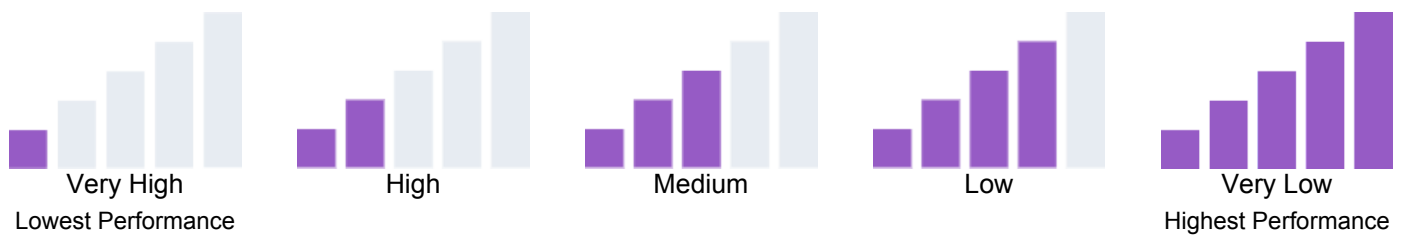
1. Although the overall graduation rate is high, there is a 20-30% gap between the overall graduation rate and that of some of the historically underrepresented populations.

School and Student Performance Data

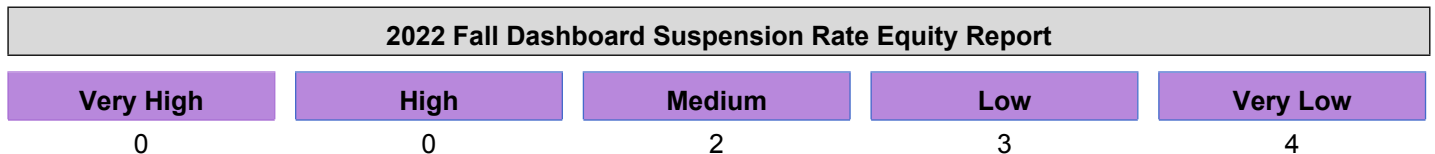
Conditions & Climate Suspension Rate

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

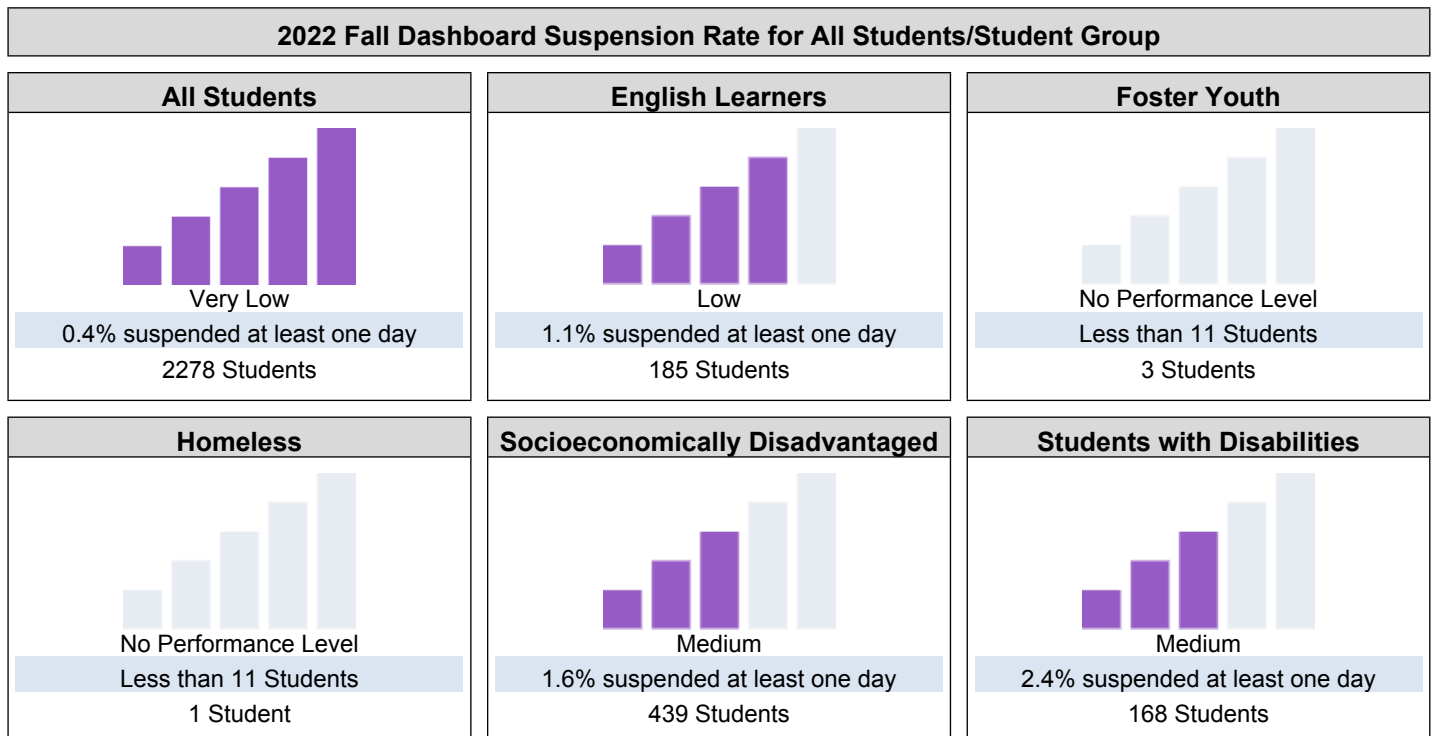
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



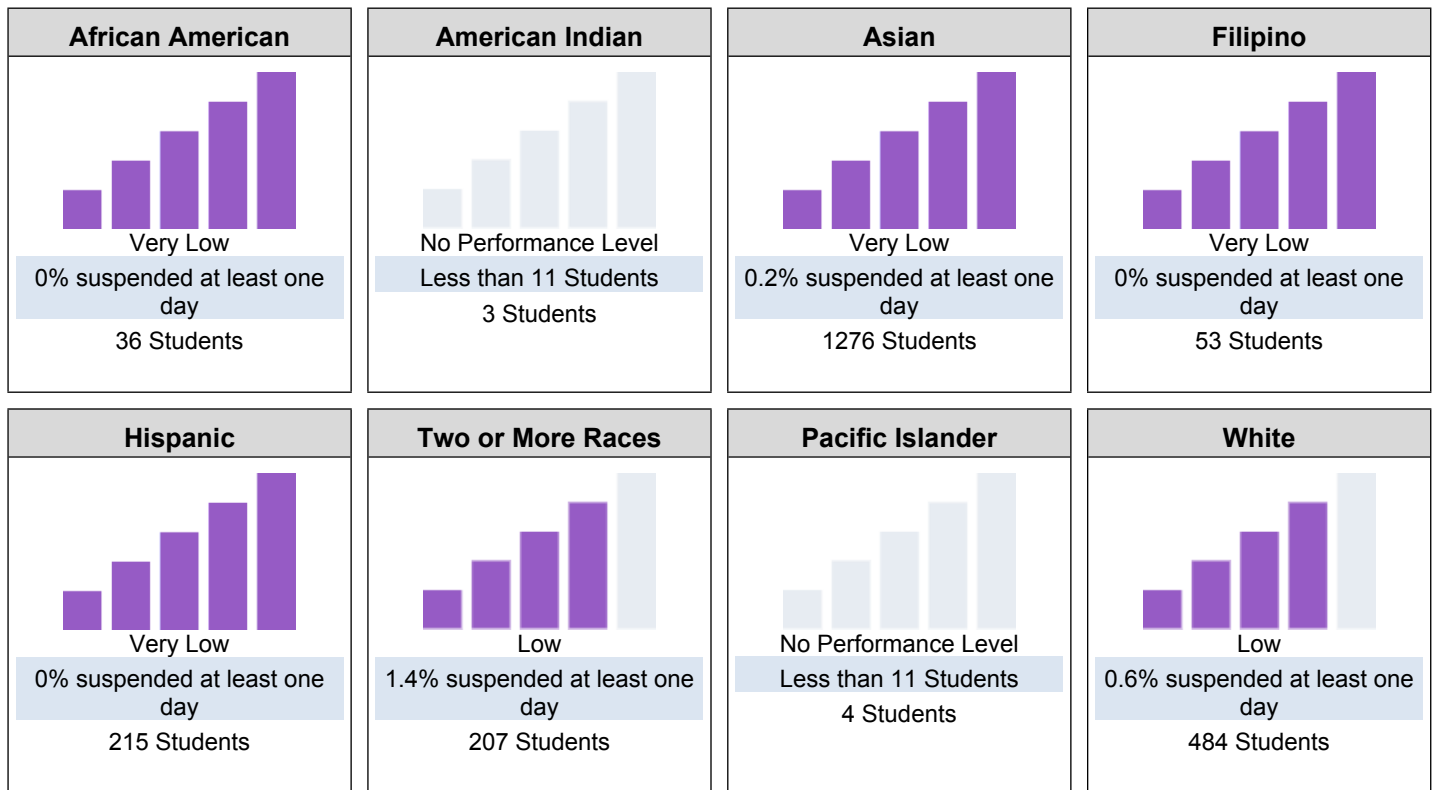
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. By moving to more restorative justice practices, we are seeing a decline but we also see that this is still an area for growth as historically underrepresented students are still the majority of the students suspended.