



# School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northwood High School	30-73650-3030657	May 8, 2024	June 25, 2024

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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 review the action plan and refine 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 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 Challenge Success Athletics Leadership Team (CSALT) team, and the Challenge Success student committee.

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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# Needs Assessment

## Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
<b>Data Analyzed</b>	CA Dashboard, EOS Survey
<b>Strengths</b>	Looking at the CA Dashboard for Northwood and using the English Language Arts Indicator from 2023, Northwood overall has a very high rating compared to the state, being 80.5 points above the standard; however, Northwood fell 30.8 points from the previous year.
<b>Areas for Growth</b>	Students with disabilities is a target group that can be addressed as they are 81.1 points below the standard and declined 40.5 points. Another group that can improve would be English Learners who are below standard by 26.2 points and declined by 30.7 points. Finally, NHS' Socioeconomically Disadvantaged group remains above the standard but did decline by 37.8 points. According to the CA Dashboard, there is a disparity between academic achievements for students in historically underrepresented populations and the majority of our Asian and white student populations. After a review of the profile, district data, and survey data, it is clear that African American, Hispanic, multiracial, socio-economically disadvantaged, English learners and students with disabilities are not experiencing the same level of success as our other student populations, and there is a need to continue the development of schoolwide strategies to ensure the academic success of these historically underrepresented populations.
<b>Questions &amp; Key Findings</b>	Schoolwide support will assist students in accessing the knowledge necessary to be college and career ready as well as integrate them more fully into the school community. Why did these groups drop so drastically this year compared to previous years where there may have been compelling reasons to drop (COVID)?

	Math
<b>Data Analyzed</b>	CA Dashboard
<b>Strengths</b>	Looking at the CA Dashboard for Northwood and using the Mathematics Indicator from 2023, Northwood overall has a very high rating compared to the state, being 64.6 points above the standard; however, Northwood fell 11.4 points from the previous year.
<b>Areas for Growth</b>	Students with disabilities is a target group that can be addressed as they are 93.3 points below the standard. According to the CA Dashboard, there is a disparity between academic achievements for students in historically underrepresented populations and the majority of our Asian and white student populations. After a review of the profile, district data, and survey data, it is clear that African American, Hispanic, multiracial, socio-economically disadvantaged, English learners and students with disabilities are not experiencing the same level of success as our other student populations, and there is a need to continue the development of schoolwide strategies to ensure the academic success of these historically underrepresented populations.
<b>Questions &amp; Key Findings</b>	Does the students with disabilities group include all students identified with an IEP? Why did these groups drop so drastically this year compared to previous years where there may have been compelling reasons to drop (COVID)?

	<b>SEL/Behavior</b>
<b>Data Analyzed</b>	Healthy Kids Survey, School Climate Survey
<b>Strengths</b>	In the 2023-24 Healthy Kids survey, 57% of the ninth-grade students “agree” or “strongly agree” that there is “Promotion of parent involvement in school” in comparison to 58% of the eleventh grade students.
<b>Areas for Growth</b>	After a review of the profile and survey data, there is a need to expand the plan to support and encourage a balance of the high academic expectations and mental health and well-being to ensure a safe and healthy environment.
<b>Questions &amp; Key Findings</b>	A more well-balanced student who understands the importance of maintaining mental health and well-being will be able to focus on his/her/their work, understand the learning process, establish relationships with others, and engage in activities that reflect their true interests. Students will learn skills and healthy habits that will help them grow as individuals beyond high school. Anecdotally, the staff wonders how does resiliency compare to typical, expected stress of being a student and the learning process?

	<b>School Climate</b>
<b>Data Analyzed</b>	EOS Survey , Health Kids Survey, Challenges Succes Survey
<b>Strengths</b>	NHS already utilizes 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. The implementation of standards based grading and embedded honors classes has occurred in many departments across the campus.
<b>Areas for Growth</b>	<p>One trend noticed in the data is school engagement. In the 2022-23 EOS survey, only 46% of staff agreed that “Teachers and parents think of each other as partners in educating their children” and only 62% of staff agreed that “Staff at this school work hard to build trusting relationships with parents.” In the 2023-24 Healthy Kids survey, 57% of the ninth-grade students “agree” or “strongly agree” that there is a “Promotion of parent involvement in school” in comparison to 58% of the eleventh-grade students Another concern is that the English Learner Advisory Committee (ELAC) only averages less than 10 members yet 5.9% of the student body is designated English Learner, 16.33% are designated Initial Fluent English Proficient (IFEP), and 24.77% are designated reclassified Fluent English Proficient (RFEP). “School connectedness” also decreases for students from ninth to eleventh grade as 72% of the ninth graders stated their connection to school was “pretty much true” or “very much true” in comparison to 67% of the eleventh graders.. In response to the statement “I feel like I am a part of this school” 65% of the freshmen “agree” or “strongly agree” while 60% of the juniors “agree” or “strongly agree”. Another area to note is that both the freshman and junior cohorts are consistent in not feeling as if they have a voice at school as only 27% of freshmen and 25% of juniors feel that the statement “I have a say in how things work” is “pretty much true” or “very much true”. In response to the statement “I help decide school activities or rules, only 13% of freshmen and 25% of juniors feel it is “pretty much true” or “very much true”</p> <p>Another trend is the need for continued social and emotional support for students. 19% of the freshmen and 19% of the juniors reported chronic sad or hopeless feelings over the last twelve months and 9% of the freshmen and 10% of the juniors “seriously considered attempting suicide” in the last twelve months.. In response to the statement “I expect more good things to happen to me than bad”, 38% of freshmen and 48% of juniors responded “not at all true” or “a little true”. By the end of the 2022-23 school year, staff conducted 53 suicide risk assessments and screeners.</p> <p>After reviewing the Challenge Success 2023 survey results, there is a need to work on improving belonging as there is a nationwide trend towards disengagement, especially</p>

	<b>School Climate</b>
	among girls and historically underrepresented students. In addition to working on belonging, our survey results revealed a need to help students build more supportive peer relationships. It should be noted that the Challenge Success survey revealed a 20% increase in students reporting that they have an adult on campus they could go to if they have a personal problem which is a significant improvement.
<b>Questions &amp; Key Findings</b>	A more well-balanced student who understands the importance of maintaining mental health and well-being will be able to focus on his/her/their work, understand the learning process, establish relationships with others, and engage in activities that reflect their true interests. Students will learn skills and healthy habits that will help them grow as individuals beyond high school.

	<b>College and Career Readiness (High Schools Only)</b>
<b>Data Analyzed</b>	CA Dashboard
<b>Strengths</b>	According to the CA Dashboard, Northwood has 81.7% of students are designated as "prepared" compared to the state average of 43.9% which warrants the classification of very high. English Learners and Socioeconomically Disadvantaged groups fall within the high range while Asian, The Two or More Races group and The White group all fall within the very high level.
<b>Areas for Growth</b>	The two lowest groups identified in this area are Hispanic and Students with Disabilities falling in the medium performance level. Although graduation rates consistently show a high level of achievement, some subgroups indicate a gap that needs to be addressed. According to the CA Dashboard, the overall graduation rate for 2023 was 97.6 The exception was for students with disabilities with 92.9% of students graduating. However, this number includes students who come in as Certificate of Completion students such as those in the moderate/severe program. Other subgroups to note are a rate of 95.6% for English Learners, 96.5% for socioeconomically disadvantaged students, 97.7% for Hispanic students, and 100% for students who identify as two or more races. 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.
<b>Questions &amp; Key Findings</b>	Schoolwide support will assist students in accessing the knowledge necessary to be college and career ready as well as integrate them more fully into the school community. Focus groups have already been established for certain groups, but maybe add more groups for EL and Student with Disabilities. Also maybe more targeted focus on College and Career instead of just belonging.

# Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

**(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)**

Area of Academic Need #1: Supporting Historically Underrepresented Populations to Ensure Academic Achievement

Improvement Area #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.

Rationale: After a review of the profile, district data, and survey data, there is a need to continue the development of schoolwide strategies to ensure the academic success of these historically underrepresented populations. NHS graduation rate for 2021 was 96.6%

(CA Dashboard)

- Students with disabilities - 73.5%
- English Learners - 93.5%
- Socioeconomically disadvantaged students - 92.2%
- Hispanic/Latino students - 93.3%
- Students who identify two or more races - 90.9%

The a-g completion rate (college & career readiness) is also lower for these groups. (CA Dashboard) In the 21-22 Equal Opportunity Schools Survey, 45% African American students felt that “staff hold ‘high’ or ‘very high’ expectations for their academic achievement” which is 21-23% lower than other student populations. Furthermore, 55% of historically underrepresented student populations report a welcome barrier to AP classes. Additionally, 58% of the staff reported that their curriculum is “somewhat representative” in response to the question “When you think about your AP classes, does what you are teaching in class represent your students’ racial and cultural identity?”, while 17% reported that it was “not at all representative.” (EOS Survey 21-22)

Impact on Student Learning: Schoolwide support will assist students in accessing the knowledge necessary to be college and career ready as well as integrate them more fully into the school community.

Area of Academic Need #2: Balance of High Expectations to Maintain Mental Health and Well-Being

Improvement Area #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.

Rationale: After a review of profile and survey data, there is a need to expand the plan to support and encourage a balance of the high academic expectations and mental health and well-being to ensure a safe and healthy environment. Based on the 2022 Healthy Kids Survey, 44% of NHS freshmen and 52% of NHS juniors responded “not at all true” or “a little true” to the statement: “I expect more good things to happen to me than bad.” Furthermore, as reported in the 2022 School Climate Survey, 42% of the students strongly agree/agree that “[t]he stress I feel is generally low” and 70% of the students reported that they strongly agree/agree that “teachers make an effort to connect to me.”

Impact on Student Learning: A more well-balanced student who understands the importance of maintaining mental health and well-being will be able to focus on his/her/their work, understand the learning process, establish relationships with others, and engage in activities that reflect their true interests. Students will learn skills and healthy habits that will help them grow as individuals beyond high school.

Area of Academic Need #3: Collaborative Approach to Increase Parent and Student Engagement  
Improvement Area #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.

Rationale: In the 20-21 Equal Opportunity Schools survey, only 46% of staff agreed that “Teachers and parents think of each other as partners in educating their children.” Furthermore, 62% of staff agreed that “Staff at this school work hard to build trusting relationships with parents.” School connectedness also decreases for students from ninth to eleventh grade as 73% of the ninth graders stated their connection to school was “pretty much true” or “very much true” in comparison to 66% of the eleventh graders. In addition, 64% of the ninth grade students “agree” or “strongly agree” that there is “Promotion of parent involvement in school” in comparison to 57% of the eleventh grade students (21-22 Healthy Kids Survey). Finally, English Learner Advisory Committee (ELAC) only averages 10 members yet 5.9% of the student body is designated English Learner, 16.33% are designated Initial Fluent English Proficient (IFEP), and 24.77% are designated reclassified Fluent English Proficient (RFEP). The Covid-19 pandemic contributed to high absenteeism and tardies which continued despite a return to in-person instruction. The 21-22 school year saw a total of 5,819 cuts and 22,676 tardies (excused and unexcused combined).

Impact on Student Learning: By helping families feel welcome and supported, parents will be more likely to work with the school to support their children’s education, improving student attendance, academics, well-being and balance.



# Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

## Involvement Process for the SPSA and Annual Review and Update

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 review the action plan and refine 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.

Northwood held the following meetings throughout the last year:

- School Site Council Meeting (11/29/23, 1/31/24, 5/8/24)
- Equity Team Meetings (10/3/23, 10/30/23, 12/4/23, 2/20/24, 3/25/24, 5/6/24)
- Staff Development Meetings (8/21/23, 10/16/23, 12/20/23, 2/16/24, 3/28/24, 4/29/24)
- PLC Meetings (weekly)
- Coffee with the Principal (3/27/24)
- Leadership Meetings (monthly)
- CSALT Meetings (10/9/24, 1/29/24, 4/15/24)

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts for each goal.

### ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Overall, Northwood has continued to use the WASC Action Plan to drive school-wide policies and curriculum changes. When examining essential standards, Northwood continues to excel with the Professional Learning Communities process, refining the implementation of Standards-Based Grading and Embedded Honors. Northwood continues to develop common Essential Standards and Learning Targets that are clear for both staff and students. Summer camp programs to support first-time AP students were offered over the 2023 summer break. Professional development centered around differentiation and ways to support English Language Learners were offered during the 2023-2024 school year.

Northwood revitalized their Challenge Success team by sending 10 teachers to the fall conference in Northern California where they were able to identify a plan to collect, update, and present new data to the school community. The Challenge Success team revitalized their "I Wish campaign" where there was an update to qualitative data. Coffee with the Principal was held where the focus was communicating how to support well-balanced students. Challenge Success Athletics Leadership Team (CSALT) focused on how to establish a balanced student-athlete experience. There was an increase in the T-wolf thank yous as they met the yearly goal of students receiving acknowledgment for demonstrating the core values of the school. Finally, the staff committed to continuing to support the State of the Student and the next few years.

Equity teams created focus groups including Black/African-American, and Hispanic-Latino groups to learn more about the experiences of those in the groups. CSALT developed a spectator policy that was communicated to various stakeholder groups and resulted in signage being posted across campus in various athletic facilities. Northwood held Meet the Pack Night, New to Northwood Night, and Coffee with the Principal were all huge successes and offered an opportunity for students and parents an opportunity to engage with the staff. Northwood is continuing to see an increase in parent engagement across many groups with multiple cultural groups engaging with staff and identifying a presence on campus. Staff members developed stronger cell phone policies and are working to identify a school-wide tardy policy.

Which strategies were most effective? Least effective?

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

More focus on PLC work including refining their standards based grading efforts as well as a continued focus on differentiation and intervention for students but were limited by the sub shortage and lack of release days.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Northwood will continue to examine how to increase and expand engagement with our underrepresented groups on campus. One idea is to work to identify and offer more in person opportunities for engagement. Another area Northwood will work on is continuing to refine standards based grading practices with the goal of having all classes use it in the near future.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (Schools that are eligible for ATSI are required to conduct a resource equity analysis to identify any inequities).

Questions to reflect on before completing this section:

- Do all at-risk students have access to interventions and additional support as needed?
- How do you determine which students participate in interventions?
- How are funds allocated to meet the needs of at-risk students?
- How is personnel assigned to support at-risk students?
- Do at-risk students have access to the most experienced and effective teachers?
- Do all students have access to technology and other instructional materials?
- Do all students have access to core texts to use at school and at home?
- What are the suspension rates across student groups?
- What is your school's reclassification rate?

# Priority Focus Area (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.

## Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
ELA CAASPP Scores	87% met or exceeded standard	92% met or exceeded standard
Math CAASPP Scores	73% met or exceeded standard	78% met or exceeded standard
Science CAASPP Scores	72% met or exceeded standard	80% met or exceeded standard
English Learner performance on CAASP exams for English	10 points above standard	20 points above standard
Percent of students reclassified per year	25% of EL students	35% of EL students

## Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p><b>YEAR 1:</b></p> <p>Continue to make progress with standards-based grading and embedded honors.</p> <p>Training and utilization of School City to increase to evaluate data and drive instruction.</p> <p>Refinement of standards-based grading for lower-level classes and the introduction to upper levels.</p> <p>Equity team will continue to create and meet with cultural focus groups to gain student input centered around belonging and outreach.</p> <p>Northwood will expand professional development to address English Language Learner strategies.</p> <p>Identify/support barriers for at-risk students attendance and achievement.</p> <p><b>YEAR 2:</b></p> <p>Refinement of standards-based grading for classes and the expansion to more upper levels.</p> <p>Common rubric languages used in standards based grading courses.</p>	<p><b>YEAR 1:</b></p> <p>LCFF Base</p> <p>LCFF Supplemental</p> <p>Lottery</p>	<p><b>YEAR 1:</b></p> <p>120,000</p> <p>63,205</p> <p>23,100</p>	<p><b>YEAR 1:</b></p> <p>All students</p> <p>Historically underrepresented populations</p> <p>EL students</p>	<p><b>YEAR 1:</b></p> <p>Administration</p> <p>Department Chairs</p> <p>Course Level Leads</p> <p>Curriculum and PLC Facilitators</p> <p>MTSS</p>

<p><b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Reevaluate the school-wide EOS action plan to ensure more access and encouragement into AP and honors level classes</p> <p>Equity team will expand cultural focus groups to gain student input centered around belonging and outreach and share out the feedback with staff and community.</p> <p>Northwood will expand professional development to address English Language Learner strategies.</p> <p>Add English Language Acquisition classes for EL students (ELD 1, 2, and 3).</p> <p>Identify/support barriers for at promise students attendance and achievement.</p> <p><b>YEAR 3:</b></p> <p>All courses will utilize standards-based grading.</p> <p>Focus on teaching study skills across all disciplines for students.</p> <p>Equity team will expand cultural focus groups to gain student input centered around belonging and outreach and share out the feedback with staff and community.</p> <p>Northwood will expand professional development to address English Language Learner strategies.</p> <p>Identify/support barriers for at promise students attendance and achievement.</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Utilizing School City will help teachers identify and evaluate current teaching practices and any sort of updates or changes to those practices utilizing data. Having data decision made decisions in the classroom will offer greater equity for students. Having common rubric languages and standards-based Grading in classrooms will offer transparency and guidance for students to potentially be more successful in classes. EL strategies that will be offered through professional development will allow teachers to become more familiar with accommodations and strategies that could potentially benefit multiple different groups of students. ELD students will have more targeted instruction on language acquisition.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p><b>Year 1:</b></p> <p>Professional Development hours will be focused on these topics. Additionally, guest speakers or experts (Differentiation, School City, EL strategies) will support staff knowledge on specific strategies that can be used in the classroom. We hope to send a team to GLAD trainings. Finally, use of PLC time will help with these efforts.</p> <p><b>Year 2:</b></p> <p>Professional Development hours will be focused on these topics. Additionally, guest speakers or experts will support staff knowledge of specific strategies that can be used in the classroom. We hope to expand our team of GLAD trained staff. Finally, the use of PLC time will help with these efforts.</p>			

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	<b>Year3:</b> Professional Development hours will be focused on these topics. Additionally, guest speakers or experts will support staff knowledge of specific strategies that can be used in the classroom. We hope to expand our team of GLAD trained staff. Finally, the use of PLC time will help with these efforts.			
How will success be measured? What data will be collected to measure progress and when?	<b>Year 1:</b> Increase in student achievement on SBAC, CAASP, and redesignation assessments specifically with EL and traditionally underrepresented students; increased amount of courses implementing Standards Based Grading; increased attendance of at promise students.  <b>Year 2:</b> Increase in student achievement on SBAC, CAASP, and redesignation assessments specifically with EL and traditionally underrepresented students; increased amount of courses implementing Standards Based Grading; increased attendance of at promise students.  <b>Year3:</b> Increase in student achievement on SBAC, CAASP, and redesignation assessments specifically with EL and traditionally underrepresented students; increased amount of courses implementing Standards Based Grading; increased attendance of at promise students.			

## Priority Focus Area (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.

### Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
School Climate Survey: "the stress I feel is generally low"	42% strongly agree or agree	50% strongly agree or agree
School Climate Survey: "mistakes are part of the learning process"	84% strongly agree or agree	90% strongly agree or agree
School Climate Survey: "enjoy going to school"	95% strongly agree or agree	97% strongly agree or agree
School Climate Survey: "teachers make an effort to connect to me"	70% strongly agree or agree	80% strongly agree or agree
Suicide Risk Assessments and Screenings	53 (22-23 school year total)	48
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

### Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p><b>YEAR 1:</b> Staff recommitment to State of the Student. Teachers will create and implement expectations including attendance, tardies, and cell phone pockets. Increase face-to-face time with parents by hosting one "Coffee with the Principal" event focused on relevant topics for parents. Provide opportunities for parents to engage with staff by rebranding and revamping Back to School Night to "Meet the Pack" with an Open House.</p> <p><b>YEAR 2:</b> Restructure Advisement and Tutorial to improve effectiveness</p>	<b>YEAR 1:</b> LCFF Base	<b>YEAR 1:</b> 140,000	<b>YEAR 1:</b> All students	<b>YEAR 1:</b> Administration Counselors State of the Student Committee

<p><b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Create an efficient and sustainable model for State of the Student</p> <p>Teachers will share expectations including attendance, tardies, and cell phone pockets</p> <p>Increase face-to-face time with parents by hosting two "Coffee with the Principal" events on relevant topics to parents.</p> <p><b>YEAR 3:</b></p> <p>Develop a long term plan for State of the Student</p> <p>Schoolwide expectations for attendance, tardies, and cell phone pockets</p> <p>Increase face-to-face time with parents by hosting quarterly "Coffee with the Principal" event focused on relevant topics to parents</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>State of the Student allows all students to have a common experience using SEL strategies and experiences. Clear guidelines centered around attendance, tardies, and cell phone policies Northwood is attempting to address barriers that are impacting students' abilities to access their curriculum. By sharing high expectations and explicitly reviewing expectations from the beginning of the school year Northwood is attempting to improve the effectiveness of these. By bringing in parents through educational workshops Northwood is hoping that the messaging that is delivered on campus can be consistent with what will be offered off campus in the home.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p><b>Year 1:</b> Professional Development hours will be focused on these topics. Additionally, guest speakers or experts (fall and spring conference in servicing, Challenge Success workshops) will support staff knowledge on specific strategies that can be used in the classroom. We hope to send a team to the Challenge Success Conference. Finally, the use of PLC time will help with these efforts.</p> <p><b>Year 2:</b> Professional Development hours will be focused on these topics. Additionally, guest speakers or experts (fall and spring conference in servicing, Challenge Success workshops) will support staff knowledge on specific strategies that can be used in the classroom. We hope to send a team to the Challenge Success Conference. Finally, the use of PLC time will help with these efforts.</p> <p><b>Year3:</b> Professional Development hours will be focused on these topics. Additionally, guest speakers or experts (fall and spring conference in servicing, Challenge Success workshops) will support staff knowledge on specific strategies that can be used in the classroom. We hope to send a team to the Challenge Success Conference. Finally, the use of PLC time will help with these efforts.</p>			
<p>How will success be measured? What data will be</p>	<p><b>Year 1:</b> Increase in student survey results; decrease in threat assessments per year.</p>			

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
collected to measure progress and when?	<p><b>Year 2:</b> Increase in student survey results; decrease in threat assessments per year.</p> <p><b>Year3:</b> Increase in student survey results; decrease in threat assessments per year.</p>			



## Priority Focus Area (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.

### Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Quarterly ELAC Meeting attendance	average of less than 10 members per meeting	average of 15 or more members per meeting
EOS Data “Teachers and parents think of each other as partners in educating their children”	46% of staff agreed	50% of staff agreed
Healthy Kids, "Promotion of parent involvement in school"	57% of the ninth-grade students “agree” or “strongly agree”; 58% of the eleventh grade students	60% of the ninth-grade students “agree” or “strongly agree”; 60% of the eleventh grade students

### Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p><b>YEAR 1:</b> Create parent focus groups to help them participate authentically in the school community. Expand translation opportunities for parents who speak multiple languages through updating technological supports. Formalize parent ethnic group (Korean, Chinese, Indian).</p> <p><b>YEAR 2:</b> Establish No Place for Hate Campaign for students. Create parent focus groups to help them participate authentically in the school community. Expand ELAC group members and ensure meetings are relevant to parent needs.</p> <p><b>YEAR 3:</b> Based on feedback from parent focus groups to help them participate authentically in the school community create a plan to address the identified barriers. Bring together a parent and student council representing various ethnic groups (Korean, Chinese,</p>	<p><b>YEAR 1:</b> LCFF Base LCFF Supplemental</p>	<p><b>YEAR 1:</b> 140,000 10,000</p>	<p><b>YEAR 1:</b> Student Athletes</p>	<p><b>YEAR 1:</b> Leadership Team Administration Counselors PTSA Wellness Coordinator Administration Department Chairs New Teacher Mentors Activities Director</p>

<p><b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Indian, Hispanic/Latino, Black/African American, Religious, LGBTQIA+, etc.) found in the community to develop a common understandings and supports.</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Identifying barriers to engagement is the main action that will provide greater equity for all students and staff. Northwood plans to utilize various groups that currently exist on campus and potentially identify new ones to increase engagement with students, parents, and the community.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p><b>Year 1:</b> Professional Development hours will be focused on these topics. Additionally, guest speakers or experts (No Place for Hate workshops) will support staff knowledge of specific strategies that can be used in the classroom. We hope to have select staff members trained for No Place for Hate implementation. Finally, the use of PLC time will help with these efforts.</p> <p><b>Year 2:</b> Professional Development hours will be focused on these topics. Additionally, guest speakers or experts (No Place for Hate workshops) will support staff knowledge of specific strategies that can be used in the classroom. We hope to have select staff members trained for No Place for Hate implementation. Finally, the use of PLC time will help with these efforts.</p> <p><b>Year3:</b> Professional Development hours will be focused on these topics. Additionally, guest speakers or experts (No Place for Hate workshops) will support staff knowledge of specific strategies that can be used in the classroom. We hope to have select staff members trained for No Place for Hate implementation. Finally, the use of PLC time will help with these efforts.</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p><b>Year 1:</b> Increased members of ELAC attending meetings; Improved percentages on EOS and CA Healthy Kids Surveys; More opportunities for better engagement and increased attendance</p> <p><b>Year 2:</b> Increased members of ELAC attending meetings; Improved percentages on EOS and CA Healthy Kids Surveys; More opportunities for better engagement and increased attendance</p> <p><b>Year3:</b> Increased members of ELAC attending meetings; Improved percentages on EOS and CA Healthy Kids Surveys; More opportunities for better engagement and increased attendance</p>			

## LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding for the following:

- impacted and intervention sections?
- site funding to support intervention programs before, during and after school?
- student support and safety?

Northwood uses designated sections in the master schedule to support additional intervention sections in EL, in Humanities to support students who need additional support in reading and writing, and offer Co-Taught sections in Math 1 for math support. The Tutor Center is an intervention that is available to all students and uses site funds. Finally, Northwood is looking at utilizing a software to support a system for tardies and detentions.

## LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding for the following:

- instructional aides allocated from the LCAP?
- site funding to support intervention programs before, during and after school?
- support TOSA/AP?

# ATSI Identified Schools

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. Indicate the area which led to eligibility for ATSI and briefly describe the purpose of this plan.

Northwood High School has been identified for Additional Targeted Support and Improvement (ATSI) in the area of .

This ATSI Plan is aligned to the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. It will establish a goal to address the identified need for additional targeted support and improvements. This goal will be established based on measurable metrics and the strategies/actions will outline what will be implemented to attain the expected outcomes. Budgets, funding sources and people responsible will be indicated for the strategies and actions.

How were Educational Partners involved in the ATSI plan?

ATSI Plan:

Goal:

Identified Need

Metric	Baseline	Expected Outcome

Strategies & Actions:	Funding Source	Budgeted	Persons

## ATSI Annual Review (2023-2024)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$496,305.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF Base	\$400,000.00
LCFF Supplemental	\$73,205.00
Lottery	\$23,100.00

Subtotal of state or local funds included for this school: \$496,305.00

Total of federal, state, and/or local funds for this school: \$496,305.00

# 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
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### Expenditures by Funding Source

Funding Source	Amount
LCFF Base	400,000.00
LCFF Supplemental	73,205.00
Lottery	23,100.00

### Expenditures by Budget Reference

Budget Reference	Amount
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### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	400,000.00
	LCFF Supplemental	73,205.00
	Lottery	23,100.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	206,305.00
Goal 2	140,000.00
Goal 3	150,000.00
ATSI Goal	

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English 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 5/8/2024.

Attested:



Principal, Leslie Roach, Ed.D. on 5/8/2024



SSC Chairperson, Brandon Emery on 5/8/2024

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Leanne Lauritzen	Other School Staff
Emily Rhodarmer	Classroom Teacher
Laura Tijerino	Classroom Teacher
Steve Plette	Classroom Teacher
Ben Case	Classroom Teacher
Sean McDowell	Parent or Community Member
Hulya Odabas	Parent or Community Member
Ella Wu	Parent or Community Member
Jerry Cheng	Parent or Community Member
Aryanna Lee	Secondary Student
Aishwarya Ramasubramanian	Secondary Student

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.



# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.09%	0.22%	0.17%	2	5	4
African American	1.55%	1.64%	1.82%	34	37	42
Asian	56.23%	58.6%	60.04%	1,237	1319	1387
Filipino	2.32%	2.4%	2.47%	51	54	57
Hispanic/Latino	9.36%	9.06%	9.00%	206	204	208
Pacific Islander	0.14%	0.18%	0.17%	3	4	4
White	21.18%	18.7%	17.19%	466	421	397
Multiple/No Response	8.86%	8.97%	8.87%	195	202	205
<b>Total Enrollment</b>				2,200	2251	2310

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	561	531	562
Grade 10	544	586	563
Grade 11	564	569	611
Grade 12	531	565	574
<b>Total Enrollment</b>	2,200	2,251	2,310

#### Conclusions based on this data:

- Over the last three years we have seen a significant increase in our student population based on the data.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	163	125	153	5.9%	7.4%	6.6%
Fluent English Proficient (FEP)	864	960	945	38.3%	39.3%	40.9%
Reclassified Fluent English Proficient (RFEP)	499	588		45.2%	75.40%	

### Conclusions based on this data:

1. Compared to the 2020-2021, NHS has seen an increase in in EL students, and a significant increase in FEP and RFEP

# 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			% 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	567	388	553	556	388	553	555	91.5	98.9	98.1
All Grades	424	559	567	388	553	556	388	553	555	91.5	98.9	98.1

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.	2660.	59.79	56.78	47.03	22.94	30.56	29.91	9.54	8.32	12.97	7.73	4.34	10.09
All Grades	N/A	N/A	N/A	59.79	56.78	47.03	22.94	30.56	29.91	9.54	8.32	12.97	7.73	4.34	10.09

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	43.96	39.95	40.87	48.65	6.19	5.24	7.39
All Grades	53.87	53.89	43.96	39.95	40.87	48.65	6.19	5.24	7.39

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	47.93	31.19	35.99	41.26	9.54	5.61	10.81
All Grades	59.28	58.41	47.93	31.19	35.99	41.26	9.54	5.61	10.81

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	25.05	63.14	67.27	66.49	6.44	4.52	8.47
All Grades	30.41	28.21	25.05	63.14	67.27	66.49	6.44	4.52	8.47

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	40.90	42.27	49.01	52.79	5.67	4.34	6.31
All Grades	52.06	46.65	40.90	42.27	49.01	52.79	5.67	4.34	6.31

**Conclusions based on this data:**

1. When it comes to "Overall Achievement", we see an overall general downward trend, with "% Above Standard" and "% At or Near Standard" dropping.
2. Based on the data relating to "Reading", we see an overall general downward trend, with "% Above Standard" and "% At or Near Standard" dropping 10 points and 8 points respectively from the previous year's data.
3. For "Writing", there was a drop in "% Above Standard" but we saw an increase in "% At or Near Standard". This increase also occurred for "Listening" and "Research/Inquiry".

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	567	377	542	556	377	542	556	88.9	97.0	98.1
All Grades	424	559	567	377	542	556	377	542	556	88.9	97.0	98.1

\* 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.	2689.	53.32	51.48	44.78	21.49	21.96	24.46	11.67	13.65	17.81	13.53	12.92	12.95
All Grades	N/A	N/A	N/A	53.32	51.48	44.78	21.49	21.96	24.46	11.67	13.65	17.81	13.53	12.92	12.95

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	53.42	24.14	31.37	34.53	13.53	10.70	12.05
All Grades	62.33	57.93	53.42	24.14	31.37	34.53	13.53	10.70	12.05

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	42.63	37.23	39.30	45.32	11.44	11.81	12.05
All Grades	51.33	48.89	42.63	37.23	39.30	45.32	11.44	11.81	12.05

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	42.45	38.99	43.91	51.08	6.90	7.01	6.47
All Grades	54.11	49.08	42.45	38.99	43.91	51.08	6.90	7.01	6.47

**Conclusions based on this data:**

1. Based on the data, the overall mean score dropped 12 points but there was an increase in "students enrolled that were tested" by almost 10%.
2. In all three categories, there was a general downward trend on scores represent "% Above Standard".
3. In all three categories, there was a general upward trend on scores representing "% At or Near Standard".

# 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/ela/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		
	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	1565.7	1572.3	1553.2	1560.3	1606.0	1554.6	1570.8	24	40	46
10	1625.6	1605.7	1561.3	1626.9	1624.7	1560.0	1623.5	1586.1	1562.0	19	29	46
11	1543.5	1564.0	1550.1	1541.2	1576.2	1553.1	1545.2	1551.2	1546.6	13	23	24
12	*	1568.9	1539.0	*	1566.6	1541.0	*	1570.6	1536.5	10	14	21
All Grades										66	106	137

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	26.09	45.83	37.50	34.78	8.33	35.00	23.91	8.33	12.50	15.22	24	40	46
10	47.37	48.28	21.74	42.11	27.59	39.13	10.53	17.24	26.09	0.00	6.90	13.04	19	29	46
11	23.08	26.09	16.67	46.15	30.43	29.17	7.69	21.74	33.33	23.08	21.74	20.83	13	23	24
12	*	21.43	9.52	*	35.71	28.57	*	14.29	33.33	*	28.57	28.57	*	14	21
All Grades	37.88	27.36	20.44	42.42	33.02	34.31	10.61	24.53	27.74	9.09	15.09	17.52	66	106	137

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	36.96	54.17	42.50	32.61	4.17	17.50	21.74	8.33	10.00	8.70	24	40	46
10	68.42	51.72	28.26	10.53	20.69	36.96	21.05	13.79	23.91	0.00	13.79	10.87	19	29	46
11	38.46	43.48	25.00	30.77	30.43	33.33	7.69	4.35	33.33	23.08	21.74	8.33	13	23	24
12	*	35.71	23.81	*	35.71	47.62	*	14.29	4.76	*	14.29	23.81	*	14	21
All Grades	50.00	39.62	29.93	31.82	33.02	36.50	9.09	13.21	21.90	9.09	14.15	11.68	66	106	137

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	8.70	25.00	20.00	30.43	29.17	52.50	45.65	8.33	22.50	15.22	24	40	46
10	31.58	34.48	13.04	42.11	20.69	28.26	15.79	34.48	41.30	10.53	10.34	17.39	19	29	46
11	0.00	4.35	12.50	46.15	26.09	4.17	30.77	30.43	50.00	23.08	39.13	33.33	13	23	24
12	*	14.29	0.00	*	21.43	14.29	*	35.71	33.33	*	28.57	52.38	*	14	21
All Grades	27.27	14.15	9.49	33.33	21.70	22.63	24.24	40.57	43.07	15.15	23.58	24.82	66	106	137

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	15.22	54.17	80.00	73.91	8.33	15.00	10.87	24	40	46
10	47.37	24.14	17.39	42.11	58.62	63.04	10.53	17.24	19.57	19	29	46
11	23.08	8.70	8.33	53.85	65.22	58.33	23.08	26.09	33.33	13	23	24
12	*	14.29	9.52	*	50.00	57.14	*	35.71	33.33	*	14	21
All Grades	34.85	12.26	13.87	53.03	66.98	64.96	12.12	20.75	21.17	66	106	137

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	67.39	29.17	32.50	19.57	4.17	7.50	13.04	24	40	46
10	84.21	79.31	69.57	15.79	17.24	21.74	0.00	3.45	8.70	19	29	46
11	66.67	63.64	62.50	16.67	22.73	29.17	16.67	13.64	8.33	12	22	24
12	*	71.43	61.90	*	21.43	23.81	*	7.14	14.29	*	14	21
All Grades	73.85	67.62	66.42	20.00	24.76	22.63	6.15	7.62	10.95	65	105	137

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	23.91	37.50	47.50	58.70	12.50	40.00	17.39	24	40	46
10	52.63	31.03	26.09	36.84	55.17	50.00	10.53	13.79	23.91	19	29	46
11	23.08	8.70	12.50	46.15	39.13	41.67	30.77	52.17	45.83	13	23	24
12	*	28.57	9.52	*	35.71	33.33	*	35.71	57.14	*	14	21
All Grades	42.42	18.87	20.44	39.39	46.23	48.91	18.18	34.91	30.66	66	106	137



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
<b>9</b>	4.17	5.00	0.00	95.83	90.00	82.61	0.00	5.00	17.39	24	40	46
<b>10</b>	15.79	10.34	0.00	84.21	75.86	84.78	0.00	13.79	15.22	19	29	46
<b>11</b>	23.08	17.39	12.50	53.85	52.17	70.83	23.08	30.43	16.67	13	23	24
<b>12</b>	*	28.57	0.00	*	50.00	71.43	*	21.43	28.57	*	14	21
<b>All Grades</b>	13.64	12.26	2.19	80.30	72.64	79.56	6.06	15.09	18.25	66	106	137

**Conclusions based on this data:**

1. The number of students tested more than doubled from 2020-2021 to the 2022-2023 school years in all tests.
2. There was a significant drop from students scoring at a level 4 on the overall language test (20-21 school year: 37.88 to 22-23 school year: 20.44); however there was a large growth in Level 2 students (20-21 school year: 10.61 to 22-23 school year: 27.74). Level 2 students saw a substantial growth in all of their scores (Overall, Oral Language, and Written Language).

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>2251</b>	<b>18.6</b>	<b>5.6</b>	<b>0.2</b>
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	125	5.6
Foster Youth	5	0.2
Homeless	1	0
Socioeconomically Disadvantaged	419	18.6
Students with Disabilities	140	6.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	1.6
American Indian	5	0.2
Asian	1319	58.6
Filipino	54	2.4
Hispanic	204	9.1
Two or More Races	202	9
Pacific Islander	4	0.2
White	421	18.7

**Conclusions based on this data:**

1. The largest race/ethnicity group on campus is Asian, followed by White, and then Hispanic.
2. NHS' Socioeconomically Disadvantaged group is almost 1/5 of the school population.

# School and Student Performance Data

## Overall Performance







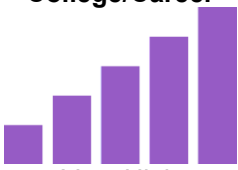
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Orange		
<b>College/Career</b>  Very High		

**Conclusions based on this data:**

1. Northwood continues to have high scores across the board, but relative areas for growth are Math, ELA, and English Learner Progress scores.

# School and Student Performance Data

## Academic Performance English Language Arts

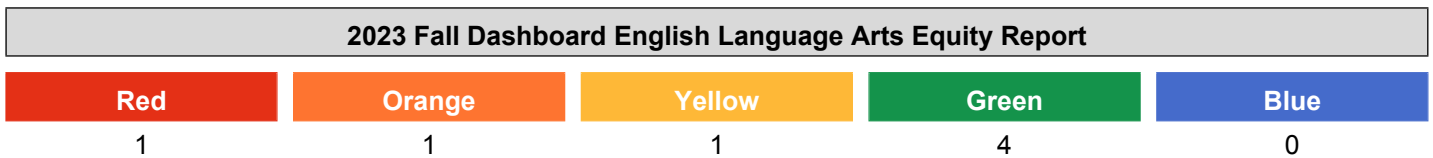
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 80.5 points above standard Decreased Significantly -30.8 points 545 Students	<b>English Learners</b>  Orange 26.2 points below standard Decreased Significantly -30.7 points 68 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Yellow 24 points above standard Decreased Significantly -37.8 points 97 Students	<b>Students with Disabilities</b>  Red 81.1 points below standard Decreased Significantly -40.5 points 36 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	 No Performance Color 0 Students	 Green 103.1 points above standard Decreased Significantly - 30.8 points 315 Students	67.3 points above standard 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 46.7 points above standard Increased +9.5 points 51 Students	 Green 59.5 points above standard Decreased Significantly - 39.4 points 51 Students	 No Performance Color 0 Students	 Green 47.2 points above standard Decreased Significantly - 28.3 points 101 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
140.8 points below standard Decreased Significantly -21.2 points 19 Students	18.2 points above standard Decreased Significantly -26.7 points 49 Students	90 points above standard Decreased Significantly -26.3 points 303 Students

**Conclusions based on this data:**

1. 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

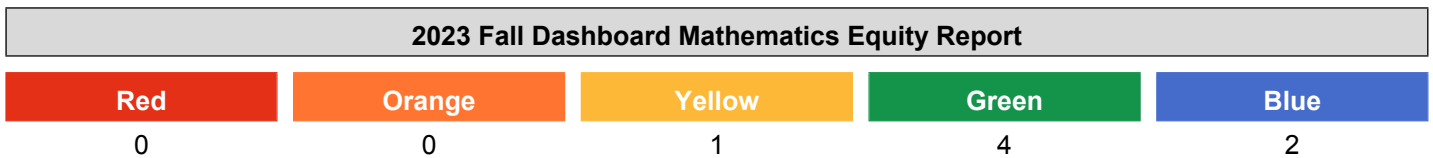
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This section provides number of student groups in each level.









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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
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37 Students															



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	 No Performance Color 0 Students	 Green 106.8 points above standard Decreased -12.6 points  316 Students	67.6 points above standard 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 28.3 points below standard Increased Significantly +43.8 points  52 Students	 Green 34.3 points above standard Decreased -14.3 points  51 Students	 No Performance Color 0 Students	 Green 6.5 points above standard Maintained 0 points  101 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.7 points below standard Increased Significantly +41.6 points  19 Students	81.9 points above standard Increased Significantly +17.9 points  49 Students	46.1 points above standard Decreased -14 points  302 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

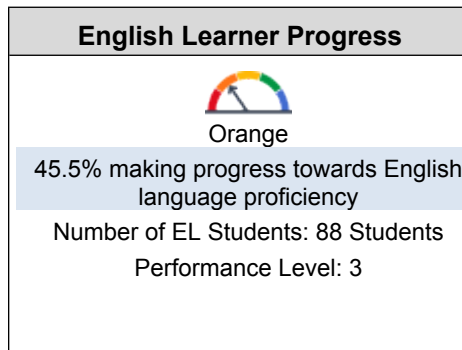
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 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
15	33	1	39

#### Conclusions based on this data:

- 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

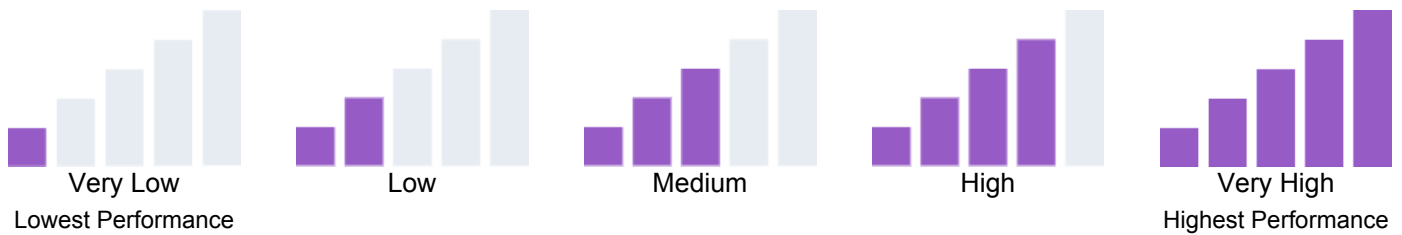
## Academic Performance College/Career Report

The 2023 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.

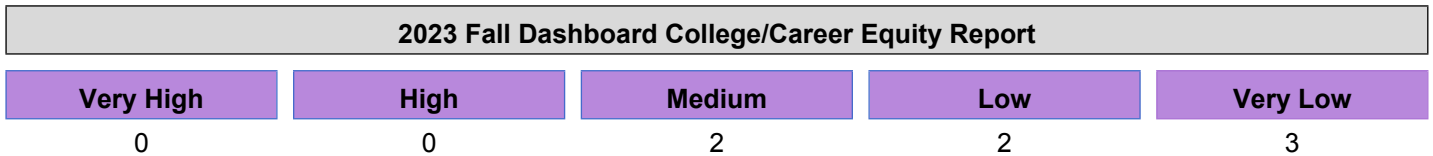
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

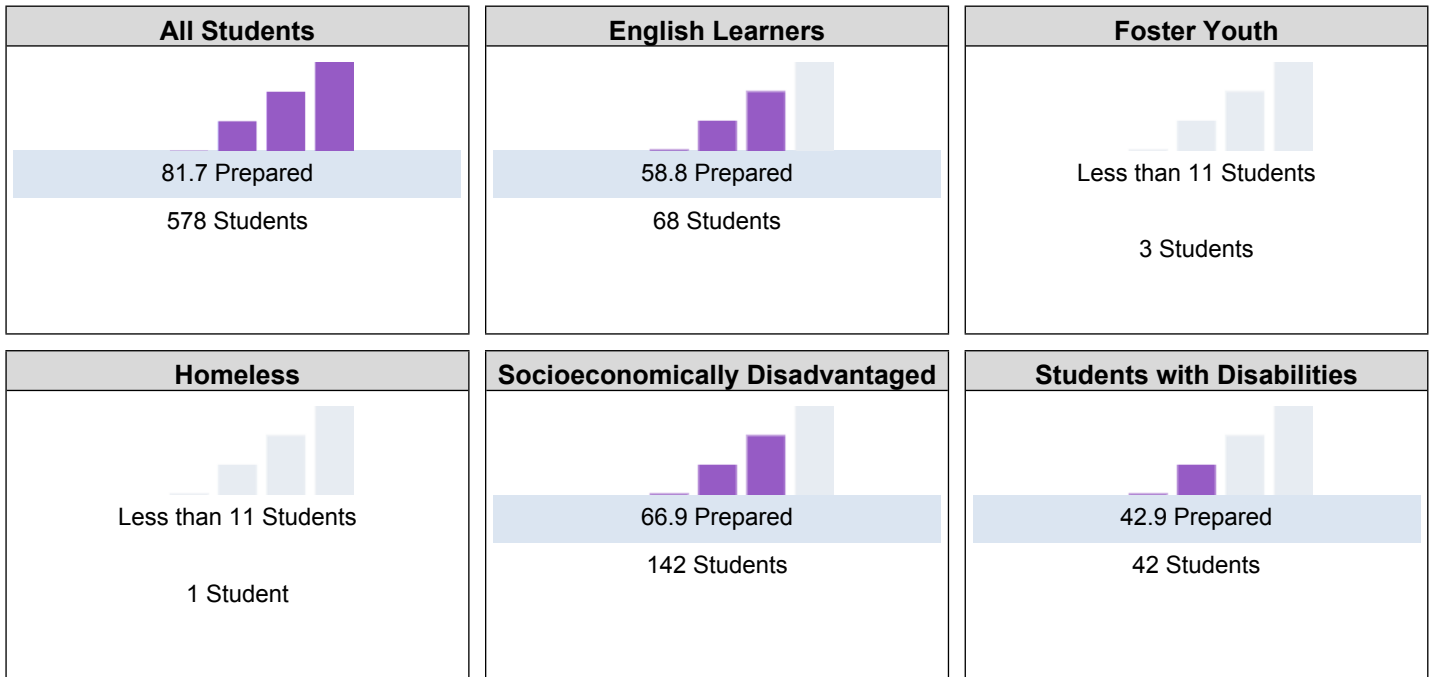


This section provides number of student groups in each level.

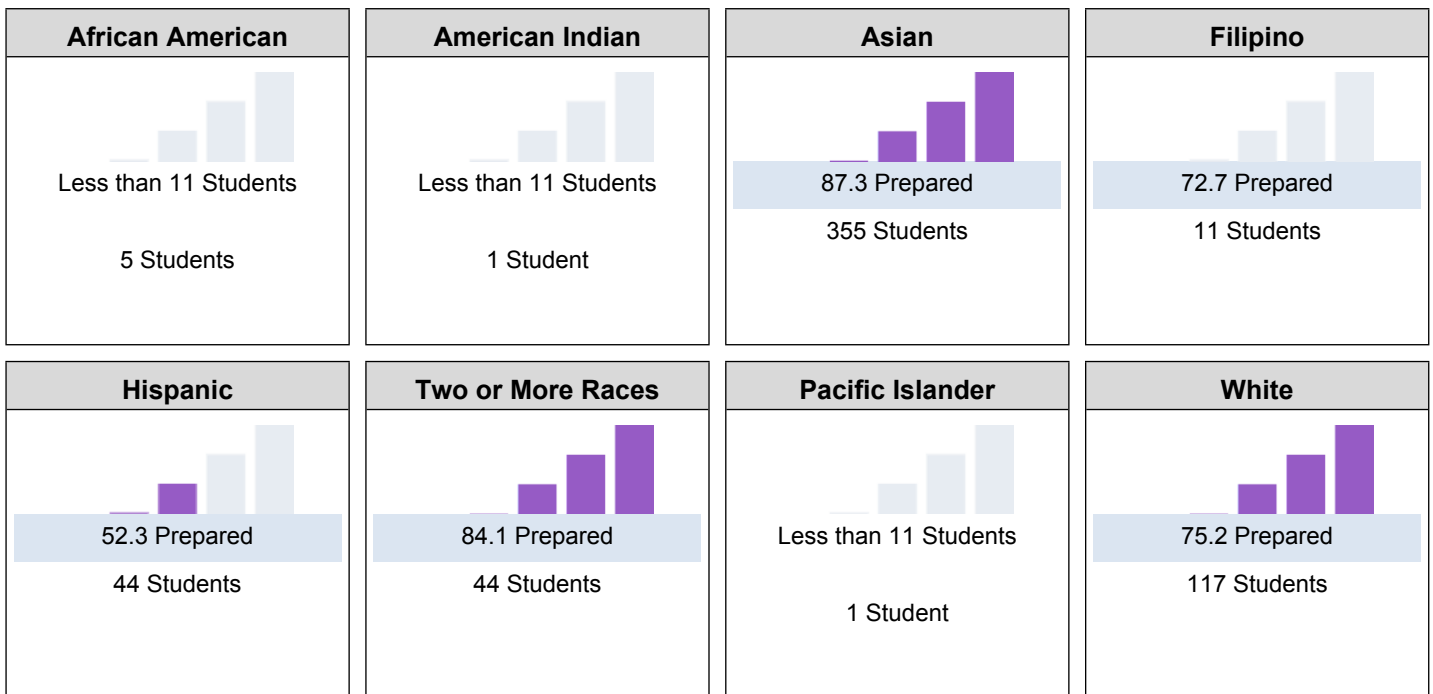


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

- 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. There is no data to make a conclusion but the school is aware and concerned about chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

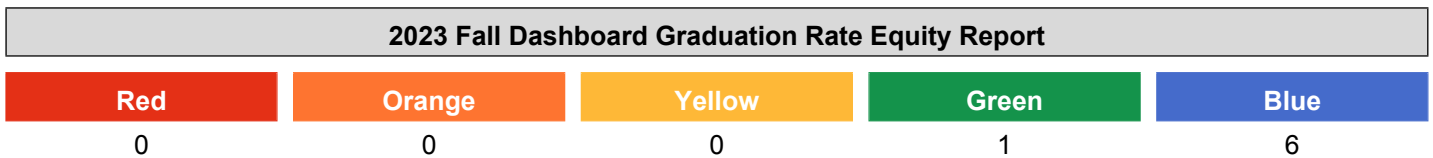
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue	 Blue	Less than 11 Students
97.6% graduated	95.6% graduated	3 Students
Increased 1.1	Increased Significantly 5.3	
578 Students	68 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students	 Blue	 Green
1 Student	96.5% graduated	92.9% graduated
	Maintained 0.9	Increased Significantly 20.4
	142 Students	42 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  5 Students	Less than 11 Students  1 Student	 Blue 97.5% graduated Maintained -0.4 355 Students	100% graduated Maintained 0 11 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Blue 97.7% graduated Increased 1.2 44 Students	 Blue 100% graduated Maintained 0 44 Students	Less than 11 Students  1 Student	 Blue 96.6% graduated Increased 4.2 117 Students

**Conclusions based on this data:**

- The overall graduation rate is high.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

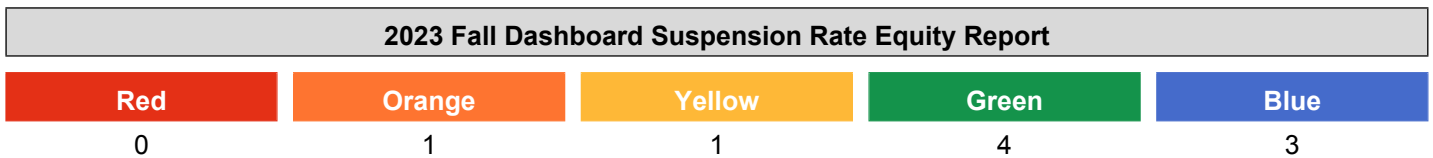
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."









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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.5% suspended at least one day</td> </tr> <tr> <td>Maintained 0.2 2328 Students</td> </tr> </tbody> </table>	All Students	 Blue	0.5% suspended at least one day	Maintained 0.2 2328 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.3% suspended at least one day</td> </tr> <tr> <td>Increased 0.3 149 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	1.3% suspended at least one day	Increased 0.3 149 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 7 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 7 Students
All Students												
 Blue												
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 5 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students 5 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.8% suspended at least one day</td> </tr> <tr> <td>Declined -0.8 480 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	0.8% suspended at least one day	Declined -0.8 480 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.9% suspended at least one day</td> </tr> <tr> <td>Declined -0.5 159 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Green	1.9% suspended at least one day	Declined -0.5 159 Students
Homeless												
Less than 11 Students 5 Students												
Socioeconomically Disadvantaged												
 Green												
0.8% suspended at least one day												
Declined -0.8 480 Students												
Students with Disabilities												
 Green												
1.9% suspended at least one day												
Declined -0.5 159 Students												

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 38 Students	Less than 11 Students 5 Students	 Blue 0.2% suspended at least one day Maintained 0.1 1365 Students	 Blue 0% suspended at least one day Maintained 0 54 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.8% suspended at least one day Increased 1.8 217 Students	 Green 0.9% suspended at least one day Declined -0.5 212 Students	Less than 11 Students 5 Students	 Green 0.7% suspended at least one day Maintained 0.1 432 Students

**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.

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary



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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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