School Year: | 2025-26

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	April 30, 2025	June 24, 2025

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, EOS survey data, 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
Data Analyzed	CA Dashboard
Strengths	Using the English Language Arts Indicator in the CA Dashboard from 2024, the data shows that overall Northwood has a very high rating compared to the state being 64.2 points above the standard; however, Northwood fell 16.4 points.The Asian student population and Two More Races population performed very well.
Areas for Growth	The following student populations are target groups that should be addressed: English Learners, Students with Disabilities, Hispanic, Socioeconomically Disadvantaged and White student populations are all groups that are performing below the standard. English Learners are 55.3 points below the standard and declined 29.1 points Students with Disabilities are 114.2 points below the standard and declined 33.1 points Hispanic students are 19.5 points below standard and declined 66.2 points Socioeconomically Disadvantaged students are 9.5 points above the standard but have declined 14.6 points White students are 20.1 points above the standard but have declined 27.1 points There is a need to continue the development of schoolwide strategies to ensure the academic success of these underrepresented populations.
Questions & Key Findings	Why did these groups drop so drastically this year compared to previous years where there may have been more compelling reasons to drop (Covid pandemic)? 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. Northwood is working to close the achievement gap by creating student focus groups, the language ambassador program, and professional development for teachers including AVID training, TESA training, and EL strategies. Northwood also adjusted the testing schedule and communication about the benefits of CAASPP to all stakeholder groups.

	Math
Data Analyzed	CA Dashboard
Strengths	Looking at the CA Dashboard for Northwood and using the Mathematics Indicator from 2024, Northwood overall has a very high rating compared to the state, being 48.1 points above the standard; however, Northwood declined 16.4 points. The Asian student population and Two or More Races student population performed very well.
Areas for Growth	The following student populations are target groups that should be addressed: English Learners, Students with Disabilities, Hispanic, Socioeconomically Disadvantaged and White student populations are all groups that are performing below the standard. Students with Disabilities are 163.4 points below the standard and declined 70.1 points Hispanic students are 46.4 points below standard and declined 18.1 points White students are 23.9 points below the standard and declined 30.4 points

Math	
	Socioeconomically Disadvantaged students are 18.9 points below the standard and declined 26.8 points English Learners are 7.8 points below the standard and declined 35 points There is a need to continue the development of schoolwide strategies to ensure the academic success of these underrepresented populations.
Questions & Key Findings	Staff development training has focused on EL strategies to support English Learners so what can be contributing to the their lack of achievement? Why did these groups drop so drastically this year compared to previous years where there may have been more compelling reasons to drop (Covid pandemic)? 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. Northwood is working to close the achievement gap by creating student focus groups, the language ambassador program, and professional development for teachers including AVID training, TESA training, and EL strategies. Northwood also adjusted the testing schedule and communication about the benefits of CAASPP to all stakeholder groups.

SEL/Behavior	
Data Analyzed	Panorama, School Climate Survey, Healthy Kids Survey
Strengths	In the Panorama survey, 91% of students reported supportive relationships which is higher than both the national and district average. The students also reported a high sense of social awareness and emotion regulation. In the 2023-2024 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.
Areas for Growth	After a review of the data, there is a decrease in self-management and grit. There is a need to expand the plan to support and encourage a balance of high academic expectations and mental health and well-being to ensure a safe and healthy environment.
Questions & Key Findings	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. Student who have low self-management and perseverance are more likely to exhibit poor behavior and/or make poor choices. Northwood will focus on helping students 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?

School Climate	
Data Analyzed	Panorama Survey, EOS Survey, CA Dashboard, School Climate Survey, Challenge Success
Strengths	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 every department across the campus and will implemented in upper level honors and AP classes for the 25-26 school year. In the Panorama survey, 82% of the student responses feel that Northwood is a diverse, integrated, and fair school for students from different races, ethnicities, or cultures.The first two words students used to describe Northwood in the Challenge Success survey

	School Climate
	are "Caring and Welcoming". 84.4% of students report having an adult on campus that they can go to if they have a problem. The suspension rate overall is .6%.
Areas for Growth	One trend noticed in the data is school engagement. 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 6.6% of the student body is designated English Learner. "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" 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". 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 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. In the EOS survey, only 38% of Hispanic/LatinX students reported feeling "like part of a community in class" which is about a quarter less than other reported student populations.
Questions & Key Findings	What can be done to engage LatinX/Latine parents and students? Northwood needs to continue to work on fostering positive peer relationships to continue to decrease hate speech and improve sense of belonging. Parent/guardian outreach needs to continue to provide supports to promote a more inclusive and positive school culture.

	College and Career Readiness (High Schools Only)
Data Analyzed	CA Dashboard, EOS Survey
Strengths	According to the CA Dashboard, Northwood has 84.8% of students are designated "prepared" compared to the state average of 45.3% which warrants the classification of very high. Northwood also increased 3.1% from the previous year. Asian and Two or More Races populations fall within the very high group. English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities all fell in the high group. The EOS survey results indicate that 98% of Northwood students want to obtain a two-year, four-year, or advanced college degree in comparison to 89% across EOS portfolio. Additionally, all student groups reported that staff hold "High" or "Very High" expectations for their academic achievement in comparison to the EOS portfolio average.
Areas for Growth	The White student population fell in the medium performance level which reflects a 6.7% decline. Although English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities all fell in the high group, their achievement indicates a gap between these subgroups and the two highest performing student populations.

	College and Career Readiness (High Schools Only)
Questions & Key Findings	Why did the White student population experience a decline in college and career readiness? 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 Northwood should continue to add student focus groups as well as increase parent outreach with a targeted focus on College and Career readiness.

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.)

The priority focus areas/identified needs are the result of the 2022 WASC self-study. Over the last two years, Northwood has continued to address the school action plan to address the following areas of need:
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 (10/6/24, 1/23/25, 4/30/25)
- Equity Team Meetings (09/12/24,12/11/24, 2/5/25, 3/5/25, 5/28/25)
- Staff Development Meetings (8/19/24, 9/18/24,10/14/24,11/20/24,1/8/25, 2/19/25, 3/12/25, 4/23/25)
- PLC Meetings (weekly)
- Coffee with the Principal (2/26/25)
- Leadership Meetings (monthly)
- Challenge Success (9/25/24,11/13/24,1/30/25, 3/11/25)
- CSALT Meetings (10/23/24, 1/9/25, 4/10/25)

Annual Review
SPSA Year Reviewed: 2024-25

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 will implement SBG in all upper level Honors and AP classes in the 25-26 school year. 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 will continue to be offered over the summer break. The Equity Team plans on meeting with smaller groups of EOS students and their parents to inform them about the summer camp and the benefits of taking at least one upper level honors/AP course. Professional development centered around differentiation and ways to support English Language Learners were offered during the 2024-2025 school year. In addition, 9th grade leads in the core classes attended AVID training prior to the start of the 24-25 scholl year and 10th grade core leads and an AP will attend AVID training summer 2025. Furthermore, TESA training was offered to the entire staff with a group of 20 committed to implementing TESA strategies this school year. At the start of the year, staff selected one strategy they would implement to support student learning. For the 25-26 school year, the staff has committed to using planners for all 9th & 10th grade students to help develop students' executive functioning skills. Northwood expanded their Challenge Success program by reaching out to their feeder schools to meet with staff at the elementary level and presenting to parents at Sierra Vista Middle School. 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. T-wolf thank yous met the yearly goal of students receiving acknowledgment for demonstrating the core values of the school by March so the staff believe they will exceed the goal by the end of the year. Equity teams continued to meet with student focus groups to learn more about the barriers the students experience and how the staff might engage the students' parents. 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. Student engagement with school saw an improvement with attendance data in the decrease in the number of tardies. In February 2024, 40,000 tardies had been recorded since the start of the year. In December 2024, only 5,000 tardies had been earned.

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.

The most effective strategies have been the commitment to implementing AVID & TESA strategies to engage students and have them reflect on their learning. The PLC time to refine standards based grading efforts in 11th and 12th grade classes as well as a continued focus on differentiation and intervention for students was successful. Tardy sweeps were also helpful in getting students to class to maximize instructional time. After reviewing CAASPP data for the 23-24 school year, it was apparent that Northwood needs to focus on students with disabilities and socioeconomically disadvantaged students. As a result, Northwood changed the testing schedule and messaging to all stakeholders to convey the importance and benefits of the state assessments. While we are still testing students, we are already seeing a higher percentage of students complete state testing and are conveying more engagement with their effort on the tests. Although EL strategies were a significant part of staff development some departments implemented them with greater success. Upon reflection, more training is needed to help staff differentiate when certain strategies and support should be used with EL students.

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, especially with our parent groups and community liaisons. Northwood plans to identify and offer more in person opportunities for engagement. Northwood will continue to refine standards based grading practices by implementing SBG in all classes for 25-26.

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 <u>measurable outcomes</u> you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
ELA CAASPP Scores	87% met or exceeded standard	71.75% met or exceeded the standard	87% met or exceeded standard
Math CAASPP Scores	73% met or exceeded standard	66.44% met or exceeded the standard	73% met or exceeded standard
Science CAASPP Scores	72% met or exceeded standard	57.35% met or exceeded the standard	72% met or exceeded standard
English Learner performance on CAASP exams for English	10 points above standard	55.3 points below standard	Meet the standard
Percent of students reclassified per year	25% of EL students	4 points above standard (declined 14.2 points)	25% of EL students

Actions, Strategies, and Expenditures:

Actions and Strategies: 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
YEAR 1: Continue to make progress with standards-based grading and embedded honors. Training and utilization of School City to increase to evaluate data dn drive instruction. Refinement of standards-based grading for lower-level classes and the introduction to upper levels. Equity team will continue to create and meet with cultural focus groups to gain student input centered around belonging and outreach. Northwood will expand professional development to address English Language Learner strategies. Identify/support barriers for at promise students attendance and achievement.	**YEAR 1:** LCFF Base LCFF Supplemental Lottery	**YEAR 1:** 120,000 63,205 23,100	**YEAR 1:** All students Historically underrepresented populations EL students	**YEAR 1:** Administration Department Chairs Course Level Leads Curriculum and PLC Facilitators MTSS
YEAR 2: Refinement of standards-based grading for classes and the expansion to more upper levels.	**YEAR 2:** LCFF Base	**YEAR 2:** 120,000	**YEAR 2:** All students	**YEAR 2:** Administration

Actions and Strategies: 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
Common rubric languages used in standards based grading courses. Reevaluate the school-wide EOS action plan to ensure more access and encouragement into AP and honors level classes 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. Northwood will expand professional development to address English Language Learner strategies. Add English Language Acquisition classes for EL students (ELD 1, 2, and 3). Identify/support barriers for at promise students attendance and achievement.	LCFF Supplemental Lottery	63,205 23,100	Historically underrepresented populations EL students	Department Chairs Course Level Leads Curriculum and PLC Facilitators MTSS
YEAR 3: All courses will utilize standards-based grading. Focus on teaching study skills across all disciplines for students. 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. Northwood will expand professional development to address English Language Learner strategies. Identify/support barriers for at promise students attendance and achievement.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	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.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** 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. **Year 2:** 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. GLAD trained staff was increased. IS1 and IS2 teams received EL training from UCI			

Actions and Strategies: 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
	and the school district. Finally, the use of PLC time will help with these efforts. **Year3:** 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.			

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 <u>measurable outcomes</u> you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	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	43% strongly agree or agree	50% strongly agree or agree
School Climate Survey: "mistakes are part of the learning process"	84% strongly agree or agree	89% strongly agree or agree	92% strongly agree or agree
School Climate Survey: "have at least 1 adult to talk to"	95% strongly agree or agree (old question)	90% 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	80% strongly agree or agree
Suicide Risk Assessments and Screenings	53 (22-23 school year total)	4 threat assessments & 15 screeners/assessments (23-24 school year total)	15
Challenge Success 2023 Survey: Percentage of students who missed an activity in the last month for health or emotional problem	46% of students	44% strongly agree or agree	40% of students

Actions, Strategies, and Expenditures:

Actions and Strategies: 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
YEAR 1: 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.	**YEAR 1:** LCFF Base	**YEAR 1:** 140,000	**YEAR 1:** All students	**YEAR 1:** Administration Counselors State of the Student Committee

Actions and Strategies: 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
==YEAR 2:== Restructure Advisement and Tutorial to improve effectiveness Create an efficient and sustainable model for State of the Student Teachers will share expectations including attendance, tardies, and cell phone pockets Increase face-to-face time with parents by hosting two "Coffee with the Principal" events on relevant topics to parents.	==YEAR 2:== LCFF Base	==YEAR 2:== 140,000	==YEAR 2:== All students	==YEAR 2:== Administration Counselors State of the Student Committee
YEAR 3: Develop a long term plan for State of the Student Schoolwide expectations for attendance, tardies, and cell phone pockets Increase face-to-face time with parents by hosting quarterly "Coffee with the Principal" event focused on relevant topics to parents				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	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.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: 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. ==Year 2:== 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. The staff received training on the Panorama survey and how to use the data to support students. Staff also used the EOS insight cards to make course recommendations for students. Year3: 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.			

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 <u>measurable outcomes</u> you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	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 about 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	48% 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	N/A	60% of the ninth-grade students "agree" or "strongly agree"; 60% of the eleventh grade students

Actions, Strategies, and Expenditures:

Actions and Strategies: 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
YEAR 1: 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).	**YEAR 1:** LCFF Base LCFF Supplemental	**YEAR 1:** 140,000 10,000	**YEAR 1:** Student Athletes	**YEAR 1:** Leadership Team Administration Counselors PTSA Wellness Coordinator Administration Department Chairs New Teacher Mentors Activities Director
YEAR 2: Establish No Place for Hate Campaign for students.	**YEAR 2:** LCFF Base	**YEAR 2:** 140,000 10,000	**YEAR 2:** Student Athletes	**YEAR 2:** Leadership Team

Actions and Strategies: 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
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.	LCFF Supplemental			Administration Counselors PTSA Wellness Coordinator Administration Department Chairs New Teacher Mentors Activities Director
YEAR 3: 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, Indian, Hispanic/Latino, Black/African American, Religious, LGBTQIA+, etc.) found in the community to develop a common understandings and supports.				

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	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.	
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** 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. ==Year 2:== 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. No Place for Hate still needs to be implements but staff did receive training for how to address hate speech in the classroom. **Year3:** 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.	

Priority Focus Area (Goal) 4:

Outcomes

Identify the <u>measurable outcomes</u> you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

Actions, Strategies, and Expenditures:

Actions and Strategies: 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
YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:
YEAR 3:				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year3:			

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding from the LCAP for the following:
- Impacted and interventions sections?
  - High School - 1 FTE (6 sections)
  - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

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 has purchased software that can be used for SEL/Behavior incentive as well as for tardies and detentions.

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding from the LCAP for the following:
- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

ATSI Identified Schools

ATSI Annual Review (2024-2025)

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

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

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
[signature]	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 April 30, 2025.

Attested:

[signature]	Principal, Leslie Roach, Ed.D. on May 16, 2025
[signature]	SSC Chairperson, Christina Banagas Engelerdt on May 16, 2025

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

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Leslie Roach	Principal
Steve Plette	Classroom Teacher
Ben Case	Classroom Teacher
Laura Tijerino	Classroom Teacher
Leanne Lauritzen	Other School Staff
Doaa AbouZeid	Parent or Community Member
Hulya Odabas	Parent or Community Member
Yan Sun	Parent or Community Member
Amber Chi	Secondary Student
Riya Gupta	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
			Total Enrollment	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
Total Enrollment	2,200	2,251	2,310

Conclusions based on this data:

1. The slight increase in enrollment, particularly in the Asian demographic could be reflecting the growing EL population. This may reinforce a need to continue to develop staff EL strategies.

2. Enrollment seems to be holding fairly steady which implies there will not be a need to hire or reassign teachers.

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. NHS has only 12 LtELs out 151 students which means that the vast majority of our English learners are early identified. Most of our EL population are new immigrants to the country.

2. The RFEP population remains stable and the majority of the RFEP students are fully exited.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	559	567	608	553	556	591	553	555	591	98.9	98.1	97.2
All Grades	559	567	608	553	556	591	553	555	591	98.9	98.1	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2692.	2660.	2643.	56.78	47.03	41.46	30.56	29.91	30.29	8.32	12.97	13.71	4.34	10.09	14.55
All Grades	N/A	N/A	N/A	56.78	47.03	41.46	30.56	29.91	30.29	8.32	12.97	13.71	4.34	10.09	14.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	53.89	43.96	41.86	40.87	48.65	45.42	5.24	7.39	12.71
All Grades	53.89	43.96	41.86	40.87	48.65	45.42	5.24	7.39	12.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	58.41	47.93	44.07	35.99	41.26	39.83	5.61	10.81	16.10
All Grades	58.41	47.93	44.07	35.99	41.26	39.83	5.61	10.81	16.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	28.21	25.05	23.22	67.27	66.49	66.44	4.52	8.47	10.34
All Grades	28.21	25.05	23.22	67.27	66.49	66.44	4.52	8.47	10.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	46.65	40.90	37.46	49.01	52.79	53.73	4.34	6.31	8.81
All Grades	46.65	40.90	37.46	49.01	52.79	53.73	4.34	6.31	8.81

Conclusions based on this data:

1. The decline in reading score is significant and may be reflection of priority standards being primarily writing standards. There was also a shift away from schoolwide literacy skills. There is a need to bring back that emphasis and shift some of the priority standards.

2. The decline in writing scores may be a reflection of decline in instruction on mechanics, grammar, and sentence types. It would be helpful to have more itemized feedback for the CAASPP.

3. The listening scores are still the lowest scores but the decline was not as great as the reading and writing scores. There has been intentional emphasis on speaking and listening protocols for these standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	559	567	608	542	556	588	542	556	587	97.0	98.1	96.7
All Grades	559	567	608	542	556	588	542	556	587	97.0	98.1	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2701.	2689.	2675.	51.48	44.78	42.59	21.96	24.46	23.85	13.65	17.81	16.18	12.92	12.95	17.38
All Grades	N/A	N/A	N/A	51.48	44.78	42.59	21.96	24.46	23.85	13.65	17.81	16.18	12.92	12.95	17.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	48.89	42.63	40.89	39.30	45.32	45.32	11.81	12.05	13.80
All Grades	48.89	42.63	40.89	39.30	45.32	45.32	11.81	12.05	13.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	49.08	42.45	37.82	43.91	51.08	51.62	7.01	6.47	10.56
All Grades	49.08	42.45	37.82	43.91	51.08	51.62	7.01	6.47	10.56

Conclusions based on this data:

1. The scores have declined but the real world math application has not greatly declined and could be addressed through more practice.

2. Supporting mathematical conclusions is currently a focus of the Math Department and their recommitment to CPM which we hope will be reflected in next year's scores.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1554.2	1565.7	1574.8	1553.2	1560.3	1568.2	1554.6	1570.8	1580.9	40	46	46
10	1605.7	1561.3	1591.1	1624.7	1560.0	1596.6	1586.1	1562.0	1585.0	29	46	48
11	1564.0	1550.1	1598.3	1576.2	1553.1	1613.6	1551.2	1546.6	1582.6	23	24	40
12	1568.9	1539.0	1535.9	1566.6	1541.0	1543.0	1570.6	1536.5	1528.3	14	21	18
All Grades										106	137	152

**ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students**

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	15.00	26.09	34.78	37.50	34.78	32.61	35.00	23.91	15.22	12.50	15.22	17.39	40	46	46
10	48.28	21.74	29.79	27.59	39.13	44.68	17.24	26.09	23.40	6.90	13.04	2.13	29	46	47
11	26.09	16.67	40.00	30.43	29.17	30.00	21.74	33.33	25.00	21.74	20.83	5.00	23	24	40
12	21.43	9.52	16.67	35.71	28.57	11.11	14.29	33.33	44.44	28.57	28.57	27.78	14	21	18
All Grades	27.36	20.44	32.45	33.02	34.31	33.11	24.53	27.74	23.84	15.09	17.52	10.60	106	137	151

**Overall Language
Percentage of Students at Each Performance Level for All Students**

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	30.00	36.96	43.48	42.50	32.61	30.43	17.50	21.74	13.04	10.00	8.70	13.04	40	46	46
10	51.72	28.26	44.68	20.69	36.96	36.17	13.79	23.91	12.77	13.79	10.87	6.38	29	46	47
11	43.48	25.00	55.00	30.43	33.33	32.50	4.35	33.33	10.00	21.74	8.33	2.50	23	24	40
12	35.71	23.81	27.78	35.71	47.62	33.33	14.29	4.76	16.67	14.29	23.81	22.22	14	21	18
All Grades	39.62	29.93	45.03	33.02	36.50	33.11	13.21	21.90	12.58	14.15	11.68	9.27	106	137	151

**Oral Language
Percentage of Students at Each Performance Level for All Students**

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.00	8.70	21.74	20.00	30.43	28.26	52.50	45.65	32.61	22.50	15.22	17.39	40	46	46
10	34.48	13.04	19.15	20.69	28.26	40.43	34.48	41.30	29.79	10.34	17.39	10.64	29	46	47
11	4.35	12.50	12.50	26.09	4.17	25.00	30.43	50.00	45.00	39.13	33.33	17.50	23	24	40
12	14.29	0.00	0.00	21.43	14.29	11.11	35.71	33.33	38.89	28.57	52.38	50.00	14	21	18
All Grades	14.15	9.49	15.89	21.70	22.63	29.14	40.57	43.07	35.76	23.58	24.82	19.21	106	137	151

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.00	15.22	15.22	80.00	73.91	60.87	15.00	10.87	23.91	40	46	46
10	24.14	17.39	12.77	58.62	63.04	74.47	17.24	19.57	12.77	29	46	47
11	8.70	8.33	10.00	65.22	58.33	75.00	26.09	33.33	15.00	23	24	40
12	14.29	9.52	0.00	50.00	57.14	33.33	35.71	33.33	66.67	14	21	18
All Grades	12.26	13.87	11.26	66.98	64.96	65.56	20.75	21.17	23.18	106	137	151

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	60.00	67.39	69.57	32.50	19.57	17.39	7.50	13.04	13.04	40	46	46
10	79.31	69.57	80.85	17.24	21.74	14.89	3.45	8.70	4.26	29	46	47
11	63.64	62.50	90.00	22.73	29.17	7.50	13.64	8.33	2.50	22	24	40
12	71.43	61.90	77.78	21.43	23.81	11.11	7.14	14.29	11.11	14	21	18
All Grades	67.62	66.42	79.47	24.76	22.63	13.25	7.62	10.95	7.28	105	137	151

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	12.50	23.91	36.96	47.50	58.70	36.96	40.00	17.39	26.09	40	46	46
10	31.03	26.09	36.17	55.17	50.00	48.94	13.79	23.91	14.89	29	46	47
11	8.70	12.50	15.00	39.13	41.67	52.50	52.17	45.83	32.50	23	24	40
12	28.57	9.52	11.11	35.71	33.33	22.22	35.71	57.14	66.67	14	21	18
All Grades	18.87	20.44	27.81	46.23	48.91	43.05	34.91	30.66	29.14	106	137	151

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.00	0.00	0.00	90.00	82.61	89.13	5.00	17.39	10.87	40	46	46
10	10.34	0.00	2.13	75.86	84.78	95.74	13.79	15.22	2.13	29	46	47
11	17.39	12.50	12.50	52.17	70.83	82.50	30.43	16.67	5.00	23	24	40
12	28.57	0.00	0.00	50.00	71.43	72.22	21.43	28.57	27.78	14	21	18
All Grades	12.26	2.19	3.97	72.64	79.56	87.42	15.09	18.25	8.61	106	137	151

Writing Domain — Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1.

School and Student Performance Data
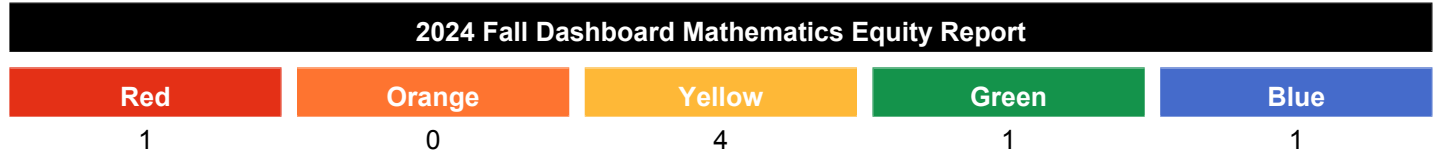
Student Population

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,310	**19.5%**	**6.6%**	**0.0%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	153	6.6%
Foster Youth	0	0.0%
Homeless	3	0.1%
Socioeconomically Disadvantaged	450	19.5%
Students with Disabilities	136	5.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	1.8%
American Indian	4	0.2%
Asian	1,387	60%
Filipino	57	2.5%
Hispanic	208	9%
Two or More Races	205	8.9%
Pacific Islander	4	0.2%
White	397	17.2%

Conclusions based on this data:

1. Access and equity could be a concern for 20% of our students who are identified as socioeconomically disadvantaged. We should look at professional development for staff to better support this student population.

2. We have almost the same number of EL students and students with disabilities which means we should continue to provide staff development to teachers so they can support these students in the classroom. Specifically a refresher on the importance of the teacher participation in the IEP and SIDAI training.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
English Learner Progress Blue		
College/Career Blue		

Conclusions based on this data:

1. Strengths are College and Career readiness, EL progress, and graduation rate.

2. Areas for improvement are ELA, Math, and Suspension Rate--we need to continue to improve our messaging and develop a more robust PBIS/SEL program

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	2	1	1

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Red	No Performance Color
64.2 points above standard	55.3 points below standard	Less than 11 Students
Declined 16.4 points	Declined 29.1 points	
580 Students	73 Students	10 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	Less than 11 Students	9.4 points above standard
		Declined 14.6 points
	1 Student	124 Students

Students with Disabilities	**African American**	**American Indian**
Red	No Performance Color	No Performance Color
114.2 points below standard	91.0 points below standard	Less than 11 Students
Declined 33.1 points	11 Students	
40 Students		1 Student

Asian	**Filipino**	**Hispanic**
Green	No Performance Color	Orange
91.1 points above standard	115.3 points above standard	19.5 points below standard
Declined 12.0 points	Increased 48.0 points	Declined 66.2 points
336 Students	11 Students	60 Students

Two or More Races	**Pacific Islander**	**White**
Blue	No Performance Color	Yellow
89.8 points above standard	Less than 11 Students	20.1 points above standard
Increased 30.4 points		Declined 27.1 points
57 Students	2 Students	102 Students

Conclusions based on this data:

1. Areas of concern in ELA achievement are EL, Hispanic, Students with disabilities, and socioeconomically disadvantaged students. Analyzing the data in School City shows that the college prep English course needs to be examined and revised.

2. Many students with disabilities declined their accommodations for the CAASPP, but perhaps we shouldn't give them the option to decline their accommodations.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
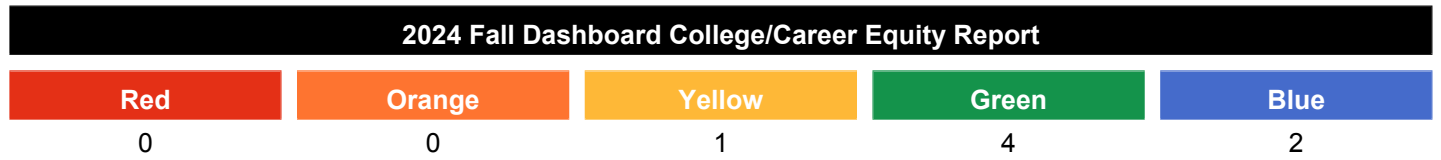
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	4	1	1

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
48.1 points above standard	7.8 points below standard	Less than 11 Students
Declined 16.4 points	Declined 35.0 points	
578 Students	76 Students	9 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Less than 11 Students	18.9 points below standard
		Declined 26.8 points
	1 Student	124 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
163.4 points below standard	115.9 points below standard	Less than 11 Students
Declined 70.1 points	11 Students	
39 Students		1 Student

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
94.8 points above standard	6.3 points above standard	46.4 points below standard
Declined 12.0 points	Declined 61.3 points	Declined 18.1 points
335 Students	11 Students	60 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
46.5 points above standard	Less than 11 Students	23.9 points below standard
Increased 12.2 points		Declined 30.4 points
57 Students	2 Students	101 Students

Conclusions based on this data:

1. Math performance declined pretty steadily across the board, speaking to a need to check if curriculum aligns with standards being emphasized in the classrooms.

2. Students from historically underserved populations declined more significantly, specifically those with a special ed designation, which suggests some equity and access barriers to success that should be identified.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	No Performance Color
72.3% making progress.	55.6% making progress.
Number Students: 101 Students	Number Students: 18 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
6.9%	20.8%	1%	71.3%

Conclusions based on this data:

1. The majority of our EL population is making good progress on English fluency. We think this is a result of students being exposed to academic vocabulary.

2. Our students are coming in with a lower level proficiency in English so although they are making progress, they are still struggling to met grade level expectations.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	4	2

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Green	No Performance Color
84.8 Prepared	64.3 Prepared	50 Prepared
Increased 3.1	Increased 5.5	Increased 16.7
579 Students	70 Students	18 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Less than 11 Students 0	Less than 11 Students 0	68.9 Prepared
		Increased 2
1 Student	2 Students	135 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
56.8 Prepared	Less than 11 Students 0	0 Students
Increased 14		
44 Students	8 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
92.9 Prepared	94.4 Prepared	67.3 Prepared
Increased 5.5	Increased 21.7	Increased 15
336 Students	18 Students	52 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
90.4 Prepared	0 Students	68.5 Prepared
Increased 6.3		Declined 6.7
52 Students		111 Students

Conclusions based on this data:

1. college and career readiness indicators increased across all populations. This is an area of strength that should be celebrated.

School and Student Performance Data

Academic Engagement
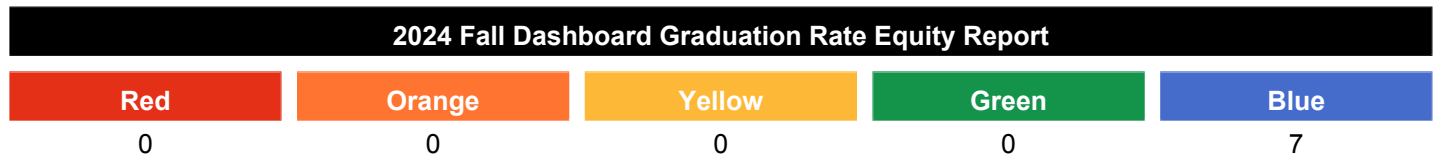## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	7

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Blue	No Performance Color
98.3% graduated	97.2% graduated	100% graduated
Maintained 0.7%	Increased 1.6%	Increased 11.1%
580 Students	71 Students	19 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	97% graduated
1 Student	2 Students	Maintained 0.6%
		135 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
100% graduated	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 7.1%	8 Students	
45 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
98.8% graduated	100% graduated	100% graduated
Increased 1.3%	Maintained 0%	Increased 2.3%
337 Students	18 Students	52 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
100% graduated	0 Students	95.5% graduated
Maintained 0%		Declined 1.1%
52 Students		111 Students

Conclusions based on this data:

1. Students from almost all demographics generally maintained or increased their graduation rates. This is something to celebrate, specifically with special ed and english learner students increasing significantly,

2. White students experienced a slight decline, but this could be due to an individual and may not suggest a systemic issue.

School and Student Performance Data

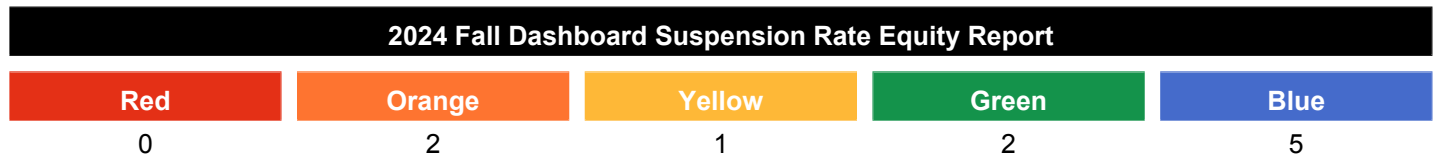## Conditions & Climate
Suspension Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	2	5

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Long-Term English Learners**
Green	Blue	Green
0.6% suspended at least one day	0.5% suspended at least one day	2.6% suspended at least one day
Maintained 0.1%	Declined 0.8%	Declined 0.7%
2378 Students	183 Students	39 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - data not displayed for privacy	1.1% suspended at least one day
	3 Students	Increased 0.3%
		524 Students

Students with Disabilities	African American	American Indian
Orange	Blue	No Performance Color
3.9% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2.1%	Maintained 0%	
152 Students	42 Students	4 Students

Asian	Filipino	Hispanic
Blue	Blue	Orange
0.3% suspended at least one day	0% suspended at least one day	3.2% suspended at least one day
Maintained 0.1%	Maintained 0%	Increased 1.4%
1431 Students	56 Students	216 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.7% suspended at least one day
Declined 0.9%		Maintained 0%
215 Students	4 Students	410 Students

Conclusions based on this data:

1. While suspensions at this site are generally low, students with disabilities and hispanic/ latino students experience higher rates of suspension. A review of specific suspension and disciplinary data should be conducted to ascertain consistency in communication and application of rules to all populations.

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

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: 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 (S*ections: 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 (S*ections: 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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