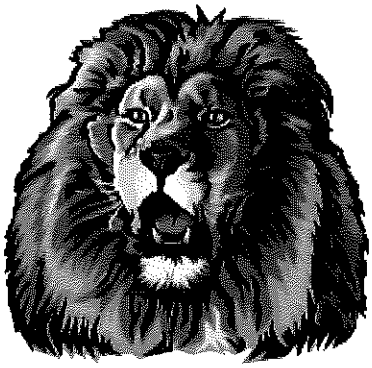
School Year: 2024-25



School Plan for Student Achievement (SPSA) Template

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
North School	39-75499-6042865		May 8, 2024

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of all students and specifies how categorical funds will be used during the school year. North school qualifies for Additional Targeted Support and Improvement (ATSI) through Dashboard Indicator. This SPSA includes goals, strategies and plans to support and improve student achievement, attendance and suspension rates and North's Additional Targeted Support and Improvement (ATSI) status, through the cultivation of a supportive and connected learning environment for all educational partners and the North School community.

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

Our plan has been developed with input from all appropriate educational partners. Partners include School Site Council members, Parent Club members, and ELAC members (English Language Advisory Committee). Teachers are educational partners and provide input throughout the year, to include input during Early Release Monday meetings (ERM) and Professional Learning Community (PLC) time. Classified employee input is welcomed throughout the year, and also occurred during SSC meetings.

The contents of this plan are aligned with school goals for improving student achievement. The plan is reviewed annually and updated with categorical expenditures of funds by the School Site Council. The school will provide quality curriculum and supports all students and staff. North will, on an ongoing basis, review the progress of students and revise lesson plans and intervention to provide best practices for students to meet the challenging State Academic Standards.

The implementation of the Every Student Succeeds Act (ESSA) in California presents an opportunity for schools to open their communications. This includes discussing and reflecting with educational partners regarding federally funded programs, while aligning them with the priority goals of the school and the Local Education Agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEA's 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.

After reviewing the California Data Dashboard information, it was observed that overall achievement in English Language Arts is in the very low range for all students for the 2023-2024 school year, and although Math has improved, North students continue to score low in Math. In addition, based on the California Data Dashboard information, Chronic Absenteeism has improved, yet continues to be in need of improvement. North School qualifies ATSI (Additional Targeted Support and Improvement) under accountability system, with the Dashboard Indicator subgroup data.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

North School is using the TUSD 2023-24 LCAP survey data to seek input from all educational partners in decision making to build relationships between all of North's educational partners. Survey results help us to analyze the North's educational partners' responses (Parents, Staff, and Students) regarding the school's climate and safety.

8th Grade College and Career Surveys:
90% of all 8th Grade Students would like to attend college

School Climate Survey Results 2023-2024

Parents:
92% believe the school motivates students to learn.
95% believe staff encourages all students to do challenging work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity or nationality.
98% believe the buildings and grounds are well-maintained and clean.
96% believe the school communicates the importance of respecting all cultural beliefs and practices.
96% feel they are comfortable talking to teachers and administration about their child.
96% feel staff responds to questions promptly.
94% believe the office staff is friendly and professional.

Staff – Certificated and Classified:
92% believe staff encourages all students to do challenging work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity or nationality.
93% of the school/department collaborate to achieve school goals.
87% feel the buildings and grounds are well-maintained and clean.
100% feel the school communicates the importance of respecting all cultural beliefs and practices.
100% feel they are treated with respect by colleagues at work.
93% feel they are recognized for their efforts and accomplishments

Students:
91% believe the school gives challenging work regardless of the student's gender, race, and ethnicity.
82% believe the school communicates the importance of respecting all cultural beliefs and practices.
90% feel teachers recognize their good work.
77% feel the school motivates them to learn.
62% feel the buildings and grounds are well-maintained and clean.
78% feel comfortable working with classmates and participating in class.
76% feel safe, secure, and supported at school.

In summary, all educational partners feel safe at school and believe the facilities to be clean during work hours. All educational partners believe the school work and academics provided are challenging to students and they feel they are treated fairly during the school day.

Through a survey with teachers on our needs assessment, staff agree providing intervention for students who are not yet reading at grade level is needed. They also agree a need for mental health services and the support of students is needed more this year than ever before.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted for all North School teachers using the district adopted "Rigor, Relevance, Relationship" rubric and evaluation forms. Rubrics and evaluation forms are used to provide feedback to teachers to improve instructional practices. All teachers on the evaluation cycle received classroom observations using the district evaluation rubric. Teachers not on their evaluation cycle received classroom walk-throughs using the 3R rubric with a focus on rigor.

We will continue the use and review "Rigor, Relevance, Relationship" rubric while continuing to implement Advancement Via Individual Determination (AVID) and Science Technology Engineering Mathematics (STEM) strategies and instruction for the following school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

North's staff, English Language Advisory Committee (ELAC), and School Site Council (SSC) have been provided with results from the 2023 California Dashboard and 2023 Smarter Balance Assessment Consortium (SBAC) data. We have included Fastbridge overall score data in aReading and aMath along with middle school F grade reports in our ELAC and School Site Council meetings. Teachers use summative and formative data to improve differentiate, and modify instruction. The data is used to review and analyze the needs of all students. Teachers also use MyPath and STAR reading scores along with other data to create small group instruction for in class and intervention groups. STEM units integrate NGSS and other curricular standards

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

2022-2023 SBAC Data:

	ELA	Math	Science
Overall: Met/Exceed	23.24	11.91	12.63
3 Met/Exceed	25.00	26.31	N/A
4 Met/Exceed	20.55	9.33	N/A
5 Met/Exceed	15.79	3.9	unavailable
6 Met/Exceed	16.23	11.11	N/A
7 Met/Exceed	29.16	9.17	N/A
8 Met/Exceed	29.75	17.35	unavailable

Fastbridge Data:
4 Categories: College Pathway (CP) Low Risk (LR) Some Risk (SR) High Risk (HR)
The numbers represent the number of students in each grade level in each category

Middle School F grades:
1st Trimester: 6th= 28 7th= 59 8th= 37 Total = 124
2nd Trimester: 6th= 40 7th= 86 8th= 79 Total = 205

In summary less than half of students, in all grade levels meet ELA or Math standards on the state tests.
Our middle school grades in 6,7,8 have a high percentage of students in the high/some risk category.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In the 22/23 school year, North has 29 fully credentialed teachers. 3 Intern Credential Holders, no misassignments and no out of field teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The school site plan includes goals that focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for each student to close the achievement gap. In addition to district professional development days, we also have Early Release Mondays (ERMs), which are used to collaborate as a whole school, grade level, or other needed PD. During ERM teachers receive professional development in the areas of AVID, STEM, English Language Development (ELD) high-leveraged instruction, intervention, and other needed PD. Structured Professional Learning Community (PLC) time has been scheduled to support teachers in the development of the curriculum and STEM implementation. We will continue to have PLCs to support the new curriculum, Rigorous Curriculum Design (RCD), AVID training, STEM implementation, and ELD strategies as well as provide time for teachers to collaborate.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

North School allows for teachers to use Early Release Monday's to plan during PLC time to align their lessons to the state standards, district RCD units, AVID yearly goals, STEM implementation, ELD strategies, and will provide time for intervention planning and technology development. Teachers administer RCD district unit assessments every trimester. In addition to benchmark assessments teachers administer FastBridge assessments every trimester. The district, site administrators, and teachers are able to view assessment results from FastBridge to further plan intervention strategies.
North is in year 5 going AVID school-wide, with 6th, 7th, and 8th grade having AVID elective classes. North School continues to have AVID yearly goals include: organization and college and career planning.
North is growing in its implementing of STEM. This year we have all grade levels perform STEM design challenges, computer science programing, and engineering model experiments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

North School continues its ongoing instructional assistance and support for teachers by working with:
North's ILT (Instructional Leader Team)
3 Advancement Via Individual Determination (AVID) site co-coordinators
TOSA (Teachers On Special Assignment) at the district level
Tracy Teacher Induction Program (TTIP) Mentors
English Language (EL) Coordinator
EL Counselor from the district
EL Coordinator from the district
School Counselor
Teacher Librarian (Part time) shared with another site

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers in grades preschool to 8 collaborate by grade level/subject matter during their Professional Learning Community PLC time along with collaborating school wide as needed
District professional development days are provided
Early Release Monday ERM
Release days for planning when substitutes are available

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

North School implements state standards and curriculum by using district and board approved curriculums.
K-5 uses the McGraw-Hill program "Wonders" along with Wonders ELD and Wonders New Comers for English Language Arts (ELA)
Math K-5 uses My Math from McGraw-Hill
Science K-5 Science Dimensions HMH
Grades 6-8 Study-Sync for ELA, ELD, and New Comers.
Grades 6-8 Math Digits curriculum
Grades 6-8 Science Amplify
Grades 6-8 Social Studies National Geographic

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

North School adheres to the yearly academic minutes required by the law and to the minutes in ELD designated time and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers follow the Rigorous Curriculum Design (RCD) units and the districts pacing guide. K-5 teachers have designated intervention time with student stations in the classroom with additional assistance from paraeducators with a push-in model.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has a text book and any standards-based instructional materials as adopted by the school board.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

North School uses the following district adopted instructional materials:
Wonders
MyMath
My World
RCD Units ELA and Math
Science Dimensions
StudySync
Digits
Amplify
STEM unit planners

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

North School has the following services for its students:
Intervention time during the school day.
Para push-in and pull-out to support students.
Edgenuity MyPath computer based intervention during school and available for students to use in their household.

Evidence-based educational practices to raise student achievement

North School uses evidence based practices along with high-leveraged instructional practices to raise student achievement.
North school uses a universal Tracy Unified School District TUSD Rigor rubric. This rubric has three main categories to include: high-level questioning, thoughtful work, and academic discussion. This rigor rubric was developed by the International Center for Leadership Education (ICLE), a partner with TUSD. The Rubric allows for discussion on teacher lesson planning and student performance during lessons.
North School has two main AVID goals this school year. The AVID goals are: organization and a college and career culture. All students were provided an agenda and all grade levels use the students agenda for writing classwork and homework. For our college and career culture, all classrooms have college posters and banners. Students are encouraged to wear college gear and attire and every Thursday, where all staff members are encouraged to wear college gear to promote a positive college culture at our school.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

North School provides many forms of parent engagement ranging from Back to School Night, Teacher/Parent Conferences, Open House, AVID informational Night, 8th grade Promotion Parent Meetings, Tracy Police Academy for Parents (provided at various sites throughout TUSD), Winter Craft Night, Multi-Cultural Craft Night, STEM Night, Family Movie Night, School Music Concerts, ELAC, Parent Café, 2nd Cup of Coffee, and School Site Council. All these opportunities provide families the opportunity to connect with staff, understand best practices/protocols and the opportunity to assist the school in working to improve student achievement. North takes pride in family engagement and appreciates family participation.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

North school provides the opportunity for teachers and parents to contribute ideas and input for school programs during ERM's, Parent Club meetings, ELAC, surveys and School Site Council meetings. Parents are encouraged to become a part of North School activities.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Snacks for students who remain after school for tutoring and during ELAC and state testing as needed. Refreshments for Parent meetings, day care for parent events, parent class materials, parent communications, and translators are pertinent in supporting activities.

Fiscal support (EPC)

Title I, Targeted RS 0710 (EL) Targeted RS 0709 (EL, FY, SES), LCFF

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

North School believes in educational partner involvement and transparency in the analyzing of data and in making decisions. All educational partners were involved in the creation of the SPSA. Teacher input occurred during ERMs throughout the year, as we reviewed needs assessments, budgets and SPSA information. The review of needs assessment, budget and SPSA occured during School Site Council meetings with staff and parents. Parents provided input during ELAC meetings where needs assessments, budgets and SPSA information was reviewed. Students take online surveys and the SSC team reviews the data during meetings which are held one time per month. Data was collected from SBAC ELA/Math, LCAP Survey, Report Cards, North School Evidence based Title 1 funded monitoring form, and FastBridge scores on student performance. ERM's are held every Monday of the school year except for holidays, unencumbered days and district Monday. ELAC meetings are held every two months, on the third Friday of the month in person. School Site Council meetings are held the third Tuesday of every month. They are offered in person and/or virtually.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After reviewing the California Data Dashboard information, it was observed that overall achievement in English Language Arts and Math is in the very low range for all students for the 2022-2023 school year. In addition, based on the California Data Dashboard information, Chronic Absenteeism was very high for North School. North School qualifies for ATSI (Additional Targeted Support and Improvement) with the Dashboard Indicator subgroup data. Currently state data shows that 31.8% of students at North are chronically absent, while this is an improvement of 3%, We need to review reasons students are absent and work on having students excited to attend school. CAASPP data showed students who took ELA are 76.6 points below standard, which is "very low performance." Math shows as 108.8 points below standard which is in the "low" category. North's suspension rate shows as "high" with 12.4 students suspended for at least one day.

North staff needs time to attend PD and to collaborate. This year staff had more time for PD/collaboration, as there were more subs available. Our RSP and Speech Language Pathologist (SLP) numbers are so large we have extra staff covering the overages in our caseloads. Our Preschool-3 grade levels have less library time than our 4-8 grade students. This occurs because 4-8 grade students are able to go to the library during lunch time because their lunch is later in the

day. Although improved from 21/22 to 22/23, chronic absenteeism is high with many unexcused absences for students due to family emergencies, illness and mental health.

Mental health is at an all time high. Students are not always able to talk to a counselor as Valley and Sow-A-Seed do not have room for additional "regular" student appointments. Because of limited counseling availability at North, we are now beginning to provide families with outside mental health resources, such as Valley.

Our Special Ed department has two Resource Specialist (RSP) Teachers, who have one paraprofessional each, for a full case load. Our Speech Language Pathologist (SLP) caseloads are so large, we have extra staff covering the overages in our caseloads.

FastBridge data shows that many students are struggling with "at grade level work." We have parprofessionals providing support in classrooms. Many times, when a paraprofessional is out, there is no support for the classroom teacher.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.39%	0.76%	4	3	6
African American	3.4%	3.42%	5.07%	25	26	40
Asian	7.6%	9.08%	9.25%	56	69	73
Filipino	3.1%	2.50%	2.53%	23	19	20
Hispanic/Latino	76.7%	75.39%	72.12%	568	573	569
Pacific Islander	1.1%	1.18%	1.65%	8	9	13
White	5.7%	5.00%	4.82%	42	38	38
Multiple/No Response	2.0%	3.03%	3.8%	15	23	30
			Total Enrollment	741	760	789

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56	61	93
Grade 1	62	61	73
Grade 2	66	58	59
Grade3	76	67	61
Grade 4	61	79	69
Grade 5	71	62	76
Grade 6	118	125	121
Grade 7	110	126	119
Grade 8	121	121	118
Total Enrollment	741	760	789

Conclusions based on this data:

1. Overall student enrollment increased by 29 students from 2021-2022 to 2022-2023.
2. The Major student ethnicities of students who attend North School are Hispanic/Latino at 72.12% percent of all students.
3. The largest growing student group at North is Asian from 3.42% to 5.07%.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	342	382	402	46.2%	50.3%	51.0%
Fluent English Proficient (FEP)	142	112	99	19.2%	14.7%	12.5%
Reclassified Fluent English Proficient (RFEP)	37	98	85	10.8%	12.9%	10.8%

Conclusions based on this data:

1. The percentage of English Learners has increased from 50.3% in 21-22 to 51% in 22-23, we expect that to increase again in 23-24. Although overall enrollment declined, the need for ELD support increased.
2. The percentage of Fluent English Proficient students has decreased from 19.20% in 20-21 to 14.7% in 21-22 to 12.5% in 22-23, showing a need for additional support.
3. 85 students from North were reclassified in 22-23 (RFEP).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	72	61	75	71	61	75	71	61	94.9	98.6	100.0
Grade 4	61	84	75	59	84	73	59	84	73	96.7	100.0	97.3
Grade 5	72	64	77	69	64	76	69	64	76	95.8	100.0	98.7
Grade 6	113	124	120	111	123	117	111	123	117	98.2	99.2	97.5
Grade 7	108	125	120	106	123	120	106	123	120	98.1	98.4	100.0
Grade 8	119	122	124	119	121	121	119	121	121	100.0	99.2	97.6
All Grades	552	591	577	539	586	568	539	586	568	97.6	99.2	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2333.	2352.	2345.	5.33	2.82	8.20	5.33	14.08	16.39	24.00	26.76	16.39	65.33	56.34	59.02
Grade 4	2398.	2387.	2386.	1.69	1.19	4.11	11.86	13.10	16.44	25.42	21.43	17.81	61.02	64.29	61.64
Grade 5	2424.	2412.	2417.	7.25	0.00	1.32	14.49	17.19	14.47	17.39	20.31	21.05	60.87	62.50	63.16
Grade 6	2472.	2447.	2441.	4.50	6.50	0.85	26.13	13.82	15.38	26.13	22.76	29.06	43.24	56.91	54.70
Grade 7	2485.	2489.	2471.	3.77	8.13	8.33	22.64	22.76	20.83	23.58	24.39	15.83	50.00	44.72	55.00
Grade 8	2489.	2482.	2505.	1.68	2.48	8.26	17.65	22.31	21.49	36.13	20.66	23.97	44.54	54.55	46.28
All Grades	N/A	N/A	N/A	3.90	4.10	5.28	17.63	17.75	17.96	26.35	22.70	21.30	52.13	55.46	55.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.00	7.04	4.92	45.33	54.93	54.10	50.67	38.03	40.98
Grade 4	5.08	1.19	8.22	69.49	66.67	58.90	25.42	32.14	32.88
Grade 5	4.35	4.69	2.63	55.07	56.25	60.53	40.58	39.06	36.84
Grade 6	6.31	11.38	5.13	58.56	37.40	41.88	35.14	51.22	52.99
Grade 7	4.72	9.76	11.67	52.83	54.47	42.50	42.45	35.77	45.83
Grade 8	6.78	9.92	8.26	55.08	45.45	48.76	38.14	44.63	42.98
All Grades	5.39	8.02	7.22	55.58	51.02	49.47	39.03	40.96	43.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.33	1.41	3.28	33.33	39.44	40.98	65.33	59.15	55.74
Grade 4	5.17	1.19	0.00	36.21	41.67	41.10	58.62	57.14	58.90
Grade 5	7.25	0.00	1.32	37.68	39.06	47.37	55.07	60.94	51.32
Grade 6	5.41	4.07	0.85	48.65	36.59	38.46	45.95	59.35	60.68
Grade 7	6.60	12.20	13.33	45.28	45.53	33.33	48.11	42.28	53.33
Grade 8	2.54	3.31	7.44	43.22	40.50	42.98	54.24	56.20	49.59
All Grades	4.66	4.44	5.11	41.90	40.61	40.14	53.45	54.95	54.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	4.23	11.48	70.67	69.01	59.02	29.33	26.76	29.51
Grade 4	0.00	9.52	8.22	79.66	61.90	68.49	20.34	28.57	23.29
Grade 5	5.80	1.56	3.95	60.87	62.50	68.42	33.33	35.94	27.63
Grade 6	8.11	5.69	7.69	74.77	60.16	74.36	17.12	34.15	17.95
Grade 7	6.60	9.76	2.50	73.58	69.11	72.50	19.81	21.14	25.00
Grade 8	6.78	6.61	12.40	71.19	61.98	70.25	22.03	31.40	17.36
All Grades	5.20	6.66	7.57	71.93	63.99	69.89	22.86	29.35	22.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.33	1.41	16.39	53.33	56.34	29.51	41.33	42.25	54.10
Grade 4	1.69	2.38	5.48	72.88	58.33	57.53	25.42	39.29	36.99
Grade 5	4.35	1.56	2.63	52.17	67.19	60.53	43.48	31.25	36.84
Grade 6	9.91	2.44	5.13	67.57	65.85	64.96	22.52	31.71	29.91
Grade 7	10.38	9.76	10.83	59.43	58.54	50.83	30.19	31.71	38.33
Grade 8	5.08	6.61	15.70	65.25	64.46	58.68	29.66	28.93	25.62
All Grades	6.69	4.61	9.51	62.08	61.95	55.28	31.23	33.45	35.21

Conclusions based on this data:

1. The Percentage of Overall Participation is high, at 98.4%.
2. 67% of 4th grade students read at or above grade level, demonstrating understanding of literary and non-fictional texts.
3. 70% of 6th grade students were at or above grade level in their investigating, analyzing, and presenting information.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	72	61	75	72	61	75	72	61	94.9	100.0	100.0
Grade 4	61	84	75	59	84	75	59	84	75	96.7	100.0	100.0
Grade 5	72	64	77	69	64	77	69	64	77	95.8	100.0	100.0
Grade 6	113	124	120	111	124	117	111	124	117	98.2	100.0	97.5
Grade 7	108	125	120	105	123	120	105	123	120	97.2	98.4	100.0
Grade 8	119	122	124	115	120	121	114	120	121	96.6	98.4	97.6
All Grades	552	591	577	534	587	571	533	587	571	96.7	99.3	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2354.	2362.	2362.	2.67	8.33	4.92	9.33	12.50	16.39	29.33	16.67	18.03	58.67	62.50	60.66
Grade 4	2390.	2381.	2400.	3.39	1.19	4.00	5.08	8.33	5.33	30.51	27.38	30.67	61.02	63.10	60.00
Grade 5	2407.	2391.	2410.	0.00	0.00	0.00	4.35	3.13	3.90	28.99	14.06	19.48	66.67	82.81	76.62
Grade 6	2440.	2416.	2431.	2.70	3.23	3.42	7.21	4.03	7.69	27.93	25.81	21.37	62.16	66.94	67.52
Grade 7	2441.	2447.	2431.	1.90	3.25	4.17	6.67	8.94	5.00	26.67	20.33	22.50	64.76	67.48	68.33
Grade 8	2447.	2452.	2477.	2.63	4.17	4.13	3.51	7.50	13.22	20.18	22.50	23.14	73.68	65.83	59.50
All Grades	N/A	N/A	N/A	2.25	3.41	3.50	6.00	7.33	8.41	26.64	21.81	22.59	65.10	67.46	65.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.67	11.11	9.84	34.67	30.56	34.43	62.67	58.33	55.74
Grade 4	5.08	2.38	2.67	23.73	28.57	36.00	71.19	69.05	61.33
Grade 5	0.00	0.00	0.00	31.88	14.06	23.38	68.12	85.94	76.62
Grade 6	1.80	2.42	2.56	37.84	28.23	30.77	60.36	69.35	66.67
Grade 7	5.71	4.88	4.17	38.10	30.08	25.00	56.19	65.04	70.83
Grade 8	2.63	5.00	7.44	35.09	39.17	38.02	62.28	55.83	54.55
All Grades	3.00	4.26	4.38	34.52	29.64	31.17	62.48	66.10	64.45

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.33	8.33	9.84	40.00	34.72	32.79	54.67	56.94	57.38
Grade 4	6.78	0.00	2.67	28.81	38.10	41.33	64.41	61.90	56.00
Grade 5	2.90	0.00	1.30	37.68	35.94	44.16	59.42	64.06	54.55
Grade 6	3.60	0.81	1.71	37.84	36.29	34.19	58.56	62.90	64.10
Grade 7	2.86	0.81	4.17	40.95	48.78	40.00	56.19	50.41	55.83
Grade 8	2.63	5.83	4.96	41.23	45.00	47.11	56.14	49.17	47.93
All Grades	3.75	2.56	3.85	38.46	40.72	40.28	57.79	56.73	55.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.67	6.94	6.56	62.67	47.22	55.74	34.67	45.83	37.70
Grade 4	5.08	2.38	4.00	52.54	46.43	44.00	42.37	51.19	52.00
Grade 5	0.00	0.00	1.30	55.07	35.94	59.74	44.93	64.06	38.96
Grade 6	3.60	2.42	4.27	51.35	50.81	50.43	45.05	46.77	45.30
Grade 7	1.90	4.07	3.33	65.71	60.98	55.00	32.38	34.96	41.67
Grade 8	1.75	1.67	4.13	66.67	58.33	61.16	31.58	40.00	34.71
All Grades	2.44	2.90	3.85	59.66	51.79	54.64	37.90	45.32	41.51

Conclusions based on this data:

1. North School has a high Overall Participation for All Students at 99% for 22-23.
2. 8th grade scored a mean score of 2477.1, an overall growth of 24.2 points.
3. All grade levels struggle with high below standard scores in concepts and procedures.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.78	12.63	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. North School students increased Science scores from 9.78 in the 21/22 school year to 12.63 in the 22/23 school year.
2. When comparing CAASPP Science scores, North School students score lower than other students in the district.
3. When comparing CAASPP Science scores, North School students score lower than other students in the state.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1407.8	1385.9	1415.5	1419.7	1394.4	1425.3	1379.7	1365.9	1392.1	30	34	55
1	1424.2	1421.5	1437.3	1435.4	1444.1	1456.5	1412.7	1398.4	1417.7	31	37	42
2	1471.9	1443.6	1490.4	1462.7	1453.8	1497.2	1480.6	1433.1	1483.1	35	32	34
3	1470.8	1458.6	1468.5	1467.9	1462.0	1479.6	1473.2	1454.6	1456.7	44	38	35
4	1498.0	1495.8	1503.0	1491.9	1496.6	1508.1	1504.0	1494.6	1497.4	24	48	39
5	1498.0	1500.7	1533.5	1495.2	1501.0	1542.7	1500.4	1499.9	1523.7	25	23	41
6	1519.4	1507.8	1534.2	1502.5	1515.1	1543.9	1535.7	1500.0	1524.0	55	53	49
7	1510.2	1531.5	1529.0	1493.5	1544.3	1535.3	1526.5	1518.3	1522.3	42	63	47
8	1526.9	1537.7	1555.2	1512.8	1539.8	1555.0	1540.6	1535.0	1555.1	42	52	50
All Grades										328	380	392

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	2.94	9.09	30.00	14.71	32.73	63.33	50.00	45.45	6.67	32.35	12.73	30	34	55
1	3.23	2.70	2.38	6.45	21.62	35.71	58.06	35.14	47.62	32.26	40.54	14.29	31	37	42
2	5.71	3.13	14.71	45.71	34.38	50.00	37.14	34.38	29.41	11.43	28.13	5.88	35	32	34
3	2.27	0.00	0.00	27.27	21.05	25.71	52.27	44.74	45.71	18.18	34.21	28.57	44	38	35
4	4.17	10.42	17.95	29.17	39.58	43.59	54.17	37.50	20.51	12.50	12.50	17.95	24	48	39
5	4.00	4.35	19.51	20.00	30.43	48.78	60.00	47.83	21.95	16.00	17.39	9.76	25	23	41
6	9.09	11.32	22.45	36.36	33.96	42.86	40.00	30.19	16.33	14.55	24.53	18.37	55	53	49
7	2.38	20.63	19.15	35.71	38.10	31.91	40.48	23.81	31.91	21.43	17.46	17.02	42	63	47
8	0.00	28.85	28.00	47.62	30.77	38.00	40.48	15.38	16.00	11.90	25.00	18.00	42	52	50
All Grades	3.66	11.32	15.31	32.32	30.53	38.52	47.87	33.16	30.36	16.16	25.00	15.82	328	380	392

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	10.91	43.33	17.65	30.91	46.67	47.06	41.82	10.00	35.29	16.36	30	34	55
1	6.45	8.11	19.05	19.35	35.14	47.62	61.29	45.95	23.81	12.90	10.81	9.52	31	37	42
2	8.57	12.50	29.41	42.86	46.88	52.94	42.86	31.25	17.65	5.71	9.38	0.00	35	32	34
3	11.36	10.53	22.86	43.18	39.47	34.29	31.82	28.95	31.43	13.64	21.05	11.43	44	38	35
4	8.33	33.33	48.72	58.33	41.67	25.64	33.33	16.67	12.82	0.00	8.33	12.82	24	48	39
5	16.00	13.04	48.78	56.00	65.22	39.02	12.00	13.04	2.44	16.00	8.70	9.76	25	23	41
6	14.55	30.19	44.90	49.09	43.40	36.73	23.64	13.21	10.20	12.73	13.21	8.16	55	53	49
7	2.38	44.44	34.04	47.62	26.98	36.17	40.48	19.05	14.89	9.52	9.52	14.89	42	63	47
8	2.38	40.38	42.00	64.29	28.85	30.00	26.19	13.46	16.00	7.14	17.31	12.00	42	52	50
All Grades	7.93	25.00	33.16	47.26	36.58	36.48	34.76	23.95	19.39	10.06	14.47	10.97	328	380	392

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.33	2.94	7.27	23.33	14.71	10.91	50.00	50.00	61.82	23.33	32.35	20.00	30	34	55
1	0.00	2.70	2.38	22.58	5.41	16.67	25.81	18.92	45.24	51.61	72.97	35.71	31	37	42
2	8.57	0.00	5.88	40.00	25.00	41.18	31.43	31.25	32.35	20.00	43.75	20.59	35	32	34
3	2.27	0.00	0.00	11.36	5.26	0.00	50.00	47.37	45.71	36.36	47.37	54.29	44	38	35
4	4.17	0.00	7.69	16.67	31.25	25.64	54.17	35.42	30.77	25.00	33.33	35.90	24	48	39
5	4.00	4.35	9.76	4.00	8.70	17.07	52.00	52.17	51.22	40.00	34.78	21.95	25	23	41
6	9.09	1.89	6.12	25.45	7.55	26.53	43.64	49.06	34.69	21.82	41.51	32.65	55	53	49
7	2.38	1.59	8.51	33.33	20.63	19.15	35.71	42.86	31.91	28.57	34.92	40.43	42	63	47
8	4.76	7.69	12.00	30.95	26.92	36.00	40.48	32.69	32.00	23.81	32.69	20.00	42	52	50
All Grades	4.57	2.37	6.89	24.09	17.11	21.43	42.07	39.74	41.07	29.27	40.79	30.61	328	380	392

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.33	2.94	10.91	73.33	67.65	74.55	13.33	29.41	14.55	30	34	55
1	25.81	29.73	38.10	61.29	62.16	52.38	12.90	8.11	9.52	31	37	42
2	8.57	12.50	35.29	80.00	68.75	64.71	11.43	18.75	0.00	35	32	34
3	15.91	10.53	11.43	63.64	52.63	57.14	20.45	36.84	31.43	44	38	35
4	25.00	39.58	25.64	66.67	50.00	56.41	8.33	10.42	17.95	24	48	39
5	16.00	13.04	14.63	72.00	65.22	73.17	12.00	21.74	12.20	25	23	41
6	20.00	7.55	20.41	65.45	71.70	67.35	14.55	20.75	12.24	55	53	49
7	2.38	3.17	6.38	71.43	65.08	68.09	26.19	31.75	25.53	42	63	47
8	7.14	13.46	24.00	73.81	57.69	62.00	19.05	28.85	14.00	42	52	50
All Grades	14.33	14.47	20.15	69.51	62.11	64.54	16.16	23.42	15.31	328	380	392

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.33	0.00	9.09	76.67	63.64	74.55	20.00	36.36	16.36	30	33	55
1	3.23	2.78	9.52	61.29	80.56	78.57	35.48	16.67	11.90	31	36	42
2	8.57	25.00	50.00	82.86	65.63	47.06	8.57	9.38	2.94	35	32	34
3	18.18	31.58	37.14	63.64	55.26	48.57	18.18	13.16	14.29	44	38	35
4	25.00	35.42	58.97	70.83	56.25	28.21	4.17	8.33	12.82	24	48	39
5	36.00	60.87	90.24	40.00	34.78	4.88	24.00	4.35	4.88	25	23	41
6	29.09	63.46	73.47	63.64	26.92	20.41	7.27	9.62	6.12	55	52	49
7	23.81	74.60	61.70	64.29	15.87	25.53	11.90	9.52	12.77	42	63	47
8	34.15	55.77	68.00	58.54	28.85	24.00	7.32	15.38	8.00	41	52	50
All Grades	20.80	42.71	50.51	64.83	44.03	39.29	14.37	13.26	10.20	327	377	392

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	2.94	7.27	83.33	70.59	74.55	16.67	26.47	18.18	30	34	55
1	0.00	8.11	4.76	41.94	13.51	38.10	58.06	78.38	57.14	31	37	42
2	14.29	3.13	14.71	65.71	43.75	55.88	20.00	53.13	29.41	35	32	34
3	2.27	0.00	0.00	50.00	36.84	20.00	47.73	63.16	80.00	44	38	35
4	8.33	4.17	10.26	54.17	58.33	43.59	37.50	37.50	46.15	24	48	39
5	4.00	0.00	14.63	44.00	52.17	60.98	52.00	47.83	24.39	25	23	41
6	12.73	0.00	10.20	38.18	32.08	38.78	49.09	67.92	51.02	55	53	49
7	7.14	6.35	12.77	40.48	41.27	31.91	52.38	52.38	55.32	42	63	47
8	16.67	21.15	28.00	35.71	28.85	28.00	47.62	50.00	44.00	42	52	50
All Grades	7.93	5.79	11.73	48.78	40.79	44.13	43.29	53.42	44.13	328	380	392

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.67	3.03	27.27	26.67	60.61	47.27	36.67	36.36	25.45	30	33	55
1	0.00	0.00	4.76	51.61	54.05	69.05	48.39	45.95	26.19	31	37	42
2	11.43	9.38	17.65	74.29	65.63	73.53	14.29	25.00	8.82	35	32	34
3	2.27	0.00	2.86	70.45	65.79	60.00	27.27	34.21	37.14	44	38	35
4	4.17	2.08	12.82	79.17	72.92	58.97	16.67	25.00	28.21	24	48	39
5	4.00	13.04	7.32	76.00	60.87	75.61	20.00	26.09	17.07	25	23	41
6	25.45	7.55	16.33	74.55	66.04	69.39	0.00	26.42	14.29	55	53	49
7	4.76	4.76	12.77	83.33	76.19	63.83	11.90	19.05	23.40	42	63	47
8	0.00	5.77	8.00	90.24	69.23	82.00	9.76	25.00	10.00	41	52	50
All Grades	10.40	4.75	12.76	70.95	67.02	66.33	18.65	28.23	20.92	327	379	392

Conclusions based on this data:

1. The number of students taking the ELPAC increased from 326 students in the 18-19 school year to 392 in the 22-23 school year.
2. Over 50% of students scored well developed on the speaking portion of the ELPAC in 22-23.
3. Overall language showed growth in level 3 and level 4 in 22-23.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
789	80.1	51	1.5
Total Number of Students enrolled in North School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	402	51
Foster Youth	12	1.5
Homeless	32	4.1
Socioeconomically Disadvantaged	632	80.1
Students with Disabilities	130	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	5.1
American Indian	6	0.8
Asian	73	9.3
Filipino	20	2.5
Hispanic	569	72.1
Two or More Races	30	3.8
Pacific Islander	13	1.6
White	38	4.8

Conclusions based on this data:

1. More than 80% of North School students are considered socio-economically disadvantaged.

2. 16.5% of the North School student population are Students with Disabilities.

3. Half of North School students, 51%, are English Language Learners.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

1. North School's greatest performance is demonstrated in it's English Learner Progress, which shows North School's progress in the "green," by improving 8.2% from the previous year.
2. North School's Chronic Absenteeism has imporved into orange, with a decline of absences of 3.8% from the previous year from "red" to "orange".

3. The number of suspensions increased by 1.4% from the previous year.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	 Red	Less than 11 Students
76.6 points below standard	100.1 points below standard	5 Students
Maintained -1.1 points	Decreased -13.1 points	
534 Students	309 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Red	 Red	 Orange
84.5 points below standard	80.9 points below standard	131.4 points below standard
Decreased -5.4 points	Maintained -2.8 points	Increased +11.9 points
49 Students	441 Students	96 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
109.9 points below standard Decreased Significantly -36.9 points 20 Students	Less than 11 Students 2 Students	 Red 82.2 points below standard Maintained -1 points 40 Students	4.2 points below standard Increased Significantly +20.8 points 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 79.6 points below standard Maintained -2.5 points 415 Students	88.1 points below standard Increased Significantly +36.5 points 12 Students	73.5 points below standard 11 Students	30.9 points below standard Increased Significantly +22 points 22 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
127.5 points below standard Decreased -9.7 points 235 Students	13.1 points below standard Decreased Significantly -16.9 points 74 Students	61.3 points below standard Increased +5.1 points 171 Students

Conclusions based on this data:

1. North's greatest performance is shown on the 2023 Fall dashboard where Students with Disabilities improved by 11.9 points.
2. Current English Learners are 127.5 points below standard, a 9.7-point decrease from 117.9 points below standard in the fall of 2022.
3. An area of needed growth for North is to review all areas that are below standard and provide support for said areas.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
108.8 points below standard	126.8 points below standard	5 Students
Increased +6.3 points	Maintained +1.5 points	
534 Students	309 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
104.2 points below standard	111.1 points below standard	166.5 points below standard
Increased +14.2 points	Increased +7.5 points	Increased +8.7 points
49 Students	441 Students	96 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
142.1 points below standard Maintained -0.3 points 20 Students	Less than 11 Students 2 Students	 Yellow 82.9 points below standard Increased Significantly +20.8 points 40 Students	48.1 points below standard Increased Significantly +20.1 points 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 114.6 points below standard Maintained +2.3 points 415 Students	114.3 points below standard Increased Significantly +41.5 points 12 Students	119.9 points below standard 11 Students	52.9 points below standard Increased Significantly +36.6 points 22 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
144.7 points below standard Maintained +2.9 points 235 Students	69.9 points below standard Maintained +1.8 points 74 Students	96 points below standard Increased +9.6 points 171 Students

Conclusions based on this data:

1. According to the 2023 Fall Math Dashboard, student groups of Asian, Filipino, White, and Two races or more, improved significantly.
2. Each student group showed improvement or maintained their points according to the 2023 Fall Dashboard.
3. Students with Disabilities continue to pefrorm the lowest with 166.5 points below standard, which is an improvement of 8.7 points compared to the 2022 Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Green

57.9 points above standard making progress towards English language proficiency

Number of EL Students: 316 Students

Performance Level: 4

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33	100	1	181

Conclusions based on this data:

1. North School English Learners grew from 308 students in 2022 to 316 students in 2023.
2. 181 EL students at North School progressed at least one ELPI Level, an increase from 150 EL students who progressed in 2022.
3. Approximately 89% of students maintained or progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

This section 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.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	3	3	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	50% Chronically Absent
31.8% Chronically Absent	27.9% Chronically Absent	Increased 16.7
Declined Significantly -3.8	Declined Significantly -4.9	12 Students
855 Students	441 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Yellow	 Orange
37.7% Chronically Absent	32.9% Chronically Absent	45.2% Chronically Absent
Increased 8.1	Declined Significantly -4.2	Declined -1.7
61 Students	697 Students	155 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 56.8% Chronically Absent Increased 2.5 44 Students	Less than 11 Students 6 Students	 Orange 29.5% Chronically Absent Declined -5.2 95 Students	27.3% Chronically Absent Declined -4.3 22 Students

Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.5% Chronically Absent Declined Significantly -4.5 600 Students	50% Chronically Absent Maintained 0 30 Students	61.5% Chronically Absent Increased 3.2 13 Students	 Orange 31.1% Chronically Absent Declined -15 45 Students

Conclusions based on this data:

1. Chronic absenteeism improved by 3.8%.
2. Four groups found a decline in chronic absenteeism, the four groups include: Asian, Filipino, Hispanic and White with Hispanic showing a significant decline.
3. Although improved, chronic absenteeism continues to be high at 31.8%.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
7	0	0	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



Red

12.4% suspended at least one day

Increased 1.4

882 Students

English Learners



Red

11.4% suspended at least one day

Increased 2

449 Students

Foster Youth

25% suspended at least one day

Increased 6.3

12 Students

Homeless



Red

15.4% suspended at least one day

Increased 11.3

65 Students

Socioeconomically Disadvantaged



Red

13.1% suspended at least one day

Increased Significantly 2.1

715 Students

Students with Disabilities



Red

20.8% suspended at least one day

Increased Significantly 9.3

159 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red 30.4% suspended at least one day Increased 7.6 46 Students	Less than 11 Students 6 Students	 Green 1% suspended at least one day Declined -9.8 100 Students	0% suspended at least one day Declined -5.3 22 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 13.3% suspended at least one day Increased Significantly 3.6 618 Students	12.9% suspended at least one day Declined -11.1 31 Students	7.7% suspended at least one day Declined -9 13 Students	 Red 13% suspended at least one day Increased 0.8 46 Students

Conclusions based on this data:

1. Students at North have a very high suspension rate, with 12.4% of students being suspended at least one day, an increase of 1.4% from 2021/22 to 2022/23.
2. African American students had the highest rate of suspension at 30.4% suspended at least one day, an increase of 7.6 from the 2022 Dashboard.
3. Students with two or more races, Pacific Islander, Filipino and Asain decreased in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all students for college and career readiness and ensure that all students meet grade level standards with a focus on improving student knowledge which will be seen in the classroom and through test scores through accelerated learning and tiered supports.

Identified Need

North School is in ATSI (Additional Targeted Support and Improvement). Last year North was in CSI, which is Comprehensive Support and Imporovemen. While North improved test scores (CAASPP), we realize, an improvement in reading and math scores are needed if we are to support academic growth for all students. In our review of formative and summative assessments to include District Assessments, CAASPP data, ELPAC information, FastBridge and MyPath data, we see a need to focus on early literacy, literacy, writing and mathematics for all students, so that all students can become more proficient in their ELA and math skills through connected learning and tiered supports. STEM is a district focus, where we use rubrics to understand growth in student engagement, collaboration and higher level questions and thoughts of students.

57.9 %of North's EL students are making progress towards English Language proficiencies according to the 22-23 CAASPP Dashboard. This shows a need for continued work during ELD classes and for EL instructional practices.

To better prepare all students for college and career and to ensure that students grow in their knowledge to improve test scores, students who test at not meeting standards will improve by 5% across subgroups, as measured on their ELA and math CAASPP benchmark scores (grades 5 to 8) and on their CAST (grades 5 and 8) scores by the end of the 2024-2025 school year. In alignment with this goal, we will concentrate on the following:

Multi-Tiered System of Support (MTSS)
Intervention services for students with support needs (during and after school)
STEM for all students
Social-Emotional Learning and mental health resources for all students
All students will read at grade level by 3rd grade
A to G study teams, where the goal is to reduce F grades in grades 6, 7 and 8

Teacher substitute release time to plan
Additional materials to support instruction
Increase proficiency in ELA
Increase proficiency in Math
Focus on EL Students
Focus on Re-designating EL students
Focus on Special Education Students
Focus on interventions to support student learning

Focus on Edgenuity MyPath in ELA/Math to support intervention
Timesheet for Teacher's and Paraeducators for PLC, Collaboration, Intervention, planning, Data review, AVID, and STEM
Technology support and guidance
Professional Development to include PLC, AVID and STEM

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAASPP English Language Arts Data	Overall Achievement: "Red" Well Below Average, with 76.6 points below average. 76% of all students are not meeting standards as measured by the 22 - 23 CAASPP English Language Arts/Literacy for students in grades 3 to 8. All subgroups: All subgroups scored below standard on the English Language Arts CAASPP. Students who scored well below average "red" include Asian, EL, Hispanic, Homeless and socioeconomically disadvantaged.	Reduction in students scoring Below Standard by 5% in each sub-group
2022 -2023 CAASPP Mathematics Data	Overall Achievement: "Orange" Below Average, with 108.8, with 88% of all students are not meeting standards as measured by the 22 - 23 CAASPP Mathematics CAASPP. Students who scored well below average "red" include EL and Hispanic. Students who scored below, "orange" include homeless, socioeconmic disadvantaged, students with disabilities.	Reduction in students scoring Below Standard by 5% in each sub-group
FastBridge English Language Arts: aReading and College Pathway	REVIEW aReading:	5% increase in students scoring College Pathway and Low Risk as measured by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd grade College Pathway and Low Risk Fall 46% & Spring 55% 4th grade College Pathway and Low Risk: Fall 40% & Spring 26% 5th grade College Pathway and Low Risk: Fall 48% & Spring 42%	Fastbridge from the Fall to Spring Term
FastBridge Math Data: aMath	aMath: 3rd grade College Pathway and Low Risk: Fall 46% & 49% 4th grade College Pathway and Low Risk: Fall 55% & Spring 49% 5th grade College Pathway and Low Risk: Fall 36%% & Spring 33%	5% increase in students scoring College Pathway and Low Risk as measured by Fastbridge from the Fall to Spring Term
STEM Units	STEM units completed by 100% of STEM classes	All STEM units to be completed by all teachers. in 2021/2022 one teacher did not complete the upload of their STEM unit.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher and staff Conferences and Professional Development, with the providing of subs to allow staff to attend Conferences, PD and PLC's. The attending of conferences/PD/PLC will provide staff with rich experiences of deep learning while building connections and supprts, preparing students with A to G practices, 21st century global compatencies and skills to better participate and contribute to society, while preparing for college and career. PD materials as needed for training resources to include books and other materials. Time to collaborate, plan intervention, review data

and for PLC time. Teachers will be provided time sheets as needed to continue this work after sub release days.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
10657	LCFF
17500	Title I
10750	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff conferences to raise overall student achievement to prepare students for college and career. Sending administrators, teachers and other staff members to conferences such as Solution Tree Professional Learning Communities (PLC), California Association for Bilingual Education (CABE), AERIES Technology, San Joaquin County Office of Education, ELD strategies and high-leverage instruction conferences to increase staff knolwedge and stratagies to increase knowledge, improve scores, and provide connections.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	LCFF
20500	Title I
18000	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Science Fair or other student/staff hosted science or other curricular events will help our struggling students in science while providing materials and information to teach NGSS standards, STEM and other science curriculum to North School students, to engage students and improve test scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	LCFF
1294	Title I
200	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fieldtrips and/or Inviting presenters to North to expand student knowledge while providing students real-life knowledge connected to standards and curriculum taught in the classroom, while promoting North's AVID and A to G College and Career goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	
11500	Title I
8500	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase the quantity of books in our library to increase student literacy and achievement. Reading is essential, and having a variety of books and subscriptions for our students will help student close the literacy achievement gap. In addition, the library will host book fairs and time sheet the Library Tech/staff extra service hours while covering the cost of materials and supplies for these events while maintaining the books in the library.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)

1600	LCFF
3000	Title I
1000	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AVID school wide to increase Organization, writing and college and career. North School will continue to motivate students through the use of AVID strategies and will invite teachers to attend AVID Institutes and other institutes to include PD to increase student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Paraeducator to support student intervention in all needed areas such as ELA, ELD, Math, Science and other curricular areas. Paraeducators provide push in and pull out support to all teachers to provide intervention support in order to raise student achievement..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	LCFF
116596	Title I
48092	LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Boys and Girls Club Members

Strategy/Activity

Boys and Girls Club Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10000	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology and Technology Programs - North School provides teachers and students with a variety of software to include programs such as, Tinkercad, Scratch, Typing.com, Learning A-Z, Discovery Education, Brain Pop, Scholastic "electronic" Magazine, Renaissance, Accelerated Reader and other programs to enhance student understanding and to help North School close the achievement gap.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	LCFF
7750	Title I
5000	LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention Computer Programs: Edgenuity/MyPath/ILearning - This intervention computer program provides all North School students with intervention in ELA and Math both in class and at home. The program assesses students and places them at appropriate grade level work and it

provides a unique intervention program for every student to raise their academic scores. At this time the district is covering the cost.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL Coordinator - Provides EL support and monitors both EL and re-designated students academic progress. Coordinates initial and summative ELPAC testing requiring sub release time and extra service hours.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
8000	LCFF - Supplemental

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher classroom materials and supplies and supplemental magazines - Provides teachers with supplemental supplies and materials to help our struggling students. Supplemental magazines help EL and struggling students spread literacy in North School in order to close the achievement gap.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2500	Title I

20200	LCFF - Supplemental
5000	LCFF

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Substitute coverage for teachers to conduct SST and 504 meetings - In order to attend SST and 504 meetings during the school day as teachers need to meet with families in order to accommodate our parents work schedule.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3000	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

TK - 3rd Grades

Strategy/Activity

TUSD will contract with Houghton Mifflin to provide Tier 1 early literacy training to all K - 3rd-grade teachers to ensure early reading foundations and instructional routines are implemented within each classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff Conferences - Provide substitutes allowing staff to attend conferences and other PD. Providing substitutes to allow teachers to attend conferences and other PD will provide staff with rich experiences of deep learning building connections and supports. Students will benefit as staff will use what they learn to prepare students with A to G practices, 21st century global

competencies and skills to better participate and contribute to society, while preparing for college and career.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
	LCFF - Supplemental

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Paraeducator additional support student intervention before school, after school or during school tutoring. Students will be provided support and intervention to raise literacy, student growth, student achievement and A to G readiness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2500	Title I
1723	LCFF - Supplemental

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Planned for unforseen expenditures to support new comer/EL students which may include time sheeting for staff, staff training, Vista program, learning materials and resources, and any other growth opportunities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
7660	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

North School implemented most of the above strategies. The strategies implemented were effective in creating a positive school culture in which staff and students treat each other in a kind and caring learning environment as reported by the LPAC survey (parents, students and staff) and staff surveys taken throughout the year. Teachers were able to collaborate and grow as professionals in their lesson planning, as observed by admin when conducting classroom walkthroughs using the rubric. Teachers collaborated and worked on their lesson plans and other pertinent information in ERM's where staff attendance was high, with an average of over 30 teachers in attendance in every meeting. Teachers met in PLC teams/grade level teams before, during and after school.

North's Library purchased many books this year, held a successful book fair, spent time in Friday's Cafecito with Family Literacy where parents and the teacher librarian spent time in book studies. The library was open daily for library time during lunch, where there is a line of students waiting to get into the library to play games and read. North's technology programs were used by all teachers and students. During school hours, students use computers throughout the day to log into programs, complete work, and research information. Students who take devices home are able to complete homework on TEAMS, through email, and are able to log into MyPath intervention, and when absent, those students can complete work with peers on TEAMS. Forth grade took a field trip to Durham Ferry Outdoor Education Center where they learned about the waterways, animals, and nature. Middle school students went to UC Davis for a college visit where they also had an overview of Cesar Chavez, with North's School Counselor. Students returned to school excited about the campus and their future. Fifth grade students visited University of the Pacific to attend Jose Hernandez's Trek for the Stars where they engaged in learning about space and completed STEM activities in UOP classrooms, after seeing his movie, during movie night. 7th grade also attended a FabLab fieldtrip, where they engaged in many fun and hands-on learning activities and 6th grade went to science camp.

Science fair was not conducted this school year, however, Mrs. T's 8th grade science students, provided many opportunities for students to visit the 8th grade science class to learn about space, the ocean, animals, and STEM activities. 8th grade students became Science Teachers where they created activities and asked high level questions to students in lower grade levels. STEM night was a success where families learned about robotics, the flight of rockets, space and much more.

Next year we plan to send teachers to PLC conferences or have PLC presenters come to North. We hope to provide more sub release time to continue growing our professional development in the areas of learning PLC, AVID, STEM, and designated ELD time through PLC time. We plan to offer all 7th grade students and AVID elective students a college or university visit in order to grow our goal of college and career readiness and culture. We will review possible fieldtrips for all grade levels. Intervention will continue to be a focus, where students spend time in small groups with paraprofessionals during and after school hours and with teachers after school hours to better support their needs and and growth. We will work with with Houghton Mifflin who will provide Tier 1 early literacy training to all K - 3rd grade teachers to ensure early reading foundations and

instructional routines are implemented within each classroom, growing reading foundations and early literacy for all students.

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

North did not hold a Science Fair this year. Mrs. T did provide many opportunities for all grade levels to learn from her 8th grade students, in a "science fair" type environment where 8th grade students conducted stations with scientific information and mini science labs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During this school year, substitute teachers were much more available. We are hoping the substitute teachers will continue their availability in 2024/2025. If so, we will utilize the much needed PLC/PD teacher release time. We will provide teachers with release time to meet both horizontally and vertically, allowing staff to meet with their grade level teams and with other grade levels. We will also have teachers conduct walkthroughs with ILT.

We will continue our new STEM night, where leadership students will plan the Science Night (Science Fair) inviting North School families to campus, where they will work with mini labs, providing families an evening of science and learning.

This year, like last we see a great need for all students to read at grade level or above. Teachers feel this is a top priority for North students. We will continue to plan PLC/collaboration time, where teachers can review data and best practices for reading interventions and professional development. They will plan differentiated instructional strategies and STEM interactive read aloud readings. Interventions will increase for all grade levels to include during and after school intervention. TUSD will contract with Houghton Mifflin to provide Tier 1 early literacy training to all TK-3rd grade teachers to ensure early reading foundations and instructional routines are implemented within each classroom. They will also work to review best practices for A to G preparedness.

We will continue to use measurable outcomes to provide intervention and support as needed to all students. This year, we will continue our after school support time to provide support for students needing support. We will also continue to implement new strategies as we work with district staff, TUSD peers, San Joaquin County Office support staff and other experts as TUSD qualified for Differentiated Assistance which is focused on improving student outcomes. We are working to review best strategies to improve student grades through a close examination of A-G work where we hope to increase student interest and work completion to eliminate D and F grades. Strategies and ideas that have been reviewed which may be included are: during/after school homework/tutoring intervention (sources may include peers, TUSD high school students, staff and volunteers), student engagement through the addition of clubs, parent workshops and community events offered to increase family involvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

This year we see a great need for behavior and mental support at all age levels, especially when it comes to issues that come with social media. Although behavior management is emphasized and supported by all staff, North's School Counselor, Valley Community, FACES, and Sow-A-Seed play a pivitol role in the need for continued mental-health support. Mental health seems to be at an all time high. We are also seeing an increase in gang activity throughout the city, and some students on campus may have affiliations which create a need for additional support services. Having a fulltime school counselor with Valley, FACES and Sow-A-Seed, 5 days per week, we continue to have students who are not supported regularly on campus. Currently North has over 150 students who have been provided with off-site counseling information as we don't have any additional counselors available to see students regularly. We continue to find ourselves with a need to provide families with outside mental health support, as counselors and therapists are seeing students and do not have any additional time to see additional students. Additional emotional health services are needed.

Valley Community Clinic

- Counselor on Friday's – 8-10 students (individual sessions) per day with 1 drop in. Sessions are usually 30 minutes
- Counselor on Monday and Wednesday – 7-8 students daily (15 minute sessions) with 1 group (5 students). Weekly total: 14-16 students. Drop ins tend to be within her own caseload.
- Counselor on Tuesday and Thursday – 6-9 students daily (individual sessions) usually 30-45 minute sessions. Weekly total: 12-16 students. Drop ins as available **Counselor has been providing additional assistance on Mondays when she is available
- TOTAL VCC weekly caseload: 34 – 42 individual sessions

Sow-a-Seed

- 8-15 students daily (usually seen in a group setting). 3-5 as drop ins. Weekly total: 25 per week students (in a group setting) with about 35% as drop in
- Sow-A-Seed's caseload is harder to calculate because she sees her students twice a week, once in group and then as an individual session.

School counselor:

- 7-8 students daily = 35 – 40 students weekly (individual sessions) with 50% as drop in. She also provides workshops for classes, A to G counseling, parent workshops in the evening, while managing the COST team.

Total counseling

- 120 – 157 during the week through both individual sessions and group sessions. That is an average of 133 students a week.

Numbers do not include FACES data

North has chronic absenteeism, as shown on the California Dashboard, although chronic absenteeism has improved from 22/23 to 23/24, North continues the need to improve chornic absenteeism. Emotional health is a large contributor to chronic absenteeism, as are familiy emergencies. We will continue to work with families and students to review the importance of daily attendance when healthy. We have a chronic absenteeism team, who is meeting with the County Office of Education to review reasons for absences and best practices to include family outreach, family workshops, incentives to attend school, etc. Regular check-ins will take place with students struggling to attend school regularly. We will continue to work with families and with the SARB process while providing positive reasons and incentives for good attendance.

Connecting to students and families is a continued area of need. Our goal is to have all students excited and motivated to come to school, focus, feel safe, and work on their AVID goal of college and career. North continues to build relationships with weekly Cafecito meetings where North's Parent Liaison conducts meetings and provides connections to the Tracy community, educational information, and other information parents request. North's librarian held Literacy Circles for families, where families were invited to join book studies. PIQE was instrumental in building family knowledge through workshops for elemetary school parents, while FACES and the school counselor provided evening workshops for families. North teachers, School Counselor and other staff hold parent meetings where families review AERIES, agendas, LPAC testing, and the importance of working together for the success of all students. We invite parents to North's campus throughout the year for Back to School Night, Movie Nights, Parent Information Evenings, STEM Nights, Multi-Cultural Craft Nights, Holiday Craft NIghts and activities such as Recorder Concerts and Band Concerts.

We realize there is a great need to work with students as we always want families to be part of the school to build school culture. We realize North is on ATSI status, where improvement goals are created. Working with all students to provide educational support, counseling services, and increasing student buy-in and family involvement will provide needed connections improve attendance, build student confidence and meet goals to ensure all students are college and career ready, understanding best practices and A to G requirements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	Students surveyed said: 82% believe the school communicates the importance of respecting all cultural beliefs and practices. 77% feel the school motivates them to learn	 8% increase in feeling the school communicates the importance of respecting all cultural beliefs and practices. 10% increase in motivating students to learn

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A to G Readiness	In middle school, the combination of grades 6, 7 and 8 show students earn over 200 F's throughout the year	Reduce F grades in middle school
Parent Involvement: Parent Club	Parent Club membership: 5 parents	Increase parent participation by 10%
Parent Workshops	PIQE attendance: 65 Parents in Attendance 8th Grade workshops average 50 parents per workshop	Increase in parent participation and attendance by 5% Increase parent participation in workshops by 10%
Student Support	North's School Counselor, FACES, Valley, Sow-A-Seed are available 5 days per week to meet with and support students	Support students to improve chronic absenteeism by 5%
English as a second language	North has many new students who do not speak English	Increase after school tutoring for students by providing support at least one day per week

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Second Step Socioemotional learning - This is a district funded SEL program to help our students in character building and mental health awareness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

0	LCFF
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Awards and Assemblies - Incentive to increase student participation, positive behavior, attendance and grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Conflict Management -
The North School Counselor and the COST team provide support for all students. North School conducts conflict management as part of our positive behavior goal. The administration team conducts conflict management intervention and connections to students and families while Valley Community, Sow-A-Seed and FACES are available to support students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Mental Health Services -
North School has a high number of students requiring intervention and/or mental health services. In the 24/25 school year. Valley and other providers to support mental health and intervention are needed. The need for additional days for unforseen expenses related to intervention and/or mental health is needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
20000	Title I
17440	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Communication -
North School has historically had a parent community which responds well to communications via paper and documents being sent home with students or mailed to them.

Many families do not have access to reliable internet.

North School parents are not technology fluent and have a hard time staying informed with information that is online such as the: District Website, thereby North School requires additional money for copies, copy machine service agreements, Fedex Kinko copy service, postage, and parent communications to better serve the needs of our community.

In addition to copies, North School needs additional clerical support during different parts of the year due to a high demand of parents requiring help with daily requests, student registration and end of year events.

North school has a need for parent translators for IEP/504/SST, parent/teacher conferences and Open House.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
10800	LCFF
11000	Title I

5300	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Workshops -
The North School community is involved in working with teachers for student success, by having Parent Workshops we will be able to have a strong bond through teacher/parent partnerships where North's School staff will educate parents on how to help their students at home. Parents workshops will have a variety of topics ranging from: parent portal, agenda use, site words, math facts, MyPath intervention, digital resources, how to avoid chronic absenteeism, how to support your child in college and career, the importance of redesignation, and teacher communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	LCFF
2000	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Institute for Quality Education (PIQE):
The PIQE program helps North School parents understand the American school system and understand available supports and how to support their children.
This program presents many school and educational related topics and resources to our parents in the community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase Parent Involvement such as 2nd cup of coffee, parent café and other offerings Involving parents while providing refreshments, day care, and class materials to families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	
0	
2700	LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implementation of Next Generation Science Standards -
North School is growing in implementing NGSS science standards and STEM education. During the school year science experiments consume materials during science lab time. This requires continual funding in order to sustain science experiments and learning science in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Replace furniture for intervention as needed. Staff and students need an area that provides comfortable seating, where work can be completed and conversations can take place.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3000	LCFF

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategy 1, Second Step, is used in all classrooms as a review of appropriate and kind behavior, while providing discussion points in classrooms to help students think about their decisions and what they can do to create a climate of safety and kindness.

Strategy 2, awards and assemblies were conducted in person in the 23/24 school year. It was the first year, since COVID, where families were invited to attend the awards ceremonies in the Multi-Purpose room. Teachers and/or staff provide students with certificates and awards celebrating their character, grades, attendance, etc. Students then take their award home and share the information with their families.

Strategy 3, Conflict Management and student support has proven to be needed and successful. North School'sCounselor created a COST team where a weekly meeting takes place to review student needs. Together, the team reviews best practices to support students. Many students were able to stay at school, even when feeling anxious. Because the team meet regularly, and discuss details, student support has been purposeful and well received by students.

Stragegy 4, Mental Health Services is at an all time high. Having a full time school counselor, Valley 5 days per week (with one additional therapist on Mondays), FACES 5 days per week and Sow-A-Seed 5 days per week is needed. With all of this support, North has over 150 students who have been provided with outside resources as counselors at North do not have any regular availability because of their filled caseload.

Strategies 5, parent communication; 6, parent workshops; 7 PIQE (Parent Institute for Quality Education), all provide connections between North School and North's families. Parent participation is impressive at North. Parents want to be a part of their child's education, and respond to parent communications. Parents are open to attending workshops to better understand how we can work together for the betterment and success of their children. They are excited to hear about A to G preparation, college and career "AVID" and the many supports students are provided at North. Strategy 8 is the increase of parent involvement, we plan to increase parent workshops in the 24/25 school year, to include a 5th, 6th and 7th grade end of year workshop to prepare parents for their child's middle school years. We will have PIQE provide workshops in August to September and will ask parents what type of workshops they would like to attend.

Although improved, chronic absenteeism has continued this year. We know students are not feeling healthy mentally and struggle to attend school. Strategy 3 and 4 conflict management and mental health services have been used every day, 100% of the school year to support those who struggle to come or to stay in school; and to support any other mental health needs. The support students need is apparent with the number of students who request counselor support daily. Along with students requesting support are families and staff who also request support for students in need. This year, counselors have met with students much more than any other year.

Strategy 9 provided an increase in NGSS/STEM materials to provide students with additional materials to conduct science experiments and knowledge in classrooms. This will continue in the 24/254 school year, where North School plans to hold Science Evenings for families and also plans to continue STEM lessons and inviting students into classrooms, where students teach students in mini labs and through lesson studies.

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

There were few differences between the intended implementation and/or the budgeted expenditures. We held PIQE via ZOOM as parents felt it was a better way for them to meet online instead of in person (due to their time contraints with work, etc). This reduced our cost of day care.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

North School will provide increased opportunities for students who are in need of emotional and educational support. We will continue to provide mental health support through TUSD's COST process led by North's School Counselor and committee members. Mental health intervention will be provided by qualified staff. Educational intervention will be provided by paraprofessionals and teachers. During breaks and lunch, support staff will be available outside, providing an "easy-to-approach environment" for students. We will contine to review best practices to increase attendance as chronic absenteeism is high. Best practices will include a student survey to understand how they feel about school, and what we might be able to do to connect to and motivate students. Discussions with students and families to motivate and inspire regular attendance will increase. North staff has met and worked with district staff, TUSD peers, and SJCOE partners to review Differentiated Assistance strategies to meet the needs of students, including the addressing of disparities, such as chronic absenteeism. In the meetings, best practices findings along with opportunities to improve outcomes are reviewed and implemented. Differentiated Assistance will continue, with the review of current/new strategies, documented data, and constant outcome review to ensure a clear process and understanding of outcomes, while helping to eliminate chronic absenteeism and growing student knowledge.

A to G readiness has been a focus, and will continue to be a focus. We will work with TUSD staff and county staff to review best practices in meeting our goal of reducing F grades in middle school. We will create a team of students and staff members who will work together to review data and find best practices to reduce F's while increasing interest in attending school, focusing/earning grades, etc.

After reviewing the California Data Dashboard information, it was observed that overall achievement in English Language Arts and Math is in the very low range for all students for the 2022-2023 school year. In addition, based on the California Data Dashboard information, Chronic Absenteeism was improved, but very high for North School. North School qualifies for ATSI under the new accountability system, with the Dashboard Indicator subgroup data. We will continue to review best practices for this support through diving into data with staff. It is important that North utilizes resources to support student needs to improve student knowledge, improve test scores, improve chronic absenteeism and provide support for all other needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) | Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) | Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) | Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$419,762.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$227,140.00

Subtotal of additional federal funds included for this school: $227,140.00

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 ($)
	$0.00
District Funded	$0.00
LCFF	$34,057.00
LCFF - Supplemental	$158,565.00

Subtotal of state or local funds included for this school: $192,622.00

Total of federal, state, and/or local funds for this school: $419,762.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Susan Hawkins	Principal
Victoria Klug	Classroom Teacher
Natalie Meiron	Classroom Teacher
Susana Ruiz	Other School Staff
Jason Drake	Classroom Teacher
Hafiza Mozhda	Parent or Community Member
Susana Perez	Parent or Community Member
Natasha Greer	Parent or Community Member
Micha Gutierrez	Other School Staff
Erika Fernandez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee 5/9/24

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 04/18/2023.

Attested:

Principal, Susan Hawkins on 5/9/24

SSC Chairperson, Natalie Meiron on 5/9/24

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

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 one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

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; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019