School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North School	39-75499-6042865		May 8, 2024

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

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

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

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

This plan is being used by North School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds will be used during the school year. This SPSA includes goals, strategies and plans to support and improve student achievement, attendance and suspension rates through the cultivation of a supportive and connected learning environment for educational partners and the North School community. North School improved in its data, and no longer qualifies for Additional Targeted Support and Improvement (ATSI) through Dashboard Indicator which it has qualified for in previous years. North School is celebrating improvement in dashboard data and will continue to work towards additional improvements.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by North School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds will be used during the school year. This SPSA includes goals, strategies and plans to support and improve student achievement, attendance and suspension rates through the cultivation of a supportive and connected learning environment for educational partners and the North School community. North School improved in its data, and no longer qualifies for Additional Targeted Support and Improvement (ATSI) through Dashboard Indicator which it has qualified for in previous years. North School is celebrating improvement in dashboard data and will continue to work towards additional improvements.

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 occurs 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 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 and Math is in the very low range for all students for the 2023-2024 school year. In addition, based on the California Data Dashboard information, Chronic Absenteeism has improved, yet continues to be in need of improvement. North School no longer qualifies for ATSI (Additional Targeted Support and Improvement) as dashboard data did improve in the 2023-2024 school year.

Educational Partner Involvement

How, when, and with whom did North 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. Dedicated educational partners were involved in the creation of the SPSA. It is essential, to continue to involve members of our community in the review and building of the SPSA, to provide effective practices where we use a student centered approach. 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 occurred 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 month, 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.

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ELA Progress, Orange. 49.1% are making progress, which is a decline of 8.8%. North School's 49.1% making progress is above the states 45.7% making progress. North School will continue to provide daily ELD time for EL students, tutoring after school as available, and providing staff with PD as needed. North School staff will meet with families of EL students to review best practices,will hold family workshops to review information and will invite families to attend weekly Cafecito meetings, monthly ELAC meetings, and all other PD/workshops available to families at North and throughout TUSD.

Mathematics, Red. 120.4 points below standard, a decline of 11.5 points. North School will provide students with available resources to include after school tutoring, technology solution resources for math facts and other math needs to include game based/STEM based learning to support a positive math culture. North School will provide teachers Professional Learning Community (PLC) time, for collaborative planning of math lesson, data review and student progress review.Math and STEM Professional Development and workshops will be offered as available/needed. North School has experienced new math teachers in 8th grade the past 3 years, and has had new math teachers in grades 4, 5 and 6 as well. By implementing time to plan and time to review student data/needs, North staff can create a supportive environment for math learning, equipping students, teachers, and parents with the necessary tools and strategies to improve state test scores in mathematics for grades 4 to 8.

ELA, Red. 78.9 points below standard, maintained points, which need to be improved. In the 2025-2026 school year, North school will hire a Reading Support Teacher for North who will implement a push-in and pull-out model for students in grades K to 3. We believe this will ensure targeted literacy support for students, and will, in time, improve the California Dashboard numbers for students in grade 4 - 8. North School will also continue to provide paraprofessional support for students struggling with ELA. Students will be offered support during the day in the classroom and after school through tutoring programs. Parent workshops will be offered, providing families with reading and ELA support at home. Through CAFECITO, families can attend Literacy Classes. Teachers will be provided TUSD PD, County PD and other PD as needed and available. Teachers will also be provided time to discuss best practices and strategies in Professional Learning Communities (PLC).

Staff will be given time to review student information, family needs, student data, celebrations, etc. By studying student trends, North School staff will review best practices and implement those practices to ensure targeted support for all students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Not Applicable

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.39%	0.76%	0.14%	3	6	1
African American	3.42%	5.07%	4.38%	26	40	32
Asian	9.08%	9.25%	10.40%	69	73	76
Filipino	2.50%	2.53%	2.46%	19	20	18
Hispanic/Latino	75.39%	72.12%	73.19%	573	569	535
Pacific Islander	1.18%	1.65%	1.37%	9	13	10
White	5.00%	4.82%	4.92%	38	38	36
Two or More Races	3.03%	3.8%	3.15%	23	30	23
Not Reported	%	0%	%	0	0	
			Total Enrollment	760	789	731

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	61	93	37
Grade 1	61	73	58
Grade 2	58	59	69
Grade3	67	61	60
Grade 4	79	69	60
Grade 5	62	76	78
Grade 6	125	121	116
Grade 7	126	119	104
Grade 8	121	118	115
Total Enrollment	760	789	731

Conclusions based on this data:

1. Overall student enrollment decreased by 58 from the 2022-2023 to the 2023-2024 school year.

2. The major student ethnicities of North School attendees are Hispanic/Latino at 73.19 percent of students, an increase of 72.12% percent of students, an increase of 1.07.

3. The largest growing student group at North is Asian from 9.25% to 10.40%, an increase of 1.15%.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	382	402	369	46.2%	50.3%	50.5%
Fluent English Proficient (FEP)	112	99	97	19.2%	14.7%	13.3%
Reclassified Fluent English Proficient (RFEP)	98	85	79	10.8%	12.9%	17.6%

Conclusions based on this data:

1. The percentage of English Learners has increased from 50.3% to 50.5%. Although overall enrollment declined, the need for ELD support increased.
2. The percentage of Fluent English Proficient students has decreased from 14.7% in 22-23 to 13.3% in 23-24, showing a need for additional support.
3. 17.6% of students were reclassified in 23/24 compared to 12.9% of students in the 22/23 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72	61	59	71	61	55	71	61	55	98.6	100.0	93.2
Grade 4	84	75	60	84	73	59	84	73	59	100.0	97.3	98.3
Grade 5	64	77	79	64	76	74	64	76	74	100.0	98.7	93.7
Grade 6	124	120	118	123	117	114	123	117	113	99.2	97.5	96.6
Grade 7	125	120	111	123	120	104	123	120	104	98.4	100.0	93.7
Grade 8	122	124	118	121	121	115	121	121	115	99.2	97.6	97.5
All Grades	591	577	545	586	568	521	586	568	520	99.2	98.4	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2352.	2345.	2372.	2.82	8.20	10.91	14.08	16.39	23.64	26.76	16.39	20.00	56.34	59.02	45.45
Grade 4	2387.	2386.	2372.	1.19	4.11	3.39	13.10	16.44	6.78	21.43	17.81	13.56	64.29	61.64	76.27
Grade 5	2412.	2417.	2420.	0.00	1.32	4.05	17.19	14.47	14.86	20.31	21.05	24.32	62.50	63.16	56.76
Grade 6	2447.	2441.	2433.	6.50	0.85	1.77	13.82	15.38	15.04	22.76	29.06	23.01	56.91	54.70	60.18
Grade 7	2489.	2471.	2474.	8.13	8.33	3.85	22.76	20.83	16.35	24.39	15.83	33.65	44.72	55.00	46.15
Grade 8	2482.	2505.	2493.	2.48	8.26	6.09	22.31	21.49	21.74	20.66	23.97	23.48	54.55	46.28	48.70
All Grades	N/A	N/A	N/A	4.10	5.28	4.62	17.75	17.96	16.73	22.70	21.30	24.04	55.46	55.46	54.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.04	4.92	14.55	54.93	54.10	52.73	38.03	40.98	32.73
Grade 4	1.19	8.22	3.39	66.67	58.90	61.02	32.14	32.88	35.59
Grade 5	4.69	2.63	6.76	56.25	60.53	50.00	39.06	36.84	43.24
Grade 6	11.38	5.13	6.19	37.40	41.88	40.71	51.22	52.99	53.10
Grade 7	9.76	11.67	7.69	54.47	42.50	58.65	35.77	45.83	33.65
Grade 8	9.92	8.26	10.43	45.45	48.76	45.22	44.63	42.98	44.35
All Grades	8.02	7.22	8.08	51.02	49.47	50.19	40.96	43.31	41.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.41	3.28	1.82	39.44	40.98	54.55	59.15	55.74	43.64
Grade 4	1.19	0.00	0.00	41.67	41.10	32.20	57.14	58.90	67.80
Grade 5	0.00	1.32	2.70	39.06	47.37	39.19	60.94	51.32	58.11
Grade 6	4.07	0.85	2.65	36.59	38.46	31.86	59.35	60.68	65.49
Grade 7	12.20	13.33	2.88	45.53	33.33	42.31	42.28	53.33	54.81
Grade 8	3.31	7.44	6.14	40.50	42.98	40.35	56.20	49.59	53.51
All Grades	4.44	5.11	3.08	40.61	40.14	39.31	54.95	54.75	57.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.23	11.48	14.55	69.01	59.02	58.18	26.76	29.51	27.27
Grade 4	9.52	8.22	0.00	61.90	68.49	74.58	28.57	23.29	25.42
Grade 5	1.56	3.95	6.76	62.50	68.42	59.46	35.94	27.63	33.78
Grade 6	5.69	7.69	2.65	60.16	74.36	65.49	34.15	17.95	31.86
Grade 7	9.76	2.50	3.85	69.11	72.50	74.04	21.14	25.00	22.12
Grade 8	6.61	12.40	7.83	61.98	70.25	66.96	31.40	17.36	25.22
All Grades	6.66	7.57	5.58	63.99	69.89	66.92	29.35	22.54	27.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.41	16.39	10.91	56.34	29.51	52.73	42.25	54.10	36.36
Grade 4	2.38	5.48	1.69	58.33	57.53	50.85	39.29	36.99	47.46
Grade 5	1.56	2.63	6.76	67.19	60.53	59.46	31.25	36.84	33.78
Grade 6	2.44	5.13	5.31	65.85	64.96	61.06	31.71	29.91	33.63
Grade 7	9.76	10.83	4.81	58.54	50.83	71.15	31.71	38.33	24.04
Grade 8	6.61	15.70	11.30	64.46	58.68	58.26	28.93	25.62	30.43
All Grades	4.61	9.51	6.92	61.95	55.28	60.19	33.45	35.21	32.88

Conclusions based on this data:

1. The Percentage of Overall Participation is high, at 95.6%.
2. 67% of 3rd grade students read at or above grade level, demonstrating understanding of literary and non-fictional texts.
3. 70% of 8th 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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72	61	59	72	61	58	72	61	58	100.0	100.0	98.3
Grade 4	84	75	61	84	75	61	84	75	61	100.0	100.0	100
Grade 5	64	77	80	64	77	76	64	77	76	100.0	100.0	95
Grade 6	124	120	118	124	117	117	124	117	117	100.0	97.5	99.2
Grade 7	125	120	111	123	120	108	123	120	108	98.4	100.0	97.3
Grade 8	122	124	118	120	121	116	120	121	116	98.4	97.6	98.3
All Grades	591	577	547	587	571	536	587	571	536	99.3	99.0	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2362.	2362.	2375.	8.33	4.92	8.62	12.50	16.39	15.52	16.67	18.03	24.14	62.50	60.66	51.72
Grade 4	2381.	2400.	2370.	1.19	4.00	4.92	8.33	5.33	8.20	27.38	30.67	14.75	63.10	60.00	72.13
Grade 5	2391.	2410.	2413.	0.00	0.00	2.63	3.13	3.90	5.26	14.06	19.48	21.05	82.81	76.62	71.05
Grade 6	2416.	2431.	2410.	3.23	3.42	3.42	4.03	7.69	5.98	25.81	21.37	20.51	66.94	67.52	70.09
Grade 7	2447.	2431.	2437.	3.25	4.17	1.85	8.94	5.00	8.33	20.33	22.50	22.22	67.48	68.33	67.59
Grade 8	2452.	2477.	2437.	4.17	4.13	5.17	7.50	13.22	3.45	22.50	23.14	12.93	65.83	59.50	78.45
Grade 11															
All Grades	N/A	N/A	N/A	3.41	3.50	4.10	7.33	8.41	7.09	21.81	22.59	19.03	67.46	65.50	69.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.11	9.84	8.62	30.56	34.43	41.38	58.33	55.74	50.00
Grade 4	2.38	2.67	6.56	28.57	36.00	19.67	69.05	61.33	73.77
Grade 5	0.00	0.00	3.95	14.06	23.38	27.63	85.94	76.62	68.42
Grade 6	2.42	2.56	3.42	28.23	30.77	22.22	69.35	66.67	74.36
Grade 7	4.88	4.17	1.85	30.08	25.00	34.26	65.04	70.83	63.89
Grade 8	5.00	7.44	5.17	39.17	38.02	23.28	55.83	54.55	71.55
Grade 11									
All Grades	4.26	4.38	4.48	29.64	31.17	27.43	66.10	64.45	68.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.33	9.84	13.79	34.72	32.79	44.83	56.94	57.38	41.38
Grade 4	0.00	2.67	1.64	38.10	41.33	31.15	61.90	56.00	67.21
Grade 5	0.00	1.30	1.32	35.94	44.16	46.05	64.06	54.55	52.63
Grade 6	0.81	1.71	0.85	36.29	34.19	32.48	62.90	64.10	66.67
Grade 7	0.81	4.17	0.93	48.78	40.00	44.44	50.41	55.83	54.63
Grade 8	5.83	4.96	4.31	45.00	47.11	47.41	49.17	47.93	48.28
All Grades	2.56	3.85	3.17	40.72	40.28	41.23	56.73	55.87	55.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.94	6.56	10.34	47.22	55.74	56.90	45.83	37.70	32.76
Grade 4	2.38	4.00	6.56	46.43	44.00	34.43	51.19	52.00	59.02
Grade 5	0.00	1.30	1.32	35.94	59.74	47.37	64.06	38.96	51.32
Grade 6	2.42	4.27	2.56	50.81	50.43	45.30	46.77	45.30	52.14
Grade 7	4.07	3.33	0.93	60.98	55.00	62.04	34.96	41.67	37.04
Grade 8	1.67	4.13	1.72	58.33	61.16	51.72	40.00	34.71	46.55
All Grades	2.90	3.85	3.17	51.79	54.64	50.37	45.32	41.51	46.46

Conclusions based on this data:

1. North School has a high Overall Participation at 98% for the 23-24 School Year.
2. 4th grade scores improved in the area of concepts and procedures applying mathematical concepts and procedures by 3.89 (from 22/23 to 23/24).
3. Overall achievement for students is at 50% or more for all grade levels.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1385.9	1415.5	1388.0	1394.4	1425.3	1398.5	1365.9	1392.1	1363.0	34	55	41
1	1421.5	1437.3	1419.4	1444.1	1456.5	1430.8	1398.4	1417.7	1407.7	37	42	30
2	1443.6	1490.4	1471.0	1453.8	1497.2	1482.3	1433.1	1483.1	1459.2	32	34	40
3	1458.6	1468.5	1472.4	1462.0	1479.6	1484.8	1454.6	1456.7	1459.4	38	35	30
4	1495.8	1503.0	1505.1	1496.6	1508.1	1519.1	1494.6	1497.4	1490.4	48	39	36
5	1500.7	1533.5	1514.2	1501.0	1542.7	1528.0	1499.9	1523.7	1499.8	23	41	34
6	1507.8	1534.2	1503.4	1515.1	1543.9	1503.2	1500.0	1524.0	1503.1	53	49	54
7	1531.5	1529.0	1535.6	1544.3	1535.3	1547.3	1518.3	1522.3	1523.2	63	47	40
8	1537.7	1555.2	1531.3	1539.8	1555.0	1539.6	1535.0	1555.1	1522.5	52	50	43
All Grades										380	392	348

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.94	9.09	14.63	14.71	32.73	21.95	50.00	45.45	31.71	32.35	12.73	31.71	34	55	41
1	2.70	2.38	0.00	21.62	35.71	26.67	35.14	47.62	50.00	40.54	14.29	23.33	37	42	30
2	3.13	14.71	5.00	34.38	50.00	57.50	34.38	29.41	27.50	28.13	5.88	10.00	32	34	40
3	0.00	0.00	10.00	21.05	25.71	26.67	44.74	45.71	43.33	34.21	28.57	20.00	38	35	30
4	10.42	17.95	13.89	39.58	43.59	33.33	37.50	20.51	44.44	12.50	17.95	8.33	48	39	36
5	4.35	19.51	20.59	30.43	48.78	32.35	47.83	21.95	20.59	17.39	9.76	26.47	23	41	34
6	11.32	22.45	9.26	33.96	42.86	33.33	30.19	16.33	33.33	24.53	18.37	24.07	53	49	54
7	20.63	19.15	27.50	38.10	31.91	37.50	23.81	31.91	12.50	17.46	17.02	22.50	63	47	40
8	28.85	28.00	23.26	30.77	38.00	25.58	15.38	16.00	25.58	25.00	18.00	25.58	52	50	43
All Grades	11.32	15.31	14.08	30.53	38.52	33.05	33.16	30.36	31.32	25.00	15.82	21.55	380	392	348

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	10.91	17.07	17.65	30.91	24.39	47.06	41.82	34.15	35.29	16.36	24.39	34	55	41
1	8.11	19.05	6.67	35.14	47.62	53.33	45.95	23.81	23.33	10.81	9.52	16.67	37	42	30
2	12.50	29.41	37.50	46.88	52.94	35.00	31.25	17.65	20.00	9.38	0.00	7.50	32	34	40
3	10.53	22.86	40.00	39.47	34.29	30.00	28.95	31.43	16.67	21.05	11.43	13.33	38	35	30
4	33.33	48.72	33.33	41.67	25.64	55.56	16.67	12.82	5.56	8.33	12.82	5.56	48	39	36
5	13.04	48.78	44.12	65.22	39.02	35.29	13.04	2.44	2.94	8.70	9.76	17.65	23	41	34
6	30.19	44.90	29.63	43.40	36.73	35.19	13.21	10.20	14.81	13.21	8.16	20.37	53	49	54
7	44.44	34.04	55.00	26.98	36.17	12.50	19.05	14.89	12.50	9.52	14.89	20.00	63	47	40
8	40.38	42.00	37.21	28.85	30.00	27.91	13.46	16.00	13.95	17.31	12.00	20.93	52	50	43
All Grades	25.00	33.16	33.62	36.58	36.48	33.62	23.95	19.39	16.09	14.47	10.97	16.67	380	392	348

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.33	7.27	9.76	23.33	10.91	14.63	50.00	61.82	41.46	23.33	20.00	34.15	30	55	41
1	0.00	2.38	0.00	22.58	16.67	10.00	25.81	45.24	43.33	51.61	35.71	46.67	31	42	30
2	8.57	5.88	2.50	40.00	41.18	30.00	31.43	32.35	32.50	20.00	20.59	35.00	35	34	40
3	2.27	0.00	3.33	11.36	0.00	0.00	50.00	45.71	40.00	36.36	54.29	56.67	44	35	30
4	4.17	7.69	5.56	16.67	25.64	13.89	54.17	30.77	30.56	25.00	35.90	50.00	24	39	36
5	4.00	9.76	5.88	4.00	17.07	17.65	52.00	51.22	41.18	40.00	21.95	35.29	25	41	34
6	1.89	6.12	1.85	7.55	26.53	16.67	49.06	34.69	33.33	41.51	32.65	48.15	53	49	54
7	1.59	8.51	10.00	20.63	19.15	20.00	42.86	31.91	40.00	34.92	40.43	30.00	63	47	40
8	7.69	12.00	9.30	26.92	36.00	16.28	32.69	32.00	20.93	32.69	20.00	53.49	52	50	43
All Grades	2.37	6.89	5.46	17.11	21.43	16.09	39.74	41.07	35.34	40.79	30.61	43.10	380	392	348

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.94	10.91	17.07	67.65	74.55	65.85	29.41	14.55	17.07	34	55	41
1	29.73	38.10	16.67	62.16	52.38	63.33	8.11	9.52	20.00	37	42	30
2	12.50	35.29	27.50	68.75	64.71	62.50	18.75	0.00	10.00	32	34	40
3	10.53	11.43	20.00	52.63	57.14	50.00	36.84	31.43	30.00	38	35	30
4	39.58	25.64	27.78	50.00	56.41	61.11	10.42	17.95	11.11	48	39	36
5	13.04	14.63	23.53	65.22	73.17	52.94	21.74	12.20	23.53	23	41	34
6	7.55	20.41	12.96	71.70	67.35	53.70	20.75	12.24	33.33	53	49	54
7	3.17	6.38	12.50	65.08	68.09	52.50	31.75	25.53	35.00	63	47	40
8	13.46	24.00	18.60	57.69	62.00	44.19	28.85	14.00	37.21	52	50	43
All Grades	14.47	20.15	19.25	62.11	64.54	56.03	23.42	15.31	24.71	380	392	348

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	9.09	24.39	63.64	74.55	48.78	36.36	16.36	26.83	33	55	41
1	2.78	9.52	6.67	80.56	78.57	73.33	16.67	11.90	20.00	36	42	30
2	25.00	50.00	42.50	65.63	47.06	50.00	9.38	2.94	7.50	32	34	40
3	31.58	37.14	56.67	55.26	48.57	30.00	13.16	14.29	13.33	38	35	30
4	35.42	58.97	69.44	56.25	28.21	25.00	8.33	12.82	5.56	48	39	36
5	60.87	90.24	76.47	34.78	4.88	8.82	4.35	4.88	14.71	23	41	34
6	63.46	73.47	51.85	26.92	20.41	24.07	9.62	6.12	24.07	52	49	54
7	74.60	61.70	72.50	15.87	25.53	12.50	9.52	12.77	15.00	63	47	40
8	55.77	68.00	67.44	28.85	24.00	13.95	15.38	8.00	18.60	52	50	43
All Grades	42.71	50.51	52.59	44.03	39.29	30.75	13.26	10.20	16.67	377	392	348

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.94	7.27	4.88	70.59	74.55	56.10	26.47	18.18	39.02	34	55	41
1	8.11	4.76	3.33	13.51	38.10	46.67	78.38	57.14	50.00	37	42	30
2	3.13	14.71	2.50	43.75	55.88	62.50	53.13	29.41	35.00	32	34	40
3	0.00	0.00	0.00	36.84	20.00	50.00	63.16	80.00	50.00	38	35	30
4	4.17	10.26	2.78	58.33	43.59	41.67	37.50	46.15	55.56	48	39	36
5	0.00	14.63	5.88	52.17	60.98	55.88	47.83	24.39	38.24	23	41	34
6	0.00	10.20	3.70	32.08	38.78	22.22	67.92	51.02	74.07	53	49	54
7	6.35	12.77	10.00	41.27	31.91	50.00	52.38	55.32	40.00	63	47	40
8	21.15	28.00	18.60	28.85	28.00	18.60	50.00	44.00	62.79	52	50	43
All Grades	5.79	11.73	6.03	40.79	44.13	43.39	53.42	44.13	50.57	380	392	348

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.03	27.27	30.00	60.61	47.27	32.50	36.36	25.45	37.50	33	55	40
1	0.00	4.76	0.00	54.05	69.05	68.97	45.95	26.19	31.03	37	42	29
2	9.38	17.65	15.00	65.63	73.53	60.00	25.00	8.82	25.00	32	34	40
3	0.00	2.86	3.33	65.79	60.00	50.00	34.21	37.14	46.67	38	35	30
4	2.08	12.82	2.78	72.92	58.97	83.33	25.00	28.21	13.89	48	39	36
5	13.04	7.32	5.88	60.87	75.61	58.82	26.09	17.07	35.29	23	41	34
6	7.55	16.33	9.26	66.04	69.39	72.22	26.42	14.29	18.52	53	49	54
7	4.76	12.77	17.50	76.19	63.83	60.00	19.05	23.40	22.50	63	47	40
8	5.77	8.00	11.63	69.23	82.00	62.79	25.00	10.00	25.58	52	50	43
All Grades	4.75	12.76	11.27	67.02	66.33	61.27	28.23	20.92	27.46	379	392	346

Conclusions based on this data:

1. The reading domain portion of the ELPAC, well developed decreased by 5.7% in the 23-24 school year.
2. Over 50% of students scored well developed on the speaking portion of the ELPAC in 23-24 school year.
3. Overall language and Speaking showed growth in level 4 in the 23-24 school year.

School and Student Performance Data

Student Population

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

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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
731	**89.9%**	**50.6%**	**0.8%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	370	50.6%
Foster Youth	6	0.8%
Homeless	50	6.8%
Socioeconomically Disadvantaged	657	89.9%
Students with Disabilities	128	17.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	32	4.4%
American Indian	1	0.1%
Asian	76	10.4%
Filipino	18	2.5%
Hispanic	535	73.2%
Two or More Races	23	3.1%
Pacific Islander	10	1.4%
White	36	4.9%

Conclusions based on this data:

1. North School socioeconomically disadvantaged students increased by 9.8% in the 23/24 school year.

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

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

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. North School's Suspension rates moved from red to yellow, with a decline in suspensions of 1.5% in the 23/24 school year.
2. North School's Chronic Absenteeism continues to show in "yellow," yet in the 23/24 school year, suspensions declined by 4.6%.

3. English learner progress has declined from a green in 22/23 to orange in 23/24.

School and Student Performance Data

Academic Performance
English Language Arts

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

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.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
6	0	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 Red
78.9 points below standard	104.0 points below standard	124.5 points below standard
Maintained 2.4 points	Declined 3.9 points	Declined 5.5 points
495 Students	281 Students	98 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
Less than 11 Students	99.4 points below standard	81.9 points below standard
5 Students	Declined 14.9 points	Maintained 0.9 points
	37 Students	460 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
139.6 points below standard	84.8 points below standard	Less than 11 Students
Declined 8.1 points	Increased 25.1 points	1 Student
104 Students	21 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Red
81.6 points below standard	46.8 points below standard	81.4 points below standard
Maintained 0.7 points	Declined 42.5 points	Maintained 1.8 points
40 Students	13 Students	377 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
91.0 points below standard	Less than 11 Students	51.1 points below standard
Maintained 2.9 points	7 Students	Declined 20.2 points
12 Students		27 Students

Conclusions based on this data:

1. North's student groups performed below standard. North's greatest performance group, and only group to increase scores is the African American group who improved scores by 25.1 points.
2. North'si groups scored below standard in English Language Arts. Our students with disabilities group has the most points below standard with 139.6 points below standard.
3. Five student groups maintained points, seven student groups declined points and one group increased points. Overall the strongest performance is 46.8 below standard, the Filipino group.

School and Student Performance Data

Academic Performance
Mathematics

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

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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
6	0	0	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 Red
120.4 points below standard	135.8 points below standard	166.8 points below standard
Declined 11.5 points	Declined 9.1 points	Declined 7.7 points
499 Students	285 Students	98 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
Less than 11 Students	135.5 points below standard	123.9 points below standard
5 Students	Declined 31.3 points	Declined 12.8 points
	38 Students	464 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
177.2 points below standard	125.5 points below standard	Less than 11 Students
Declined 10.8 points	Increased 16.6 points	1 Student
104 Students	21 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Red
113.7 points below standard	62.4 points below standard	124.3 points below standard
Declined 30.8 points	Declined 14.3 points	Declined 9.6 points
41 Students	13 Students	380 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
120.9 points below standard	Less than 11 Students	102.9 points below standard
Declined 6.6 points	7 Students	Declined 50.0 points
12 Students		27 Students

Conclusions based on this data:

1. All of our Race/Ethnicity student groups performed below standard in Mathematics. North's students with disabilities have the most points below standards, with the Filipino group having the least amount of points below standard.
2. North's African American group scores increased by 16.6 points, the only increase of all the subgroups. Other student subgroups declined in the 23/24 school year, compared to the previous year where subgroups increased or maintained points.
3. North's Filipino student group scored the least amount of points below standard in the 23/24 school year with 62.4 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	Green
49.1% making progress.	57.1% making progress.
Number Students: 277 Students	Number Students: 84 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
18.1%	32.5%	0%	49.1%

Conclusions based on this data:

1. English Language achievement at North shows 32.5% maintaining their ELP level in level 1, 2L, 2H, 3L or 3H.
2. 57.1% of Long-Term English Learners are making progress.
3. 49.1% of EL students are making progress at North School.

School and Student Performance Data

Academic Performance
College/Career Report

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

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.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. North School is a K - 8 school and therefore does not have college/career data, however, each Thursday, North School students do have a College and Career spirit day where students dress like college students or dress in college or career apparel.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Yellow	Orange
27.2% Chronically Absent	24.5% Chronically Absent	31.4% Chronically Absent
Declined 4.6	Declined 3.4	Declined 6.9
791 Students	412 Students	102 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	35.5% Chronically Absent	26.5% Chronically Absent
7 Students	Declined 2.2	Declined 6.3
	62 Students	720 Students

Students with Disabilities	African American	American Indian
 Yellow	 Orange	 No Performance Color
34.2% Chronically Absent	50% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 11	Declined 6.8	2 Students
152 Students	38 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Yellow
31.7% Chronically Absent	15% Chronically Absent	25.3% Chronically Absent
Increased 2.2	Declined 12.3	Declined 3.2
82 Students	20 Students	572 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
36% Chronically Absent	Fewer than 11 students - data not displayed for privacy	14.3% Chronically Absent
Declined 14	10 Students	Declined 16.8
25 Students		42 Students

Conclusions based on this data:

1. Overall, North School improved chronic absenteeism for the second year in a row, with an improvement of 4.6%.
2. Eleven student groups found a decline in chronic absenteeism to include: EL, Long Term EL, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Filipino, Hispanic, Two or More Races and White.
3. The group that improved the most in 23/24 is two or more races and the one group who increased by 2.2% is the Asian student group.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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.

2024 Fall Dashboard Graduation Rate 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.

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

Conclusions based on this data:

1. North School is a K - 8 school site, and therefore does not provide high school graduation data.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	4	0	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Orange
10.8% suspended at least one day	10.4% suspended at least one day	15.7% suspended at least one day
Declined 1.5%	Declined 1%	Declined 7.7%
814 Students	414 Students	102 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	9.5% suspended at least one day	11.2% suspended at least one day
7 Students	Declined 5.9%	Declined 2%
	63 Students	734 Students

Students with Disabilities	African American	American Indian
 Yellow	 Orange	 No Performance Color
15.4% suspended at least one day	21.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 5.4%	Declined 8.7%	2 Students
156 Students	46 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Yellow
9.5% suspended at least one day	4.5% suspended at least one day	10% suspended at least one day
Increased 8.5%	Increased 4.5%	Declined 3.3%
84 Students	22 Students	579 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
20% suspended at least one day	Fewer than 11 students - data not displayed for privacy	10.9% suspended at least one day
Increased 7.1%	10 Students	Declined 2.2%
25 Students		46 Students

Conclusions based on this data:

1. In the 23/24 school year, students at North have a high suspension rate, with 10.8% of students being suspended at least one day, a decline of 1.5% from the 22/23 school year.
2. Overall, African American students had the highest rate of suspension at 21.7 %, a decrease of 8.7% from the 22/23 school year, while students with two or more races were suspended 20% an increase of 7.1%.
3. Nine student group suspension rates declined, to include White, Two or More Races, Hispanic, African American, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, Long Term English Learners and English Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Prepare each student for college and career readiness and ensure that every student meets 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the 2023-2024, school year, North was in CSI, which is Comprehensive Support and Improvement. North improved test scores (CAASPP) and other dashboard related data and is now out of CSI and ATSI. We realize, an improvement in reading and math scores are needed if we are to support academic growth for every student. 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 each student, so that every student 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 student learning styles.

To close the achievement gap and ensure all students meet grade-level standards, TUSD has hired a Reading Support Teacher for North who will implement a push-in co-teaching and platooning model for Tier 1 and Tier 2 instruction while also providing pull-out intervention for Tier 3 students.

This model aligns with TUSD's Key Initiatives by ensuring targeted literacy support for all students, especially those identified as at-risk, through the following strategies:

- Push-in Model for Tier 1 & 2: The Reading Support Teacher will collaborate with classroom teachers to co-teach foundational reading skills, small-group instruction, and differentiated support during core ELA instruction.
- Platooning Approach for Tiered Instruction: Students will receive targeted literacy instruction based on their reading proficiency, ensuring that Tier 1 students receive enrichment, Tier 2 students receive additional scaffolded instruction, and Tier 3 students receive intensive intervention.
- Pull-Out Model for Tier 3: Identified students needing the most support will receive explicit, systematic instruction in foundational literacy skills outside of the core classroom setting to accelerate reading growth.
- Integration with MTSS: Student progress will be closely monitored through universal screeners, formative assessments, and benchmark testing (CAASPP, CAST), allowing for data-driven instruction and responsive intervention.
- Alignment with SEL & Mental Health Supports: Literacy support will incorporate strategies that promote student confidence, perseverance, and social-emotional learning, ensuring students develop resilience in their academic progress. District Funded

57.9% of North's EL students are making progress towards English Language proficiencies according to the 23-24 CAASPP Dashboard. This shows a need for continued work during ELD designated instructional time and for EL instructional practices.

To better prepare 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 2025-2026 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 students
Social-Emotional Learning and mental health resources for every student
Every student 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

Reading Support 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 Reading Programs, Edgenuity MyPath in ELA/Math to support intervention along with additional support as available
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, Reading, Math, AVID and STEM

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 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 23 - 24 CAASPP English Language Arts/Literacy for students in grades 3 to 8. Subgroups: 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
2023 -2024 CAASPP Mathematics Data	Overall Achievement: "Orange" Below Average, with 108.8, with 88% of students are not meeting standards as measured by the 23 - 24 CAASPP Mathematics CAASPP. Students who scored well below average "red" include EL and Hispanic. Students who scored below, "orange" include homeless, socioeconomic 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: 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%	5% increase in students scoring College Pathway and Low Risk as measured by Fastbridge from the Fall to Spring Term
FastBridge Math Data: aMath	aMath: 3rd grade College Pathway and Low Risk: Fall 46% & 49%	5% increase in students scoring College Pathway and Low Risk as measured by Fastbridge from the Fall to Spring Term

	4th grade College Pathway and Low Risk: Fall 55% & Spring 49% 5th grade College Pathway and Low Risk: Fall 36%% & Spring 33%	
STEM Units	STEM units completed by 100% of STEM classes	All STEM units to be completed by every teacher who teaches STEM in the 25/26 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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 supports, preparing 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. 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.	All students	35000 Title I 28443 LCFF - Supplemental LCFF
1.2	Substitutes to provide time for staff to attend 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 knowledge and strategies to increase knowledge, improve scores, and provide connections.	All students	16000 LCFF - Supplemental 14522 Title I 10157 LCFF
1.3	Science Fair/Olympiad 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.	All students	0 LCFF 934 Title I LCFF - Supplemental
1.4	Fieldtrips and/or Inviting presenters to North to expand student knowledge while providing students real-life experiences connected to	All students	15000 Title I

	standards and curriculum taught in the classroom, while promoting North's AVID and A to G College and Career goals.		9000 LCFF - Supplemental 0
1.5	Increase the quantity of books in our library to enhance 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.	All students	1600 LCFF 4100 Title I 3000 LCFF - Supplemental
1.6	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.	All students	
1.7	Paraeducator to support student intervention in all needed areas such as Reading, ELA, ELD, Math, Science and other curricular areas. Paraeducators provide push in and pull out support to all teachers providing intervention support in order to raise student achievement..	All students	86529 Title I 36593 LCFF - Supplemental 0 LCFF
1.8	Boys and Girls Club Support	All Boys and Girls Club Members	11000 Title I
1.9	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.	All students	11000 Title I 5000 LCFF - Supplemental 0 LCFF
1.10	Intervention Computer Programs: Edgenuity/MyPath/ILearning - This intervention computer program provides all North School students with intervention in ELA and Math both in	All students	

	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.		
1.11	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.	EL Students	7000 LCFF - Supplemental
1.12	Teacher classroom materials, copies, 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.	All students	24200 Title I 24128 LCFF - Supplemental 16439 LCFF
1.13	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.	All students	5000 Title I
1.14	TUSD will will hire a Reading Specialist for North School to provide Tier 1/2 and 3 prevention. Early literacy training will be provided to all K - 3rd-grade teachers to ensure early reading foundations and instructional routines are implemented within each classroom.	TK - 3rd Grades	
1.15	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.	All Students	LCFF - Supplemental
1.16	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.	All Students	1295 Title I 3723 LCFF - Supplemental
1.17	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.	All Students	4911 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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, and 360 play a pivotal 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 along with support from Valley and 360, 5 days per week, provides much needed support, however, 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

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 360 data

North has chronic absenteeism, as shown on the California Dashboard, although chronic absenteeism has improved in the 24/25, North continues the need to improve chronic absenteeism. Emotional health is a large contributor to chronic absenteeism. We will continue to work with families and students to review the importance of daily attendance when healthy. We work together as a staff to review reasons for chronic absenteeism to include family outreach, family workshops, incentives to attend school, etc. Regular check-ins 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 elementary 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 out of CSI and ATSI, however continued improvement goals need to be reviewed and followed. 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	Students surveyed said: 93.58% feel they understand the school rules, while 76% said they were safe in class. 86% feel the school motivates them to learn (an increase of 7% from the previous year)	10% increase in feeling school classrooms are safe. 1% increase in motivating students to learn
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: 72 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%
Chronic Absenteeism and Student Support	North's School Counselor, 360, Valley 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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Second Step Socioemotional learning - This is a district funded SEL program to help our students in character building and mental health awareness.	All Students	0 0 District Funded
2.2	Awards and Assemblies - Incentive to increase student participation, positive behavior, attendance and grades.	All students	2000 LCFF
2.3	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	All students	

	conducts conflict management intervention and connections to students and families while Valley Community, Sow-A-Seed and FACES are available to support students		
2.4	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.	All students	10000 Title I
2.5	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.	All students	3500 LCFF - Supplemental
2.6	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.	All students	5000 LCFF - Supplemental 1000 LCFF
2.7	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.	All students	

	This program presents many school and educational related topics and resources to our parents in the community		
2.8	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.	All students	1500 LCFF - Supplemental
2.9	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.	All students	2000 LCFF - Supplemental
2.10	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.	All Students	3000 LCFF

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$402,574.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$218,580.00

Subtotal of additional federal funds included for this school: $218,580.00

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	$34,196.00
LCFF - Supplemental	$149,798.00

Subtotal of state or local funds included for this school: $183,994.00

Total of federal, state, and/or local funds for this school: $402,574.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF	34,196.00
LCFF - Supplemental	149,798.00
Title I	218,580.00

Expenditures by Budget Reference

Budget Reference	Amount
	278,244.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
	LCFF	34,196.00
	LCFF - Supplemental	149,798.00
	Title I	218,580.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	374,574.00
Goal 2	28,000.00

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

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 05/08/2025
	SSC Chairperson, Natalie Meiron on 05/08/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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