

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norwood Creek Elementary School	43-69435-6102081	5/29/24	6/20/2024

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 Norwood Creek Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Norwood Creek Elementary School was selected for Additional Targeted Support and Improvement based on the 2023 California dashboard results for chronic absenteeism for students with disabilities.

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 Norwood Creek Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Norwood Creek Elementary School was selected for Additional Targeted Support and Improvement based on the 2023 California dashboard results for chronic absenteeism for students with disabilities.

Norwood Creek's plan details the use of funds to serve students especially underserved students in order to increase engagement, attendance, academic, and social emotional growth so each child can reach their full potential. Norwood Creek completes a needs assessment to inform and develop the School Plan for Student Achievement (SPSA). The school's lead teams are able to conduct an annual needs assessment with input from all staff and parents who participate on the school site council (SSC). The Norwood Creek Lead teams developed a data-driven SPSA based on the needs identified through this process. The team identified evidence based practices to improve chronic absenteeism for students with disabilities. Norwood Creek's goals are aligned with the district's LCAP goals and we utilize a continuous improvement model to implement, monitor, and annually evaluate the SPSA.

With the aforementioned group identified for additional targeted support for chronic absenteeism, it is critical for Norwood Creek to determine the needs of our students with disabilities through targeted attendance meetings and use of the re-engagement plan to support students increased attendance in school. A MTSS team will be formed to establish a process at Norwood Creek to more accurately address the needs of our students with disabilities.

Educational Partner Involvement

How, when, and with whom did Norwood Creek Elementary 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

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.

School Site Council, English Language Advisory Committee, and staff reviewed and provided feedback on the proposed goals this year. The plan was approved on May 29th, 2024

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.

Students with disabilities are not making adequate progress at Norwood Creek and have been identified for Additional Targeted Support and Improvement due to chronic absenteeism.

The leadership team identified evidence based practices for academic, behavioral, and social emotional outcomes. We also addressed chronic absenteeism through the re-engagement plan for students with disabilities which will include Check-In and Check-Out with identified students to support increased attendance.

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.

In 2023, in the area of Academic Engagement, our school performed red (very low) for chronic absenteeism for students with disabilities. Therefore, we were identified for Additional Targeted Support and Improvement in the area of chronic absenteeism for students with disabilities.

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.

Hispanic and socioeconomically disadvantaged students scored two levels below the all student performance in language arts. Our hispanic students scored two levels below the all student performance in math.

Other Needs

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

Norwood Creek completes a needs assessment to inform and develop their SPSA. The school is able to conduct an annual needs assessment with input from all staff as well as members of the school site council (SSC). The council developed a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence based practices to improve academic, behavioral, and social-emotional outcomes for English Learners and Students with Disabilities. As mentioned, students with disabilities are not making adequate progress at Norwood Creek and have been identified for additional targeted support and improvement due to chronic absenteeism.

In academic engagement, all students scored in the very low (red) for chronic absenteeism. The team identified evidence-based practices for academic, behavioral, and social emotional outcomes and addressed chronic absenteeism through the re-engagement plan for students with disabilities which will include the PBIS Tier 2 strategy "Check-In and Check-Out" with identified students.

In conditions and climate, all students score in the low (orange category) because of an increase in our suspension rate. Norwood Creek will utilize PBIS Tier 1 and Tier 2 strategies to support students.

Students in 1st and 2nd grade who scored two or more levels below on the 1st trimester iReady reading diagnostic, participated in the RTI program using the SIPPS reading program to increase foundational reading skills. Students in 3rd - 6th grade who scored two or more levels participated in a reading intervention program focused on foundational reading strategies using UFLI and comprehension strategies utilizing the iReady supplemental materials.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Norwood Creek Elementary 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	0.94%	1.08%	0.91%	5	6	5
African American	1.31%	0.72%	0.73%	7	4	4
Asian	64.61%	63.08%	59.35%	345	352	327
Filipino	8.61%	8.42%	9.80%	46	47	54
Hispanic/Latino	17.23%	20.25%	22.69%	92	113	125
Pacific Islander	%	0.18%	1.09%		1	6
White	1.87%	1.79%	1.81%	10	10	10
Multiple/No Response	4.68%	3.94%	3.63%	25	22	20
Total Enrollment				534	558	551

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	60	84	46
Grade 1	66	67	67
Grade 2	72	74	67
Grade3	83	75	79
Grade 4	80	84	81
Grade 5	86	79	91
Grade 6	87	95	85
Total Enrollment	534	558	551

Conclusions based on this data:

1. Student enrollment has slightly decreased from the 22-23 school year and 23-24 school year.
2. Our enrollment has significantly decreased in Kindergarten this year.
3. Our enrollment of the Pacific Islander subgroup has increased this year.

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	154	158	118	25.70%	28.8%	21.4%
Fluent English Proficient (FEP)	117	110	145	23.90%	21.9%	26.3%
Reclassified Fluent English Proficient (RFEP)	10	58	26	3.1%	6.5%	4.6%

Conclusions based on this data:

1. The numbers of ELs enrolled at Norwood Creek has declined significantly over the past 3 years.
2. Our fluent english proficient (FEP) students increased 5 percentage points from last 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	83	75	0	82	74	0	82	74	0.0	98.8	98.7
Grade 4	95	80	86	0	79	85	0	79	85	0.0	98.8	98.8
Grade 5	95	92	83	0	91	83	0	91	83	0.0	98.9	100.0
Grade 6	101	89	96	0	88	96	0	88	96	0.0	98.9	100.0
All Grades	370	344	340	0	340	338	0	340	338	0.0	98.8	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2452.	2461.		41.46	40.54		18.29	25.68		17.07	21.62		23.17	12.16
Grade 4		2521.	2503.		50.63	50.59		21.52	14.12		13.92	14.12		13.92	21.18
Grade 5		2573.	2565.		52.75	49.40		23.08	30.12		12.09	9.64		12.09	10.84
Grade 6		2596.	2591.		43.18	44.79		31.82	32.29		18.18	12.50		6.82	10.42
All Grades	N/A	N/A	N/A		47.06	46.45		23.82	25.74		15.29	14.20		13.82	13.61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.73	31.08		67.07	58.11		12.20	10.81
Grade 4		40.51	27.06		49.37	58.82		10.13	14.12
Grade 5		35.16	38.55		57.14	53.01		7.69	8.43
Grade 6		42.05	33.33		45.45	48.96		12.50	17.71
All Grades		34.71	32.54		54.71	54.44		10.59	13.02

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.71	24.32		43.90	62.16		24.39	13.51
Grade 4		43.04	29.41		45.57	54.12		11.39	16.47
Grade 5		46.15	32.53		43.96	56.63		9.89	10.84
Grade 6		37.50	45.83		53.41	44.79		9.09	9.38
All Grades		39.71	33.73		46.76	53.85		13.53	12.43

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.85	16.22		76.83	72.97		7.32	10.81
Grade 4		17.72	20.00		69.62	70.59		12.66	9.41
Grade 5		27.47	24.10		64.84	71.08		7.69	4.82
Grade 6		26.14	15.63		68.18	77.08		5.68	7.29
All Grades		22.06	18.93		69.71	73.08		8.24	7.99

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.15	28.38		51.22	60.81		14.63	10.81
Grade 4		26.58	22.35		63.29	65.88		10.13	11.76
Grade 5		43.96	33.73		46.15	57.83		9.89	8.43
Grade 6		34.09	33.33		61.36	61.46		4.55	5.21
All Grades		35.00	29.59		55.29	61.54		9.71	8.88

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Conclusions based on this data:

1. The 2022-2023 CAASPP data increased by 2 percentage points in Language Arts from last spring.
2. In Reading the percentage of students performing above standard decreased from approximately 35% to 33%.
3. The percentage of students performing above standard in writing decreased 4 percentage points from last year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	83	75	0	83	75	0	83	75	0.0	100.0	100.0
Grade 4	95	80	86	0	79	86	0	79	86	0.0	98.8	100.0
Grade 5	95	92	83	0	91	83	0	91	83	0.0	98.9	100.0
Grade 6	101	89	96	0	88	96	0	88	96	0.0	98.9	100.0
All Grades	370	344	340	0	341	340	0	341	340	0.0	99.1	100.0

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22
Grade 3		2468.	2467.		39.76	37.33		24.10	29.33		14.46	18.67		21.69
Grade 4		2527.	2519.		43.04	41.86		29.11	24.42		21.52	18.60		6.33
Grade 5		2557.	2560.		42.86	45.78		24.18	25.30		17.58	18.07		15.38
Grade 6		2591.	2599.		43.18	47.92		23.86	19.79		21.59	20.83		11.36
All Grades	N/A	N/A	N/A		42.23	43.53		25.22	24.41		18.77	19.12		13.78

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.99	44.00		36.14	45.33		16.87	10.67
Grade 4		54.43	43.02		32.91	39.53		12.66	17.44
Grade 5		43.96	49.40		35.16	42.17		20.88	8.43
Grade 6		50.00	42.71		37.50	43.75		12.50	13.54
All Grades		48.68	44.71		35.48	42.65		15.84	12.65

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.76	40.00		33.73	44.00		26.51	16.00
Grade 4		36.71	33.72		51.90	50.00		11.39	16.28
Grade 5		36.26	31.33		50.55	55.42		13.19	13.25
Grade 6		34.09	40.63		50.00	52.08		15.91	7.29
All Grades		36.66	36.47		46.63	50.59		16.72	12.94

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.94	26.67		55.42	64.00		9.64	9.33
Grade 4		43.04	34.88		50.63	50.00		6.33	15.12
Grade 5		31.87	33.73		57.14	50.60		10.99	15.66
Grade 6		35.23	39.58		56.82	44.79		7.95	15.63
All Grades		36.07	34.12		55.13	51.76		8.80	14.12

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Conclusions based on this data:

1. The 22-2023 CAASPP data remained consistent with approximately 69% of students scoring above or at standard.
2. The percentage of the students performing below standard in the domain of "communication reasoning" increased 6 percentage points from last year.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1464.6	1506.2	1479.4	1469.3	1491.8	1476.1	1453.6	1539.7	1486.8	17	18	17
1	1484.8	1548.8	*	1481.9	1530.5	*	1487.3	1566.7	*	29	18	10
2	1518.5	1523.6	*	1506.0	1519.7	*	1530.6	1527.0	*	35	24	9
3	1506.2	1502.3	1509.4	1513.9	1497.3	1517.1	1498.0	1506.5	1501.2	28	32	17
4	1519.0	1544.8	1510.1	1509.9	1555.9	1509.5	1527.7	1533.2	1510.3	22	26	22
5	1537.6	1581.0	1554.1	1528.2	1580.2	1545.3	1546.8	1581.4	1562.5	18	17	15
6	1513.0	1551.9	*	1519.9	1550.7	*	1505.6	1552.8	*	14	12	9
All Grades										163	147	99

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.41	66.67	47.06	52.94	16.67	29.41	17.65	16.67	23.53	0.00	0.00	0.00	17	18	17
1	27.59	66.67	*	51.72	33.33	*	13.79	0.00	*	6.90	0.00	*	29	18	*
2	45.71	37.50	*	25.71	54.17	*	20.00	4.17	*	8.57	4.17	*	35	24	*
3	28.57	34.38	23.53	32.14	28.13	47.06	32.14	18.75	23.53	7.14	18.75	5.88	28	32	17
4	31.82	50.00	27.27	40.91	30.77	31.82	13.64	11.54	27.27	13.64	7.69	13.64	22	26	22
5	33.33	70.59	46.67	27.78	17.65	26.67	22.22	11.76	13.33	16.67	0.00	13.33	18	17	15
6	21.43	58.33	*	28.57	25.00	*	21.43	8.33	*	28.57	8.33	*	14	12	*
All Grades	32.52	51.70	38.38	36.81	30.61	36.36	20.25	10.88	18.18	10.43	6.80	7.07	163	147	99

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.53	55.56	41.18	64.71	33.33	41.18	11.76	11.11	17.65	0.00	0.00	0.00	17	18	17
1	44.83	72.22	*	31.03	22.22	*	17.24	5.56	*	6.90	0.00	*	29	18	*
2	40.00	62.50	*	34.29	25.00	*	17.14	8.33	*	8.57	4.17	*	35	24	*
3	46.43	40.63	47.06	35.71	28.13	47.06	10.71	6.25	0.00	7.14	25.00	5.88	28	32	17
4	63.64	73.08	45.45	9.09	15.38	27.27	13.64	7.69	18.18	13.64	3.85	9.09	22	26	22
5	33.33	82.35	46.67	50.00	17.65	26.67	0.00	0.00	20.00	16.67	0.00	6.67	18	17	15
6	28.57	75.00	*	35.71	16.67	*	14.29	0.00	*	21.43	8.33	*	14	12	*
All Grades	41.72	63.27	50.51	35.58	23.13	33.33	12.88	6.12	12.12	9.82	7.48	4.04	163	147	99

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	44.44	29.41	23.53	27.78	11.76	58.82	22.22	58.82	0.00	5.56	0.00	17	18	17
1	13.79	44.44	*	62.07	50.00	*	10.34	5.56	*	13.79	0.00	*	29	18	*
2	31.43	16.67	*	45.71	66.67	*	17.14	8.33	*	5.71	8.33	*	35	24	*
3	14.29	18.75	17.65	28.57	28.13	11.76	32.14	34.38	47.06	25.00	18.75	23.53	28	32	17
4	13.64	23.08	4.55	27.27	34.62	31.82	40.91	19.23	36.36	18.18	23.08	27.27	22	26	22
5	27.78	52.94	20.00	16.67	35.29	33.33	38.89	0.00	33.33	16.67	11.76	13.33	18	17	15
6	21.43	8.33	*	14.29	50.00	*	28.57	25.00	*	35.71	16.67	*	14	12	*
All Grades	20.25	28.57	21.21	34.97	40.82	27.27	29.45	17.69	35.35	15.34	12.93	16.16	163	147	99

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.29	66.67	35.29	58.82	22.22	64.71	5.88	11.11	0.00	17	18	17
1	62.07	88.89	*	31.03	11.11	*	6.90	0.00	*	29	18	*
2	57.14	50.00	*	31.43	41.67	*	11.43	8.33	*	35	24	*
3	46.43	50.00	17.65	50.00	31.25	76.47	3.57	18.75	5.88	28	32	17
4	45.45	76.92	22.73	45.45	15.38	63.64	9.09	7.69	13.64	22	26	22
5	38.89	29.41	40.00	50.00	70.59	40.00	11.11	0.00	20.00	18	17	15
6	21.43	25.00	*	57.14	66.67	*	21.43	8.33	*	14	12	*
All Grades	47.24	57.14	34.34	43.56	34.01	57.58	9.20	8.84	8.08	163	147	99

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.18	44.44	35.29	47.06	55.56	58.82	11.76	0.00	5.88	17	18	17
1	27.59	55.56	*	58.62	38.89	*	13.79	5.56	*	29	18	*
2	40.00	58.33	*	48.57	41.67	*	11.43	0.00	*	35	24	*
3	60.00	40.63	82.35	36.00	34.38	11.76	4.00	25.00	5.88	25	32	17
4	54.55	69.23	59.09	27.27	26.92	31.82	18.18	3.85	9.09	22	26	22
5	55.56	94.12	60.00	27.78	0.00	33.33	16.67	5.88	6.67	18	17	15
6	50.00	91.67	*	28.57	0.00	*	21.43	8.33	*	14	12	*
All Grades	45.63	61.22	64.65	41.25	30.61	29.29	13.13	8.16	6.06	160	147	99

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	55.56	29.41	82.35	38.89	70.59	0.00	5.56	0.00	17	18	17
1	37.93	88.89	*	44.83	11.11	*	17.24	0.00	*	29	18	*
2	48.57	33.33	*	42.86	58.33	*	8.57	8.33	*	35	24	*
3	7.14	15.63	11.76	57.14	59.38	52.94	35.71	25.00	35.29	28	32	17
4	18.18	34.62	4.55	59.09	34.62	59.09	22.73	30.77	36.36	22	26	22
5	27.78	52.94	20.00	55.56	35.29	66.67	16.67	11.76	13.33	18	17	15
6	21.43	16.67	*	14.29	58.33	*	64.29	25.00	*	14	12	*
All Grades	27.61	40.14	21.21	50.92	43.54	55.56	21.47	16.33	23.23	163	147	99

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	52.94	66.67	64.71	41.18	27.78	35.29	5.88	5.56	0.00	17	18	17
1	17.24	38.89	*	72.41	61.11	*	10.34	0.00	*	29	18	*
2	28.00	37.50	*	72.00	54.17	*	0.00	8.33	*	25	24	*
3	25.00	25.00	29.41	53.57	59.38	64.71	21.43	15.63	5.88	28	32	17
4	18.18	26.92	18.18	63.64	61.54	72.73	18.18	11.54	9.09	22	26	22
5	16.67	52.94	40.00	66.67	47.06	46.67	16.67	0.00	13.33	18	17	15
6	28.57	25.00	*	57.14	66.67	*	14.29	8.33	*	14	12	*
All Grades	25.49	37.41	41.41	62.09	54.42	52.53	12.42	8.16	6.06	153	147	99

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Based on the Overall Language Domain of each of the ELPAC levels in 2022, 82% of ELs scored into the Level 3 or 4 percentiles.
2. The highest percentages of students scoring "Well Developed" occurred in the Speaking and Listening domain. The highest percentage of students scoring "Beginning" occurred in the Reading and Writing domain.
3. We will continue to focus on effective reading strategies and oral language practice for our English learners during designated EI instruction with the use of Ellevation. Ellevation is an online resource of strategies for identifying ELL students, access their Individual Education Plans (IEPs) and organize instruction accordingly. Educators can track test taking accommodations for current students in addition to information for reclassified students. Teachers and language specialist educators use Ellevation by selecting which data or individual student information to view and work on. Choosing an appropriate menu, they can set goals for individual students and access ELL learning plans. We will also target EL students in all grades for intervention in language arts.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
558	27.6	28.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Norwood Creek Elementary 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	158	28.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	154	27.6
Students with Disabilities	28	5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	6	1.1
Asian	352	63.1
Filipino	47	8.4
Hispanic	113	20.3
Two or More Races	22	3.9
Pacific Islander	1	0.2
White	10	1.8

Conclusions based on this data:

- | | |
|----|--|
| 1. | Almost 30% of the students at Norwood Creek are English Learners. |
| 2. | Almost 30% of the students at Norwood Creek are Socioeconomically Disadvantaged. |
| 3. | 63% percent of students at Norwood Creek racially identify as Asian. Almost 20% of the students racially identify at Hispanic. The smallest percentage of students (.2) racially identify as Pacific Islander. |

School and Student Performance Data

Overall Performance






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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		
<div>English Learner Progress</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

- Chronic absenteeism is an area of focus for our community.
- Student achievement in English Language Arts and Math are at the highest levels.
- Norwood Creek ranked in the low (orange) category for the suspension rate. This is an area of improvement for our school through our PBIS program and restorative practices.

School and Student Performance Data

Academic Performance English Language Arts

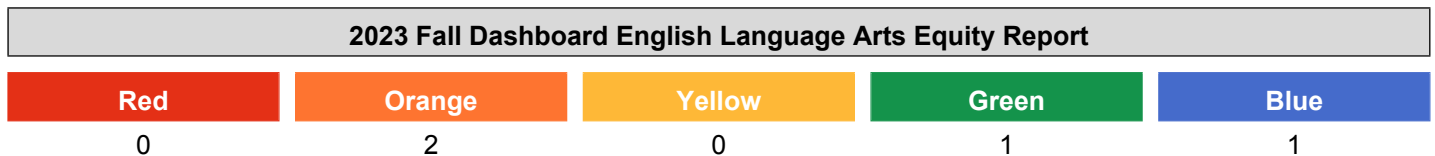
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 47.3 points above standard Decreased -4.5 points 328 Students	English Learners Green 15.3 points above standard Maintained -2 points 108 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 8.4 points below standard Decreased -10.4 points 85 Students	Students with Disabilities 80.1 points below standard Decreased Significantly -16.6 points 22 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 4 Students	 Blue 65.9 points above standard Maintained +0.8 points 220 Students	55.9 points above standard Decreased -14.3 points 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.7 points below standard Decreased -9.8 points 62 Students	42.2 points above standard Decreased -14.1 points 13 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48.6 points below standard Decreased Significantly -40.1 points 58 Students	89.3 points above standard Increased +7.8 points 50 Students	41.5 points above standard Decreased Significantly -16.1 points 153 Students

Conclusions based on this data:

1. In the 2022-23 school year in the area of English Language Arts our socioeconomically disadvantaged group performed low. This is the only sub group who performed at this level. Working with our most vulnerable students is an area of continued focus in English Language Arts.
2. In the 2022-23 school year in the area of English Language Arts, the performance of our Asian students was 66 points above standard. The Filipino students performed 56 points above standard which represents a decline of 14 points. Our Hispanic students performed 16 points below standard which represents a decline of 10 points.
3. In the 2022-23 school year in the area of English Language Arts, the performance of our English Learners (ELs) is 48 points below standard. The Reclassified English Language Learners (RFEPs) scored 89 points above standard, a significant increase of approximately 10 points which is higher than our English only students. The English Only (EO) Learners scored 42 points above standard.

School and Student Performance Data

Academic Performance Mathematics

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

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






This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 38.2 points above standard Maintained +2 points 328 Students	 Green 12.3 points above standard Maintained -0.7 points 108 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 13.3 points below standard Maintained +1.4 points 85 Students	70.1 points below standard Decreased Significantly -21.4 points 22 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 1 Student	American Indian Less than 11 Students 4 Students	Asian  Blue 64.1 points above standard Increased +5.2 points 220 Students	Filipino 1.8 points above standard Maintained -2.8 points 24 Students
Hispanic  Orange 30.5 points below standard Maintained +1.6 points 62 Students	Two or More Races 34.3 points above standard Maintained -0.3 points 13 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 4 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 46.6 points below standard Decreased Significantly -39.1 points 58 Students	Reclassified English Learners 80.5 points above standard Increased Significantly +16.4 points 50 Students	English Only 26.8 points above standard Maintained -2.8 points 153 Students
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Conclusions based on this data:

1. In the 2022-2023 school year in the area of Mathematics, Norwood Creek students increased 2 points above standard which allowed us to maintain the goal of reaching the highest level of the academic indicator. The English Learners maintained the performing at the high level. Our socioeconomically disadvantaged students maintained a medium level of performance. Our Hispanic students are performing 30 points below standard.
2. A focus area is mathematics for our Hispanic and Socioeconomically Disadvantaged student groups for intervention this year.
3. In the 2022-2023 school year in the area of Mathematics at Norwood Creek, the performance of our English Learners (ELs) was 13 points above standard. The Reclassified English Languages (RFEPs) scored 16 points above standard.

School and Student Performance Data

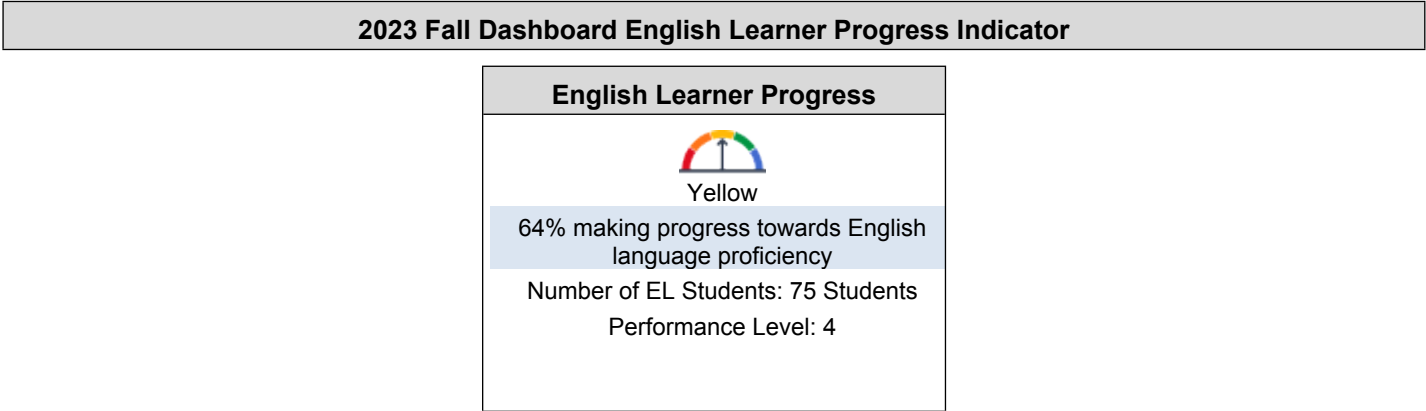
Academic Performance English Learner Progress

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	17	6	42

Conclusions based on this data:

1. Over 40% of the English Learners progressed at least one ELPI Level
2. 10% of English Language students decreased one level of proficiency this year.
3. Based upon our data as a staff we need to continue to provide designated EL instruction at least 3 times a week focused on oral language development and language arts skills to increase our students' English proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Red 15.1% Chronically Absent Increased Significantly 4.5 570 Students		 Red 16.7% Chronically Absent Increased Significantly 5.6 162 Students		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 Red 29.5% Chronically Absent Increased Significantly 5.9 166 Students		 Red 28.6% Chronically Absent Increased 7.4 35 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 4 Students	American Indian Less than 11 Students 6 Students	Asian  Orange 9.5% Chronically Absent Increased 2.5 359 Students	Filipino  Yellow 4.3% Chronically Absent Increased 2.1 47 Students
Hispanic  Red 35.8% Chronically Absent Increased 6.8 120 Students	Two or More Races 4.3% Chronically Absent Increased 4.3 23 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 10 Students

Conclusions based on this data:

1. During the 22-23 school year 15% of students were chronically absent which increased significantly from last year.
2. The subgroups with highest percentages of chronic absenteeism (over 20% of the population) are the hispanic students with 36% of 120 students chronically absent; students with disabilities with 29% of 35 students chronically absent; and socioeconomically disadvantaged with 30% of 166 students chronically absent.
3. Specific student groups English Learner, Socioeconomically disadvantaged, and Students with disabilities are chronically absent and are also academically vulnerable. Norwood Creek has been identified for ATSI (Additional Targeted Support and Improvement) for students with disabilities. Finding ways to connect with specific families to ensure students are attending school continues to be a focus.

School and Student Performance Data

Conditions & Climate Suspension Rate

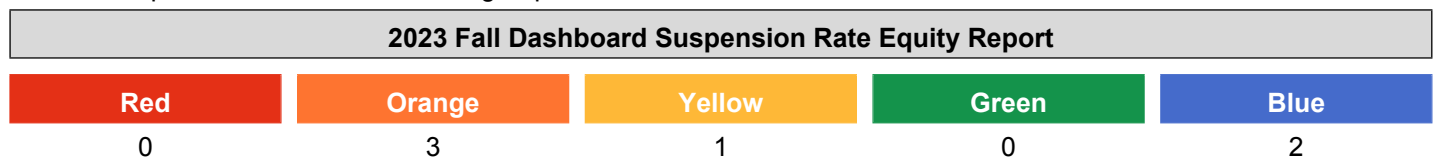
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 1.4% suspended at least one day Increased 0.8 591 Students	English Learners Blue 0% suspended at least one day Maintained 0 166 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 1.7% suspended at least one day Increased 1 174 Students	Students with Disabilities Blue 0% suspended at least one day Declined -2.9 36 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 4 Students	American Indian Less than 11 Students 6 Students	Asian  Yellow 0.8% suspended at least one day Increased 0.8 368 Students	Filipino  Orange 2.1% suspended at least one day Increased 2.1 48 Students
Hispanic  Orange 1.6% suspended at least one day Increased 0.6 129 Students	Two or More Races 0% suspended at least one day Maintained 0 25 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 10 Students

Conclusions based on this data:

- During the 2022-23 school year 1.4% of Norwood Creek students were suspended; none of our English Learners were suspended; 2 students were suspended in each of the following sub groups: socioeconomically disadvantaged students, students with disabilities, and hispanic students. With the implementation of PBIS, our staff will develop effective behavior interventions with a focus on restorative practices.
- In 2022-23 school year, our suspension rate increased by 1% which placed Norwood Creek in the orange category because of the increase.

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.

Conditions for Learning

Norwood Creek will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

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.

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Norwood Creek is rated in the orange. While suspensions at Norwood Creek are categorized as low, the dashboard indicates a need to focus on students that are classified as English Learners and Students with Disabilities.

Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Norwood Creek, all students scored 68% proficient in Math, and 72% proficient in Language Arts. Proficiency gaps existed for Socioeconomically Disadvantaged and Hispanic students in Math and Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 64% of ELs at Norwood Creek are making progress towards English language proficiency, putting Norwood Creek in yellow. At Norwood Creek, 37% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Norwood Creek, all students scored 66% proficient. Proficiency gaps existed for English Learners.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th grade to monitor student progress toward grade level proficiency. In March of 2024, 77% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for supports for Students with Disabilities. In March of 2024, 72% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for support for students with disabilities.

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
California Dashboard and Climate	<p>Overall Student population:1.8% suspended at least one day.</p> <p>2.1% of Filipino students were suspended at least one day, putting them in the orange category.</p> <p>1.7% of socioeconomically disadvantaged students were suspended at least one day, also putting them in the orange category.</p> <p>1.6% of Hispanic students were suspended at least one day putting them in the orange category.</p>	The overall suspension rate will decrease, with rates for identified groups decreasing by 2%
CAASPP ELA	73% of students on or above grade level on the i-Ready 3rd trimester diagnostic projected proficiency.	An increase of 3-5 percentage points of students performing at or above grade level.
California Dashboard (Engagement). Our school has been identified for additional targeted support and improvement (ATSI) for chronic absenteeism for students with disabilities	30% of 35 students with disabilities (10 students) were chronically absent this year.	A decrease of 20 percent of students with disabilities will be identified as chronically absent.

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	<p>Strategy 1.1 Professional Development</p> <p>Professional development will be made available to teachers through different means, including but not limited to: PD days,staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English learners, Writing Instruction, Reading Intervention Strategies, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.</p>	All students	<p>5000 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures</p> <p>6000 General Fund 4000-4999: Books And Supplies</p>
1.2	<p>Strategy 1.2 Intervention and Instructional Support</p> <p>Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.</p>	<p>EL students</p> <p>Students below grade level</p> <p>Students with behavior that impedes learning</p>	<p>11000 Supplemental Fund 1000-1999: Certificated Personnel Salaries</p> <p>734.00 General Fund 2000-2999: Classified Personnel Salaries</p>

		Students who are identified as chronically absent	2434.00 Title III 4000-4999: Books And Supplies
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, and Science.	All students	10464 General Fund 4000-4999: Books And Supplies None Specified None Specified
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All students	8000 General Fund 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

The goal is aligned to the new LCAP goals.

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

This year serves as a baseline.

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.

This year serves as a baseline.

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.

Engagement

Norwood Creek will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

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.

The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Norwood Creek is rated in the Red with 15% of students chronically absent. The dashboard indicates a need to focus on students with disabilities and Hispanic subgroups.

Suspension rate indicates the amount of engagement that students have at school. Norwood Creek is rated Orange on the California School Dashboard. While suspensions at Norwood Creek are low, the dashboard indicates a need to focus on Filipino students.

According to the PowerSchool Chronic Absenteeism report, 11% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on students with disabilities.

According to the PowerSchool Incident Management report, there were 17 referrals to the office. Other means of correction (OMC) were used as a consequence in 65% of those incidents. .

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 90% of staff, 95% of students, and 65% of the community are familiar or very familiar with school wide rules.

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
CA Dashboard Academic Engagement	Overall Student Chronic Absentee Rate is Red with 15% chronically absent. 35% of Hispanic Students and 29% of Students with Disabilities were chronically absent, putting them in red.	The overall rate of students that are chronically absent will decrease by 5%, with rates for identified groups for additional targeted support and improvement (ATSI) decreasing by 20%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is orange with 1.4% suspended at least one day. 2% of Filipino students were suspended, putting them in orange.	The overall suspension rate will decrease, with rates for identified groups decreasing by 5%

	1.7% of Socioeconomically Disadvantaged students were suspended, putting them in orange.	
PowerSchool Chronic Absenteeism Report	<p>11% of all students were identified as Chronically absent from August 2023 to April 2024 in PowerSchool.</p> <p>Students with disabilities were identified as a sub group identified for additional targeted support and improvement(ATSI) for chronic absenteeism.</p> <p>29% of students with disabilities were identified for chronic absenteeism</p>	<p>10% or less of all students will be chronically absent from August 2024 to April of 2025.</p> <p>Student groups of concern will be chronically absent at the following levels: 7% of English Learners 26% of Hispanic Students 20% of Socioeconomically Disadvantaged 19% of Students with Disabilities</p>
PowerSchool Incident Management	65% of all office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool.	10% or less of all students will be suspended from August 2024 to April of 2025.
EESD Safety Survey	<p>In fall 2023, 96% of staff are familiar or very familiar with the school wide rules.</p> <p>73% of students are familiar or very familiar with the school wide rules.</p> <p>65% of community are familiar or very familiar with the school wide rules.</p>	<p>In fall 2024, 100% of staff will be familiar or very familiar with the school wide rules.</p> <p>80% of students will be familiar or very familiar with the school wide rules.</p> <p>80% of community will be familiar or very familiar with the school wide rules.</p>

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	<p>PBIS</p> <p>Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. Check-in and Check-out for identified students for additional targeted support and improvement (ATSI) for students with disabilities.</p>	All students	<p>2000 General Fund 2000-2999: Classified Personnel Salaries</p> <p>6500 General Fund 4000-4999: Books And Supplies</p> <p>2129.00 Supplemental Fund 2000-2999: Classified Personnel Salaries</p>

2.2	<p>Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.</p>	All students	<p>4000.00 General Fund 1000-1999: Certificated Personnel Salaries</p> <p>3000.00 Supplemental Fund 4000-4999: Books And Supplies</p>
2.3	<p>Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.</p>	All students	<p>4000.00 General Fund 4000-4999: Books And Supplies</p> <p>5234.00 General Fund 1000-1999: Certificated Personnel Salaries</p>
2.4	<p>Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect.</p> <p>Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Math Olympiad, Chess, Robotics, etc..</p>	All students	<p>2700 General Fund 4000-4999: Books And Supplies</p>
2.5			<p>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.</p>

			<p>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.</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

The goal is aligned to the new LCAP goals.

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

This year serves as a baseline.

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.

This year serves as a baseline.

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.

Student Outcomes

Students at Norwood Creek will progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

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.

The California School Dashboard utilizes students cores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP.

Norwood Creek scored blue in Math because students maintained their proficiency levels. Norwood Creek scored green in Language Arts because students decrease their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Norwood Creek, all students scored 66% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th grade to monitor student progress toward grade level proficiency. In March of 2024, 71% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 71% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

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
CAASPP ELA Results	72% of all students are proficient.	75% of all students will be proficient.
CAASPP Math Results	68% of all students are proficient.	71% of all students will be proficient.
CAST Results	66% of all students are proficient.	70% of all students will be proficient.
iReady Reading T3 Diagnostic	71% of all students are proficient.	75% of all students will be proficient.
iReady Math T3 Diagnostic	71% of all students are proficient.	75% of all students will be proficient.

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
3.1	<p>Effective Learning Environments:</p> <p>In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours.</p>	All students	<p>6518.00 Supplemental Fund 4000-4999: Books And Supplies</p> <p>5000.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries</p>
3.2	<p>Academic Progress Monitoring:</p> <p>Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p>	All students	<p>2000 Supplemental Fund 1000-1999: Certificated Personnel Salaries</p> <p>9134.00 Supplemental Fund 4000-4999: Books And Supplies</p>
3.3	<p>Teachers will meet throughout the year to plan and implement best practices for English learners. Substitutes will be provided when available and provide appropriate materials to assist with reading skills.</p>	English Learners	<p>2000. General Fund 1000-1999: Certificated Personnel Salaries</p> <p>4117.00 Title III 4000-4999: Books And Supplies</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

The goal is aligned to the new LCAP goals.

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

This year serves as a baseline.

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.

This year serves as a baseline.

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	\$101,964.00
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 III	\$6,551.00

Subtotal of additional federal funds included for this school: \$6,551.00

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 (\$)
General Fund	\$51,632.00
Supplemental Fund	\$43,781.00

Subtotal of state or local funds included for this school: \$95,413.00

Total of federal, state, and/or local funds for this school: \$101,964.00

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
General Fund	51632.00	0.00
Supplemental Fund	43781.00	0.00
Title III	6551.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	51,632.00
Supplemental Fund	43,781.00
Title III	6,551.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	29,234.00
2000-2999: Classified Personnel Salaries	4,863.00
4000-4999: Books And Supplies	62,867.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	11,234.00
2000-2999: Classified Personnel Salaries	General Fund	2,734.00
4000-4999: Books And Supplies	General Fund	37,664.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	18,000.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	2,129.00
4000-4999: Books And Supplies	Supplemental Fund	18,652.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	5,000.00

4000-4999: Books And Supplies

Title III

6,551.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,632.00
Goal 2	29,563.00
Goal 3	28,769.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Joselyn Quinones	Parent or Community Member
Tonya Bailey	Principal
Nga Tran	Classroom Teacher
Samantha Lozano	Classroom Teacher
Trishia Tuvera	Other School Staff
Cecilia Vargas	Parent or Community Member
Gail Regalado	Other School Staff
Andrea Lopez	Parent or Community Member
Jenny Aburto	Parent or Community Member
Danh Bui	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 5/15/24.

Attested:

Principal, Tonya Bailey on 5/29/24

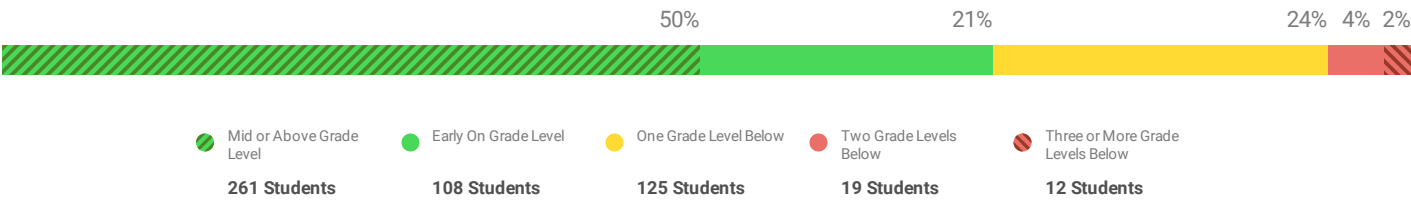
SSC Chairperson, Cecilia Alvarez on 5/29/24

School	NORWOOD CREEK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: 525/558



Placement by Domain








Switch Table View

Choose to Show Results By







Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		59%	14%	27%	0%	0%	49/81
Grade 1		33%	9%	54%	4%	0%	69/69
Grade 2		46%	30%	21%	3%	0%	67/67
Grade 3		51%	20%	25%	3%	1%	79/79
Grade 4		55%	22%	16%	5%	2%	83/83
Grade 5		53%	16%	19%	8%	4%	91/92

School	NORWOOD CREEK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

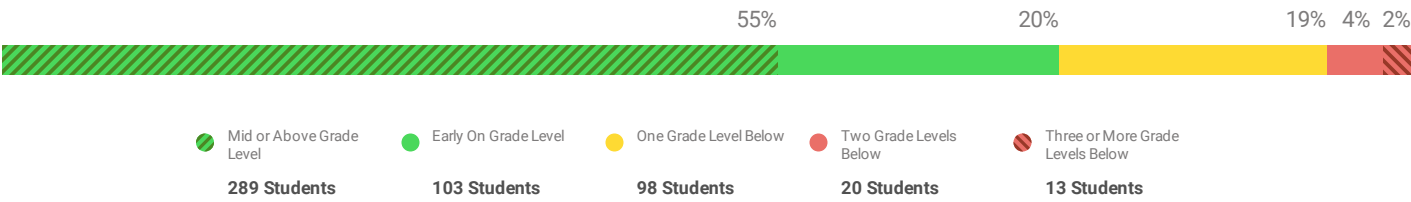
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		51%	30%	13%	1%	6%	87/87

School	NORWOOD CREEK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

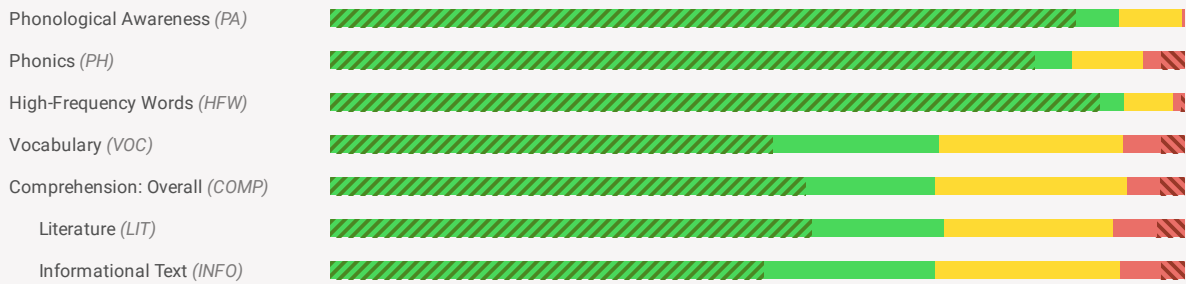
Criterion Referenced

Overall Placement

Students Assessed/Total: 523/558



Placement by Domain













Switch Table View








Choose to Show Results By

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		56%	25%	19%	0%	0%	48/81
Grade 1		59%	12%	26%	3%	0%	69/69
Grade 2		61%	19%	19%	0%	0%	67/67
Grade 3		63%	22%	10%	5%	0%	78/79
Grade 4		52%	19%	22%	2%	5%	83/83

School	NORWOOD CREEK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		36%	25%	24%	9%	5%	91/92
Grade 6		63%	16%	11%	5%	5%	87/87



EVERGREEN SCHOOL DISTRICT Business Services

Supplemental Site Budget

2024-25

SCHOOL: **NORWOOD CREEK**

SITE # **012**

3 digits - 0##

ALLOCATION: **\$ 43,781.04**

Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	010-0159-0	1120	00-1590	1000	012	11,000	goal 1
Hourly Teacher	010-0159-0	1120	00-1590	1000	012		
Substitute Teachers (paid by site)	010-0159-0	1150	00-1590	1000	012	1,500	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081		
Other*	010-0159-0		00-1590		012		
21.71% Benefits	010-0159-0	3xx1	00-1590		012	2,714	

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	012		
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	012		
Hourly Clerical	010-0159-0	2460	00-1590	2700	012		
Hourly Health Aide	010-0159-0	2950	00-1590	3140	012		
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	012	1,500	
Other*	010-0159-0		00-1590		012		
36.61% Benefits	010-0159-0	3xx2	00-1590			549	

Supplies (for POs & reimbursements)

Books	010-0159-0	4200	00-1590	1000	012	2,000	
Classroom Supplies /Instructional Supplies Classroom	010-0159-0	4310	00-1590	1000	012	9,518	goal 2 and 3
Office Supplies	010-0159-0	4351	00-1590	2700	012		
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	012		
Equipment \$500 -4,999 (function depends on use*)	010-0159-0	4400	00-1590		012		
Other*	010-0159-0		00-1590		012		

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0159-0	5210	00-1590	1000	012		
Conference Registration Fees	010-0159-0	5220	00-1590	1000	012		
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	012		
Maintenance Repair	010-0159-0	5610	00-1590	8100	012		
Computer Repair	010-0159-0	5611	00-1590	1000	012		
Copier Maintenance	010-0159-0	5615	00-1590	1000	012		
Consultant/Contractors	010-0159-0	5815	00-1590	1000	012	5,000	goal 1
Software, Subscriptions & Licenses	010-0159-0	5826	00-1590	1000	012	10,000	TPT/ Mystery Sci & Wri
Field Trip	010-0159-0	5840	00-1590	1000	012		
Other*	010-0159-0		00-1590		012		

Other*

010-0159-0

00-1590

*Fill out with Business Office - we're happy to help

TOTAL BUDGET

43,781

should match Allocation

variance: (0)

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

42,093 took out the benefit numb



EVERGREEN SCHOOL DISTRICT Business Services

Title III Budget

2024-25

SCHOOL: **NORWOOD CREEK** SITE # **012** ALLOCATION: \$ **6,551.21**
3 digits - 0##

Certificated Salaries (for timesheets)

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	012	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	012	
Substitute Teachers (paid by site)	060-4203-0-	1150	00-1551	1000	012	2,000
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
Other*	060-4203-0-		00-1551		012	
21.71% Benefits	060-4203-0-	3xx1	00-1551			434

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	012	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	012	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	012	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	012	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	012	
Other*	060-4203-0-		00-1551		012	
36.61% Benefits	060-4203-0-	3xx2	00-1551			

Supplies (for POs & reimbursements)

Books	060-4203-0-	4200	00-1551	1000	012	3,000
Classroom Supplies	060-4203-0-	4310	00-1551	1000	012	1,117
Office Supplies	060-4203-0-	4351	00-1551	2700	012	
Parts/Supplies M.O.T.	060-4203-0-	4365	00-1551	8100	012	
Equipment \$500 -4,999 (function depends on use*)	060-4203-0-	4400	00-1551		012	
Other*	060-4203-0-		00-1551		012	

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	060-4203-0-	5210	00-1551	1000	012	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	012	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	012	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	012	
Computer Repair	060-4203-0-	5611	00-1551	1000	012	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	012	
Consultant/Contractors	060-4203-0-	5815	00-1551	1000	012	
Software, Subscriptions & Licenses	060-4203-0-	5826	00-1551	1000	012	
Field Trip	060-4203-0-	5840	00-1551	1000	012	
Other*	060-4203-0-		00-1551		012	

Other*	060-4203-0-		00-1551			
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*Fill out with Business Office - we're happy to help

TOTAL BUDGET

6,551

should match Allocation

Statutory Benefits Calculation

19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

859

65

3

54

981

variance: -



EVERGREEN SCHOOL DISTRICT Business Services

General Fund Budget

2024-25

SCHOOL:

NORWOOD CREEK

SITE #

012

ALLOCATION:

\$ 51,632.45

Certificated Salaries (for timesheets)

	FND-RESC-Y	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	010-0000-0	1120	00-1170	1000	012	3,000	goal 2
SEAT School Enrichment(required \$53 x 100 hours)	010-0000-0	1120	00-1170	1000	012	5,300	goal 2
Substitute Teachers (paid by site)	010-0000-0	1150	00-1170	1000	012	1,500	goal 2
<i>Subs for absences are charged to the District:</i>	010-0000-0	1150	00-1298	1000	081		
<i>Other*</i>	010-0000-0		00-1170		012		
21.78% Benefits	010-0000-0	3xx1	00-1170		012	2,134	

Classified Salaries (for timesheets)

Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	012		
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	012		
Hourly Clerical	010-0000-0	2460	00-1170	2700	012		
Hourly Health Aide	010-0000-0	2950	00-1170	3140	012		
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	012	2,000	goal 2
<i>Other*</i>	010-0000-0		00-1170		012		
36.68% Benefits	010-0000-0	3xx2	00-1170		012	734	goal 1

Supplies (for POs & reimbursements)

Books	010-0000-0	4200	00-1170	1000	012	5,000	
Classroom Supplies	010-0000-0	4310	00-1170	1000	012	6,000	Goal 1
Office Supplies	010-0000-0	4351	00-1170	2700	012	4,000	Goal 2
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170	8100	012	8,000	goal 1
Equipment \$500 -4,999 (function depends on use*)	010-0000-0	4400	00-1170		012		
<i>Other*</i>	010-0000-0		00-1170		012		

Other Services & Operating Costs (for POs & reimbursements)

Travel/Conference	010-0000-0	5210	00-1170	1000	012		
Conference Registration Fees	010-0000-0	5220	00-1170	1000	012		
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	012		
Maintenance Repair	010-0000-0	5610	00-1170	8100	012		
Computer Repair	010-0000-0	5611	00-1170	1000	012		
Copier Maintenance (required = Purchasing PO)	010-0000-0	5615	00-1170	1000	012	3,500	
Consultant/Contractors	010-0000-0	5815	00-1170	1000	012		
Software, Subscriptions & Licenses	010-0000-0	5826	00-1170	1000	012	10,464	IXL and Brainpop
Field Trip	010-0000-0	5840	00-1170	1000	012		
<i>Other*</i>	010-0000-0		00-1170		012		

*Other**

010-0000-0

00-1170

*Fill out with Business Office - we're happy to help

TOTAL BUDGET

51,632

Statutory Benefits Calculation

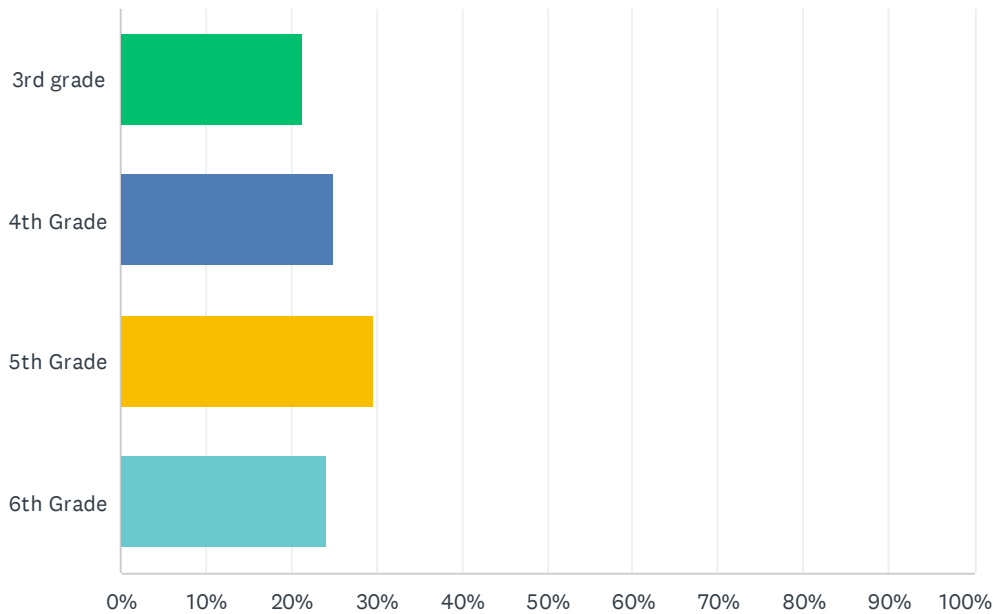
should match Allocation

19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classified only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.18%	Workers Comp (CE & CL)	360X

variance: 0

Q1 What is your current grade?

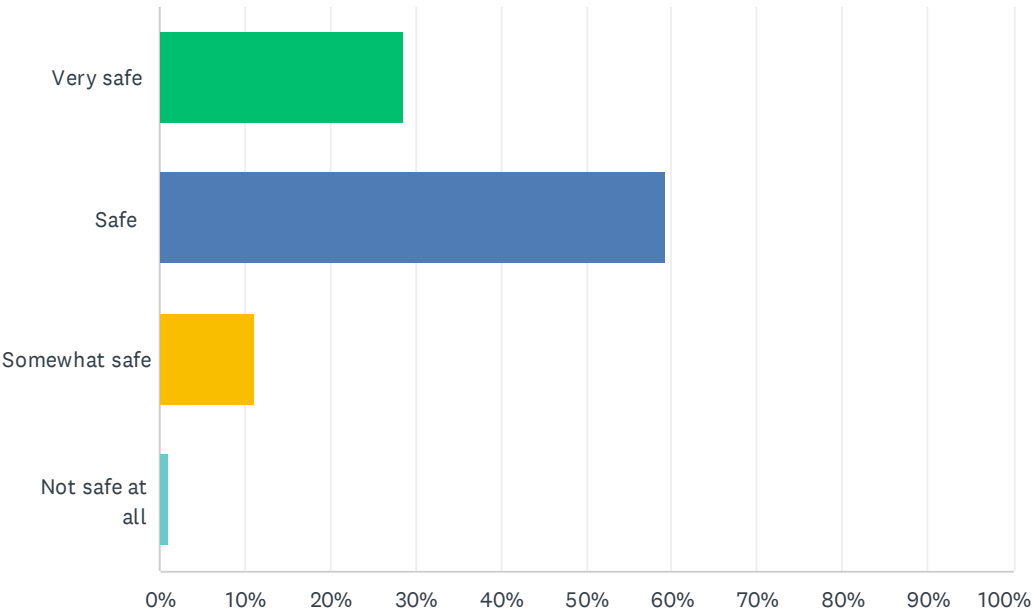
Answered: 304 Skipped: 1



ANSWER CHOICES	RESPONSES	
3rd grade	21.38%	65
4th Grade	25.00%	76
5th Grade	29.61%	90
6th Grade	24.01%	73
TOTAL		304

Q2 How safe do you feel at school?

Answered: 304 Skipped: 1



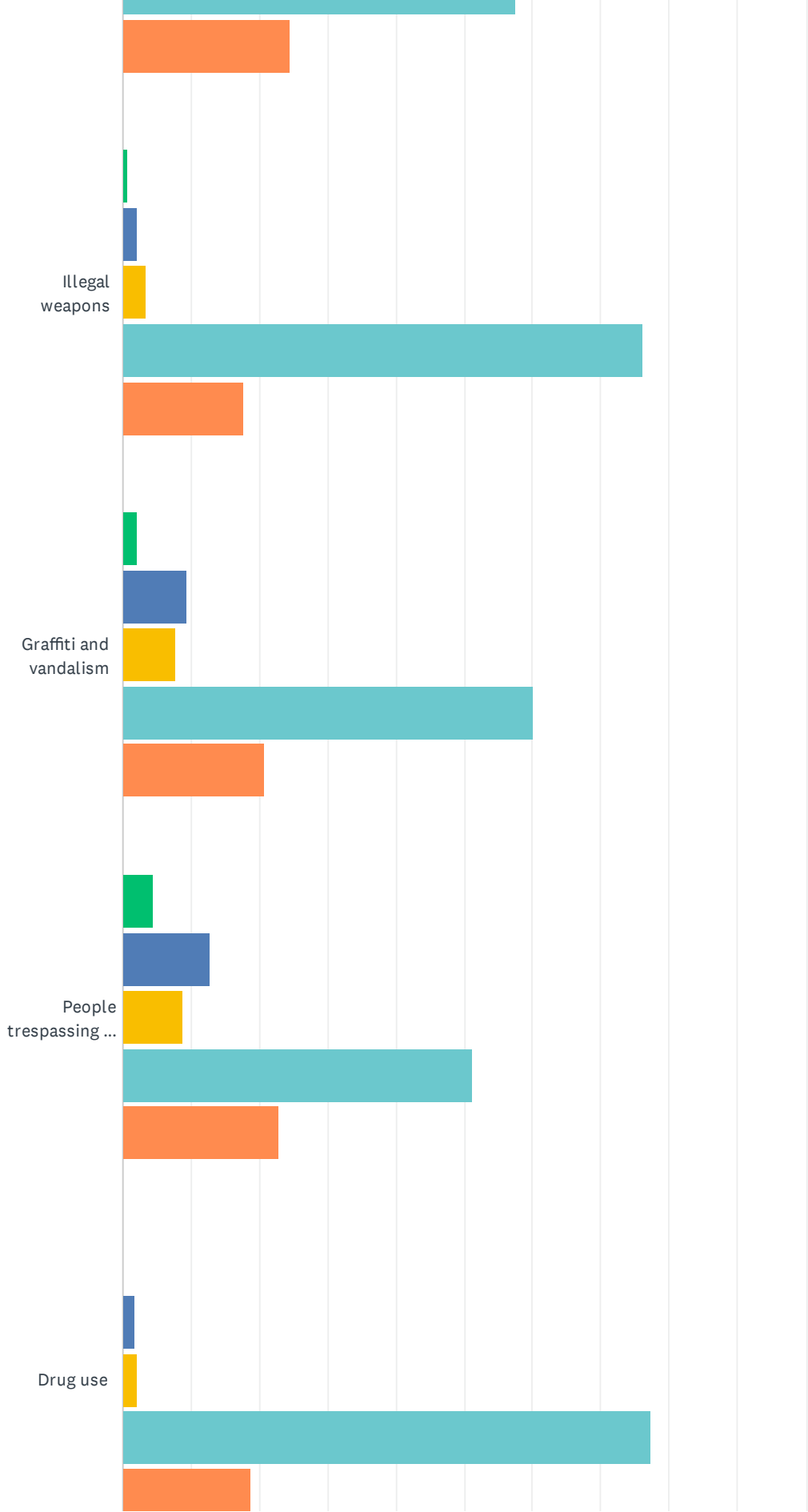
ANSWER CHOICES	RESPONSES	
Very safe	28.62%	87
Safe	59.21%	180
Somewhat safe	11.18%	34
Not safe at all	0.99%	3
TOTAL		304

Q3 How much do you find the following to be a problem at your school?

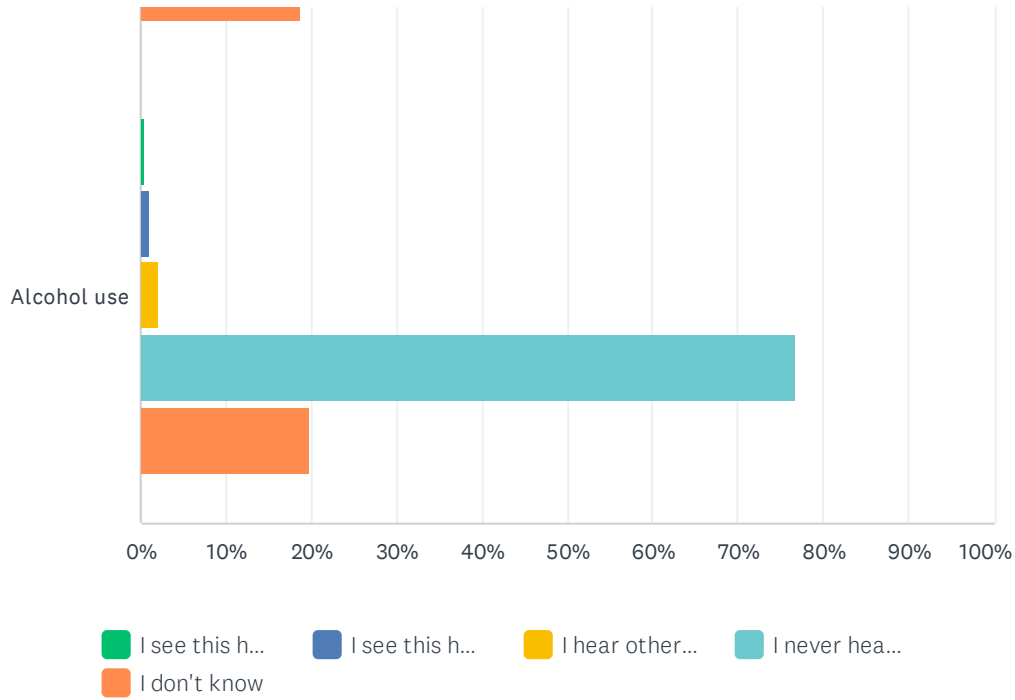
Answered: 304 Skipped: 1



Norwood Creek Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Norwood Creek Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

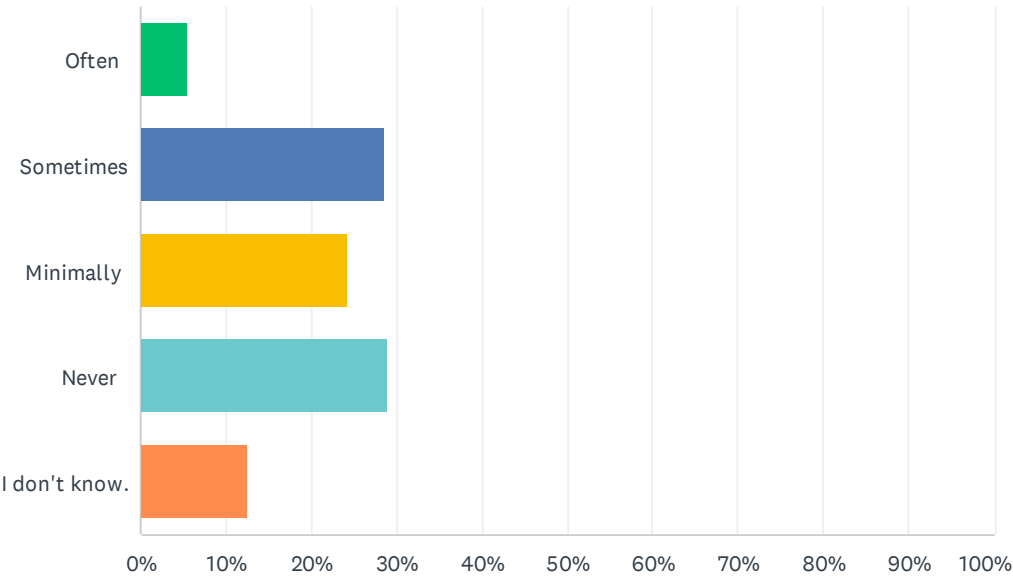


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	5.61% 17	22.11% 67	20.79% 63	31.68% 96	19.80% 60	303
Harassment, and intimidation	1.77% 5	13.07% 37	11.66% 33	48.41% 137	25.09% 71	283
Fights and assault	2.05% 6	12.33% 36	9.93% 29	55.48% 162	20.21% 59	292
Student interest in gangs	1.38% 4	6.21% 18	10.34% 30	57.59% 167	24.48% 71	290
Illegal weapons	0.69% 2	2.08% 6	3.46% 10	76.12% 220	17.65% 51	289
Graffiti and vandalism	2.08% 6	9.34% 27	7.61% 22	60.21% 174	20.76% 60	289
People trespassing on campus	4.50% 13	12.80% 37	8.65% 25	51.21% 148	22.84% 66	289
Drug use	0.00% 0	1.74% 5	2.09% 6	77.35% 222	18.82% 54	287
Alcohol use	0.35% 1	1.04% 3	2.08% 6	76.82% 222	19.72% 57	289

Q4 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

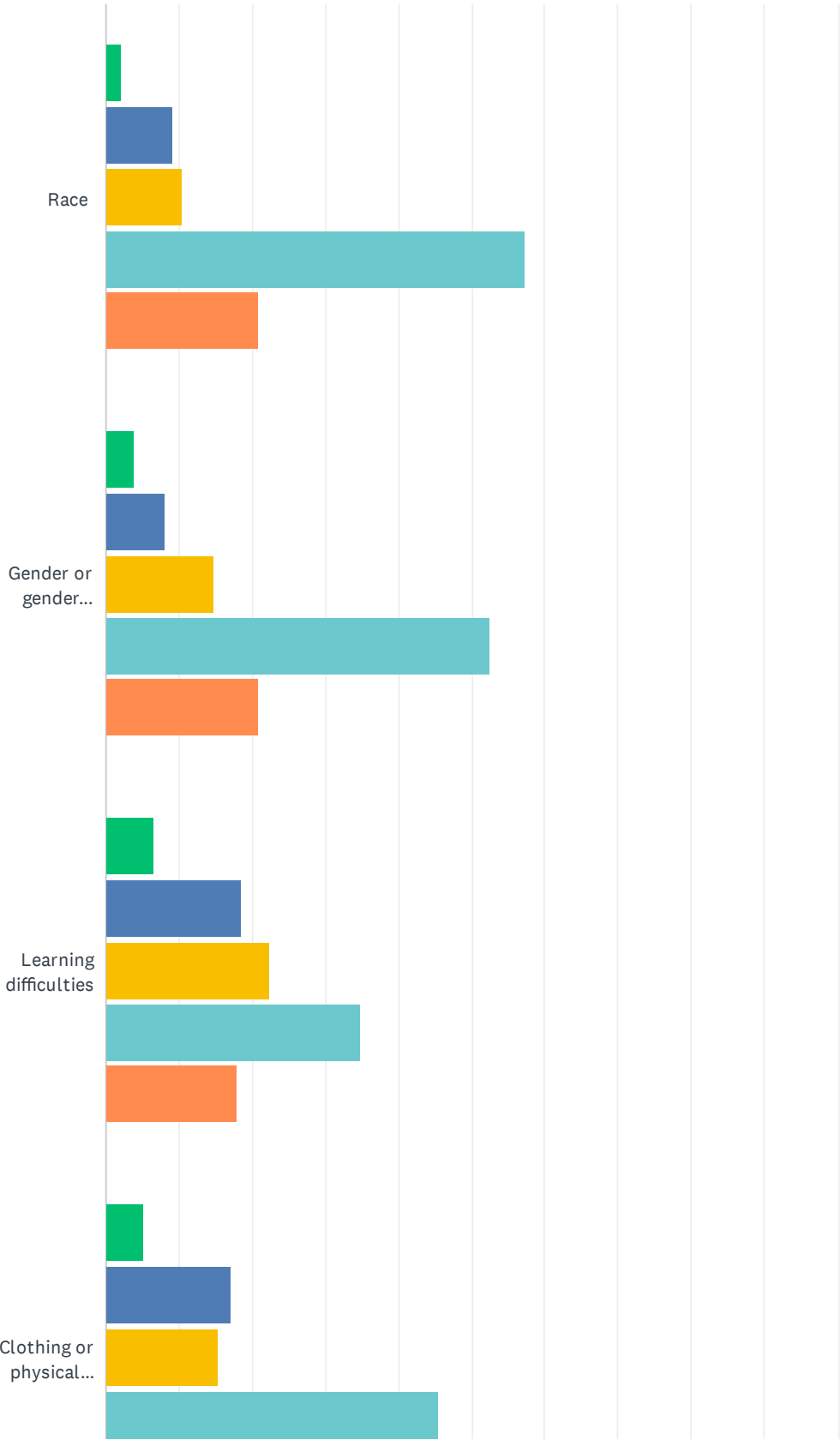
Answered: 304 Skipped: 1



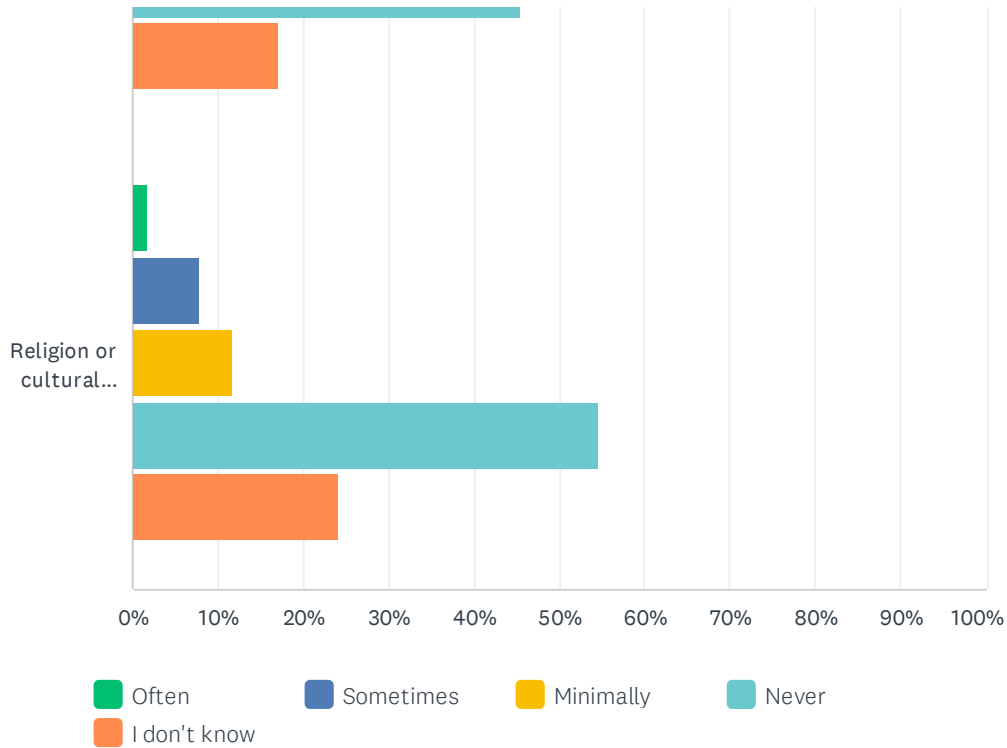
ANSWER CHOICES	RESPONSES	
Often	5.59%	17
Sometimes	28.62%	87
Minimally	24.34%	74
Never	28.95%	88
I don't know.	12.50%	38
TOTAL		304

Q5 Students at this school get put down because of their...

Answered: 304 Skipped: 1



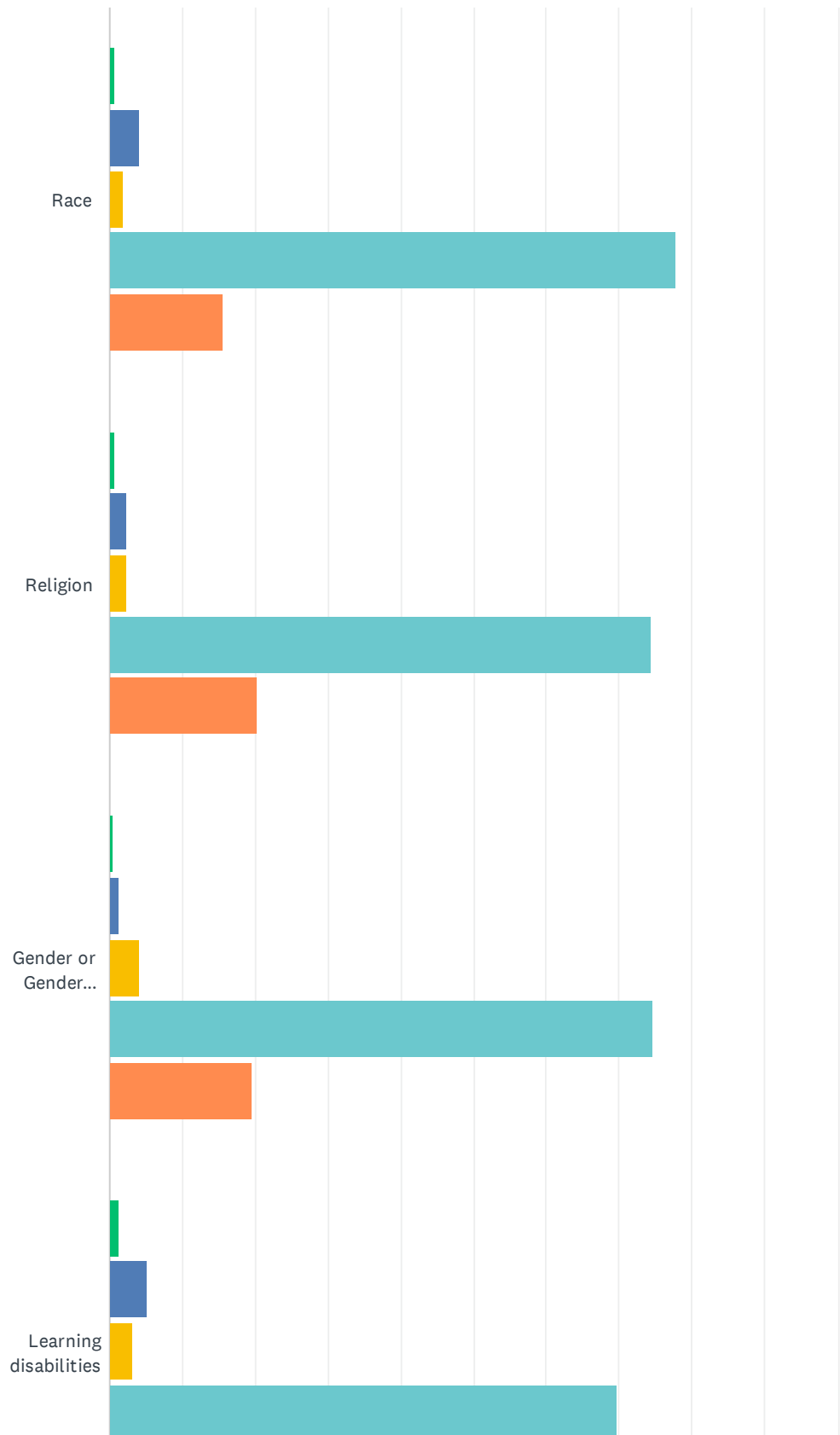
Norwood Creek Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



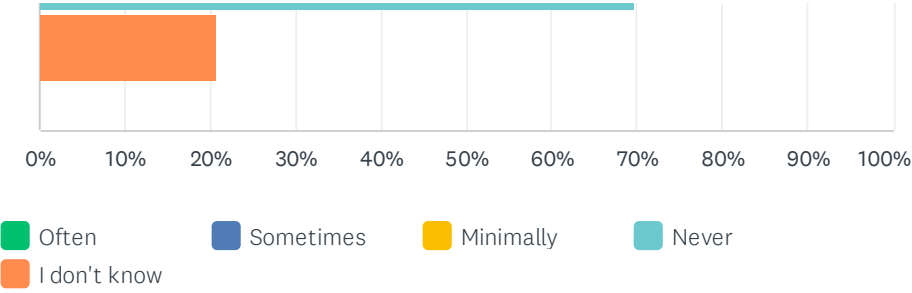
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	2.03% 6	9.12% 27	10.47% 31	57.43% 170	20.95% 62	296	3.86
Gender or gender identification	3.85% 11	8.04% 23	14.69% 42	52.45% 150	20.98% 60	286	3.79
Learning difficulties	6.53% 19	18.56% 54	22.34% 65	34.71% 101	17.87% 52	291	3.39
Clothing or physical appearance	5.21% 15	17.01% 49	15.28% 44	45.49% 131	17.01% 49	288	3.52
Religion or cultural practices	1.72% 5	7.93% 23	11.72% 34	54.48% 158	24.14% 70	290	3.91

Q6 ADULTS at school make fun of differences such as...

Answered: 303 Skipped: 2



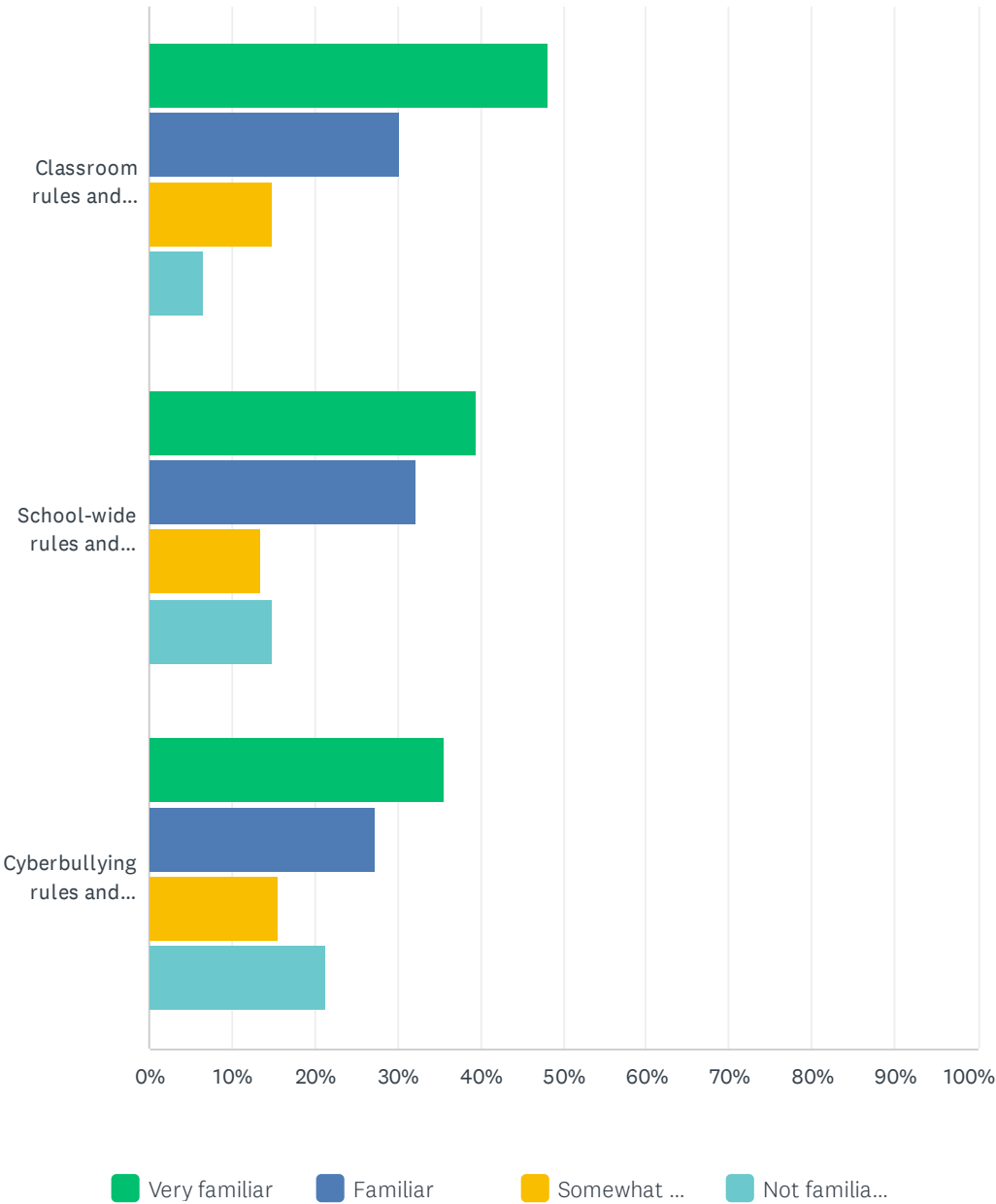
Norwood Creek Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.66% 2	3.97% 12	1.99% 6	77.81% 235	15.56% 47	302	4.04
Religion	0.68% 2	2.40% 7	2.40% 7	74.32% 217	20.21% 59	292	4.11
Gender or Gender Identification	0.34% 1	1.37% 4	4.12% 12	74.57% 217	19.59% 57	291	4.12
Learning disabilities	1.38% 4	5.17% 15	3.10% 9	69.66% 202	20.69% 60	290	4.03

Q7 How familiar are you with the following?

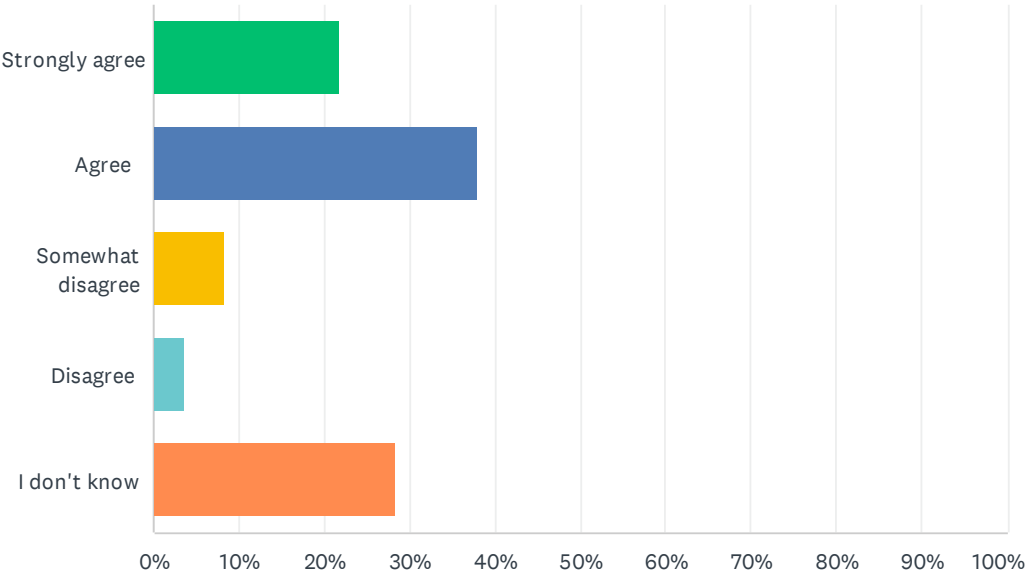
Answered: 304 Skipped: 1



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	48.18% 146	30.36% 92	14.85% 45	6.60% 20	303	1.80
School-wide rules and consequences when those rules are broken.	39.53% 117	32.09% 95	13.51% 40	14.86% 44	296	2.04
Cyberbullying rules and consequences when those rules are broken.	35.71% 105	27.21% 80	15.65% 46	21.43% 63	294	2.23

Q8 I think that suspensions and expulsions are assigned to students when necessary.

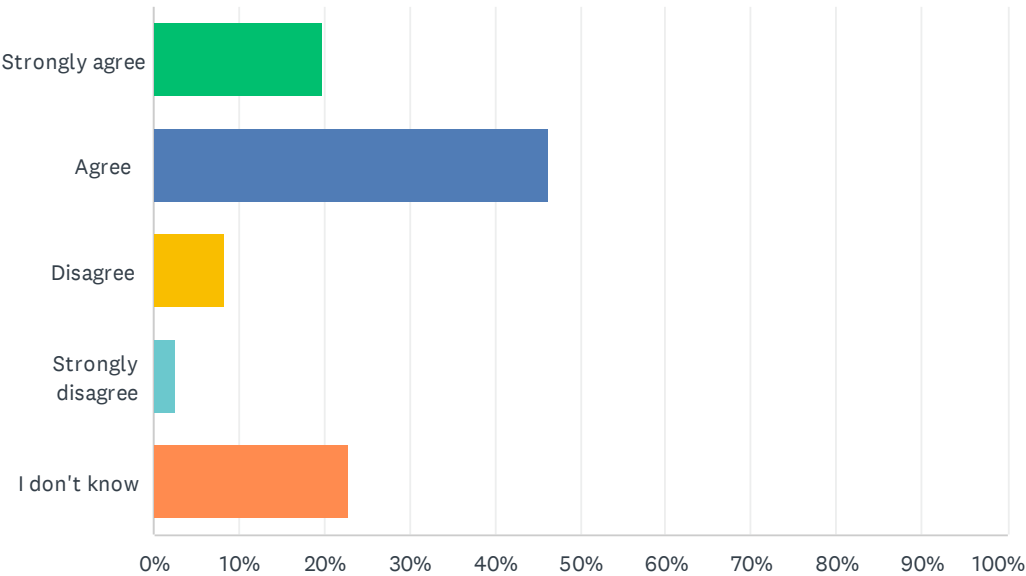
Answered: 303 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly agree	21.78%	66
Agree	37.95%	115
Somewhat disagree	8.25%	25
Disagree	3.63%	11
I don't know	28.38%	86
TOTAL		303

Q9 The facilities and grounds are well maintained at my school.

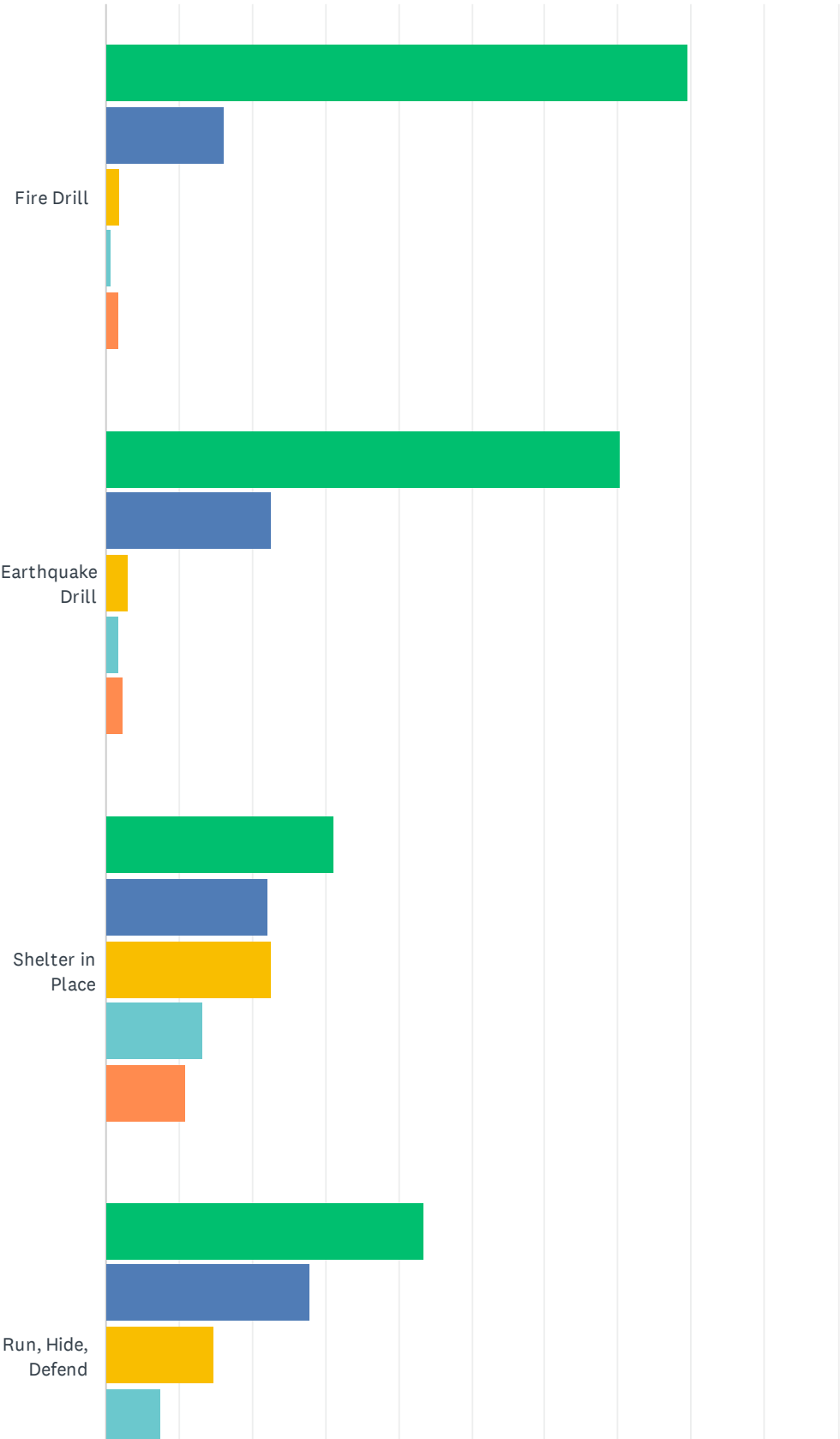
Answered: 302 Skipped: 3



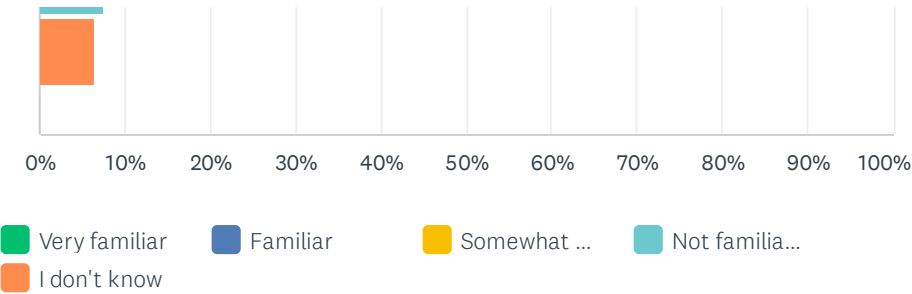
ANSWER CHOICES	RESPONSES	
Strongly agree	19.87%	60
Agree	46.36%	140
Disagree	8.28%	25
Strongly disagree	2.65%	8
I don't know	22.85%	69
TOTAL		302

Q10 How well do you understand your schools Emergency procedures?

Answered: 303 Skipped: 2



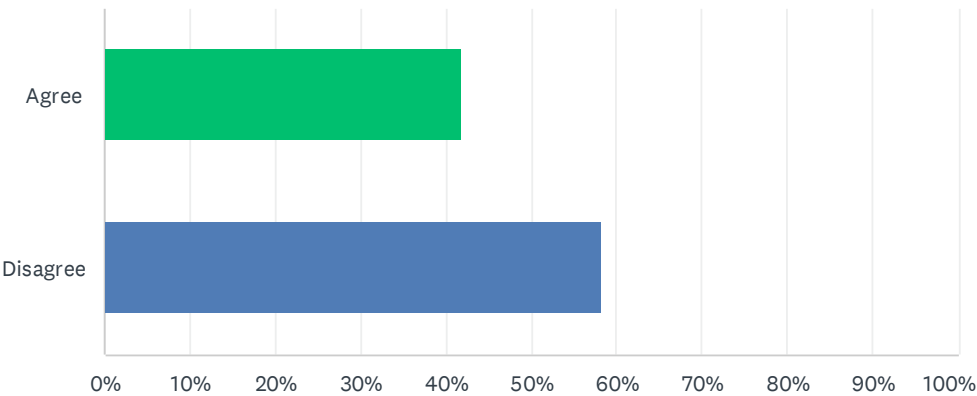
Norwood Creek Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	79.54% 241	16.17% 49	1.98% 6	0.66% 2	1.65% 5	303
Earthquake Drill	70.37% 209	22.56% 67	3.03% 9	1.68% 5	2.36% 7	297
Shelter in Place	31.06% 91	22.18% 65	22.53% 66	13.31% 39	10.92% 32	293
Run, Hide, Defend	43.43% 129	27.95% 83	14.81% 44	7.41% 22	6.40% 19	297

Q11 I am aware of the district's Wellness Connections webpage.

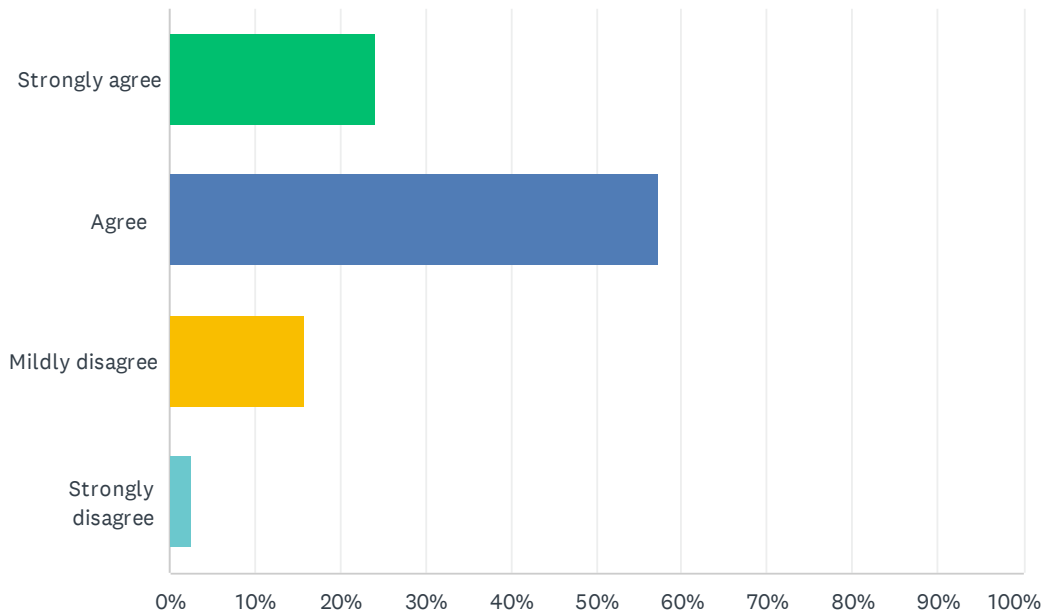
Answered: 302 Skipped: 3



ANSWER CHOICES	RESPONSES	
Agree	41.72%	126
Disagree	58.28%	176
TOTAL		302

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 303 Skipped: 2



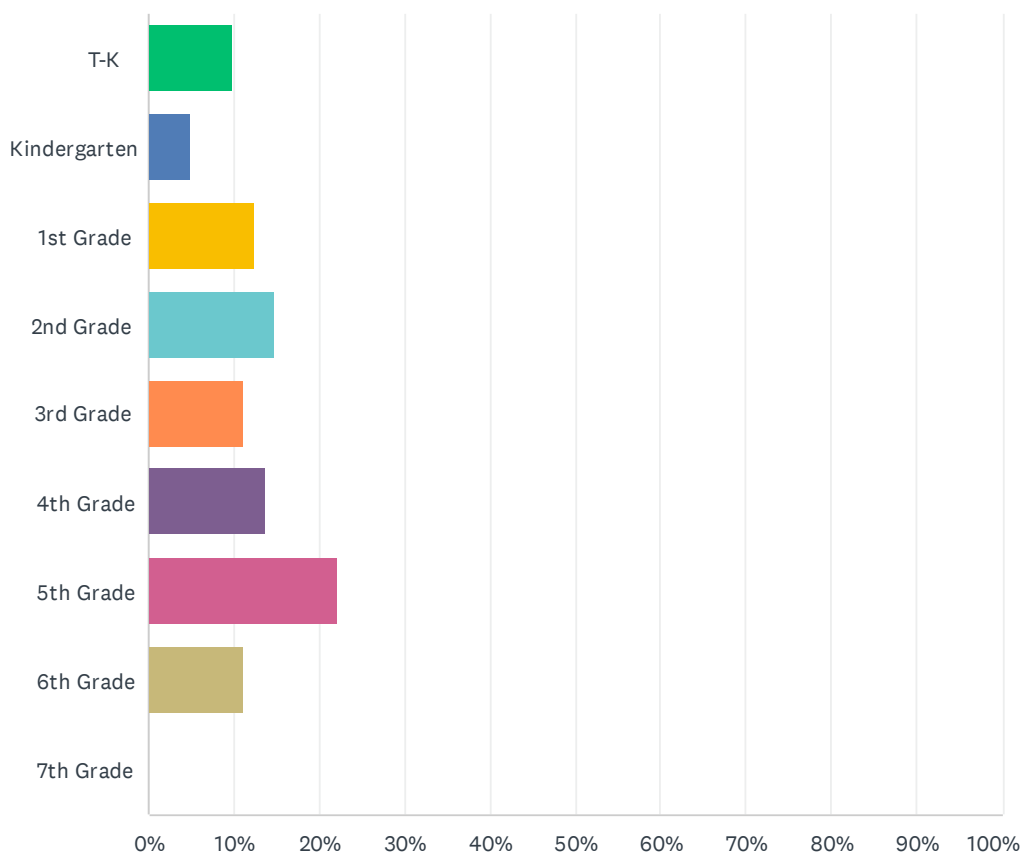
ANSWER CHOICES		RESPONSES	
Strongly agree		24.09%	73
Agree		57.43%	174
Mildly disagree		15.84%	48
Strongly disagree		2.64%	8
TOTAL			303

Q13 What is something you would like to see improved regarding safety at your school?

Answered: 270 Skipped: 35

Q1 What grade is your child in?

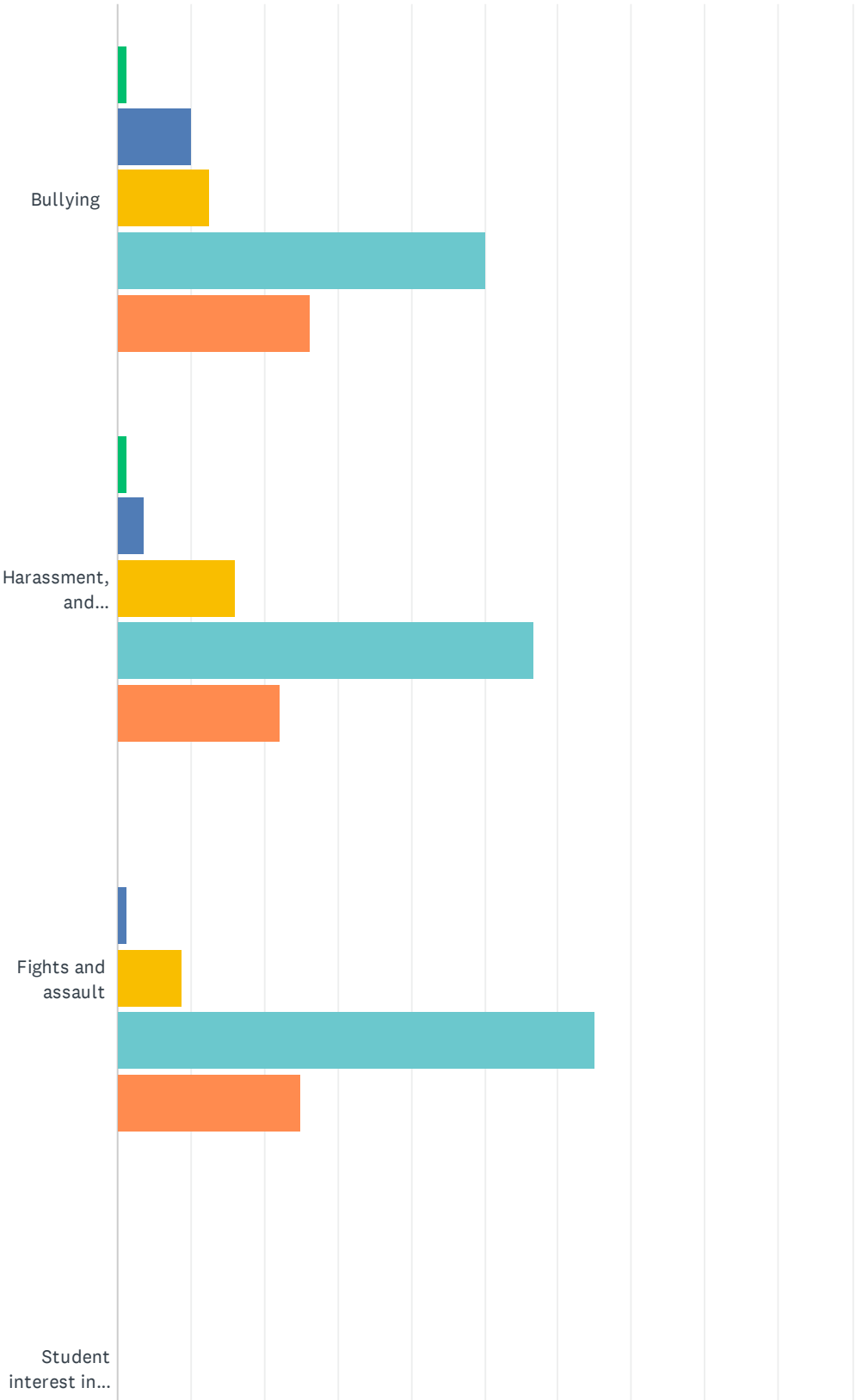
Answered: 81 Skipped: 0



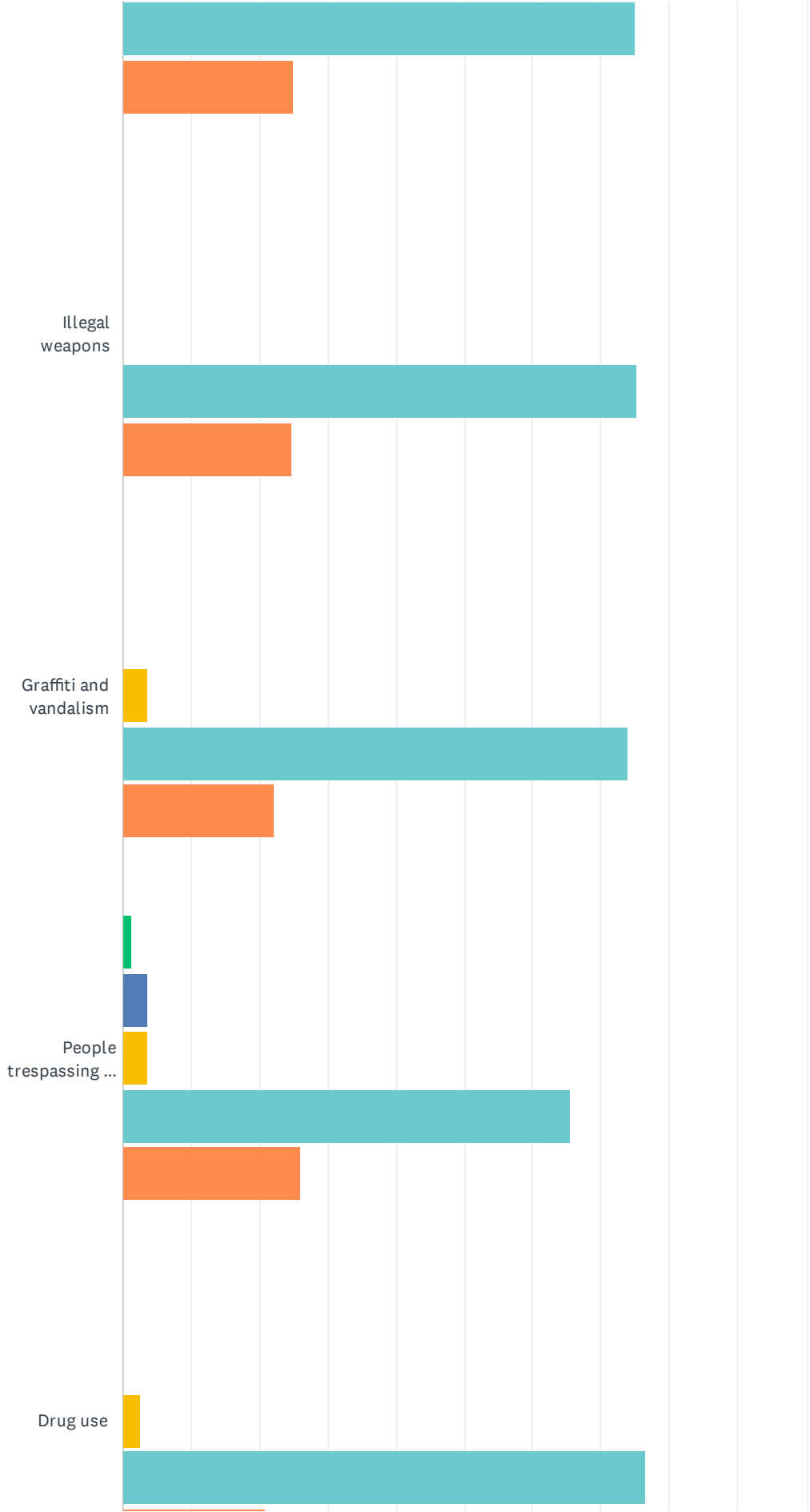
ANSWER CHOICES	RESPONSES	
T-K	9.88%	8
Kindergarten	4.94%	4
1st Grade	12.35%	10
2nd Grade	14.81%	12
3rd Grade	11.11%	9
4th Grade	13.58%	11
5th Grade	22.22%	18
6th Grade	11.11%	9
7th Grade	0.00%	0
TOTAL		81

Q2 How much do you find the following to be a problem at your child's school?

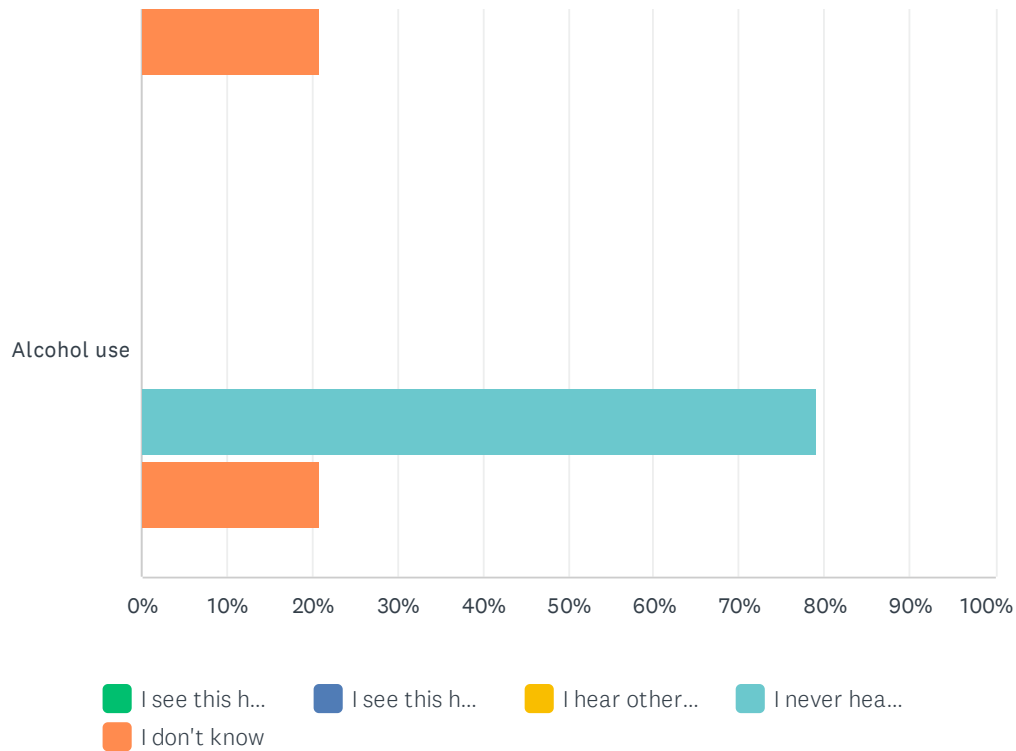
Answered: 81 Skipped: 0



Norwood Creek Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Norwood Creek Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

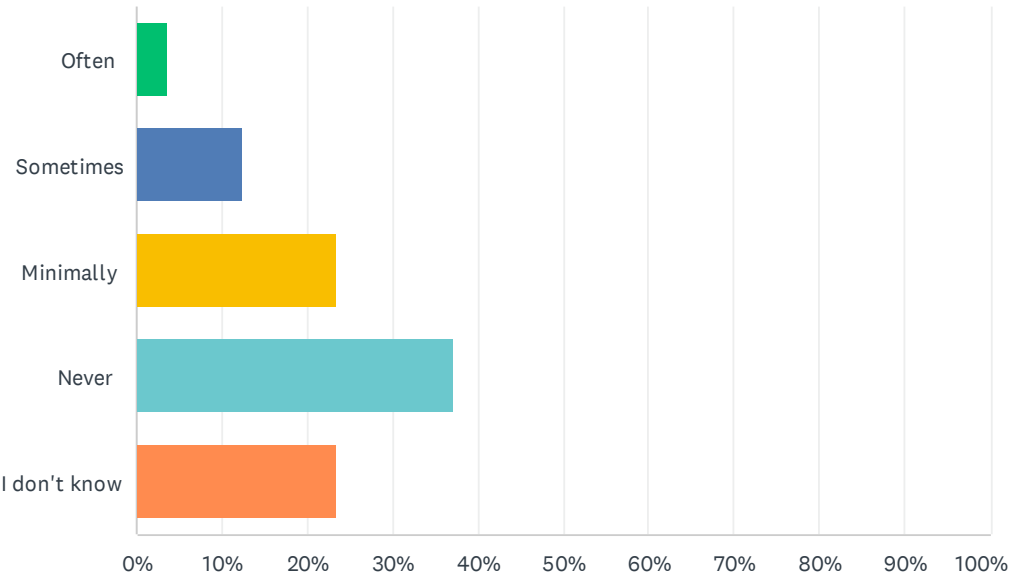


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	1.25% 1	10.00% 8	12.50% 10	50.00% 40	26.25% 21	80	3.90
Harassment, and intimidation	1.23% 1	3.70% 3	16.05% 13	56.79% 46	22.22% 18	81	3.95
Fights and assault	0.00% 0	1.25% 1	8.75% 7	65.00% 52	25.00% 20	80	4.14
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	75.00% 60	25.00% 20	80	4.25
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	75.31% 61	24.69% 20	81	4.25
Graffiti and vandalism	0.00% 0	0.00% 0	3.70% 3	74.07% 60	22.22% 18	81	4.19
People trespassing on campus	1.23% 1	3.70% 3	3.70% 3	65.43% 53	25.93% 21	81	4.11
Drug use	0.00% 0	0.00% 0	2.47% 2	76.54% 62	20.99% 17	81	4.19
Alcohol use	0.00% 0	0.00% 0	0.00% 0	79.01% 64	20.99% 17	81	4.21

Q3 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

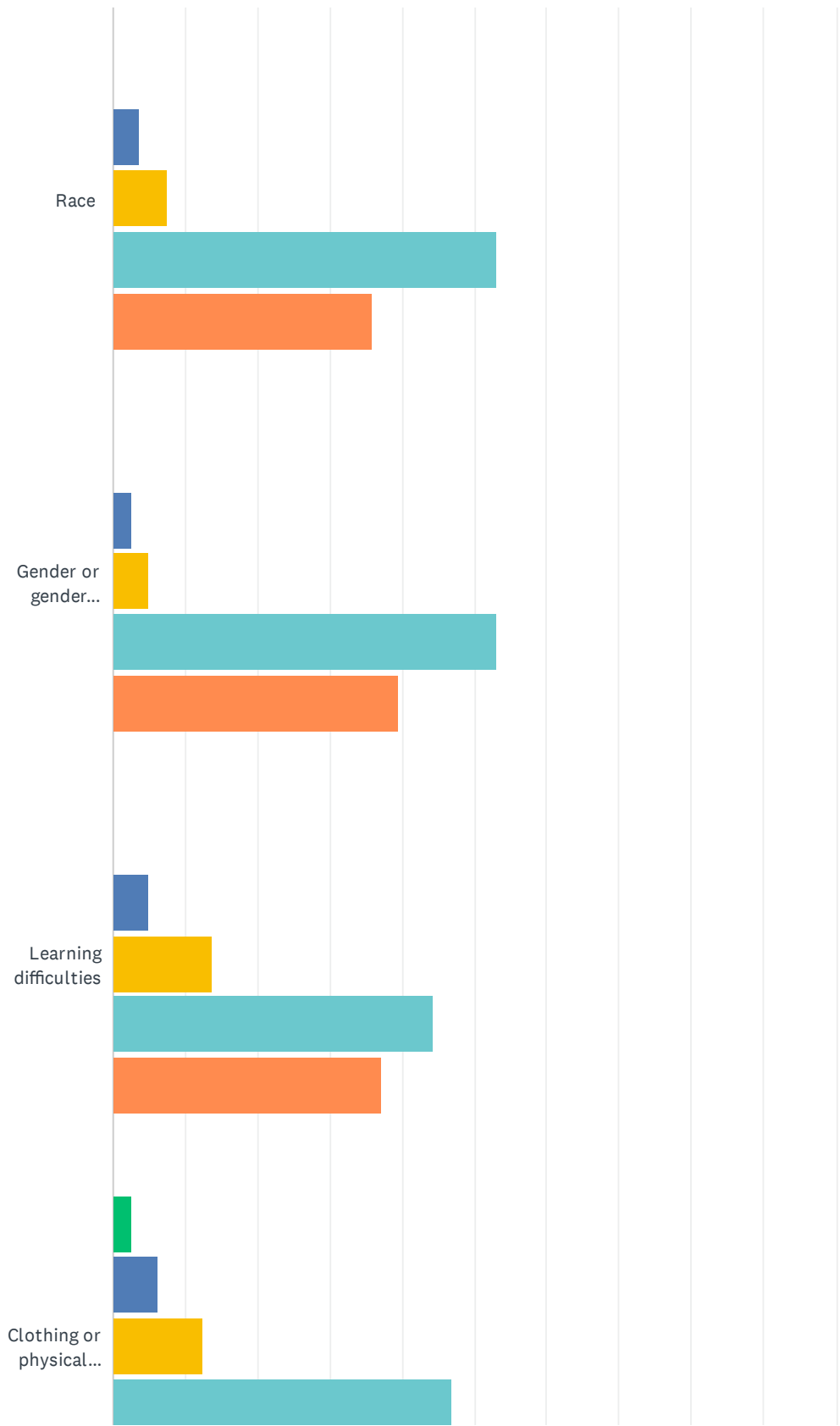
Answered: 81 Skipped: 0



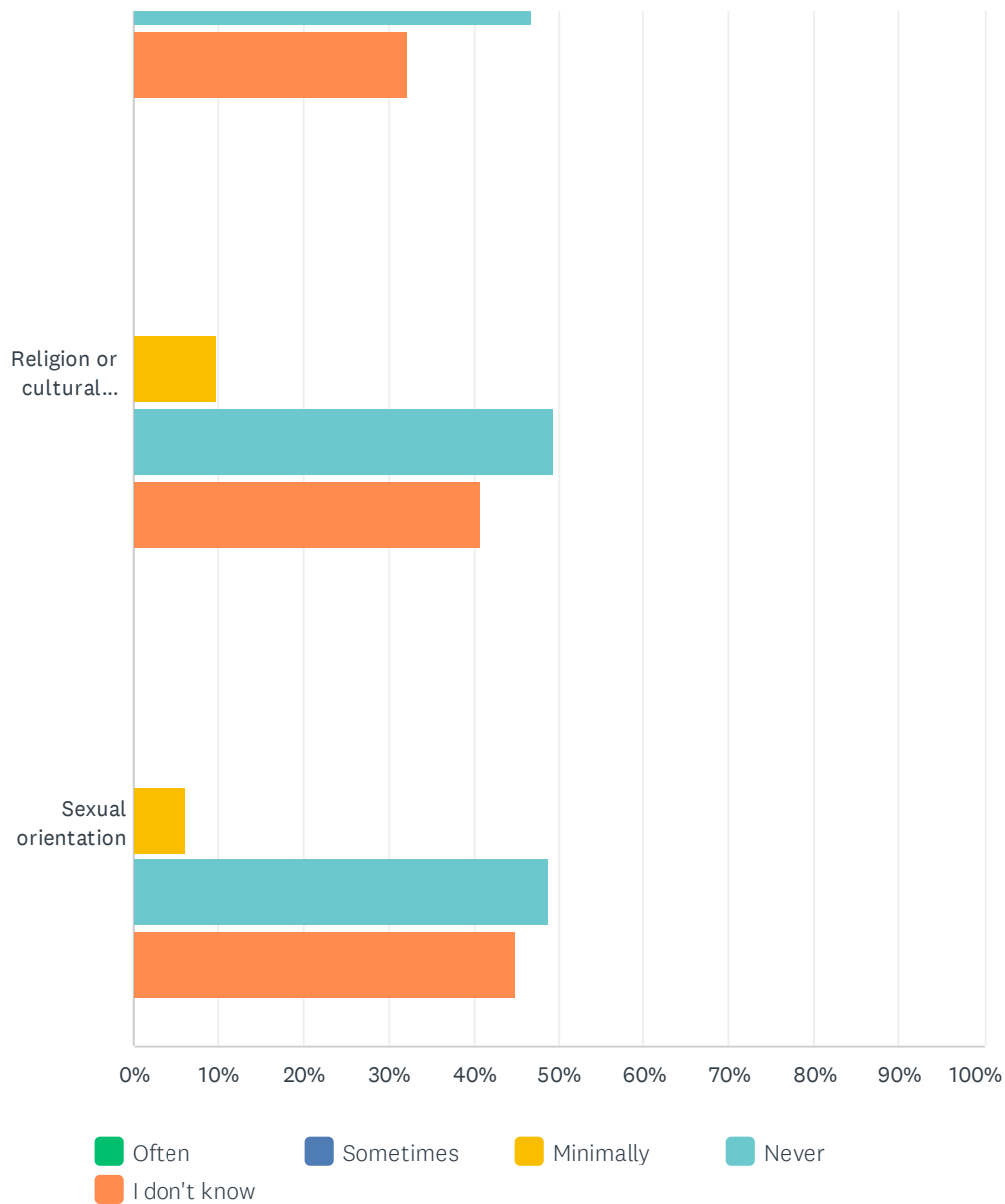
ANSWER CHOICES	RESPONSES	
Often	3.70%	3
Sometimes	12.35%	10
Minimally	23.46%	19
Never	37.04%	30
I don't know	23.46%	19
TOTAL		81

Q4 Students at my child's school get put down because of their...

Answered: 81 Skipped: 0



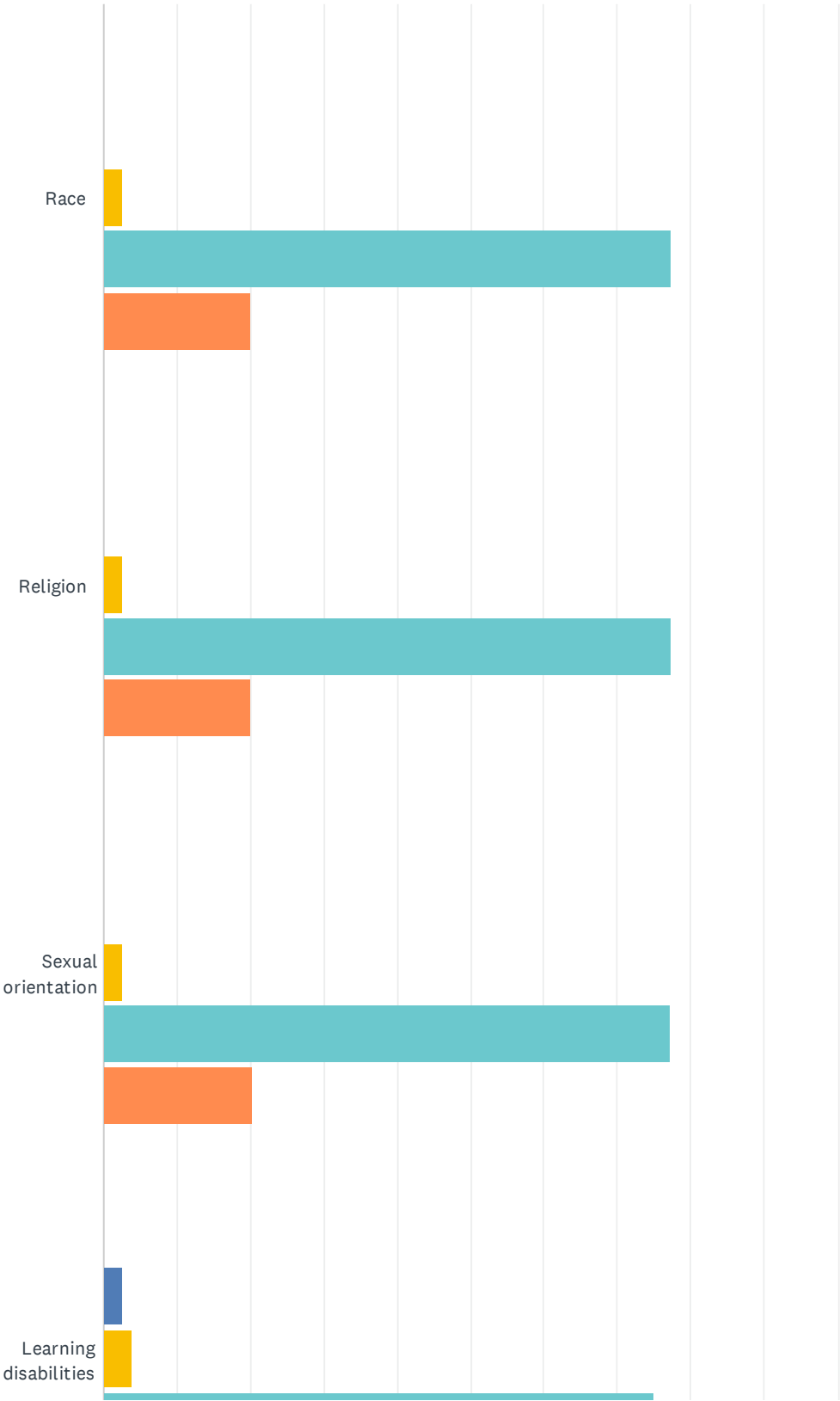
Norwood Creek Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



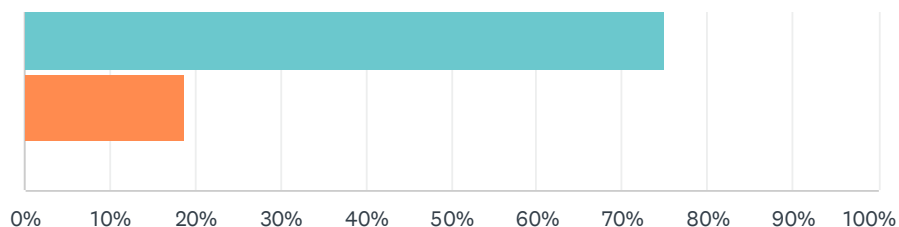
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	3.70% 3	7.41% 6	53.09% 43	35.80% 29	81	4.21
Gender or gender identification	0.00% 0	2.47% 2	4.94% 4	53.09% 43	39.51% 32	81	4.30
Learning difficulties	0.00% 0	4.94% 4	13.58% 11	44.44% 36	37.04% 30	81	4.14
Clothing or physical appearance	2.47% 2	6.17% 5	12.35% 10	46.91% 38	32.10% 26	81	4.00
Religion or cultural practices	0.00% 0	0.00% 0	9.88% 8	49.38% 40	40.74% 33	81	4.31
Sexual orientation	0.00% 0	0.00% 0	6.25% 5	48.75% 39	45.00% 36	80	4.39

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 80 Skipped: 1



Norwood Creek Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

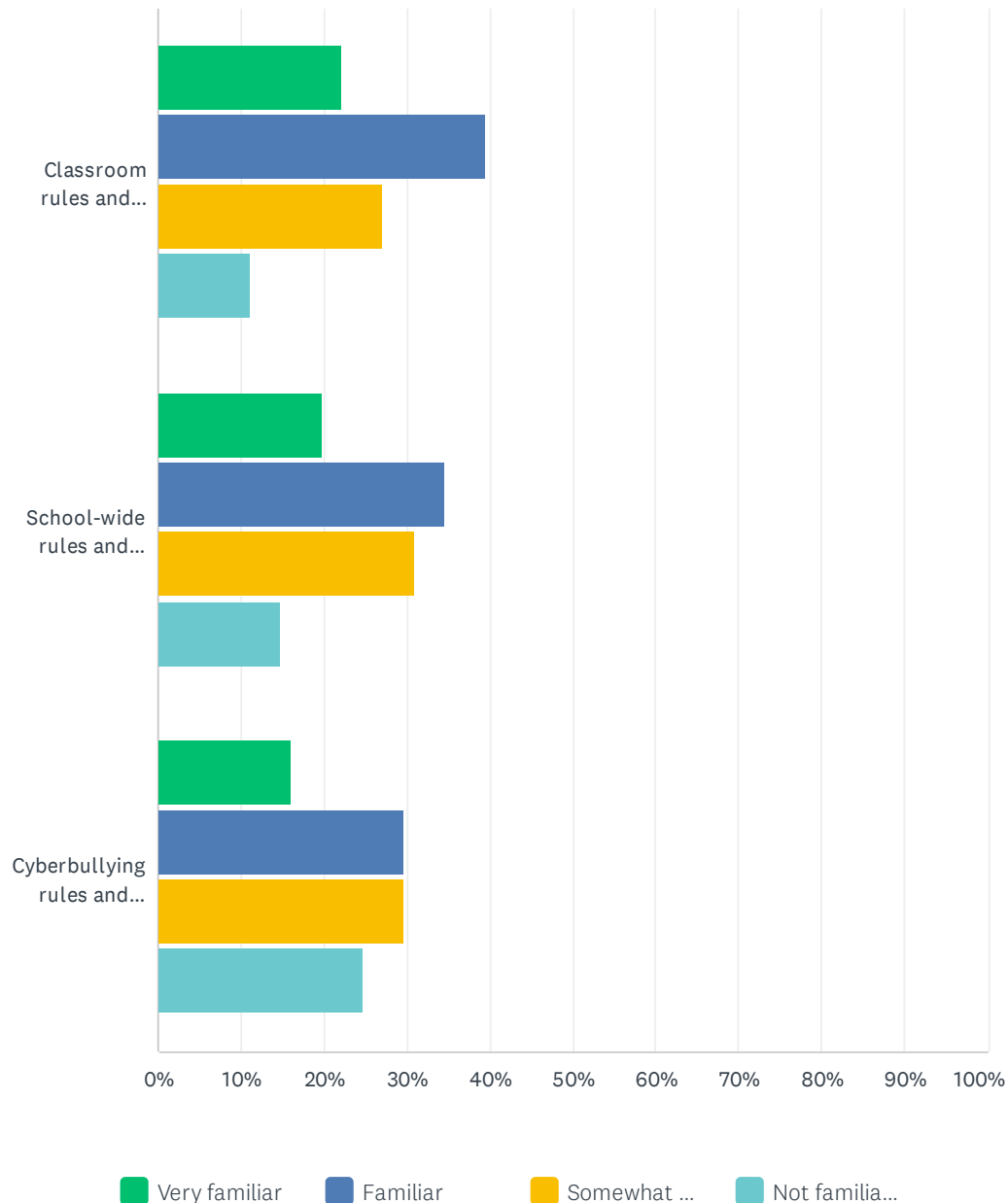


■ Often
 ■ Sometimes
 ■ Minimally
 ■ Never
 ■ I don't know

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	2.50% 2	77.50% 62	20.00% 16	80	4.17
Religion	0.00% 0	0.00% 0	2.50% 2	77.50% 62	20.00% 16	80	4.17
Sexual orientation	0.00% 0	0.00% 0	2.53% 2	77.22% 61	20.25% 16	79	4.18
Learning disabilities	0.00% 0	2.50% 2	3.75% 3	75.00% 60	18.75% 15	80	4.10

Q6 How familiar are you with the following at your child's school?

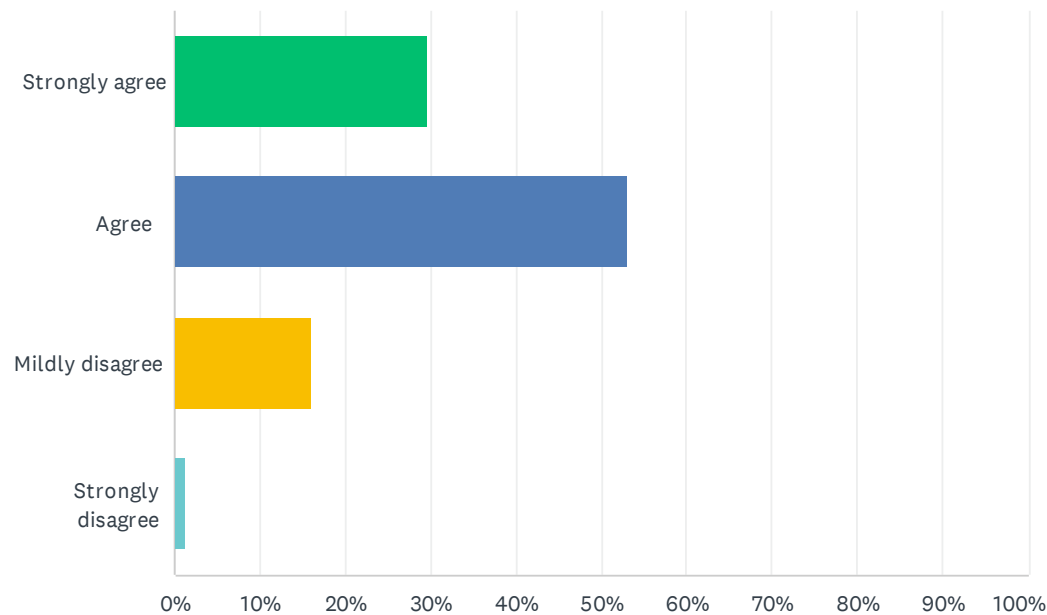
Answered: 81 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	22.22% 18	39.51% 32	27.16% 22	11.11% 9	81	2.27
School-wide rules and consequences when those rules are broken.	19.75% 16	34.57% 28	30.86% 25	14.81% 12	81	2.41
Cyberbullying rules and consequences when those rules are broken.	16.05% 13	29.63% 24	29.63% 24	24.69% 20	81	2.63

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 81 Skipped: 0

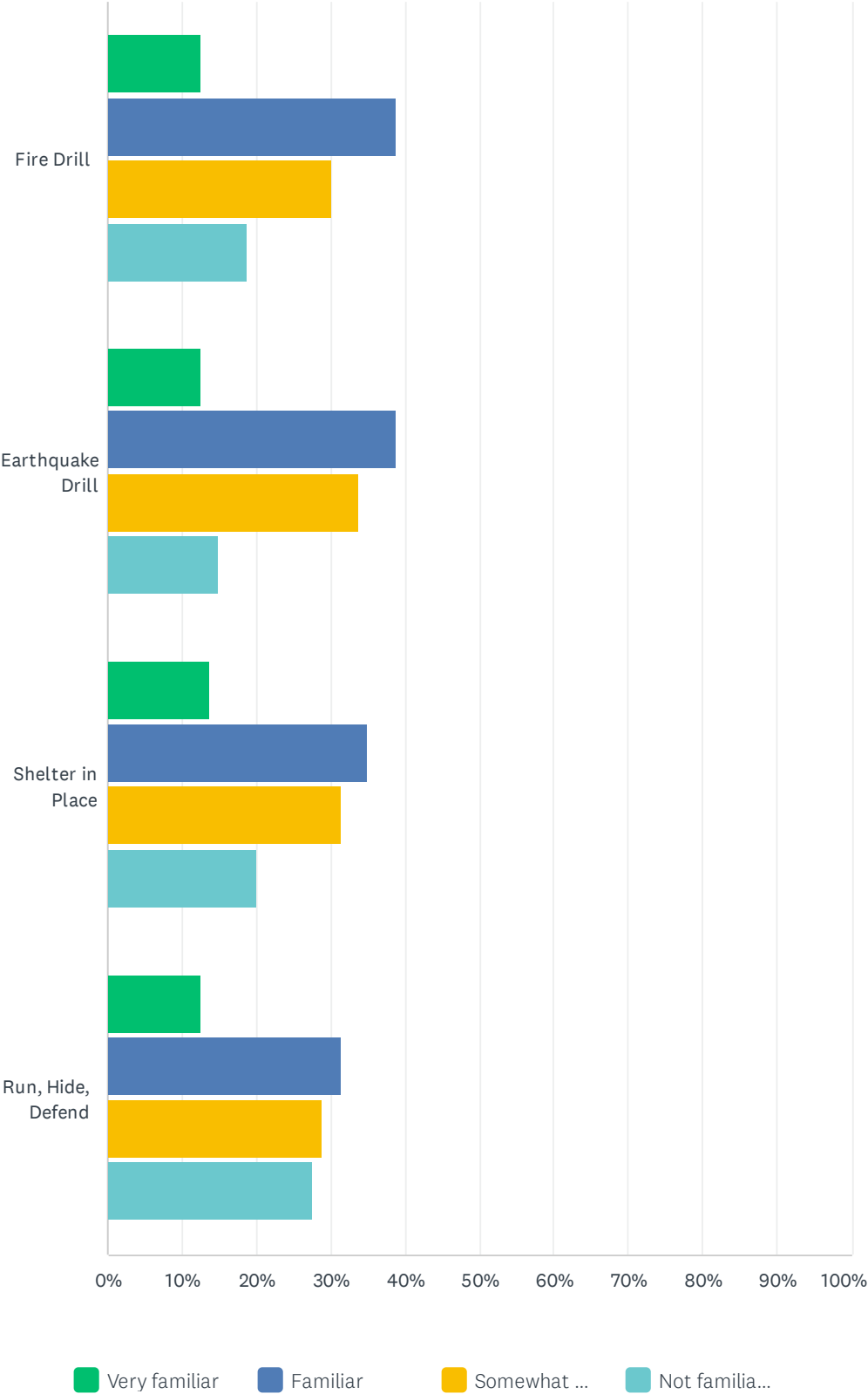


ANSWER CHOICES	RESPONSES	
Strongly agree	29.63%	24
Agree	53.09%	43
Mildly disagree	16.05%	13
Strongly disagree	1.23%	1
TOTAL		81

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 80 Skipped: 1

Norwood Creek Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

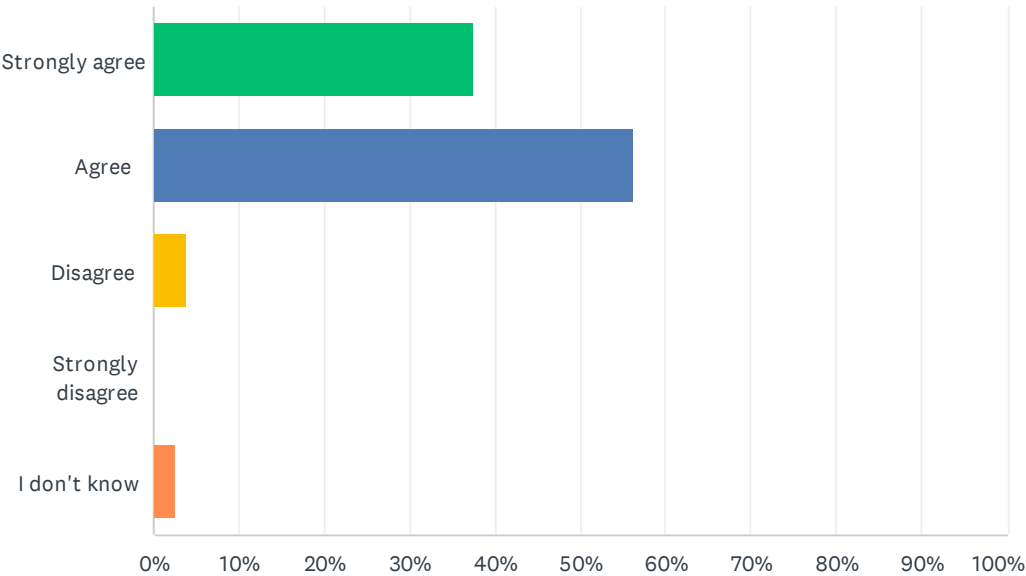


Norwood Creek Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	12.50% 10	38.75% 31	30.00% 24	18.75% 15	80
Earthquake Drill	12.50% 10	38.75% 31	33.75% 27	15.00% 12	80
Shelter in Place	13.75% 11	35.00% 28	31.25% 25	20.00% 16	80
Run, Hide, Defend	12.50% 10	31.25% 25	28.75% 23	27.50% 22	80

Q9 The facilities and grounds are well maintained at my child's school.

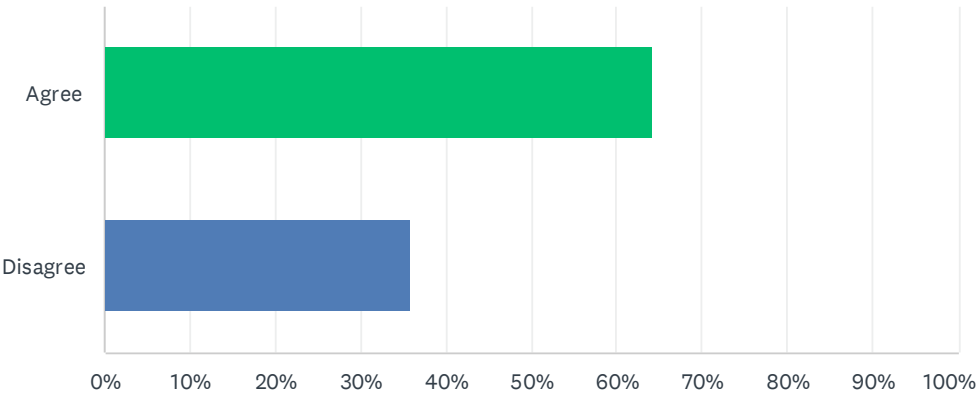
Answered: 80 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	37.50%	30
Agree	56.25%	45
Disagree	3.75%	3
Strongly disagree	0.00%	0
I don't know	2.50%	2
TOTAL		80

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

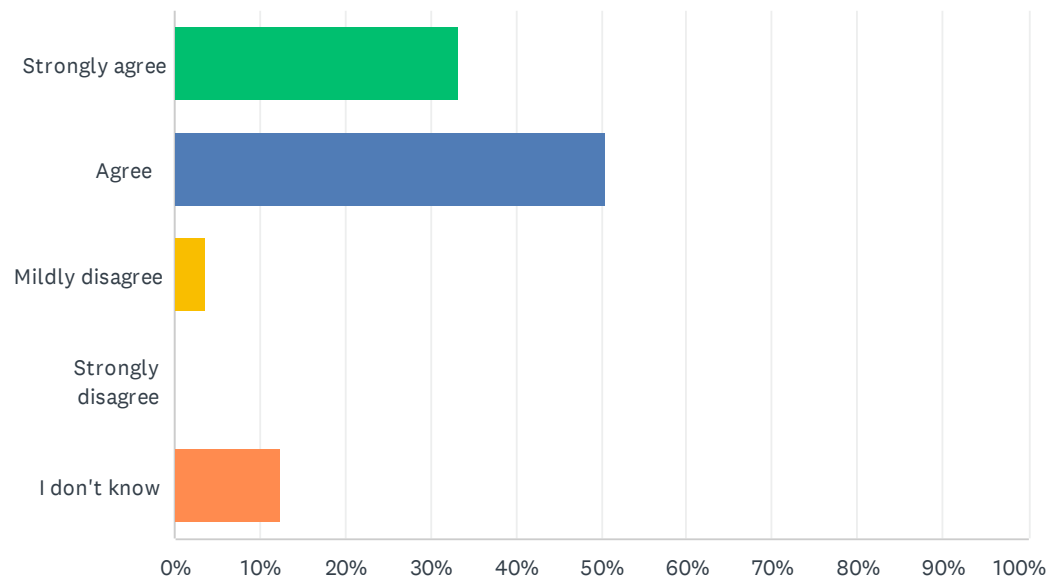
Answered: 81 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	64.20%	52
Disagree	35.80%	29
TOTAL		81

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 81 Skipped: 0



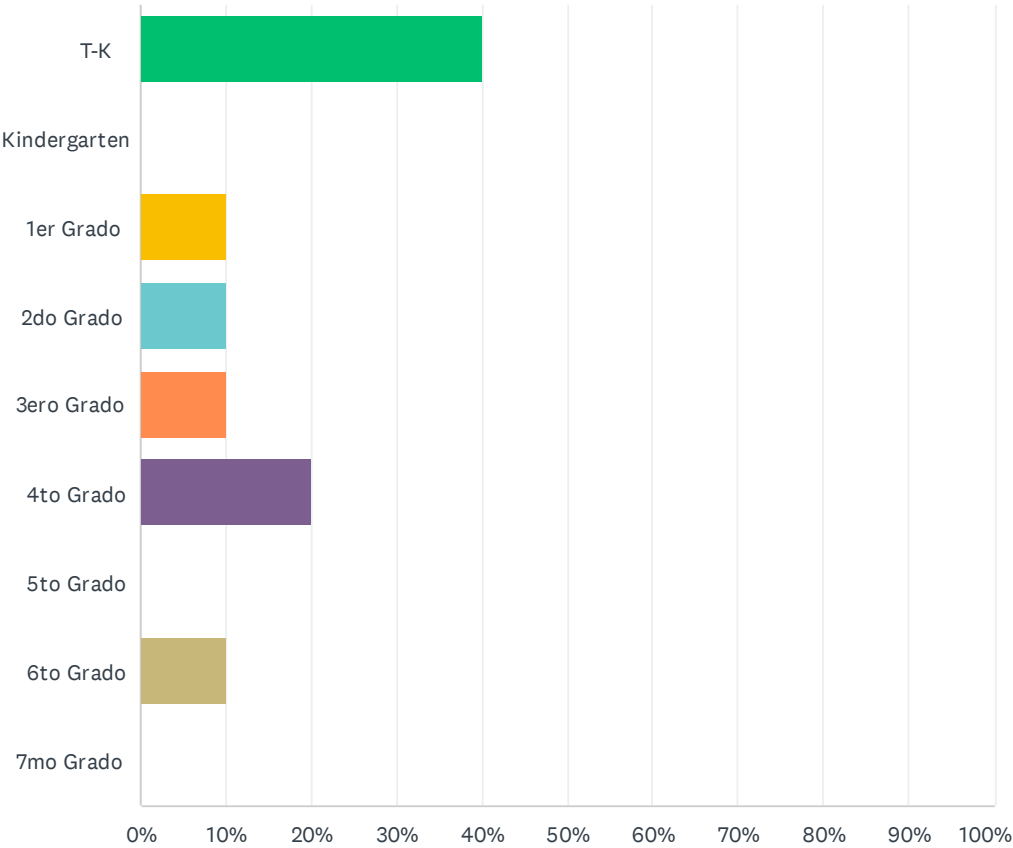
ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	27
Agree	50.62%	41
Mildly disagree	3.70%	3
Strongly disagree	0.00%	0
I don't know	12.35%	10
TOTAL		81

Q12 What is something you would like to see improved regarding safety at your school?

Answered: 40 Skipped: 41

Q1 1. ¿Cuál es su curso actual?

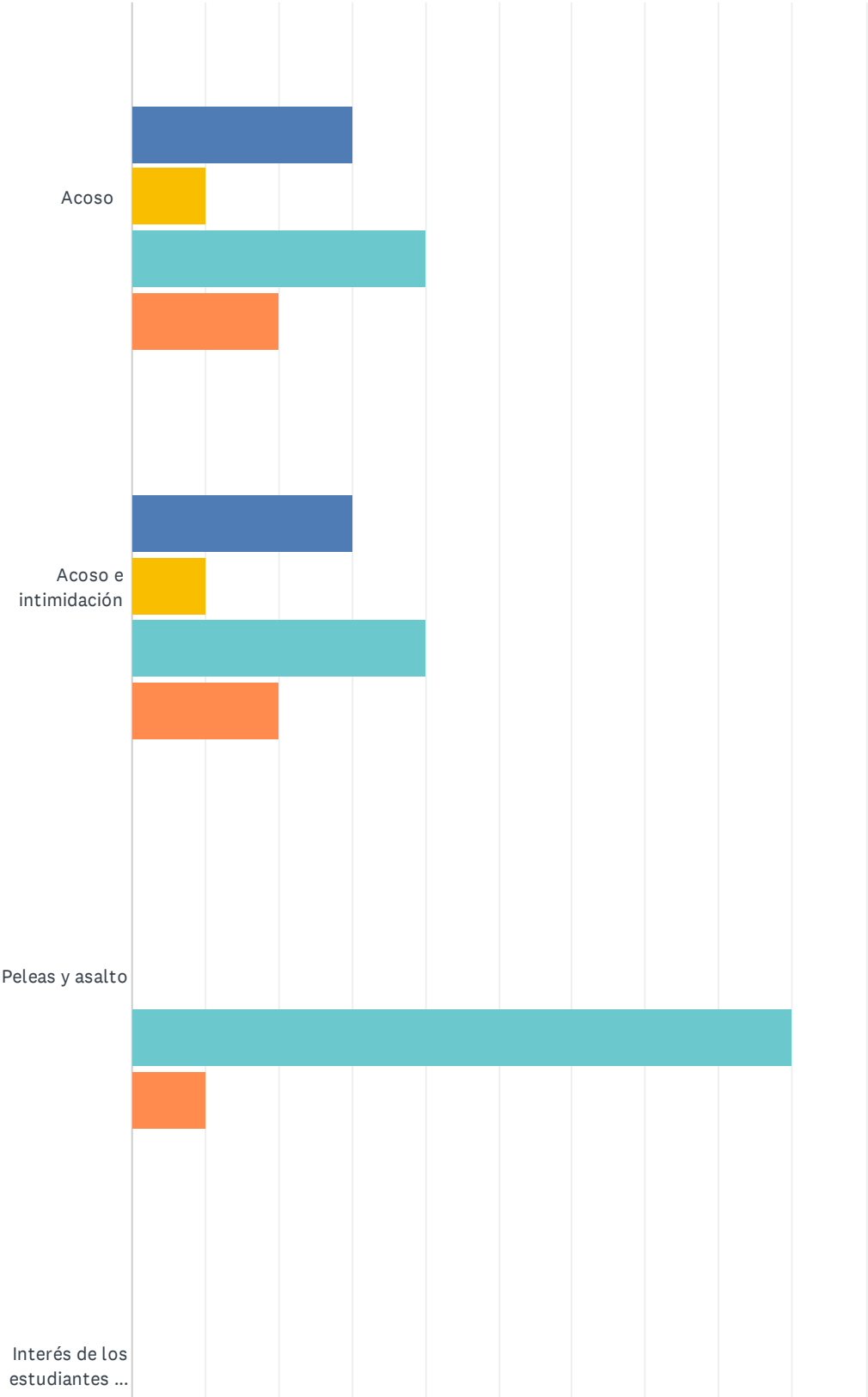
Answered: 10 Skipped: 0

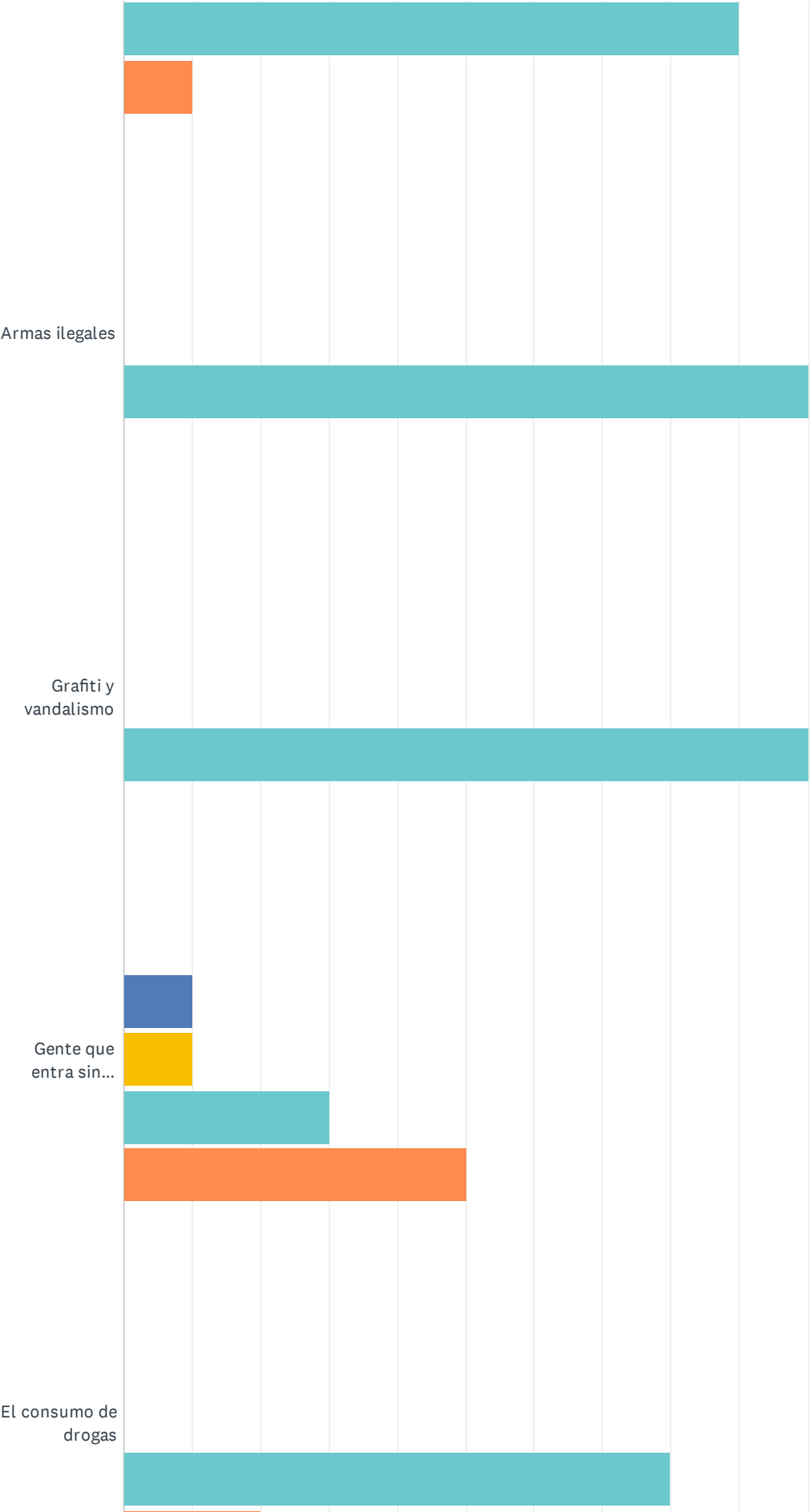


ANSWER CHOICES	RESPONSES	
T-K	40.00%	4
Kindergarten	0.00%	0
1er Grado	10.00%	1
2do Grado	10.00%	1
3ero Grado	10.00%	1
4to Grado	20.00%	2
5to Grado	0.00%	0
6to Grado	10.00%	1
7mo Grado	0.00%	0
TOTAL		10

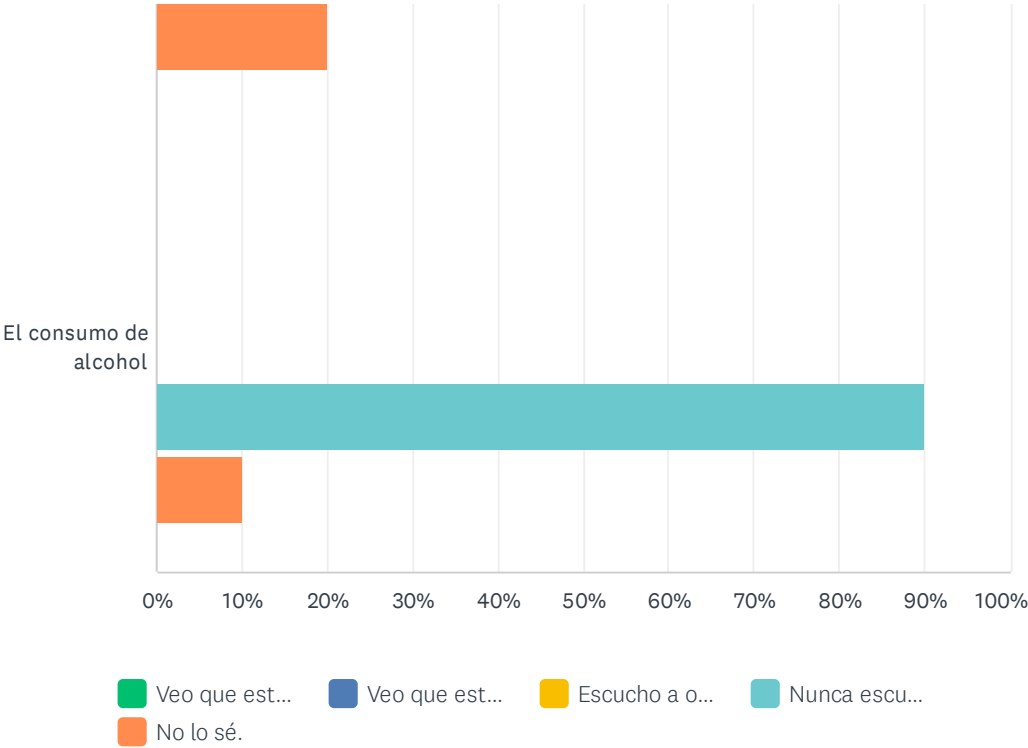
Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 10 Skipped: 0





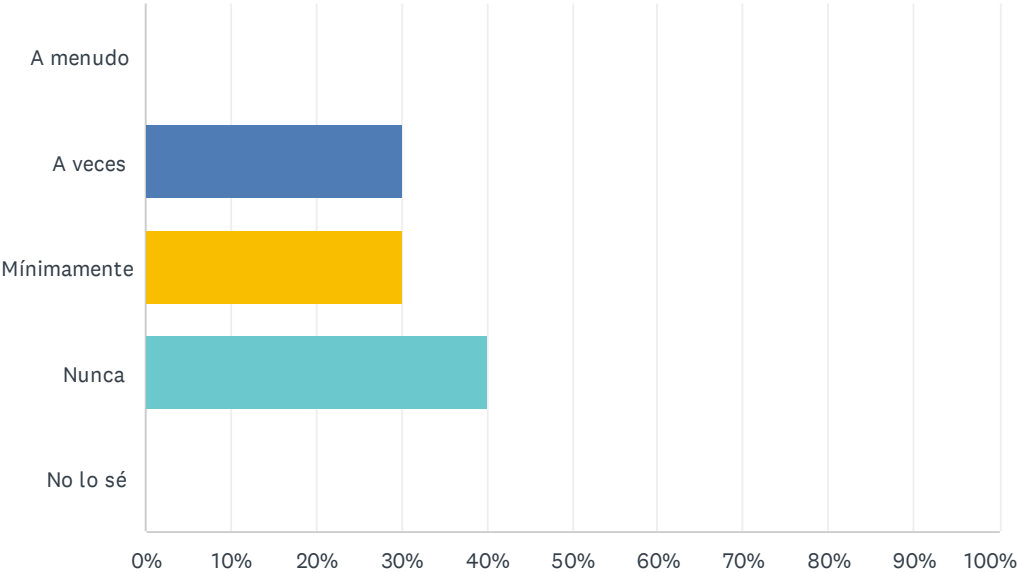
Norwood Creek Encuesta de Seguridad Comunitaria: Por favor responde estas preguntas. 2023-2024



	VEO QUE ESTO SUCEDE MUCHO EN MI ESCUELA.	VEO QUE ESTO SUCEDE A VECES EN MI ESCUELA.	ESCUCHO A OTROS ESTUDIANTES HABLAR DE QUE ESTO ESTÁ SUCEDIENDO EN MI ESCUELA.	NUNCA ESCUCHO NI VEO QUE ESTO SUCEDA EN MI ESCUELA.	NO LO SÉ.	TOTAL	WEIGHTED AVERAGE
Acoso	0.00% 0	30.00% 3	10.00% 1	40.00% 4	20.00% 2	10	3.50
Acoso e intimidación	0.00% 0	30.00% 3	10.00% 1	40.00% 4	20.00% 2	10	3.50
Peleas y asalto	0.00% 0	0.00% 0	0.00% 0	90.00% 9	10.00% 1	10	4.10
Interés de los estudiantes en las pandillas	0.00% 0	0.00% 0	0.00% 0	90.00% 9	10.00% 1	10	4.10
Armas ilegales	0.00% 0	0.00% 0	0.00% 0	100.00% 10	0.00% 0	10	4.00
Grafiti y vandalismo	0.00% 0	0.00% 0	0.00% 0	100.00% 10	0.00% 0	10	4.00
Gente que entra sin derecho al campus	0.00% 0	10.00% 1	10.00% 1	30.00% 3	50.00% 5	10	4.20
El consumo de drogas	0.00% 0	0.00% 0	0.00% 0	80.00% 8	20.00% 2	10	4.20
El consumo de alcohol	0.00% 0	0.00% 0	0.00% 0	90.00% 9	10.00% 1	10	4.10

Q3 ¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando alguien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se siente mal por ello y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

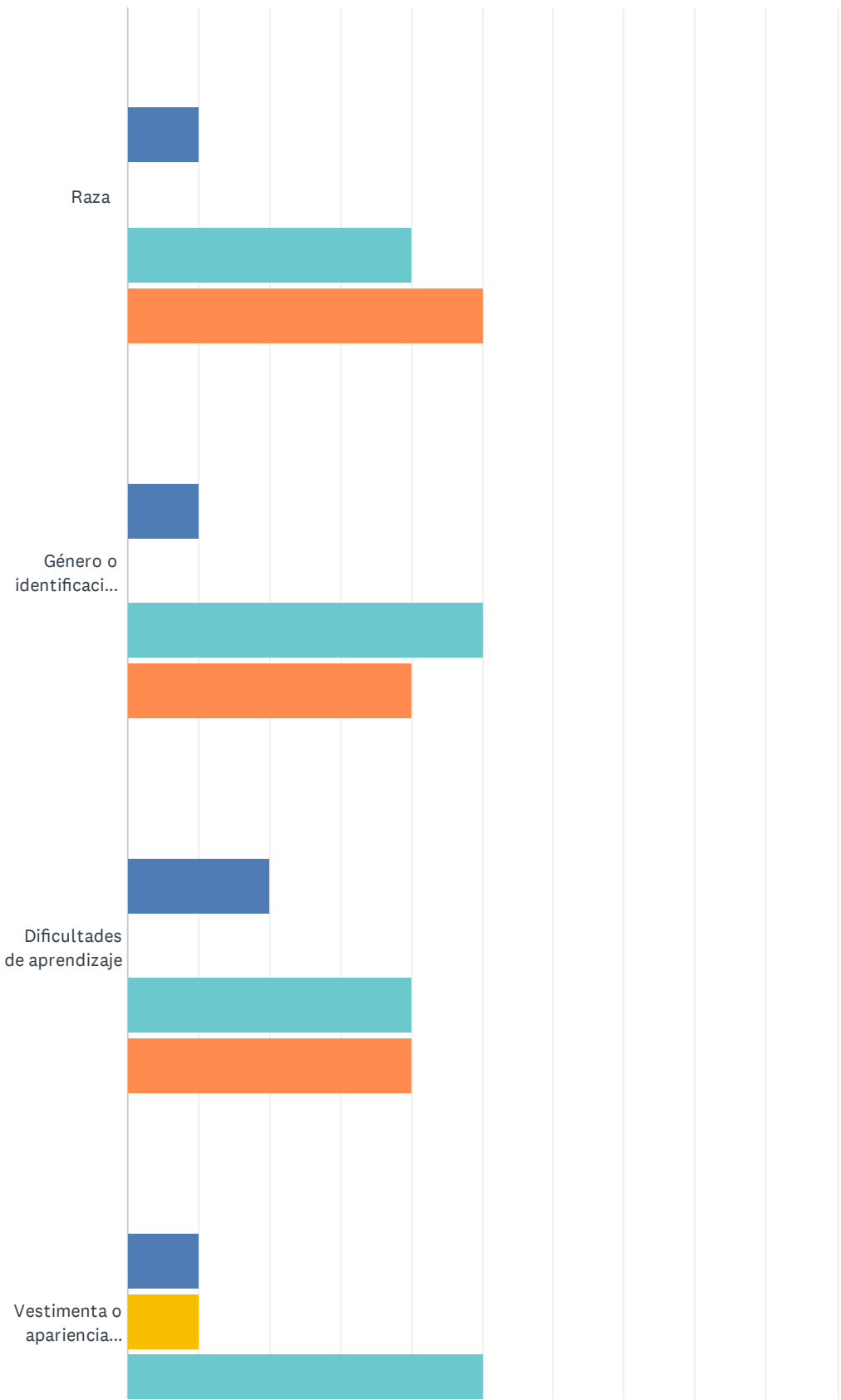
Answered: 10 Skipped: 0



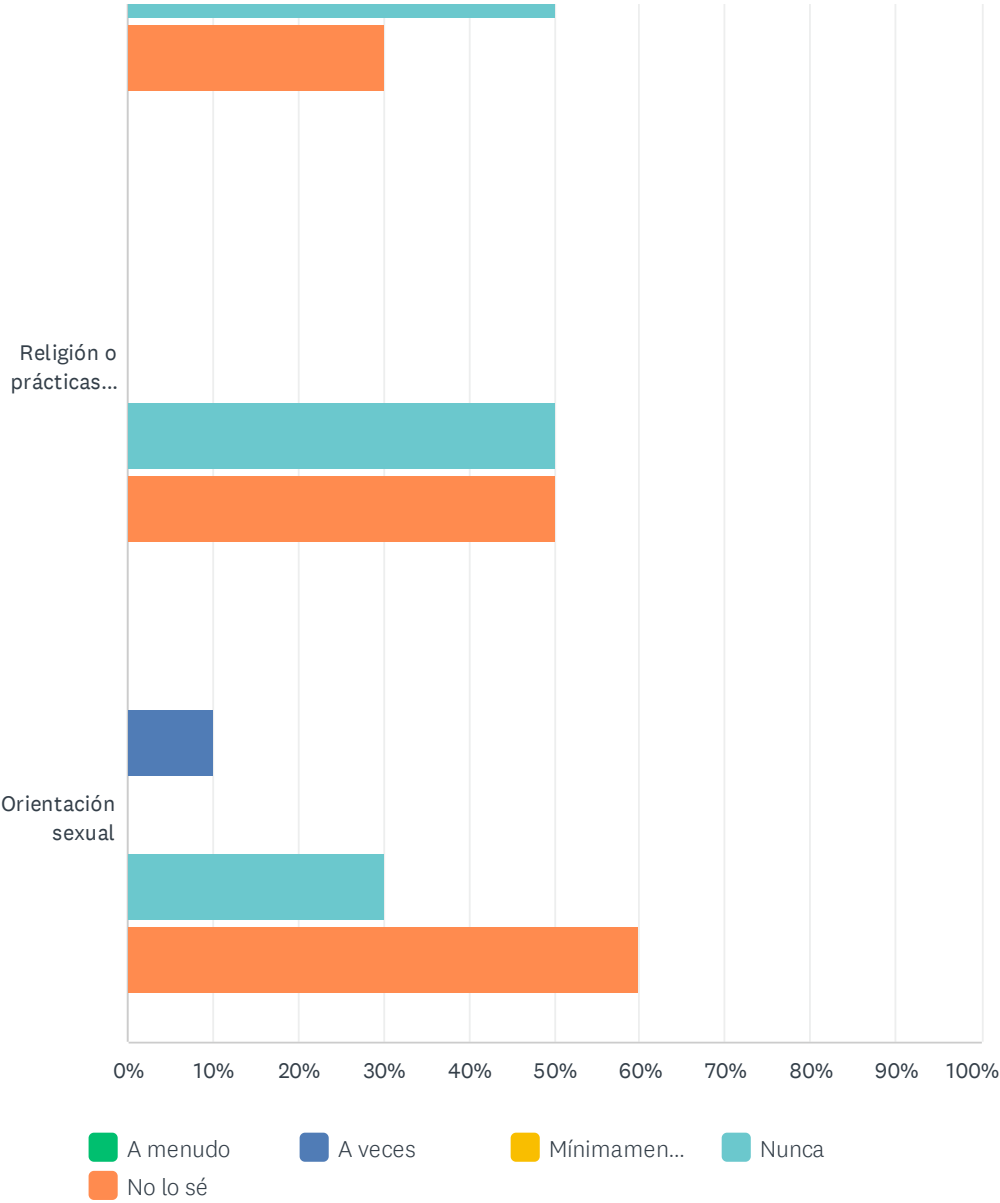
ANSWER CHOICES	RESPONSES	
A menudo	0.00%	0
A veces	30.00%	3
Mínimamente	30.00%	3
Nunca	40.00%	4
No lo sé	0.00%	0
TOTAL		10

Q4 Los estudiantes de la escuela de mi hijo son rechazados por su...

Answered: 10 Skipped: 0



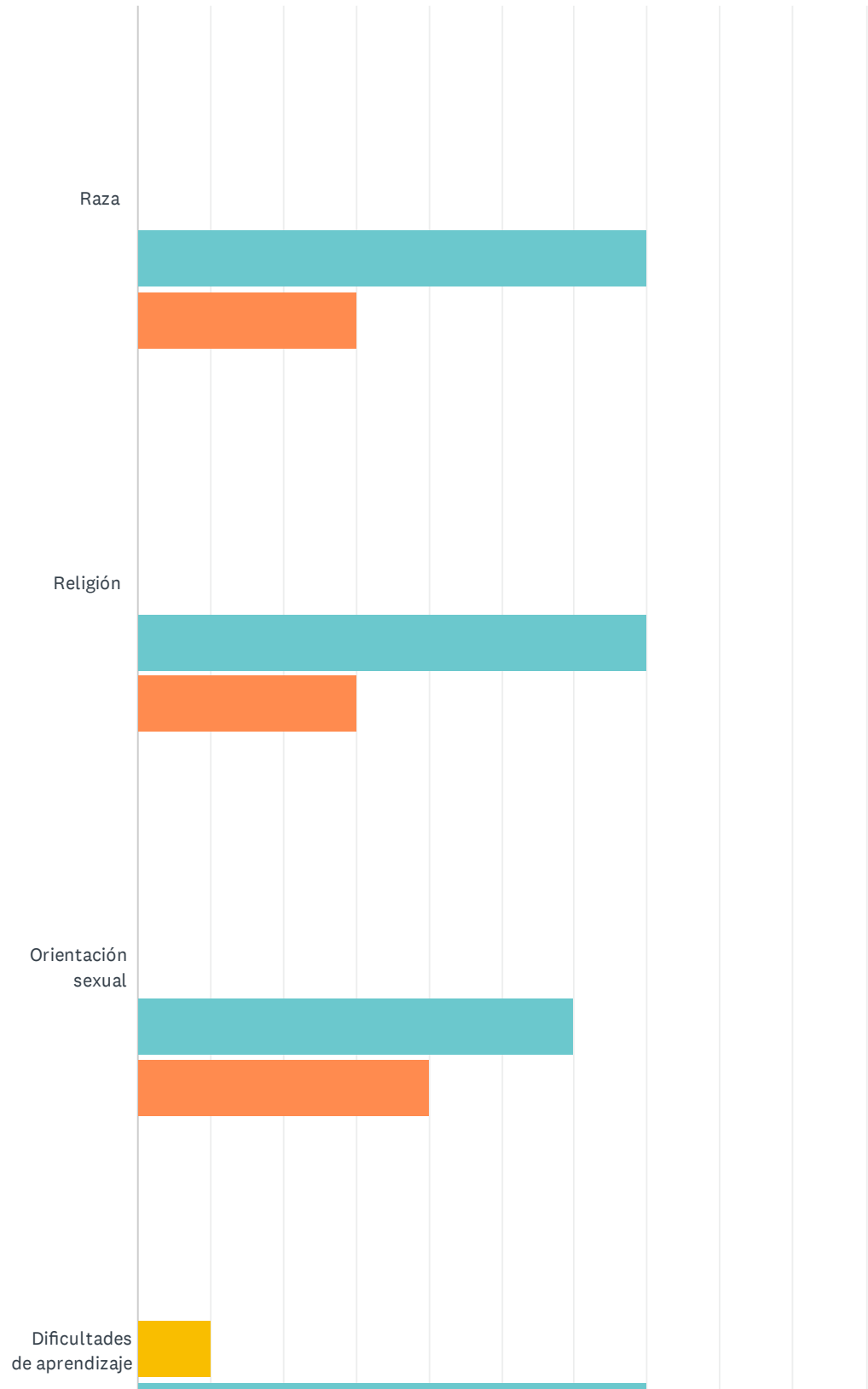
Norwood Creek Encuesta de Seguridad Comunitaria: Por favor responde estas preguntas. 2023-2024



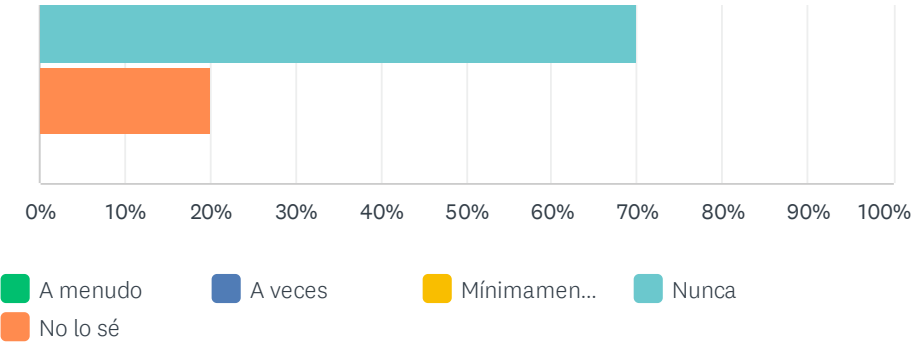
	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	10.00% 1	0.00% 0	40.00% 4	50.00% 5	10	4.30
Género o identificación de género	0.00% 0	10.00% 1	0.00% 0	50.00% 5	40.00% 4	10	4.20
Dificultades de aprendizaje	0.00% 0	20.00% 2	0.00% 0	40.00% 4	40.00% 4	10	4.00
Vestimenta o apariencia física	0.00% 0	10.00% 1	10.00% 1	50.00% 5	30.00% 3	10	4.00
Religión o prácticas culturales	0.00% 0	0.00% 0	0.00% 0	50.00% 5	50.00% 5	10	4.50
Orientación sexual	0.00% 0	10.00% 1	0.00% 0	30.00% 3	60.00% 6	10	4.40

Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

Answered: 10 Skipped: 0



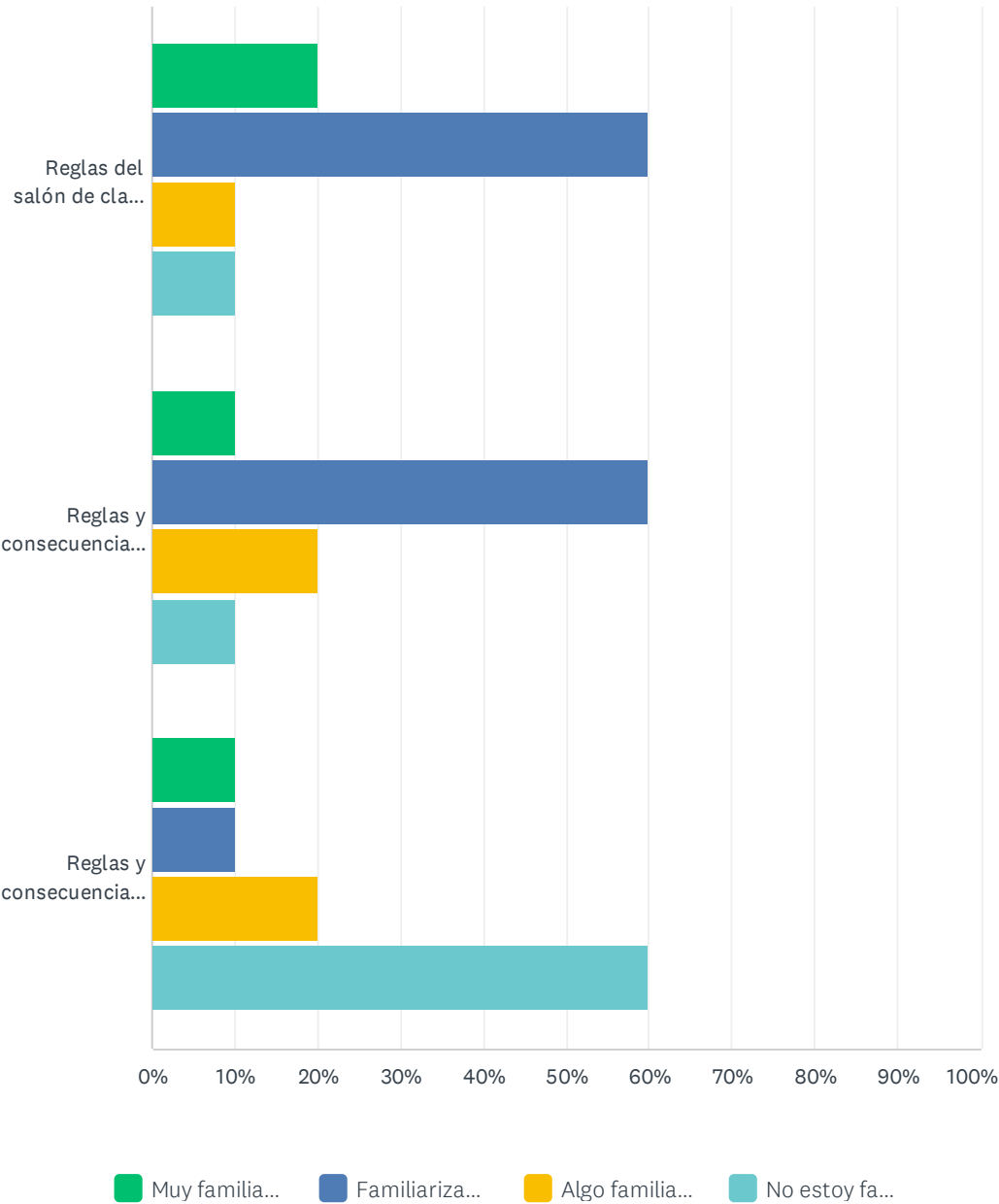
Norwood Creek Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024



	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	70.00% 7	30.00% 3	10	4.30
Religión	0.00% 0	0.00% 0	0.00% 0	70.00% 7	30.00% 3	10	4.30
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	60.00% 6	40.00% 4	10	4.40
Dificultades de aprendizaje	0.00% 0	0.00% 0	10.00% 1	70.00% 7	20.00% 2	10	4.10

Q6 ¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

Answered: 10 Skipped: 0

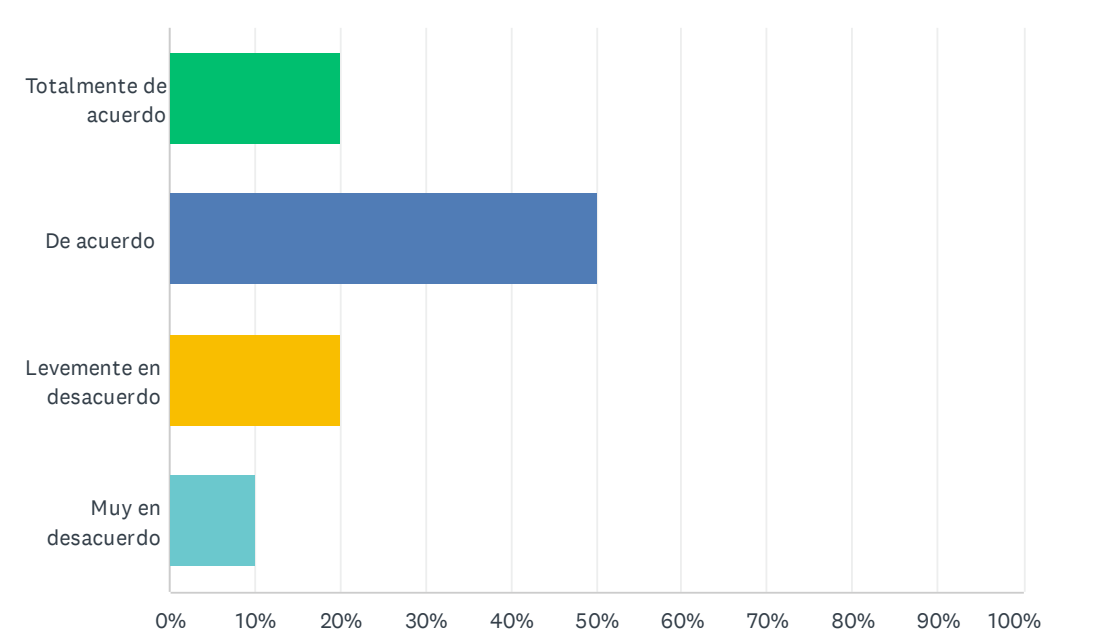


Norwood Creek Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE
Reglas del salón de clases y consecuencias cuando se rompen esas reglas.	20.00% 2	60.00% 6	10.00% 1	10.00% 1	10	2.10
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	10.00% 1	60.00% 6	20.00% 2	10.00% 1	10	2.30
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	10.00% 1	10.00% 1	20.00% 2	60.00% 6	10	3.30

Q7 Las reglas y expectativas de la escuela son claras y las conozco bien.

Answered: 10 Skipped: 0

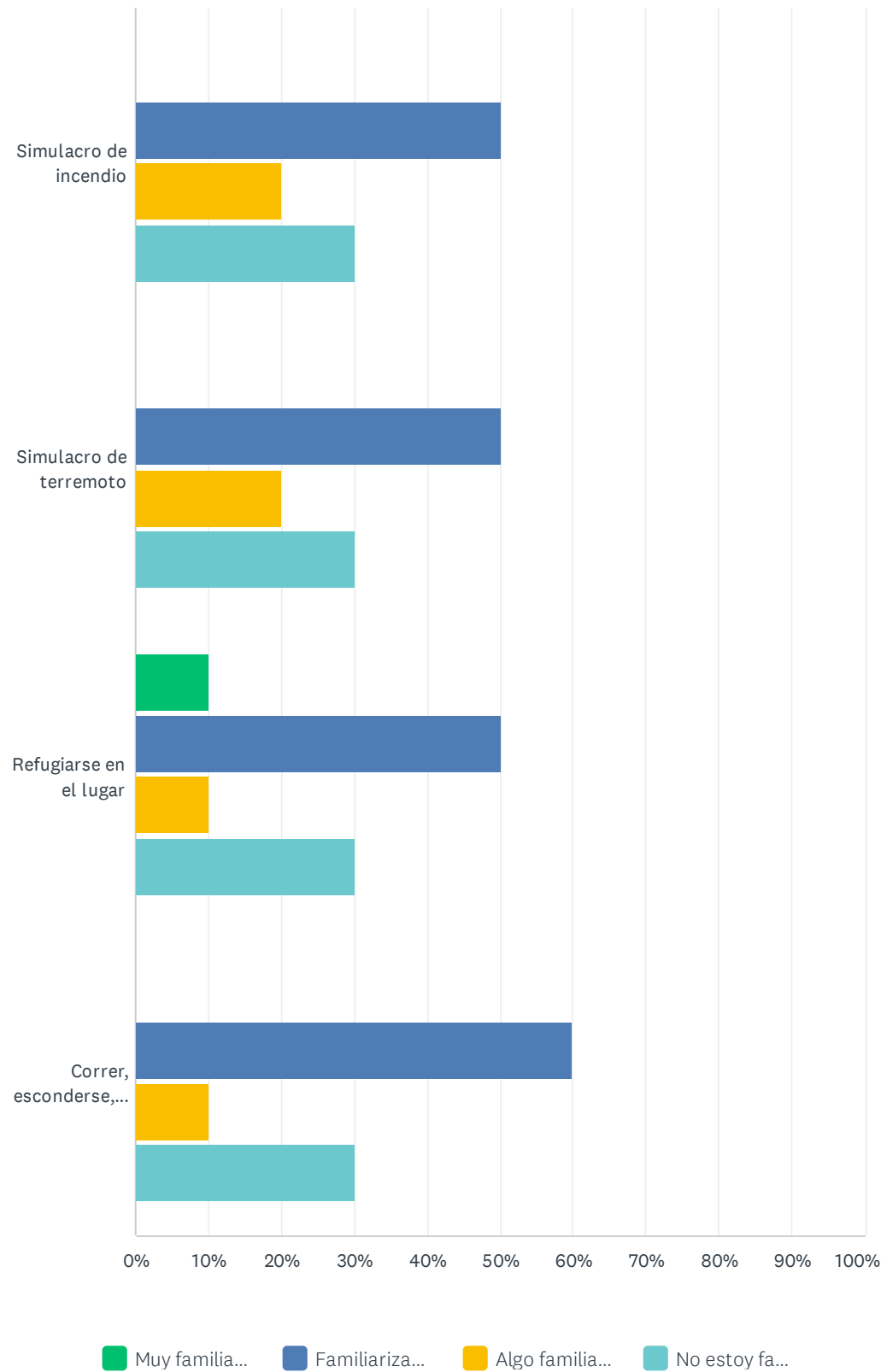


ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	20.00%	2
De acuerdo	50.00%	5
Levemente en desacuerdo	20.00%	2
Muy en desacuerdo	10.00%	1
TOTAL		10

Q8 ¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?

Answered: 10 Skipped: 0

Norwood Creek Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

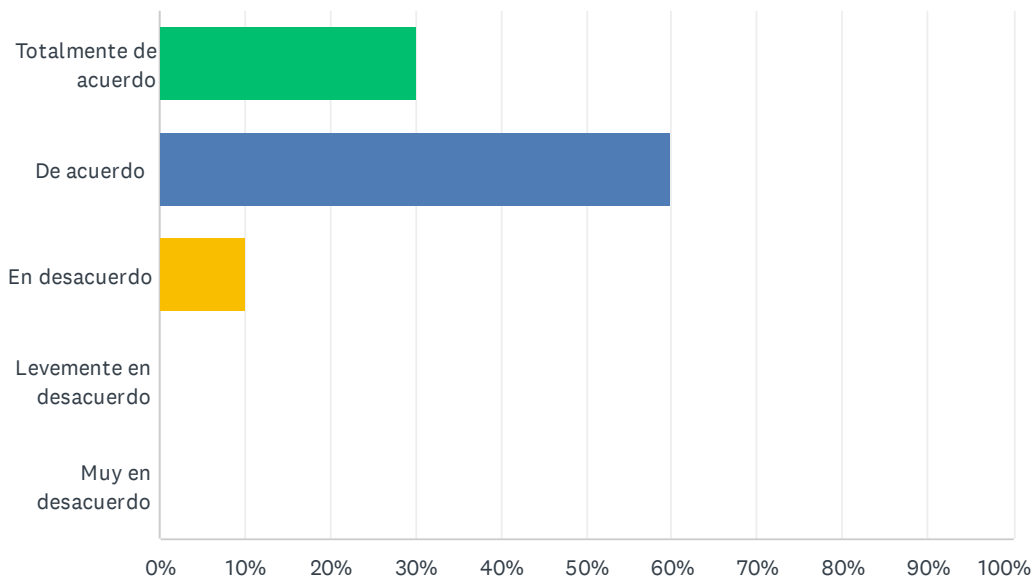


Norwood Creek Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	0.00% 0	50.00% 5	20.00% 2	30.00% 3	10
Simulacro de terremoto	0.00% 0	50.00% 5	20.00% 2	30.00% 3	10
Refugiarse en el lugar	10.00% 1	50.00% 5	10.00% 1	30.00% 3	10
Correr, esconderse, defenderse	0.00% 0	60.00% 6	10.00% 1	30.00% 3	10

Q9 Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

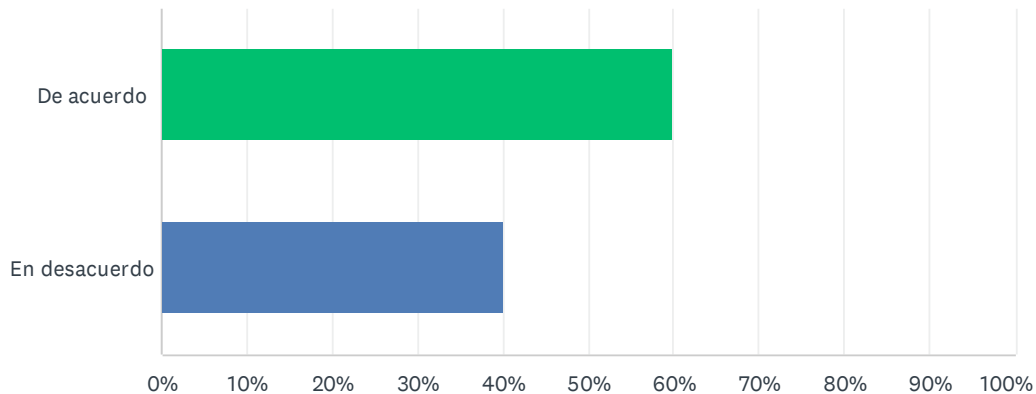
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	30.00%	3
De acuerdo	60.00%	6
En desacuerdo	10.00%	1
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		10

Q10 Estoy al tanto de la página web Wellness Connections del distrito con recursos para estudiantes y familias.

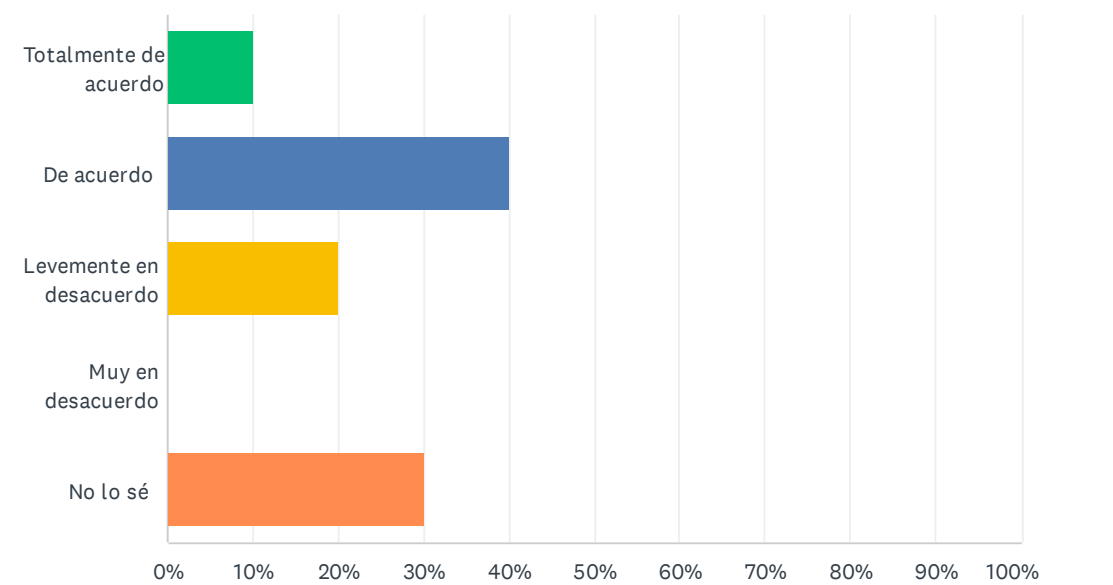
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
De acuerdo	60.00%	6
En desacuerdo	40.00%	4
TOTAL		10

Q11 La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	10.00%	1
De acuerdo	40.00%	4
Levemente en desacuerdo	20.00%	2
Muy en desacuerdo	0.00%	0
No lo sé	30.00%	3
TOTAL		10

Q12 ¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

Answered: 5 Skipped: 5



**Norwood Creek Elementary School
Parent Involvement Policy**

2024-2025

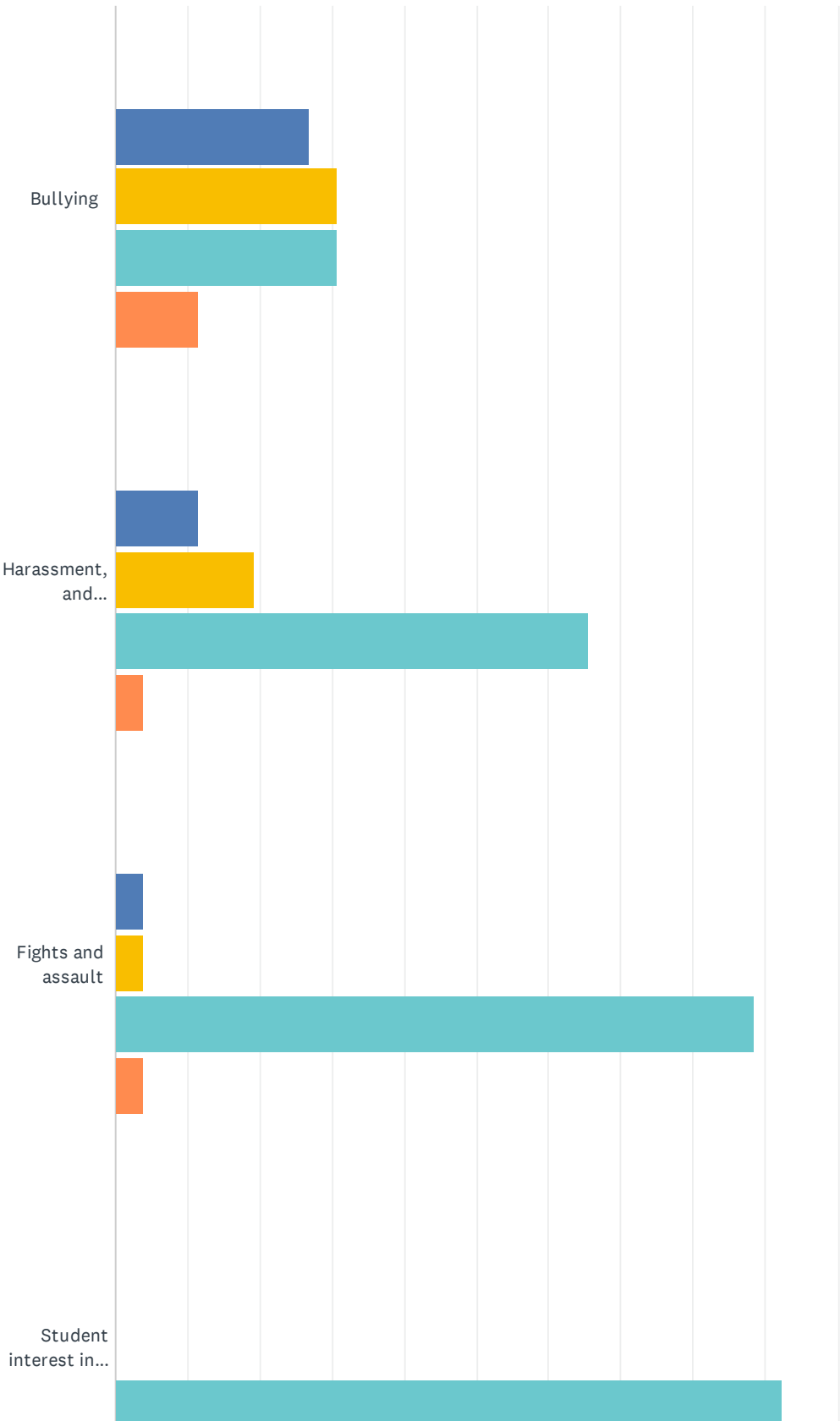
It is our collective belief that education is a community affair and as the old African expression says, “It takes a village to teach a child.” Our community members work collaboratively with the staff as partners supporting and expanding student learning and strengthening the curriculum. To this extent, parents have a variety of means to become more educated regarding Norwood Creek School and the programs involving its students.

1. Parent Workshops – Parents are invited and encouraged to attend Read Across America Night, Science Night, Art Night, STEAM Night, Back to School Night, Open House, Project Cornerstone ABC Reader Program, Kindergarten orientation, PTA Back to School and Open House Social, Movie Nights, Multicultural Night, Family Picnic, PTA meetings, Coffee with the Principal, and Attendance Workshops.
2. Committee Opportunities – Parents are encouraged to become members and attend School Site Council, English Language Advisory Committee, District Advisory Committee, and Parent Advisory Committee.
3. Ongoing Communication – Parent and teacher communication is supported through Website updates, Marquee, Student/Parent Handbook, Beaver Bulletin; PBIS Handbook, Parent Square posts, Parent /Teacher conferences, Progress Reports, Report Cards, Rubrics, District & State Assessment Results, i-Ready assessment reports, weekly grade print out for some grade levels, notes, , e-mails, and phone calls.

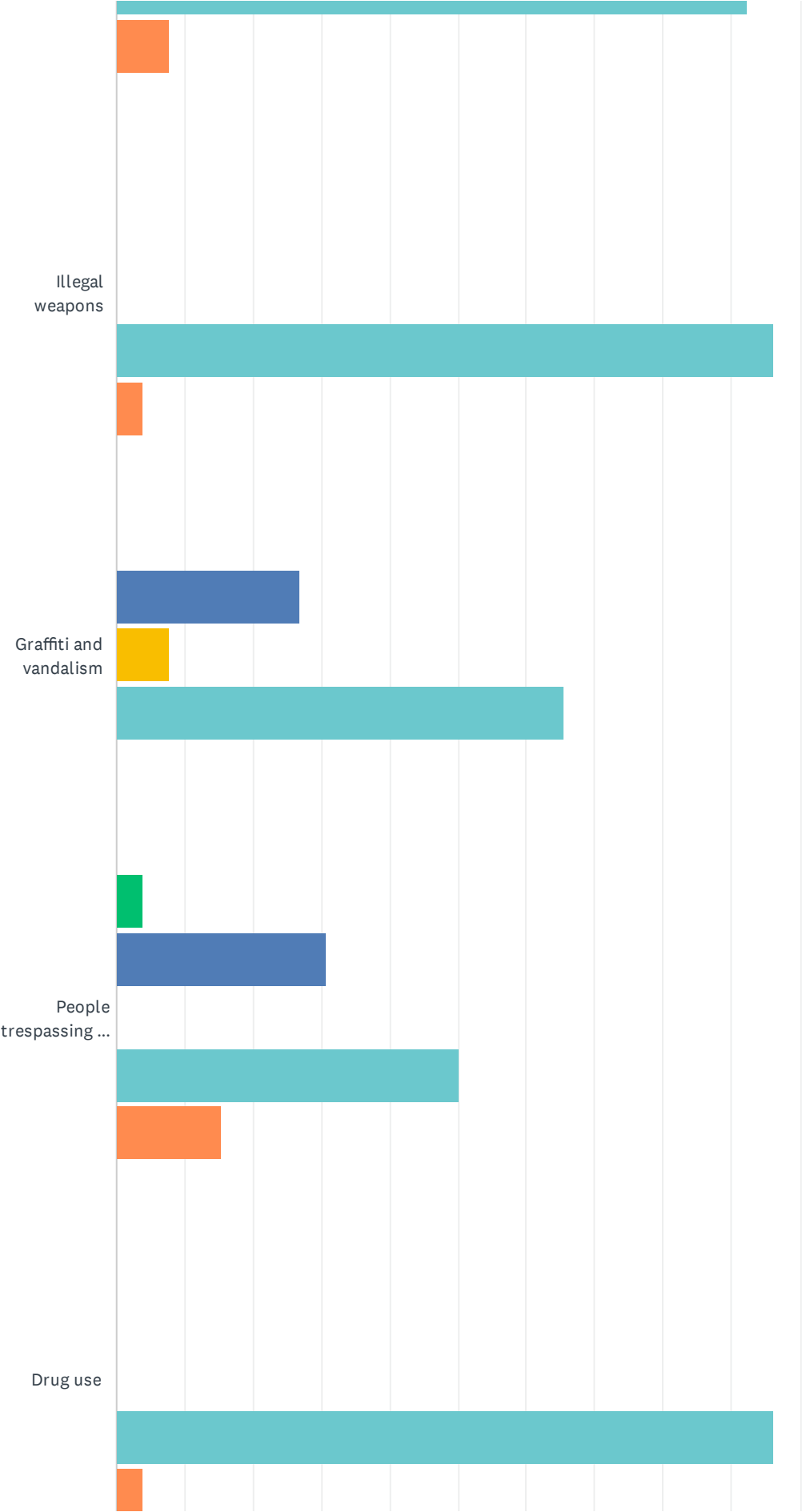
4. District and school information is available in Spanish and Vietnamese and is translated into other languages upon request. Translators are also available for parent-teacher conferences as needed.

Q1 How much do you find the following to be a problem at your school?

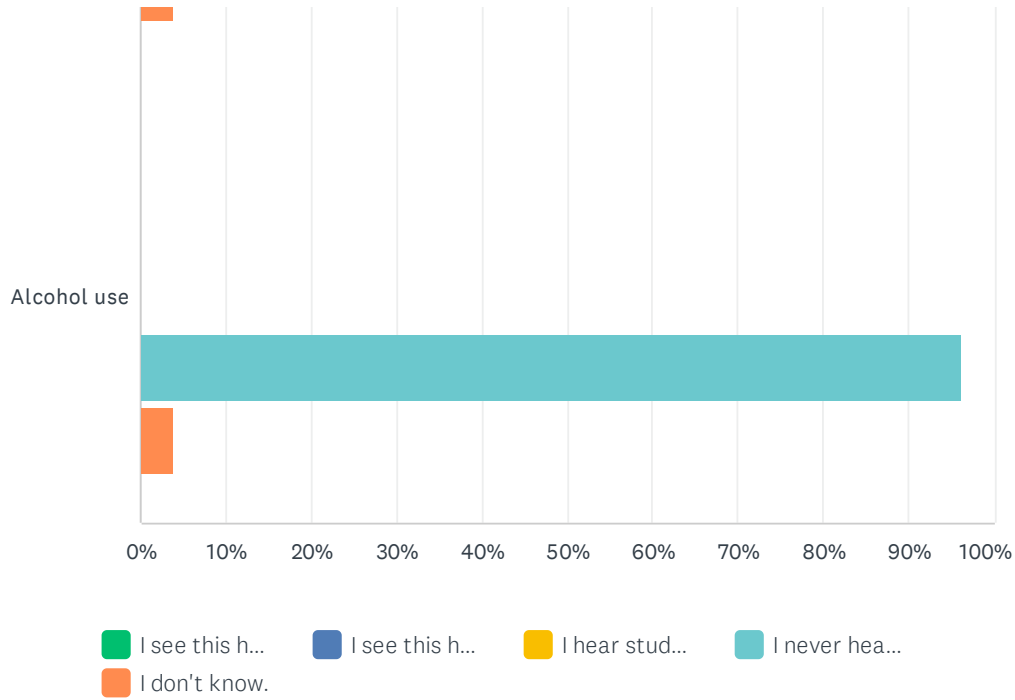
Answered: 26 Skipped: 0



Norwood Creek Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



Norwood Creek Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

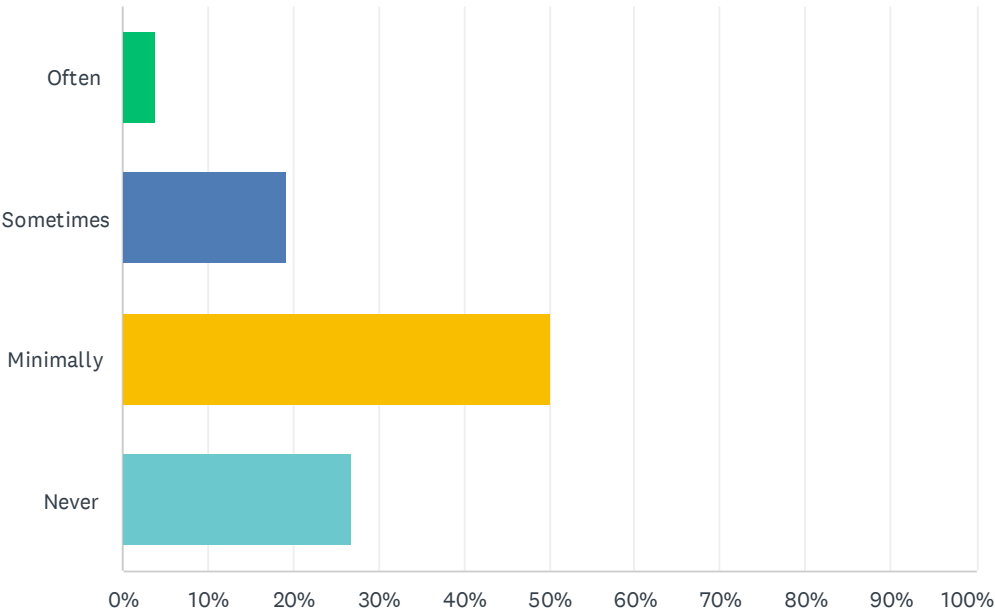


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	0.00% 0	26.92% 7	30.77% 8	30.77% 8	11.54% 3	26	3.27
Harassment, and intimidation	0.00% 0	11.54% 3	19.23% 5	65.38% 17	3.85% 1	26	3.62
Fights and assault	0.00% 0	3.85% 1	3.85% 1	88.46% 23	3.85% 1	26	3.92
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	92.31% 24	7.69% 2	26	4.08
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	96.15% 25	3.85% 1	26	4.04
Graffiti and vandalism	0.00% 0	26.92% 7	7.69% 2	65.38% 17	0.00% 0	26	3.38
People trespassing on campus	3.85% 1	30.77% 8	0.00% 0	50.00% 13	15.38% 4	26	3.42
Drug use	0.00% 0	0.00% 0	0.00% 0	96.15% 25	3.85% 1	26	4.04
Alcohol use	0.00% 0	0.00% 0	0.00% 0	96.15% 25	3.85% 1	26	4.04

Q2 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

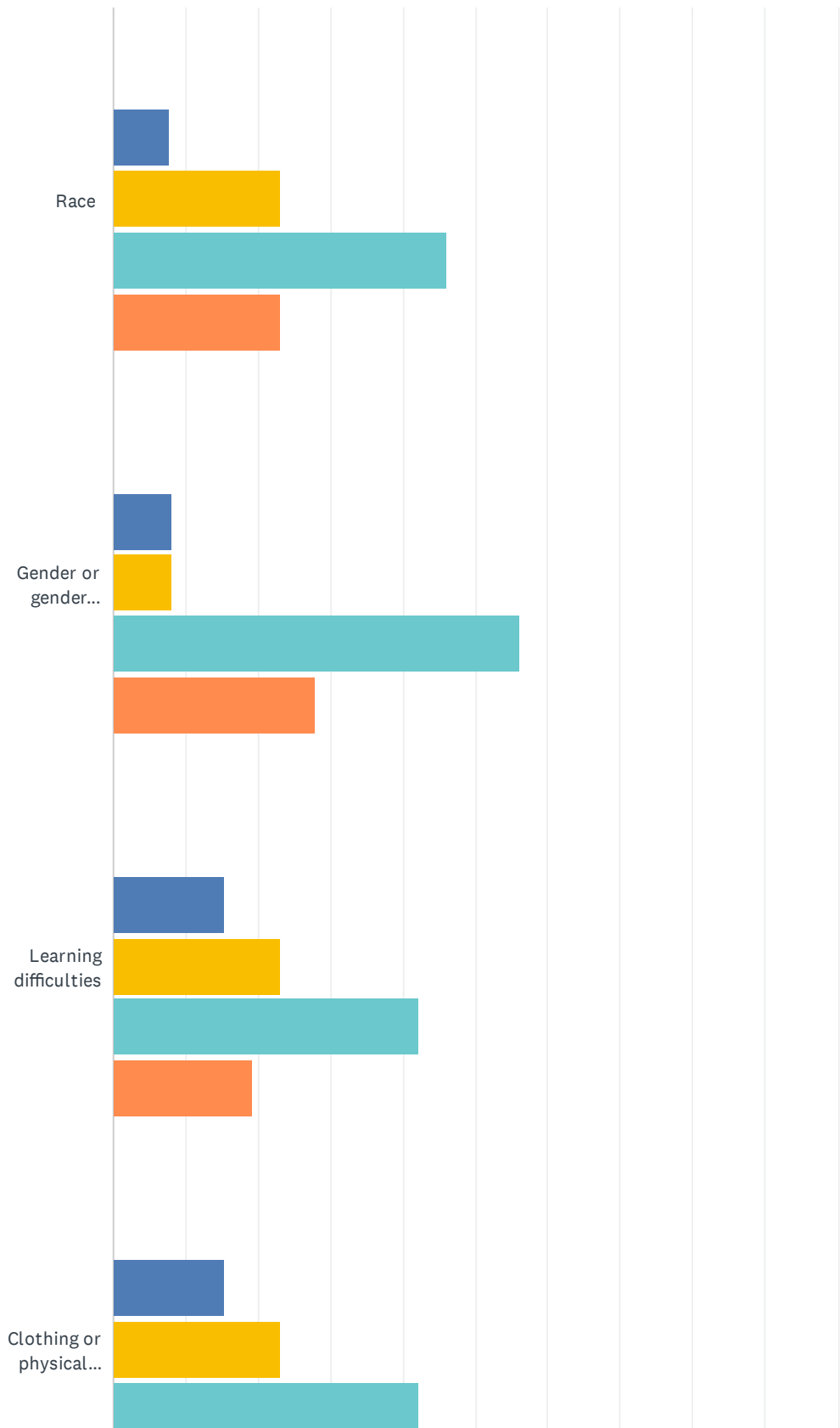
Answered: 26 Skipped: 0



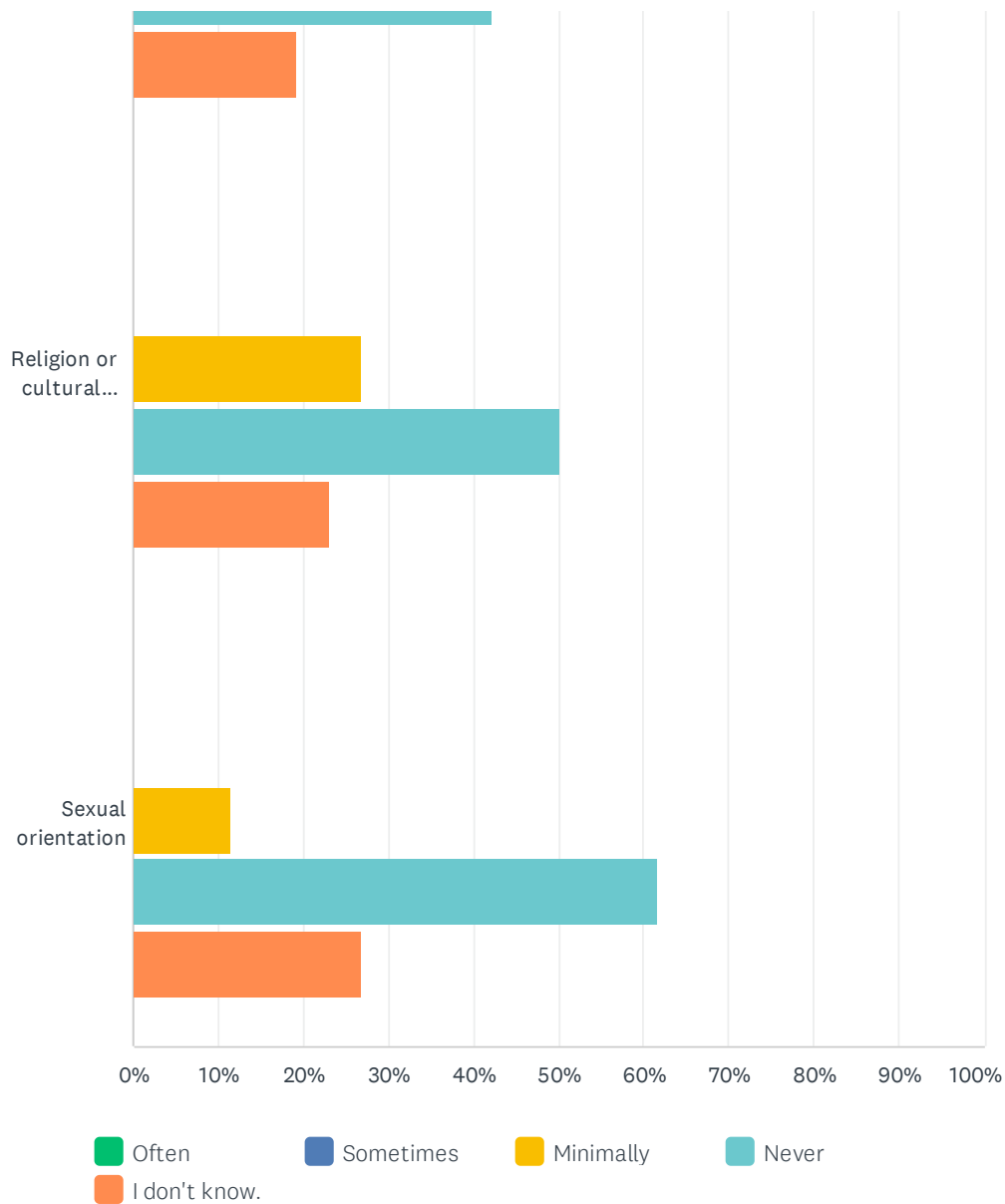
ANSWER CHOICES	RESPONSES	
Often	3.85%	1
Sometimes	19.23%	5
Minimally	50.00%	13
Never	26.92%	7
TOTAL		26

Q3 Students at this school get put down because of their...

Answered: 26 Skipped: 0



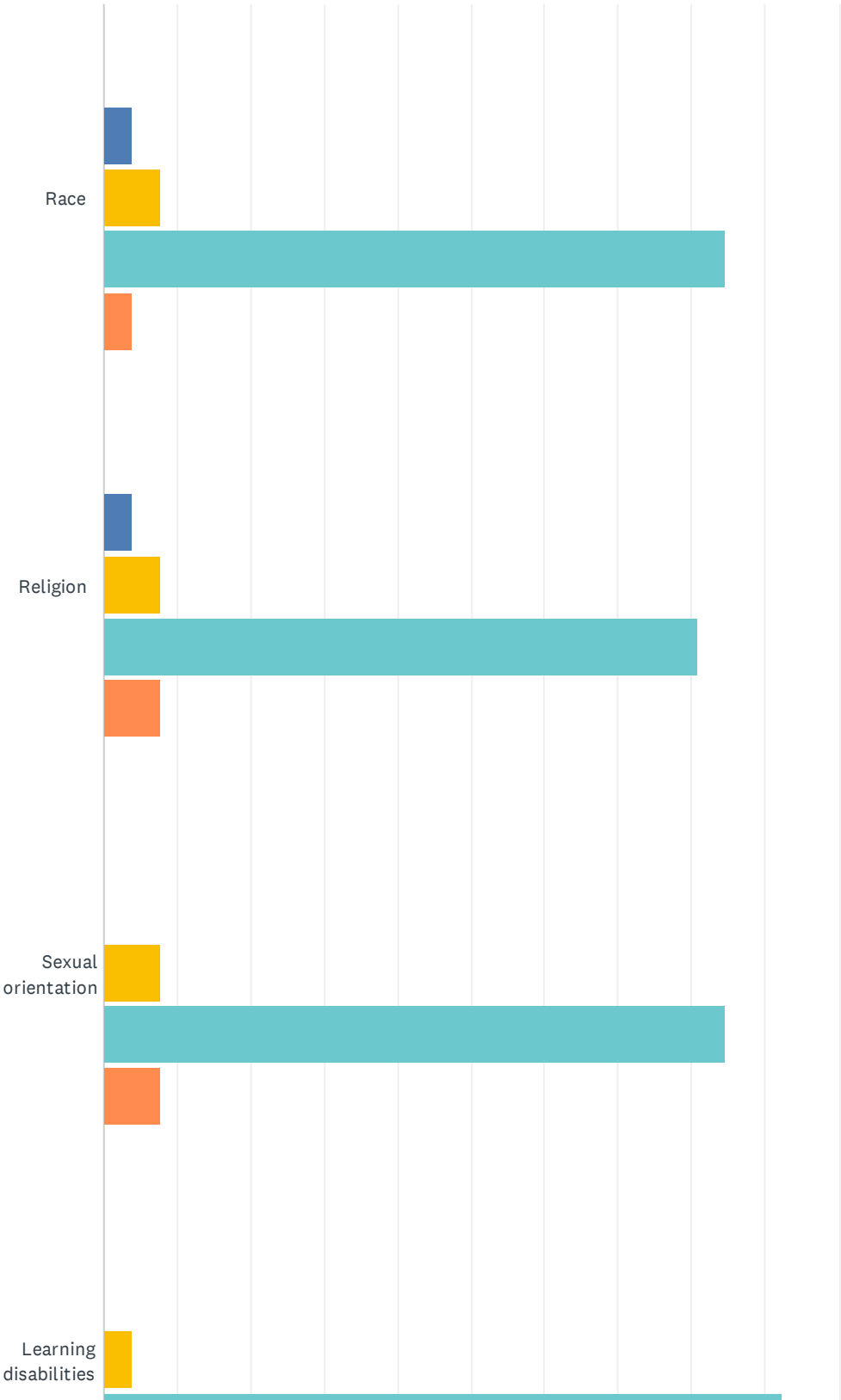
Norwood Creek Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



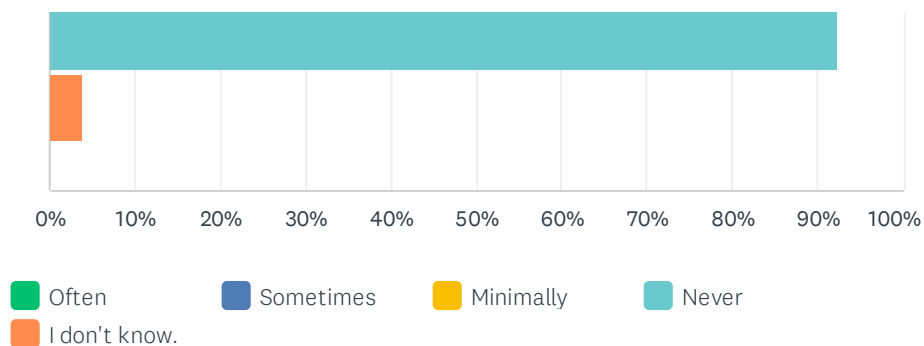
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	7.69% 2	23.08% 6	46.15% 12	23.08% 6	26	3.85
Gender or gender identification	0.00% 0	8.00% 2	8.00% 2	56.00% 14	28.00% 7	25	4.04
Learning difficulties	0.00% 0	15.38% 4	23.08% 6	42.31% 11	19.23% 5	26	3.65
Clothing or physical appearance	0.00% 0	15.38% 4	23.08% 6	42.31% 11	19.23% 5	26	3.65
Religion or cultural practices	0.00% 0	0.00% 0	26.92% 7	50.00% 13	23.08% 6	26	3.96
Sexual orientation	0.00% 0	0.00% 0	11.54% 3	61.54% 16	26.92% 7	26	4.15

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 26 Skipped: 0



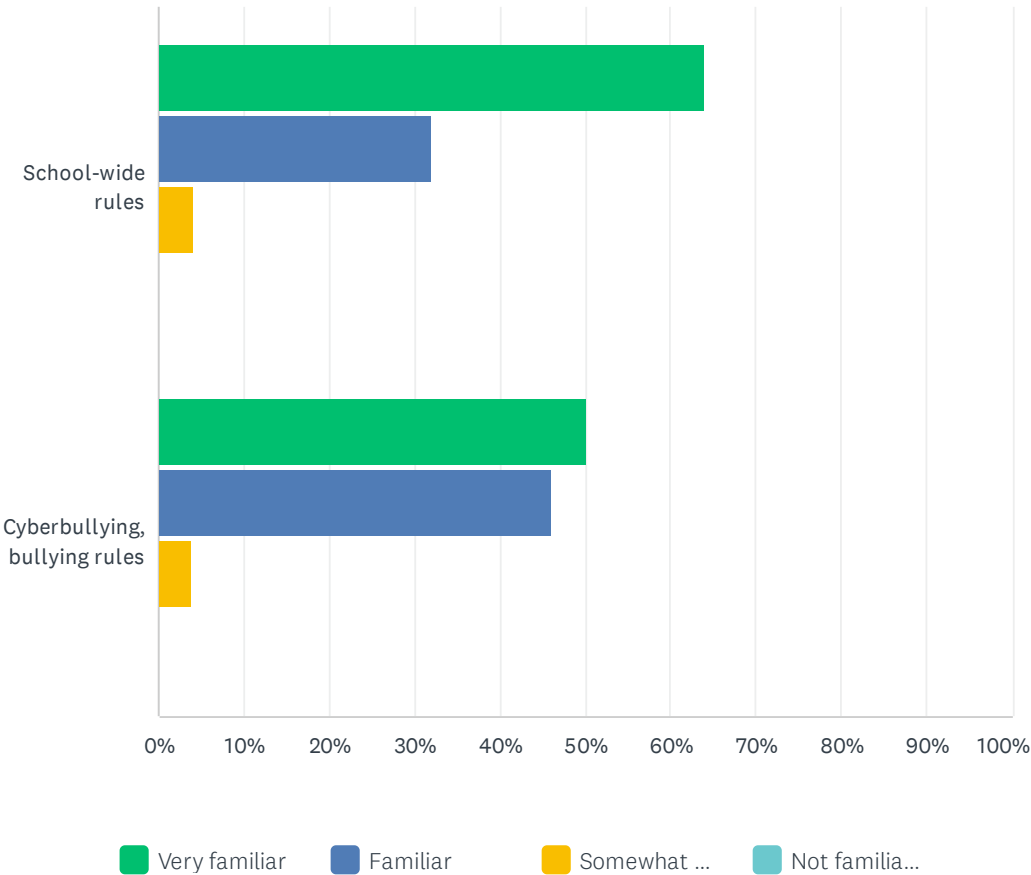
Norwood Creek Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	3.85% 1	7.69% 2	84.62% 22	3.85% 1	26	3.88
Religion	0.00% 0	3.85% 1	7.69% 2	80.77% 21	7.69% 2	26	3.92
Sexual orientation	0.00% 0	0.00% 0	7.69% 2	84.62% 22	7.69% 2	26	4.00
Learning disabilities	0.00% 0	0.00% 0	3.85% 1	92.31% 24	3.85% 1	26	4.00

Q5 How familiar are you with the following?

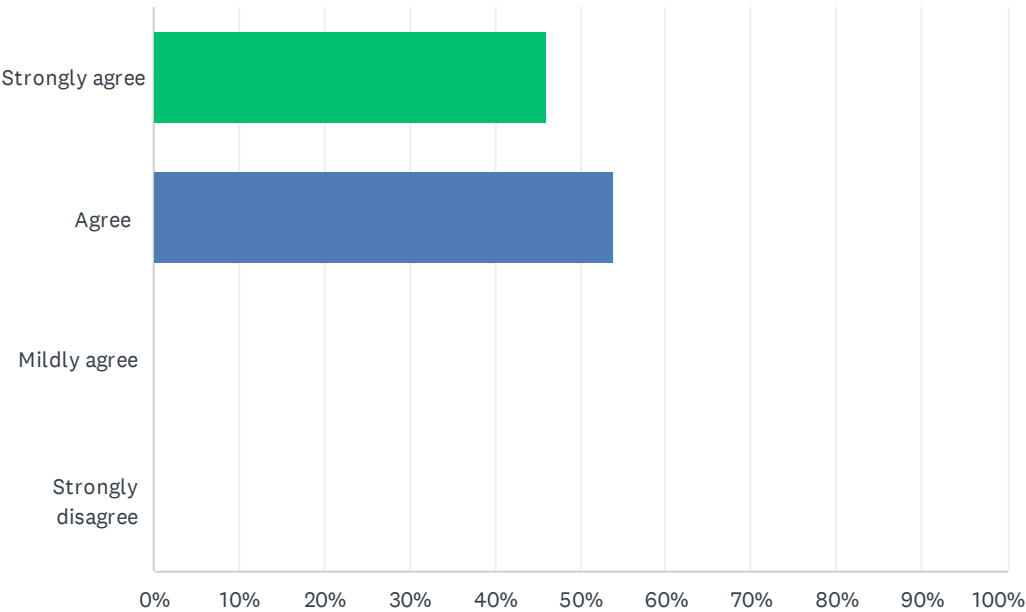
Answered: 26 Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	64.00% 16	32.00% 8	4.00% 1	0.00% 0	25	1.40
Cyberbullying, bullying rules	50.00% 13	46.15% 12	3.85% 1	0.00% 0	26	1.54

Q6 Staff enforces school rules fairly and appropriately?

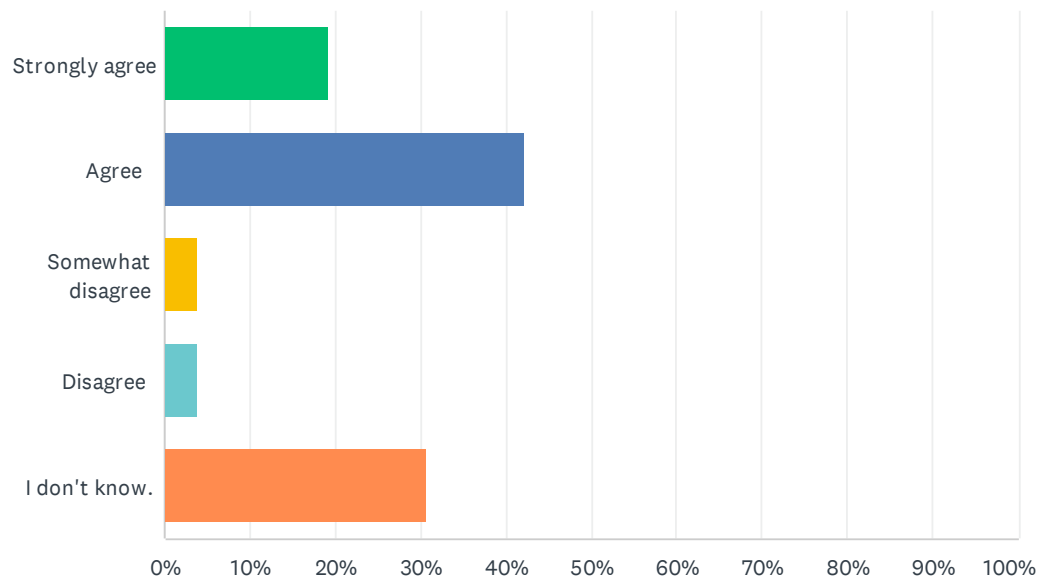
Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	46.15%	12
Agree	53.85%	14
Mildly agree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		26

Q7 I think that suspensions and expulsions are assigned to students when necessary.

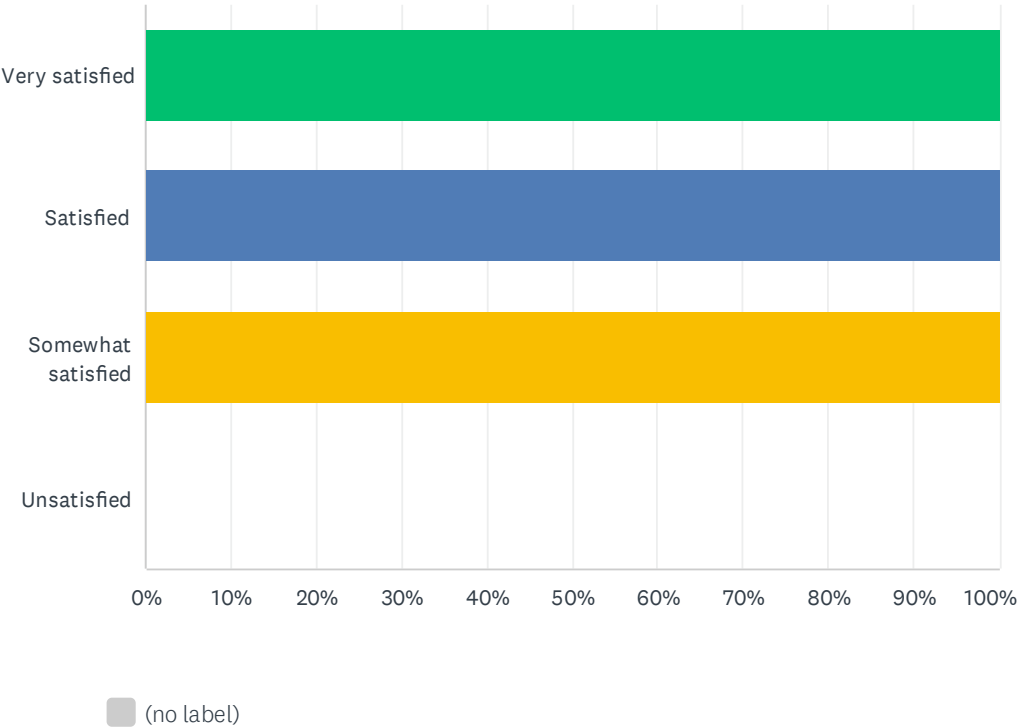
Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	19.23%	5
Agree	42.31%	11
Somewhat disagree	3.85%	1
Disagree	3.85%	1
I don't know.	30.77%	8
TOTAL		26

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

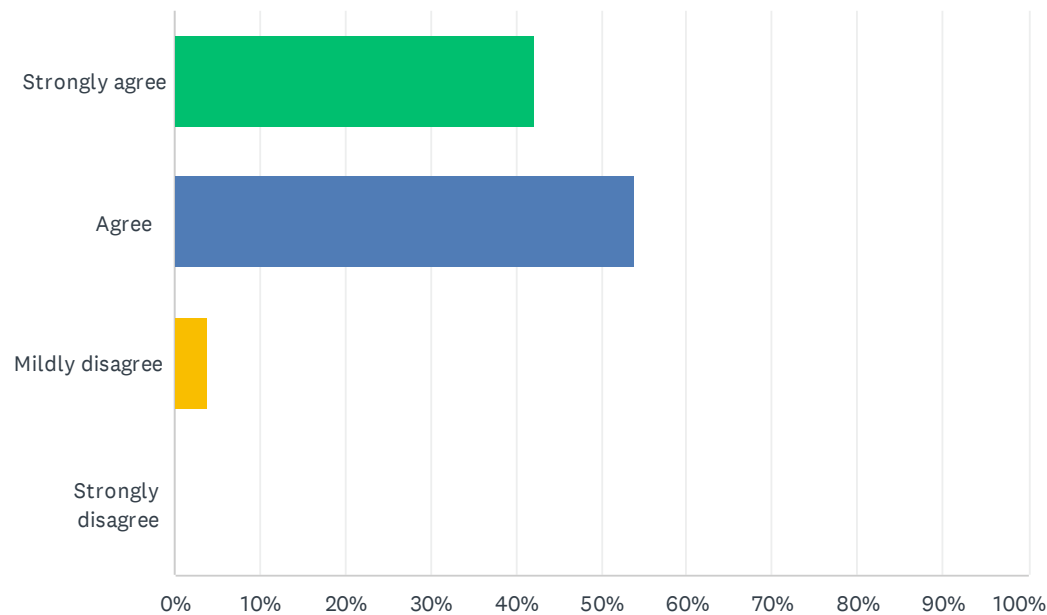
Answered: 26 Skipped: 0



	(NO LABEL)	TOTAL
Very satisfied	100.00% 9	9
Satisfied	100.00% 12	12
Somewhat satisfied	100.00% 5	5
Unsatisfied	0.00% 0	0

Q9 The school provides adequate training for staff on school policies and procedures?

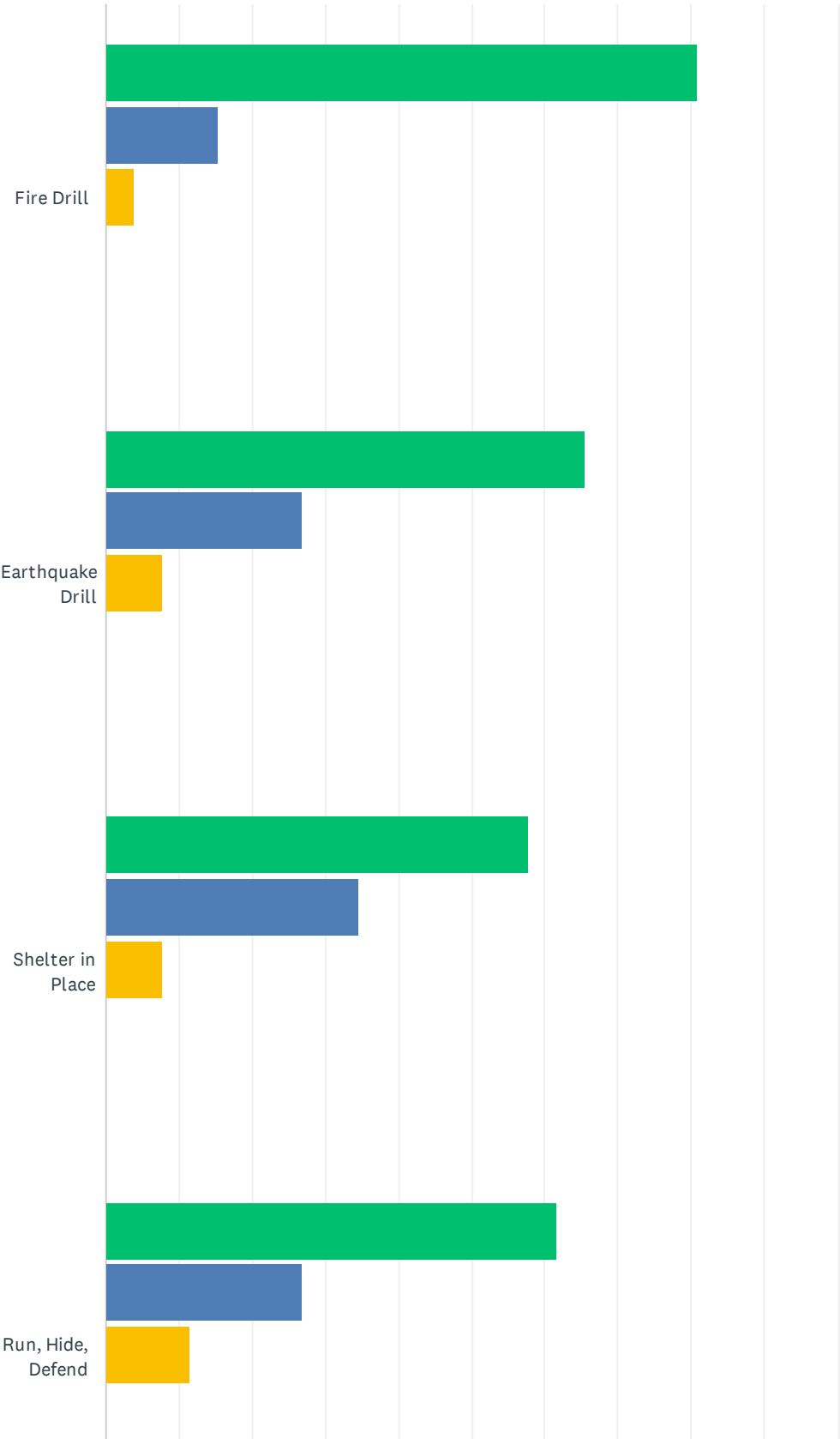
Answered: 26 Skipped: 0



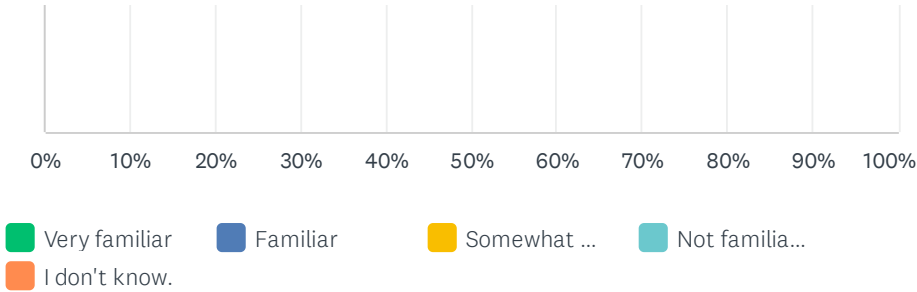
ANSWER CHOICES	RESPONSES	
Strongly agree	42.31%	11
Agree	53.85%	14
Mildly disagree	3.85%	1
Strongly disagree	0.00%	0
TOTAL		26

Q10 How well do you understand your schools Emergency procedures?

Answered: 26 Skipped: 0



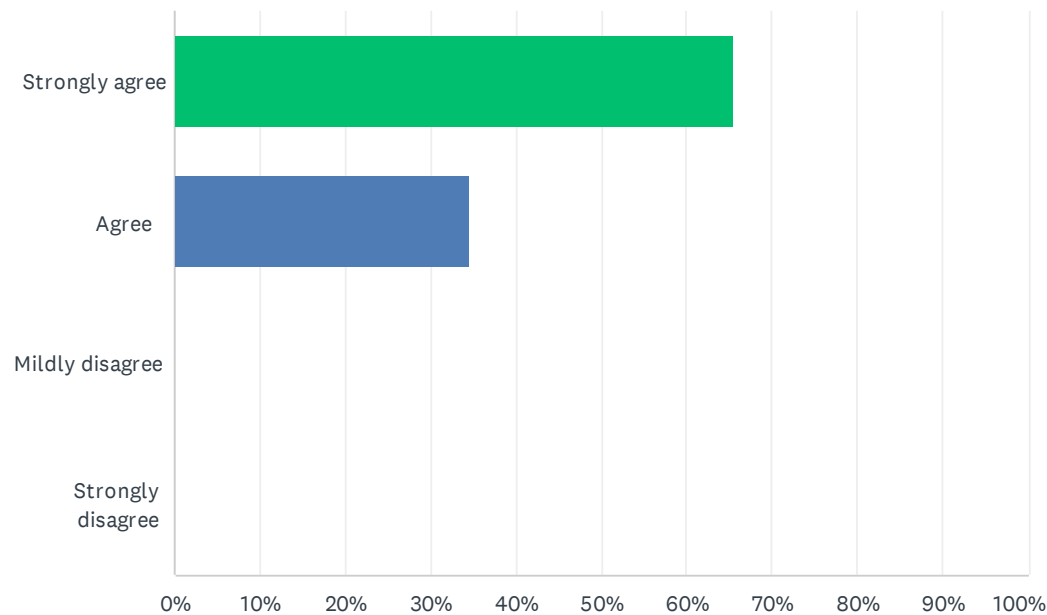
Norwood Creek Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	80.77% 21	15.38% 4	3.85% 1	0.00% 0	0.00% 0	26
Earthquake Drill	65.38% 17	26.92% 7	7.69% 2	0.00% 0	0.00% 0	26
Shelter in Place	57.69% 15	34.62% 9	7.69% 2	0.00% 0	0.00% 0	26
Run, Hide, Defend	61.54% 16	26.92% 7	11.54% 3	0.00% 0	0.00% 0	26

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

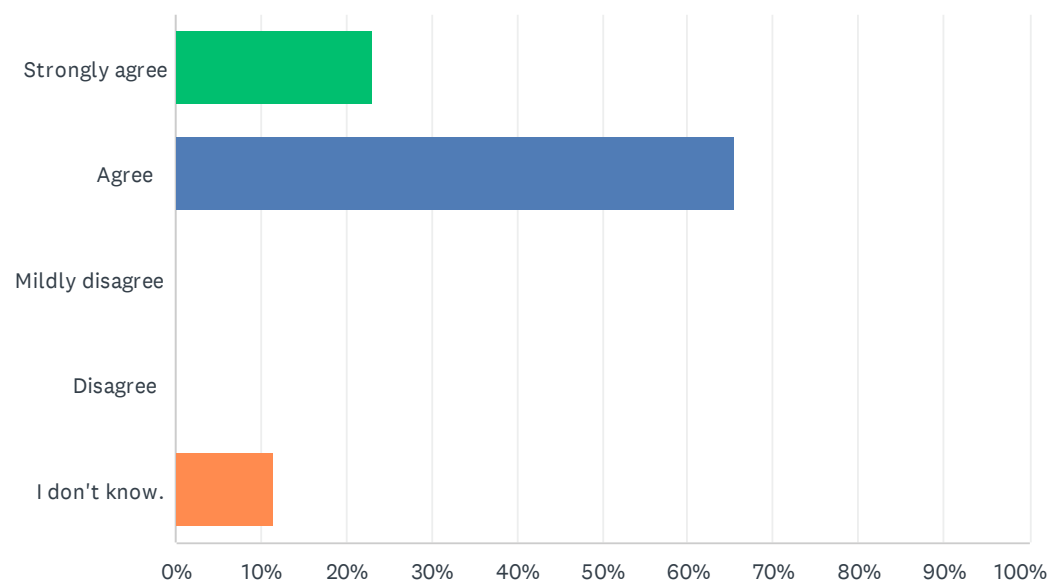
Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	65.38%	17
Agree	34.62%	9
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		26

Q12 The school has adequate resources to help students in an emergency or crisis.

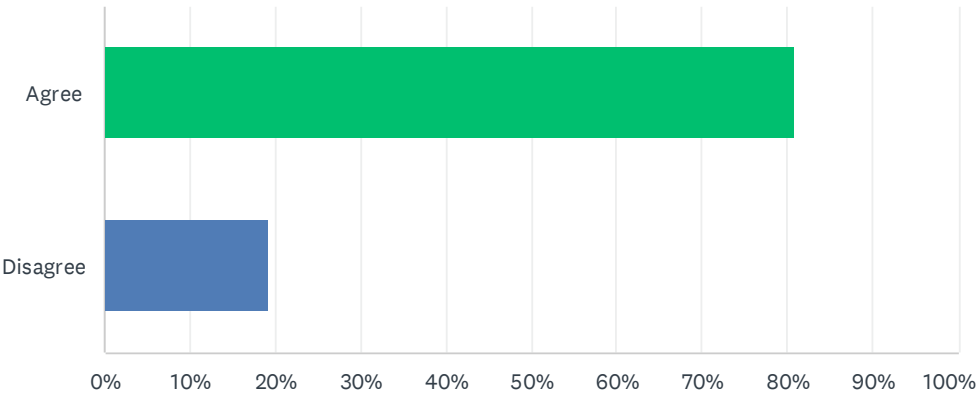
Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	23.08%	6
Agree	65.38%	17
Mildly disagree	0.00%	0
Disagree	0.00%	0
I don't know.	11.54%	3
TOTAL		26

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

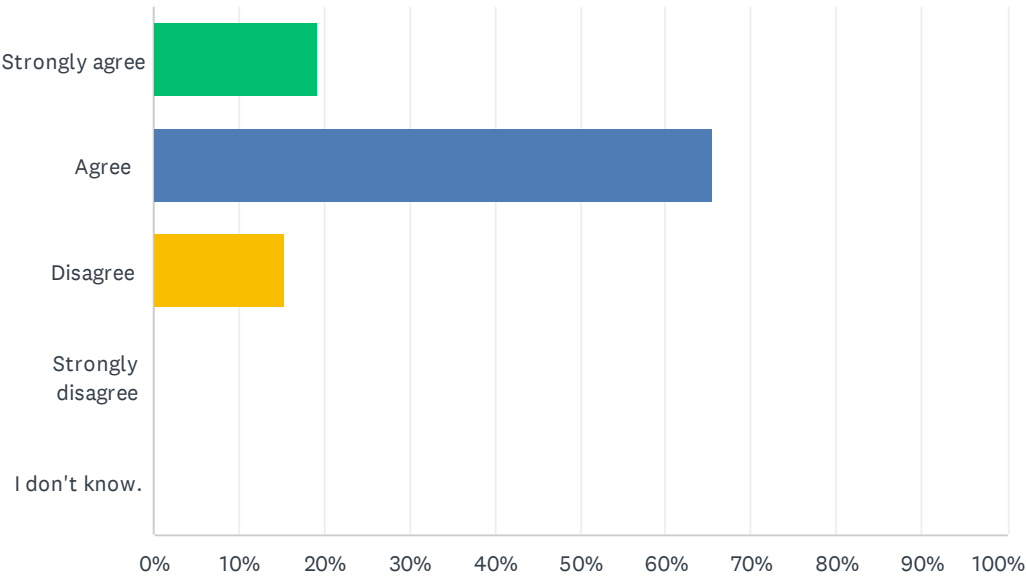
Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	80.77%	21
Disagree	19.23%	5
TOTAL		26

Q14 The facilities and grounds are well maintained at my school.

Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	19.23%	5
Agree	65.38%	17
Disagree	15.38%	4
Strongly disagree	0.00%	0
I don't know.	0.00%	0
TOTAL		26

Q15 What is something you would like to see improved regarding safety at your school?

Answered: 12 Skipped: 14

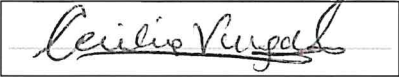
All data saved.

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:

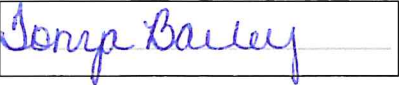
Signature	Committee or Advisory Group Name
<div>Clear</div> <div></div>	<div><input type="checkbox"/> State Compensatory Education Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input checked="" type="checkbox"/> English Learner Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Special Education Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Gifted and Talented Education Program Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> District/School Liaison Team for schools in Program Improvement</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Comperisatory Education Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Departmental Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Other: <div></div></div>

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/15/24

Attested:

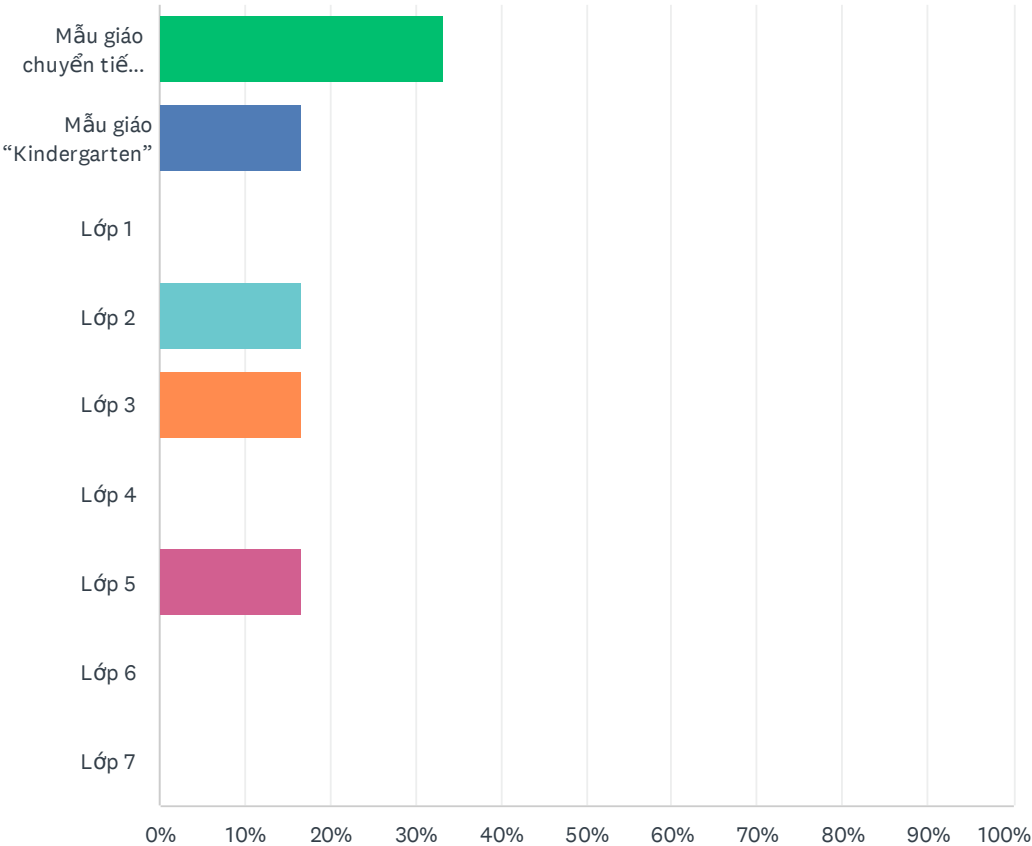
<div>Clear</div> <div></div>	Principal, <div>Tonya Bailey</div> on <div>5/29/24</div>
<div>Clear</div>	SSC Chairperson, <div>Cecilia Alvarez</div> on <div>5/29/24</div>

Leah Rangel

All data saved.

Q1 1. Con quý vị hiện đang học lớp mấy?

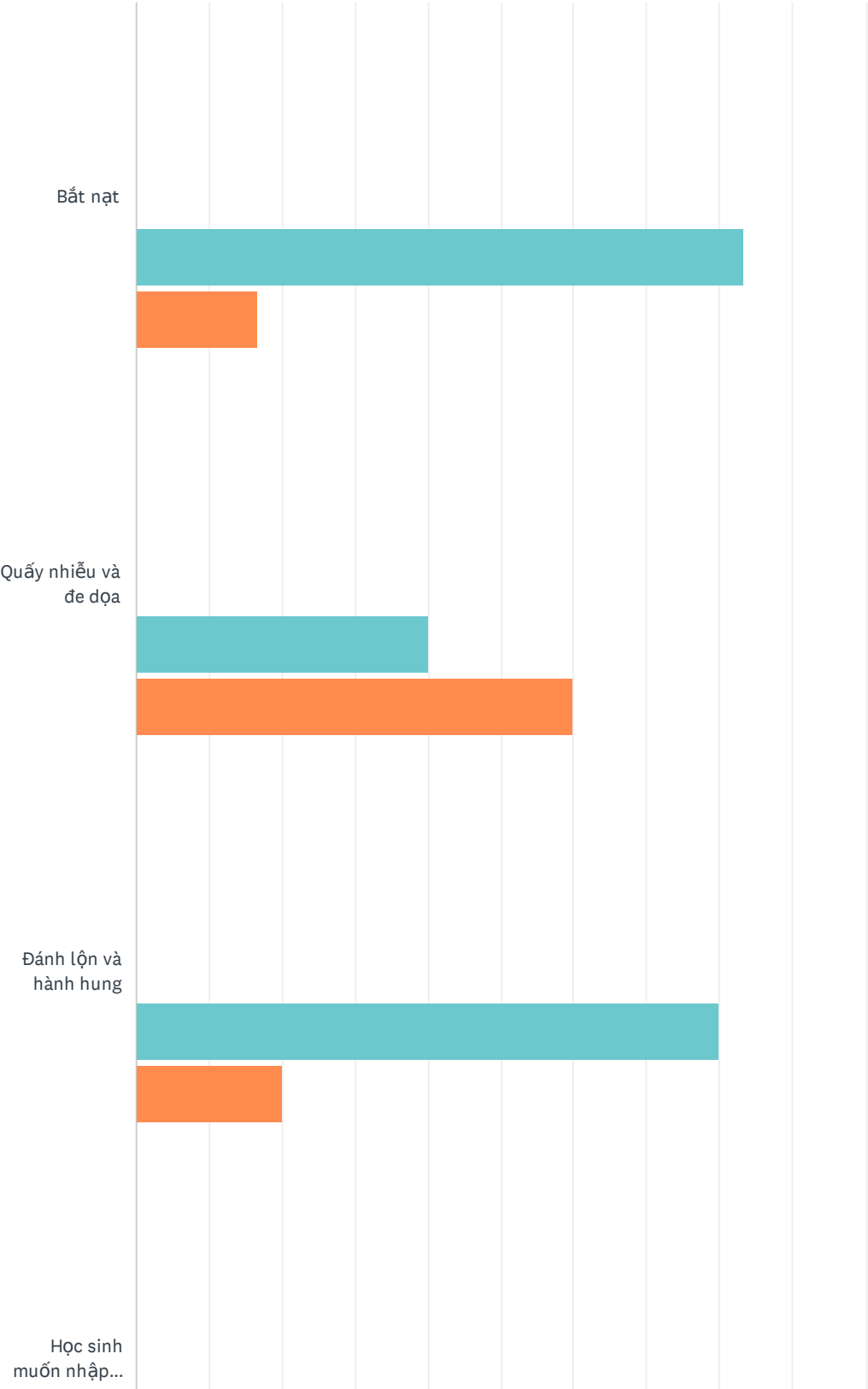
Answered: 6 Skipped: 0

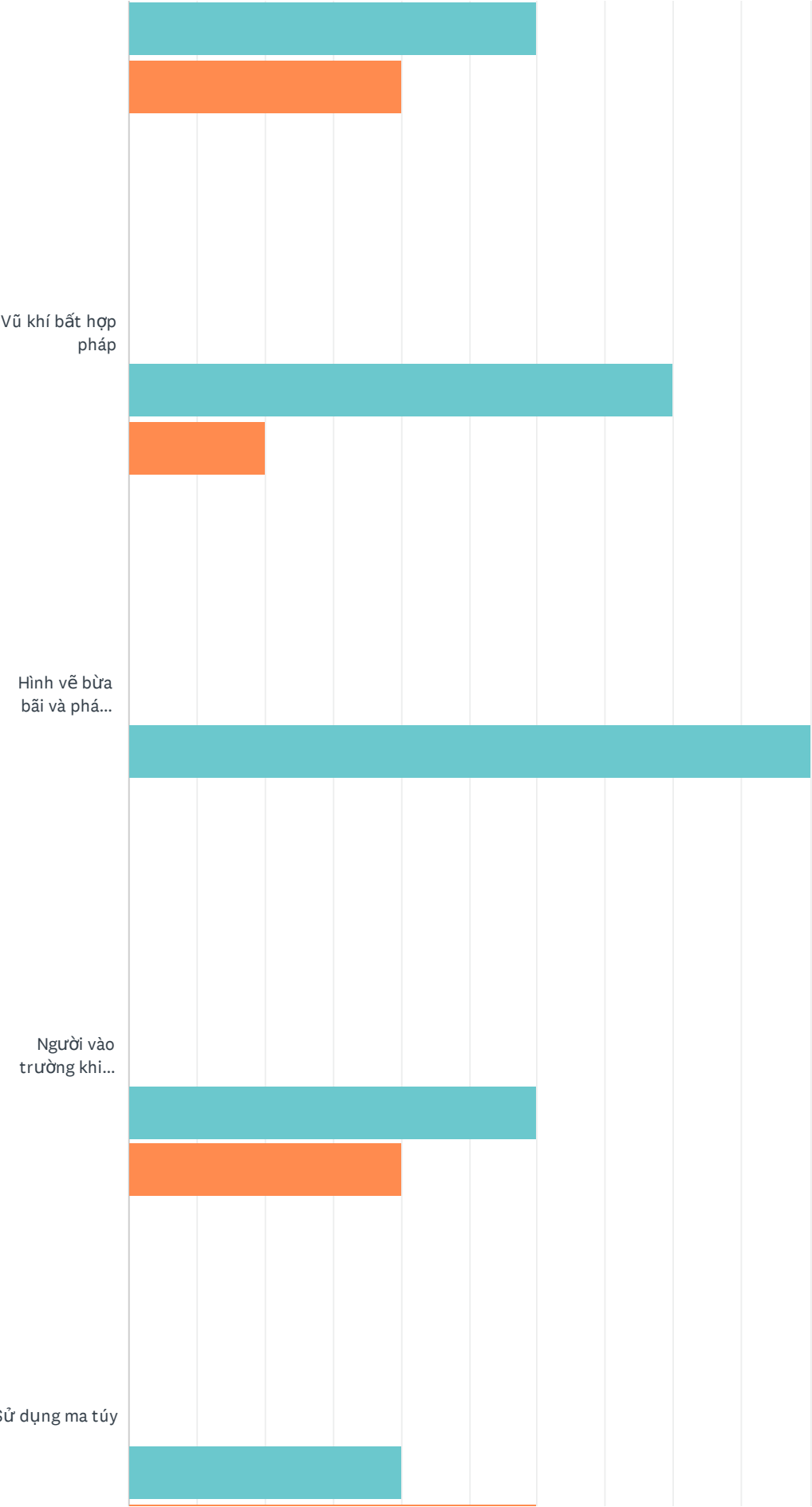


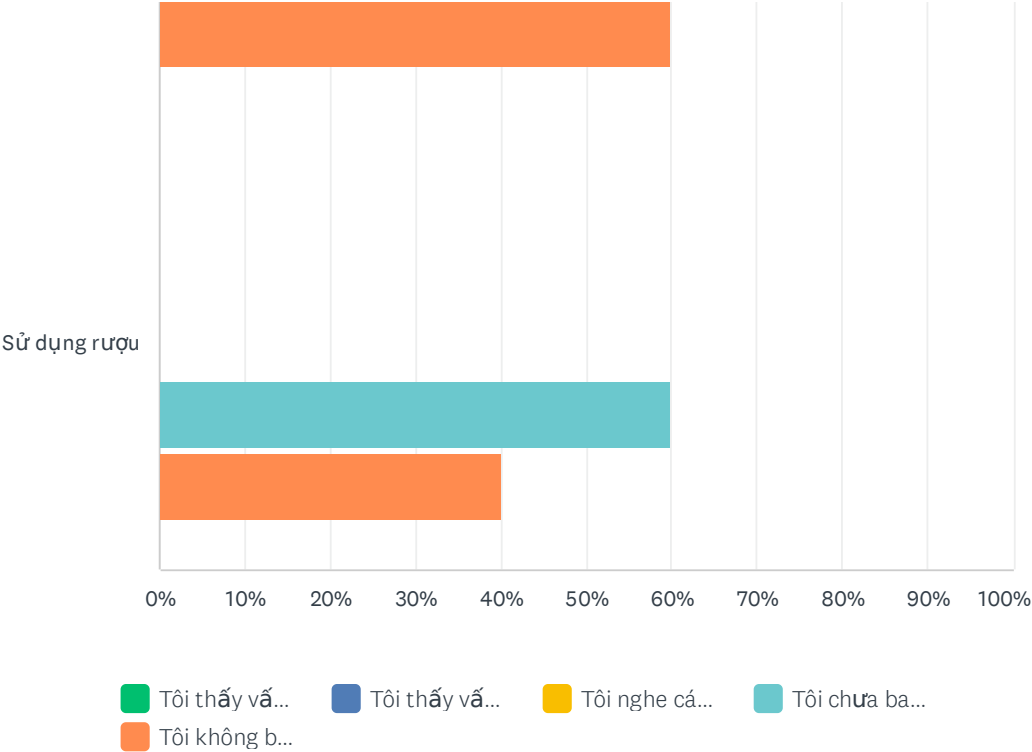
ANSWER CHOICES	RESPONSES	
Mẫu giáo chuyển tiếp "TK"	33.33%	2
Mẫu giáo "Kindergarten"	16.67%	1
Lớp 1	0.00%	0
Lớp 2	16.67%	1
Lớp 3	16.67%	1
Lớp 4	0.00%	0
Lớp 5	16.67%	1
Lớp 6	0.00%	0
Lớp 7	0.00%	0
TOTAL		6

Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

Answered: 6 Skipped: 0





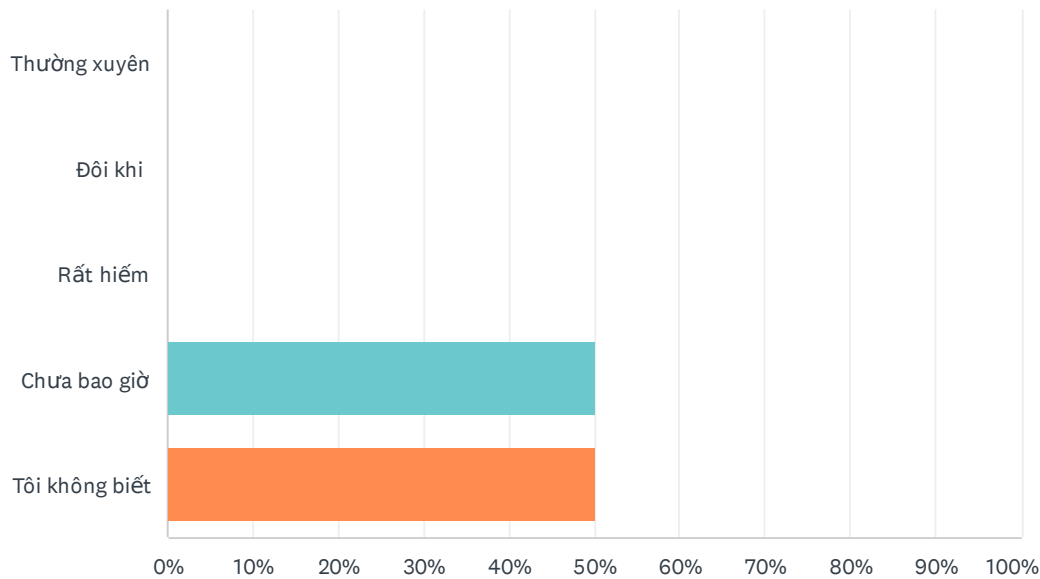


Norwood Creek Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bất nạt	0.00% 0	0.00% 0	0.00% 0	83.33% 5	16.67% 1	6	4.17
Quấy nhiễu và đe dọa	0.00% 0	0.00% 0	0.00% 0	40.00% 2	60.00% 3	5	4.60
Đánh lộn và hành hung	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1	5	4.20
Học sinh muốn nhập băng đảng	0.00% 0	0.00% 0	0.00% 0	60.00% 3	40.00% 2	5	4.40
Vũ khí bất hợp pháp	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1	5	4.20
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	5	4.00
Người vào trường khi không được phép	0.00% 0	0.00% 0	0.00% 0	60.00% 3	40.00% 2	5	4.40
Sử dụng ma túy	0.00% 0	0.00% 0	0.00% 0	40.00% 2	60.00% 3	5	4.60
Sử dụng rượu	0.00% 0	0.00% 0	0.00% 0	60.00% 3	40.00% 2	5	4.40

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm: bắt nạt về thể chất, lời nói, tình cảm, xã giao và trên mạng.

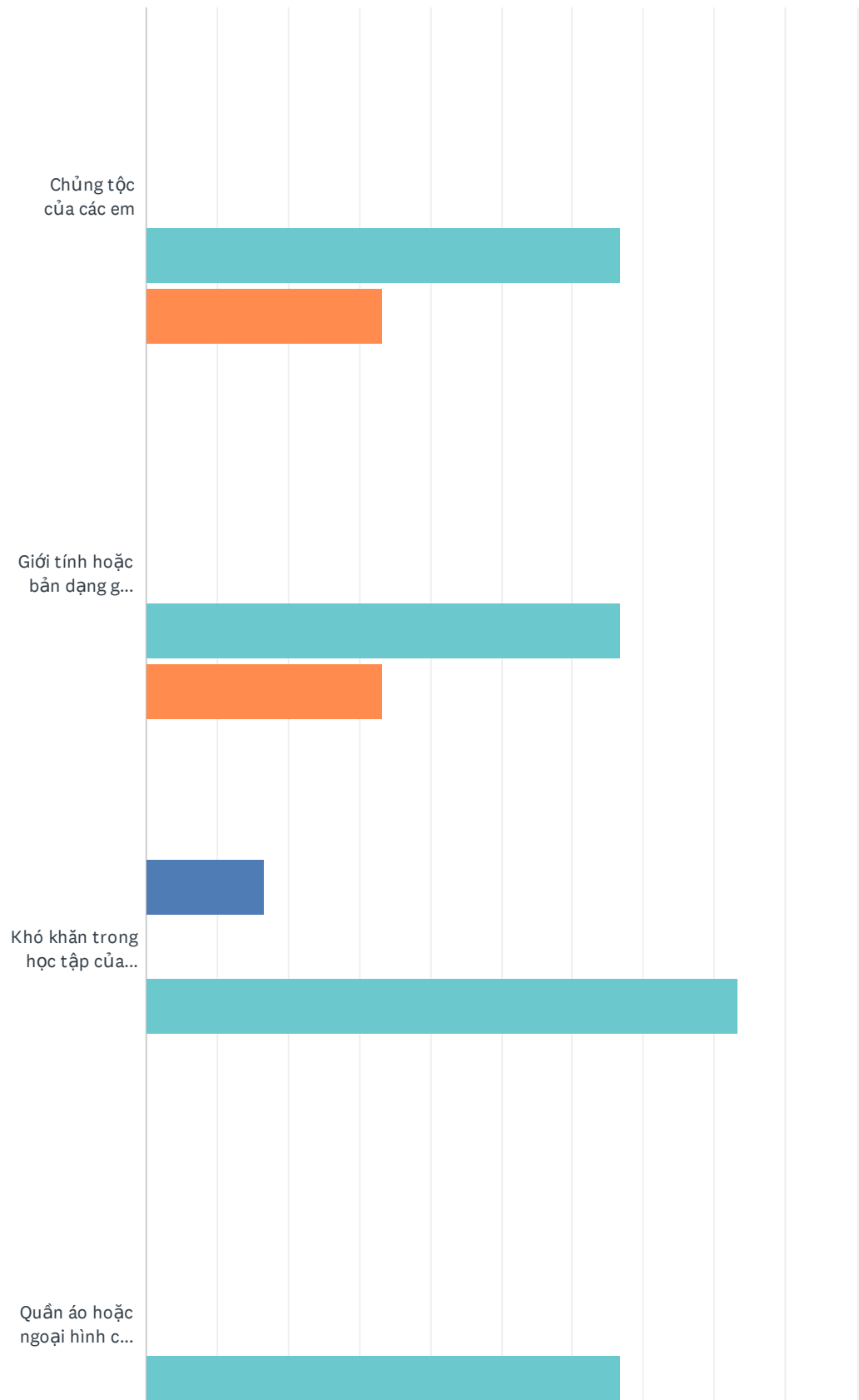
Answered: 6 Skipped: 0



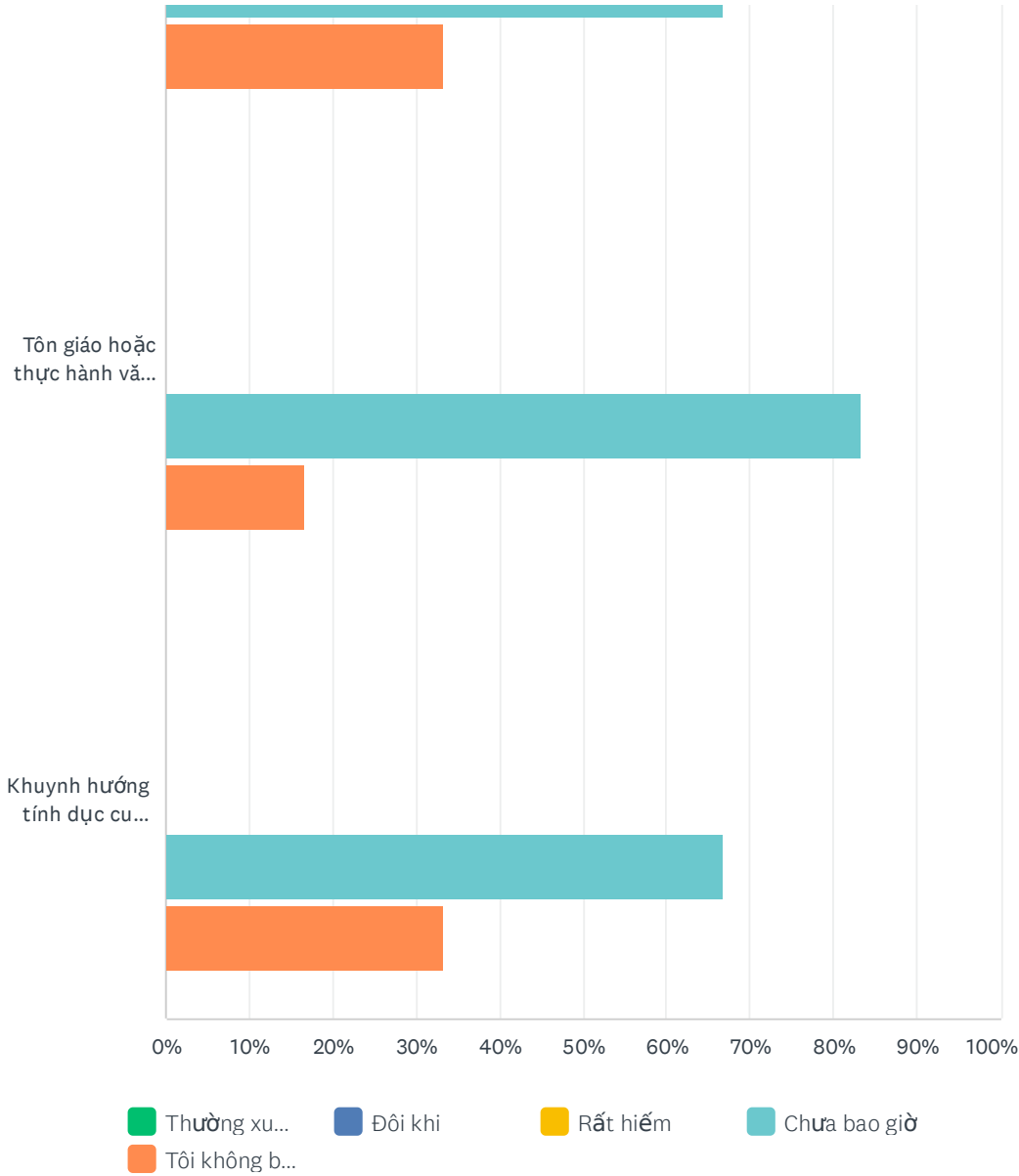
ANSWER CHOICES	RESPONSES	
Thường xuyên	0.00%	0
Đôi khi	0.00%	0
Rất hiếm	0.00%	0
Chưa bao giờ	50.00%	3
Tôi không biết	50.00%	3
TOTAL		6

Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 6 Skipped: 0



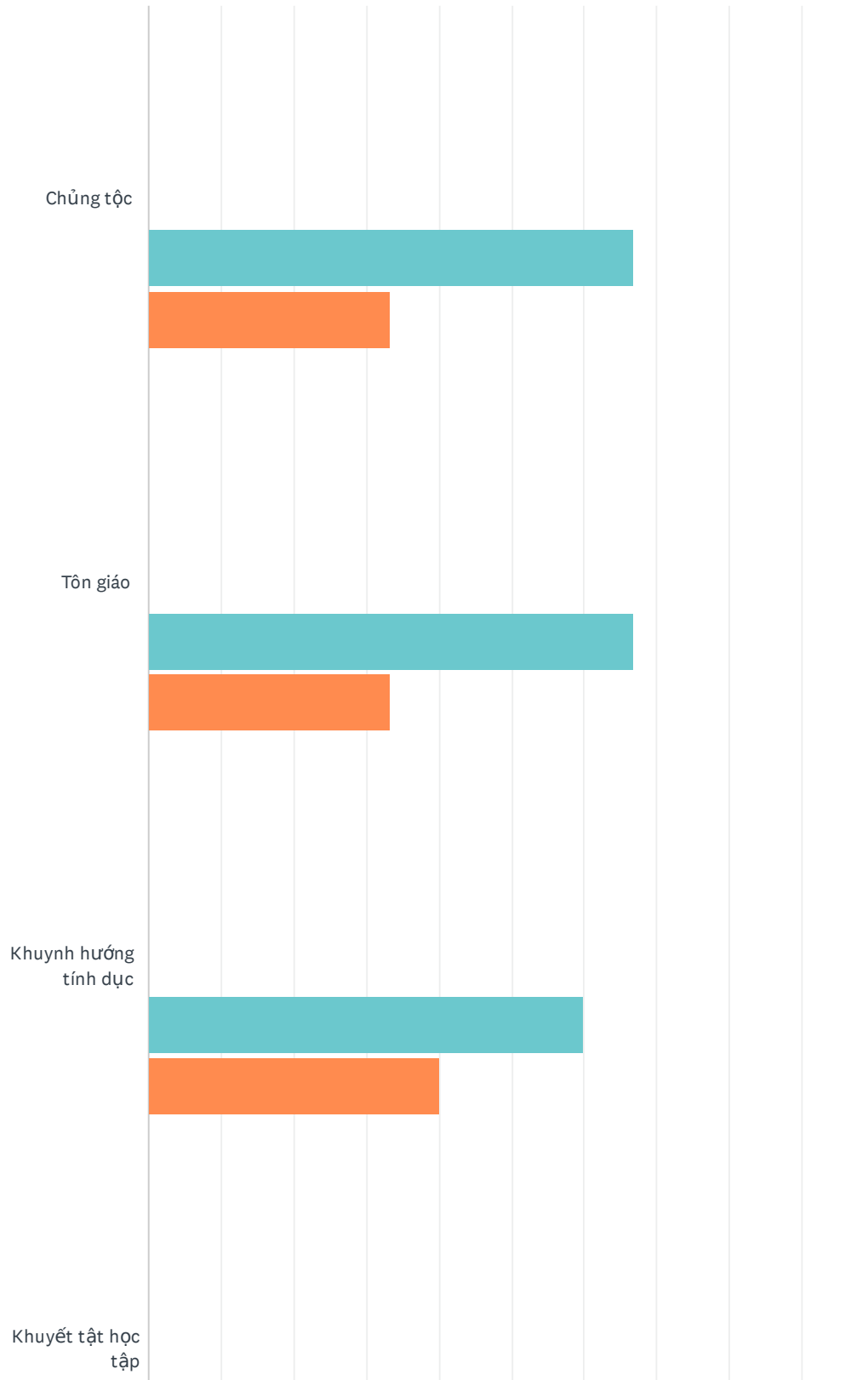
Norwood Creek Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



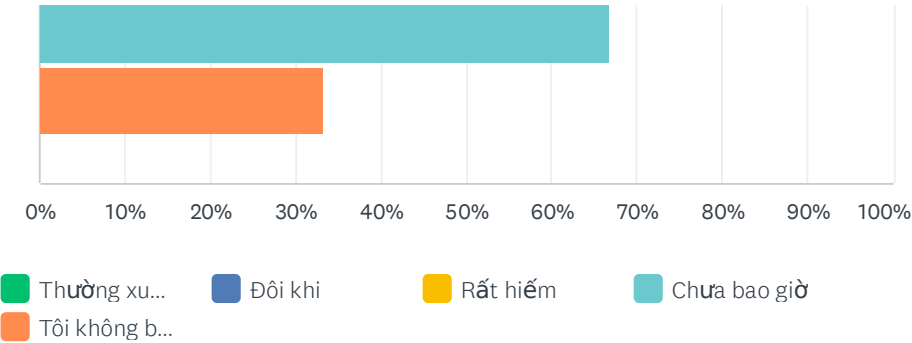
	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Khó khăn trong học tập của các em	0.00% 0	16.67% 1	0.00% 0	83.33% 5	0.00% 0	6	3.67
Quần áo hoặc ngoại hình của các em	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	0.00% 0	0.00% 0	83.33% 5	16.67% 1	6	4.17
Khuyňh hướng tính dục của các em	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33

Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

Answered: 6 Skipped: 0



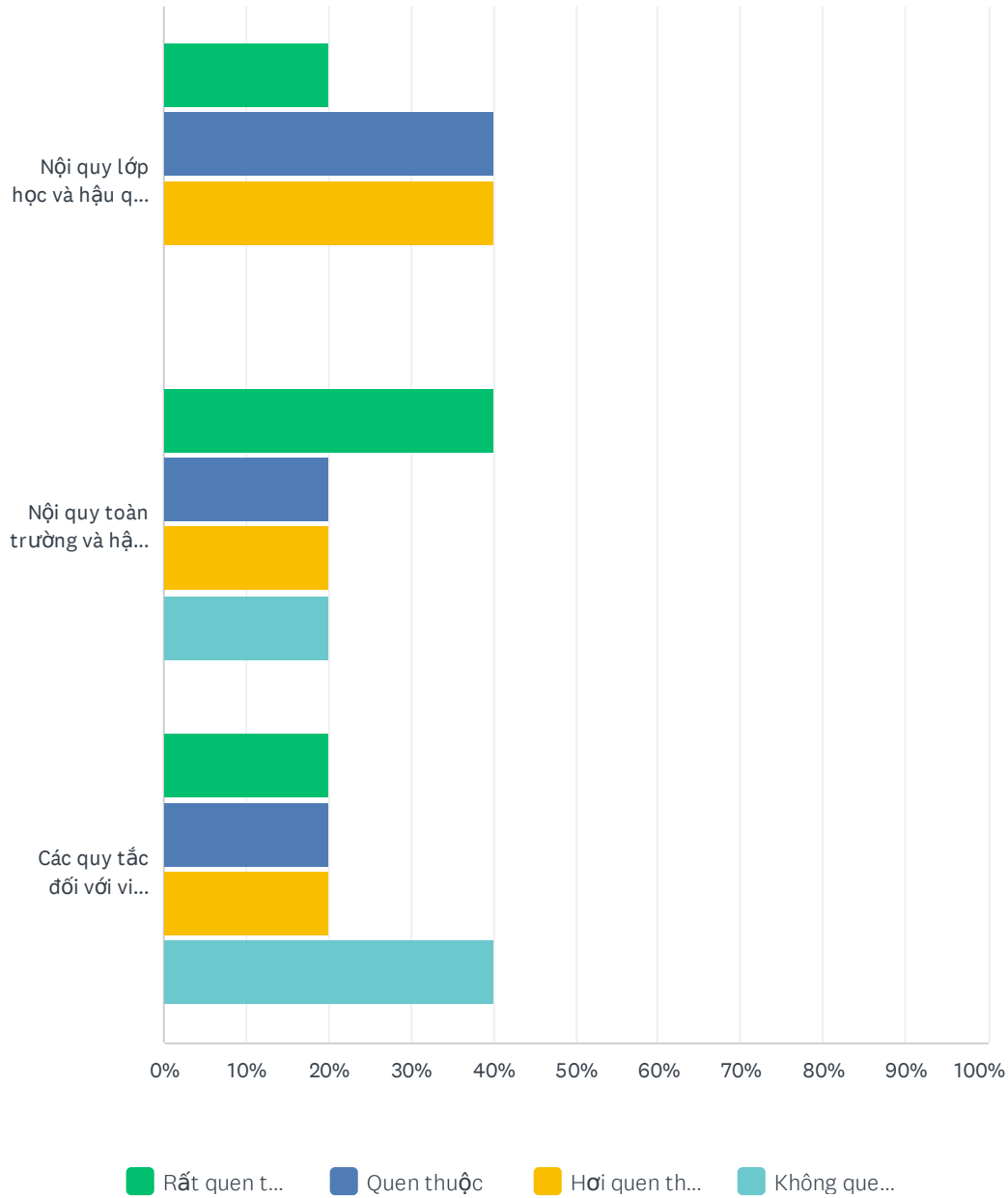
Norwood Creek Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Tôn giáo	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Khuynh hướng tính dục	0.00% 0	0.00% 0	0.00% 0	60.00% 3	40.00% 2	5	4.40
Khuyết tật học tập	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33

Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

Answered: 5 Skipped: 1

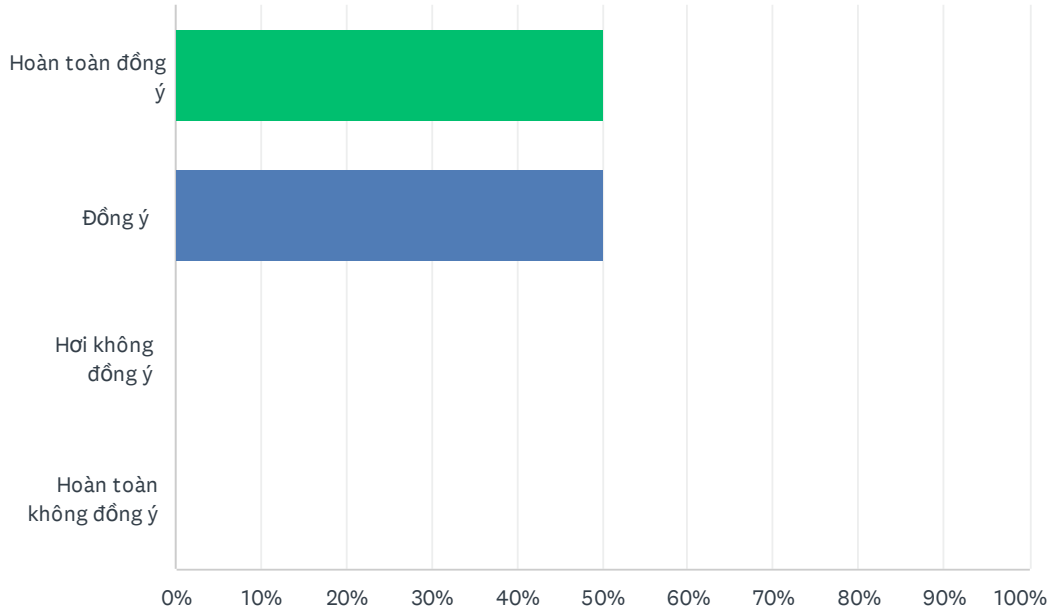


Norwood Creek Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	20.00% 1	40.00% 2	40.00% 2	0.00% 0	5	2.20
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	40.00% 2	20.00% 1	20.00% 1	20.00% 1	5	2.20
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	20.00% 1	20.00% 1	20.00% 1	40.00% 2	5	2.80

Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

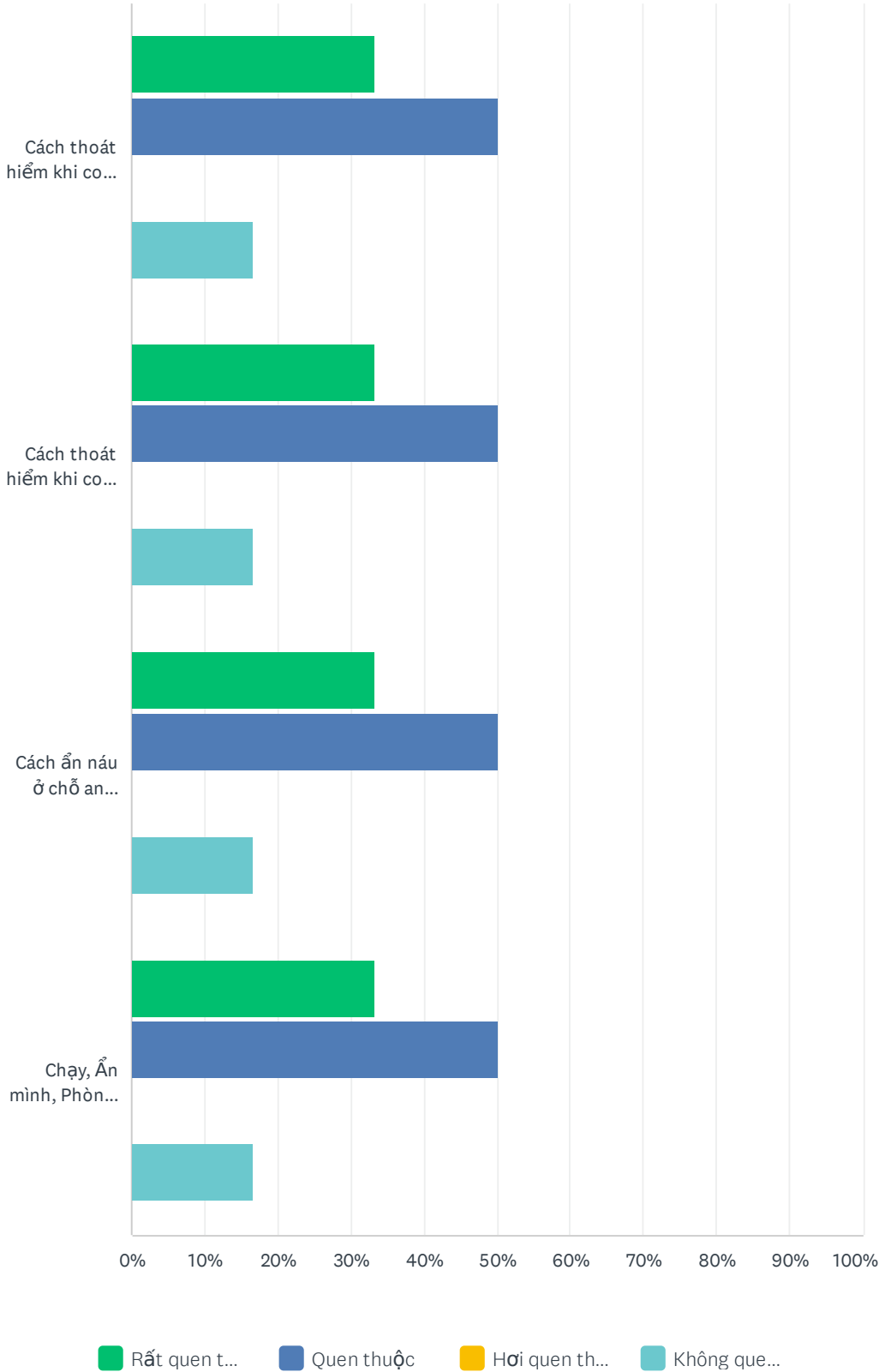
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	50.00%	3
Đồng ý	50.00%	3
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
TOTAL		6

Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?

Answered: 6 Skipped: 0

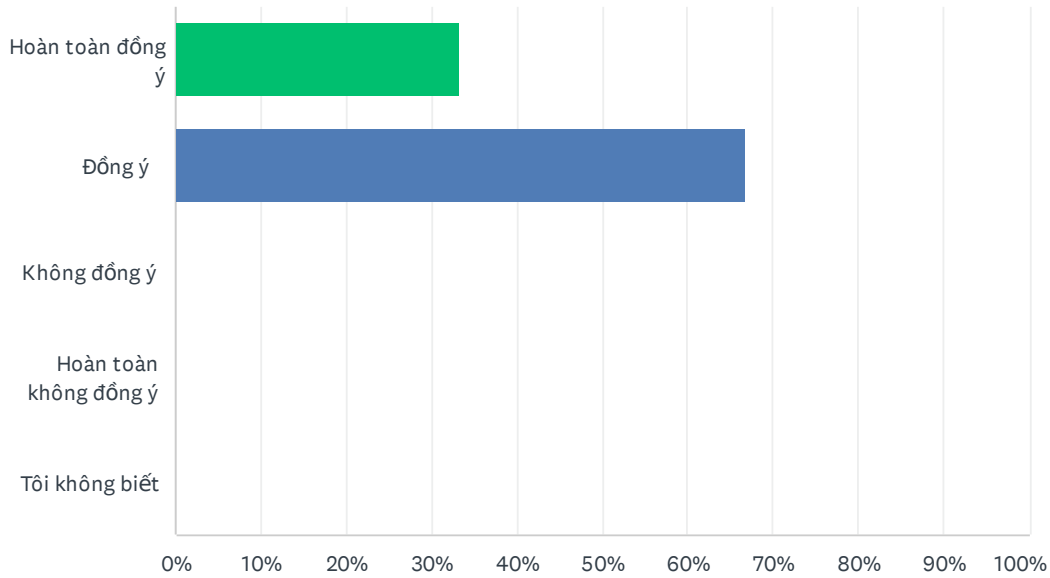


Norwood Creek Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	33.33% 2	50.00% 3	0.00% 0	16.67% 1	6
Cách thoát hiểm khi có động đất	33.33% 2	50.00% 3	0.00% 0	16.67% 1	6
Cách ẩn náu ở chỗ an toàn	33.33% 2	50.00% 3	0.00% 0	16.67% 1	6
Chạy, Ẩn mình, Phòng thủ	33.33% 2	50.00% 3	0.00% 0	16.67% 1	6

Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

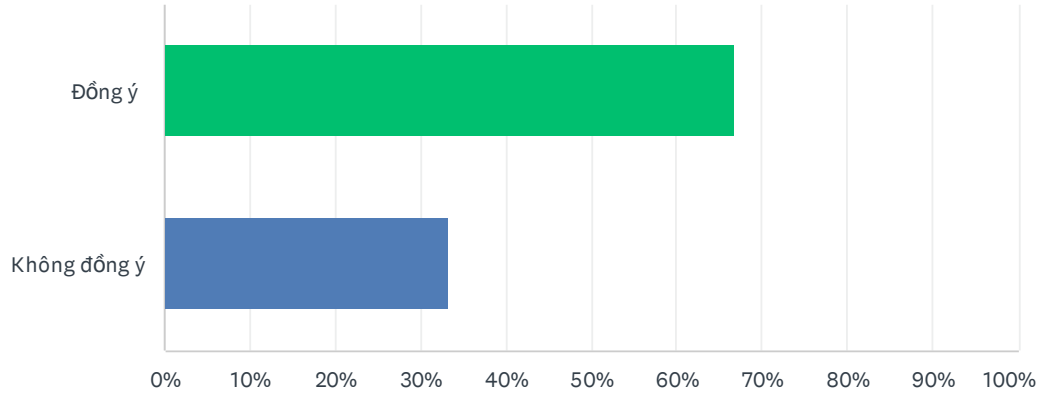
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	33.33%	2
Đồng ý	66.67%	4
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		6

Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

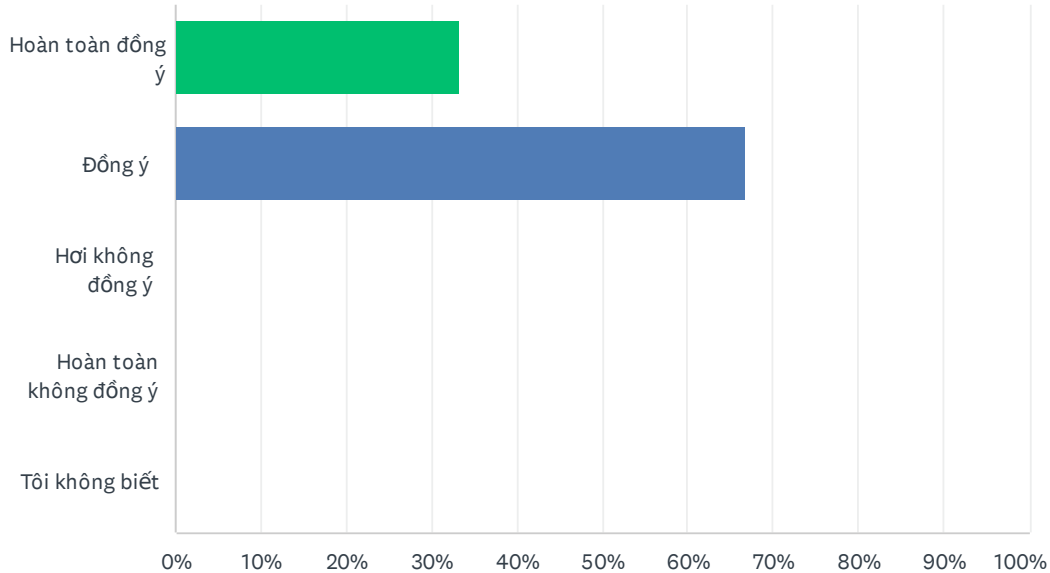
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Đồng ý		66.67%	4
Không đồng ý		33.33%	2
TOTAL			6

Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	33.33%	2
Đồng ý	66.67%	4
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		6

Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Answered: 1 Skipped: 5