School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norwood Creek	43-69435-6102081	4/28/26	6/18/26

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

- Schoolwide Program

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

☑ Schoolwide Program

At Norwood Creek we focus on developing every child's social, ethical, emotional, physical, and intellectual development in order to reach their full potential.
Our School's Plan for Student Achievement (SPSA) outlines how resources are allocated to support all students, with a particular focus on underserved populations in order to increase engagement, improve attendance, and promote academic growth and social-emotional well-being.

The School Site Council (SSC) conducts a comprehensive needs assessment each year to inform and develop the SPSA. The school's lead teams are able to conduct an annual needs assessment with input from staff and parents who participate on the school site council. The lead team develops a data-driven SPSA based on the needs identified through this process. To effectively address student academic needs, the school administers diagnostic assessments in reading and mathematics three times per year. These data are used to set targeted goals and inform instruction and interventions. Based on identified needs and research-based instructional and intervention practices, the SPSA is designed to improve student outcomes in academic achievement, attendance, behavior, and social-emotional well-being.

The team identifies evidence-based practices to improve academic achievement for targeted students including socioeconomically disadvantaged students and English Language Learners. The school's goals are closely aligned with the district's Local Control and Accountability Plan (LCAP), and a continuous improvement model is used to guide the implementation, monitoring, and annual evaluation of the SPSA.

The SSC meets regularly throughout the year to review progress, monitor implementation, and make adjustments as needed.

Educational Partner Involvement

How, when, and with whom did Norwood Creek 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. At Norwood data is reviewed throughout the year with staff and the community.

The Educational Partner Engagement is an ongoing, annual process. School Site Council, English Language Advisory Committee member and staff reviewed and provided feedback on the proposed goals for next year on10/30/25; 11/18/25; 1/27/26; 3/31/26, and 4/28/26.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

In 2025, in the area of Academic Engagement, our Hispanic students, Socioeconomically Disadvantages students and Students with disabilities were identified in the yellow category (medium) for chronic absenteeism. We continue to target students in this category for support with attendance.

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.

Socioeconomically disadvantaged students scored two levels below the all student performance in math. Also in math our hispanic students scored three levels below the all student performance.

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; Socioeconomically disadvantaged; and Hispanic students.

In academic engagement, all students scored in the green (high) for chronic absenteeism. Socioeconomically disadvantaged students, Students with Disabilities, and Hispanic students were categorized as medium for the chronic absenteeism indicator (yeloow section). 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 and socioeconomically disadvantaged students 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 high level for suspension rate (green). There was a slight increase in the number of suspensions from last year when we were categorized as the highest performance (blue) for conditions and climate.

Students in1st 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 utilizing the iReady and IXL resource materials.

Additionally, 5th grade students who performed at least one grade level below in math participated in a weekly math intervention on Friday afternoons.

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. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.91%	0.75%	0.96%	5	4	5
African American	0.73%	0.75%	0.38%	4	4	2
Asian	59.35%	58.68%	56.05%	327	311	292
Filipino	9.80%	10.75%	13.05%	54	57	68
Hispanic/Latino	22.69%	22.08%	20.92%	125	117	109
Pacific Islander	1.09%	1.32%	1.34%	6	7	7
White	1.81%	1.70%	2.11%	10	9	11
Multiple/No Response	3.63%	3.96%	3.84%	20	21	20
			Total Enrollment	551	530	521

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	40
Kindergarten	46	47	66
Grade 1	67	47	47
Grade 2	67	70	47
Grade3	79	69	74
Grade 4	81	77	72
Grade 5	91	88	83
Grade 6	85	92	92
Total Enrollment	551	530	521

Conclusions based on this data:

1. Asian students remain the majority but are gradually decreasing. The percentage of Asian students drops from 63.08% (22–23) to 58.68% (24–25), with enrollment declining from 352 to 311 students, indicating a steady downward trend.

2. Filipino and Pacific Islander populations are growing. Filipino enrollment increases from 8.42% to 10.75% (47 ? 57 students), and Pacific Islander students rise from 0.18% to 1.32% (1 ? 7 students), showing notable growth in these groups.

3. Overall student enrollment is decreasing slightly. Total enrollment declines from 558 (22–23) to 530 (24–25), suggesting a modest but consistent drop in the overall student population.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	118	80	76	28.3%	21.4%	14.6%
Fluent English Proficient (FEP)	145	137	118	19.7%	26.3%	22.6%
Reclassified Fluent English Proficient (RFEP)	74	70	60	7.2%	13.4%	11.52%

Conclusions based on this data:

1. Reclassified Fluent English Proficient (RFEP) students show sustained improvement. RFEP counts and percentages increased notably from 40 (7.2%) in 22–23 to 74 (13.4%) in 23–24, with only a slight decrease to 70 (13.2%) in 24–25, indicating consistent progress in reclassification outcomes.
2. English Learner (EL) enrollment is steadily declining. Both the number and percentage of English Learners dropped significantly over the three years (from 158 students / 28.3% in 22–23 to 80 students / 15.1% in 24–25), indicating a substantial reduction in EL population.
3. Fluent English Proficient (FEP) students increased and then slightly stabilized. The number and percentage of FEP students rose from 110 (19.7%) in 22–23 to 145 (26.3%) in 23–24, then slightly decreased to 137 (25.8%) in 24–25, suggesting overall growth with a recent decrease.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	75	79	70	74	78	70	74	78	70	98.7	98.7	100
Grade 4	86	83	80	85	82	78	85	82	78	98.8	98.8	97.5
Grade 5	83	92	90	83	91	89	83	91	89	100.0	98.9	98.9
Grade 6	96	88	94	96	87	92	96	87	92	100.0	98.9	97.9
All Grades	340	342	334	338	338	329	338	338	329	99.4	98.8	98.5

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2461.	2478.	2473.	40.54	44.87	45.71	25.68	24.36	25.71	21.62	21.79	15.71	12.16	8.97	12.86
Grade 4	2503.	2517.	2531.	50.59	46.34	50.00	14.12	21.95	24.36	14.12	17.07	11.54	21.18	14.63	14.10
Grade 5	2565.	2539.	2555.	49.40	39.56	37.08	30.12	27.47	39.33	9.64	10.99	11.24	10.84	21.98	12.36
Grade 6	2591.	2603.	2577.	44.79	48.28	38.04	32.29	27.59	31.52	12.50	14.94	15.22	10.42	9.20	15.22
All Grades	N/A	N/A	N/A	46.45	44.67	42.25	25.74	25.44	30.70	14.20	15.98	13.37	13.61	13.91	13.68

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.08	37.18	27.14	58.11	58.97	61.43	10.81	3.85	11.43
Grade 4	27.06	34.15	35.90	58.82	57.32	56.41	14.12	8.54	7.69
Grade 5	38.55	27.47	30.34	53.01	62.64	64.04	8.43	9.89	5.62
Grade 6	33.33	48.28	30.43	48.96	41.38	61.96	17.71	10.34	7.61
All Grades	32.54	36.69	31.00	54.44	55.03	61.09	13.02	8.28	7.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.32	32.05	31.43	62.16	53.85	55.71	13.51	14.10	12.86
Grade 4	29.41	36.59	34.62	54.12	50.00	52.56	16.47	13.41	12.82
Grade 5	32.53	36.26	32.58	56.63	47.25	58.43	10.84	16.48	8.99
Grade 6	45.83	48.28	35.87	44.79	41.38	48.91	9.38	10.34	15.22
All Grades	33.73	38.46	33.74	53.85	47.93	53.80	12.43	13.61	12.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.22	24.36	18.57	72.97	64.10	77.14	10.81	11.54	4.29
Grade 4	20.00	15.85	23.08	70.59	74.39	64.10	9.41	9.76	12.82
Grade 5	24.10	21.98	11.24	71.08	65.93	84.27	4.82	12.09	4.49
Grade 6	15.63	24.14	19.57	77.08	67.82	70.65	7.29	8.05	9.78
All Grades	18.93	21.60	17.93	73.08	68.05	74.16	7.99	10.36	7.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.38	34.62	34.29	60.81	57.69	52.86	10.81	7.69	12.86
Grade 4	22.35	17.07	38.46	65.88	75.61	53.85	11.76	7.32	7.69
Grade 5	33.73	34.07	31.46	57.83	47.25	60.67	8.43	18.68	7.87
Grade 6	33.33	41.38	25.00	61.46	52.87	63.04	5.21	5.75	11.96
All Grades	29.59	31.95	31.91	61.54	57.99	58.05	8.88	10.06	10.03

Conclusions based on this data:

1. Over the three-year period, student performance on the CAASPP shows a steady improvement, indicating that instructional strategies and interventions are having a positive impact on student learning outcomes.

2. Additionally, the data indicates a gradual increase in the percentage of students meeting or exceeding standards, while the number of students in the “not met” category has decreased. This suggests progress in closing foundational skill gaps.

3. There is a decrease in the percentage of students below standard. The numbers have moved from 13.02% in 2022–23 to 7.90% in 2024–25.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	75	79	70	75	78	70	75	78	70	100.0	98.7	100
Grade 4	86	83	80	86	83	78	86	83	78	100.0	100	97.5
Grade 5	83	92	90	83	92	90	83	92	90	100.0	100	100
Grade 6	96	88	94	96	87	94	96	87	94	100.0	98.9	100
All Grades	340	342	334	340	340	332	340	340	332	100.0	99.4	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2467.	2492.	2478.	37.33	52.56	42.86	29.33	23.08	27.14	18.67	15.38	17.14	14.67	8.97	12.86
Grade 4	2519.	2535.	2551.	41.86	53.01	55.13	24.42	22.89	20.51	18.60	14.46	15.38	15.12	9.64	8.97
Grade 5	2560.	2542.	2546.	45.78	38.04	41.11	25.30	19.57	22.22	18.07	20.65	17.78	10.84	21.74	18.89
Grade 6	2599.	2597.	2580.	47.92	47.13	41.49	19.79	21.84	21.28	20.83	17.24	19.15	11.46	13.79	18.09
Grade 11															
All Grades	N/A	N/A	N/A	43.53	47.35	44.88	24.41	21.76	22.59	19.12	17.06	17.47	12.94	13.82	15.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.00	55.13	48.57	45.33	35.90	35.71	10.67	8.97	15.71
Grade 4	43.02	53.01	58.97	39.53	37.35	32.05	17.44	9.64	8.97
Grade 5	49.40	38.04	40.00	42.17	38.04	45.56	8.43	23.91	14.44
Grade 6	42.71	42.53	37.23	43.75	41.38	41.49	13.54	16.09	21.28
Grade 11									
All Grades	44.71	46.76	45.48	42.65	38.24	39.16	12.65	15.00	15.36

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.00	44.87	35.71	44.00	47.44	51.43	16.00	7.69	12.86
Grade 4	33.72	45.78	43.59	50.00	42.17	46.15	16.28	12.05	10.26
Grade 5	31.33	27.17	28.89	55.42	60.87	52.22	13.25	11.96	18.89
Grade 6	40.63	39.08	36.17	52.08	44.83	44.68	7.29	16.09	19.15
All Grades	36.47	38.82	35.84	50.59	49.12	48.49	12.94	12.06	15.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.67	48.72	42.86	64.00	42.31	51.43	9.33	8.97	5.71
Grade 4	34.88	44.58	46.15	50.00	46.99	42.31	15.12	8.43	11.54
Grade 5	33.73	32.61	25.56	50.60	54.35	60.00	15.66	13.04	14.44
Grade 6	39.58	42.53	29.79	44.79	47.13	55.32	15.63	10.34	14.89
All Grades	34.12	41.76	35.24	51.76	47.94	52.71	14.12	10.29	12.05

Conclusions based on this data:

1. Across Grades 3–6, performance shows a generally strong proportion of students meeting or exceeding standards, with the “Exceeded” category remaining the largest performance band in most grades. Notably, Grade 4 demonstrates consistent growth over time, with the percentage of students exceeding standards increasing from 41.86% in 2022–23 to 55.13% in 2024–25.

2. There is a noticeable redistribution among performance levels over time. For example, Grade 5 experienced a decrease in “Exceeded” from 45.78% (2022–23) to 38.04% (2023–24), followed by a partial recovery to 41.11% (2024–25), alongside fluctuations in “Nearly Met” and “Not Met.”

3. In the domain of communication and reasoning, across all grades, the percentage of students above standard increased from 34.12% (2022–23) to 41.76% (2023–24), then declined to 35.24% (2024–25). At the same time, students at or near standard rose again in 2024–25 (52.71%), demonstrating students are needing more support in this area.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1479.4	1441.0	*	1476.1	1450.4	*	1486.8	1418.9	*	17	25	7
1	*	*	*	*	*	*	*	*	*	10	7	5
2	*	*	*	*	*	*	*	*	*	9	9	*
3	1509.4	*	*	1517.1	*	*	1501.2	*	*	17	9	10
4	1510.1	1521.5	*	1509.5	1531.8	*	1510.3	1510.8	*	22	18	7
5	1554.1	1514.3	1524.3	1545.3	1507.6	1528.6	1562.5	1520.8	1519.4	15	18	16
6	*	1543.1	1536.8	*	1549.6	1533.6	*	1535.9	1539.8	9	12	18
All Grades										99	98	66

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	47.06	28.00	*	29.41	28.00	*	23.53	32.00	*	0.00	12.00	*	17	25	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	23.53	*	*	47.06	*	*	23.53	*	*	5.88	*	*	17	*	*
4	27.27	22.22	*	31.82	55.56	*	27.27	16.67	*	13.64	5.56	*	22	18	*
5	46.67	11.11	25.00	26.67	38.89	37.50	13.33	44.44	31.25	13.33	5.56	6.25	15	18	16
6	*	33.33	16.67	*	41.67	61.11	*	16.67	22.22	*	8.33	0.00	*	12	18
All Grades	38.38	22.45	21.21	36.36	37.76	46.97	18.18	31.63	25.76	7.07	8.16	6.06	99	98	66

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.18	32.00	*	41.18	32.00	*	17.65	20.00	*	0.00	16.00	*	17	25	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	47.06	*	*	47.06	*	*	0.00	*	*	5.88	*	*	17	*	*
4	45.45	61.11	*	27.27	33.33	*	18.18	0.00	*	9.09	5.56	*	22	18	*
5	46.67	33.33	62.50	26.67	38.89	31.25	20.00	22.22	0.00	6.67	5.56	6.25	15	18	16
6	*	50.00	38.89	*	41.67	55.56	*	8.33	5.56	*	0.00	0.00	*	12	18
All Grades	50.51	42.86	46.97	33.33	31.63	40.91	12.12	16.33	7.58	4.04	9.18	4.55	99	98	66

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		24.00	*		16.00	*		48.00	*		12.00	*		25	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		16.67	*		22.22	*		44.44	*		16.67	*		18	*
5		0.00	6.25		33.33	18.75		38.89	56.25		27.78	18.75		18	16
6	*	0.00	5.56	*	33.33	27.78	*	50.00	55.56	*	16.67	11.11	*	12	18
All Grades	21.21	10.20	6.06	27.27	27.55	31.82	35.35	43.88	45.45	16.16	18.37	16.67	99	98	66

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.29	20.00	*	64.71	60.00	*	0.00	20.00	*	17	25	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	17.65	*	*	76.47	*	*	5.88	*	*	17	*	*
4	22.73	50.00	*	63.64	44.44	*	13.64	5.56	*	22	18	*
5	40.00	22.22	25.00	40.00	61.11	68.75	20.00	16.67	6.25	15	18	16
6	*	33.33	11.11	*	33.33	77.78	*	33.33	11.11	*	12	18
All Grades	34.34	34.69	30.30	57.58	48.98	63.64	8.08	16.33	6.06	99	98	66

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.29	40.00	*	58.82	48.00	*	5.88	12.00	*	17	25	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	82.35	*	*	11.76	*	*	5.88	*	*	17	*	*
4	59.09	77.78	*	31.82	16.67	*	9.09	5.56	*	22	18	*
5	60.00	55.56	68.75	33.33	38.89	25.00	6.67	5.56	6.25	15	18	16
6	*	91.67	77.78	*	8.33	22.22	*	0.00	0.00	*	12	18
All Grades	64.65	55.10	54.55	29.29	35.71	37.88	6.06	9.18	7.58	99	98	66

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.41	16.00	*	70.59	64.00	*	0.00	20.00	*	17	25	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	11.76	*	*	52.94	*	*	35.29	*	*	17	*	*
4	4.55	0.00	*	59.09	55.56	*	36.36	44.44	*	22	18	*
5	20.00	5.56	0.00	66.67	55.56	81.25	13.33	38.89	18.75	15	18	16
6	*	8.33	5.56	*	50.00	44.44	*	41.67	50.00	*	12	18
All Grades	21.21	8.16	7.58	55.56	58.16	62.12	23.23	33.67	30.30	99	98	66

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	64.71	28.00	*	35.29	52.00	*	0.00	20.00	*	17	25	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	29.41	*	*	64.71	*	*	5.88	*	*	17	*	*
4	18.18	22.22	*	72.73	66.67	*	9.09	11.11	*	22	18	*
5	40.00	27.78	6.25	46.67	66.67	81.25	13.33	5.56	12.50	15	18	16
6	*	16.67	22.22	*	75.00	77.78	*	8.33	0.00	*	12	18
All Grades	41.41	20.41	10.61	52.53	67.35	84.85	6.06	12.24	4.55	99	98	66

Conclusions based on this data:

1. Across all grades, Level 3 increased from 36.36% in 2022-23 to 46.97% in 2024-25, and Level 2 decreased slightly, showing that many students are performing at an average proficiency level rather than at the highest or lowest levels.

2. Across all grades, 41.41% of students were "Well Developed" in Writing in 2022-23 compared to only 21.21% in Reading. Similarly, fewer students are at the "Beginning" level in Writing (6.06%) than in Reading (23.23%), indicating higher overall proficiency in Writing.

3. Grades 3 and 4 also have significant percentages in Level 2 and Level 1, suggesting targeted support in early grades could improve long-term language outcomes.Leading to our staff continuing to focus on effective reading strategies and oral language practice for our English learners during designated El 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 the 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. Teachers will also use Just Right Reader sets to instruct students on foundational reading skills.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
530	**27.9%**	**15.1%**	**0.0%**
Total Number of Students enrolled in Norwood Creek.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	15.1%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	148	27.9%
Students with Disabilities	37	7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8%
American Indian	4	0.8%
Asian	311	58.7%
Filipino	57	10.8%
Hispanic	117	22.1%
Two or More Races	21	4%
Pacific Islander	7	1.3%
White	9	1.7%

Conclusions based on this data:

1. 15% of the students at Norwood Creek are considered English Learners.

2. Approximately 28% of the students at Norwood Creek are Socioeconomically Disadvantaged, which is an increase from the previous year's data.

3. 60% percent of students at Norwood Creek racially identify as Asian. Over 20% of the students racially identify at Hispanic. The smallest percentage of students (.8) racially identify as African American and American Indian.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The indicators for English Language Arts and Mathematics both show a Blue status (Highest Performance). This suggests that the student population is meeting or exceeding the top benchmarks.

2.]Both Chronic Absenteeism and the Suspension Rate are marked as Green. This indicates a high level of performance in maintaining student engagement and a positive school climate.

3. While overall academic subjects are performing at the highest level, English Learner Progress is currently at the Orange level (Lowest Performance). This highlights a significant gap, indicating that English Learners need targeted interventions to meet expectations.

School and Student Performance Data

Academic Performance
English Language Arts

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	3

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
51.2 points above standard	29.5 points above standard	Fewer than 11 students - No Data for Privacy
Maintained 1.7 points	Increased 18.2 points	6 Students
321 Students	112 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	Fewer than 11 students - No Data for Privacy	15.2 points above standard
	2 Students	Increased 17.5 points
		103 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
61 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.6 points	2 Students	3 Students
25 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
70.3 points above standard	78.9 points above standard	3.3 points below standard
Increased 7.8 points	Declined 6.9 points	Increased 9.1 points
199 Students	31 Students	71 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
10 Students	2 Students	4 Students

Conclusions based on this data:

1. The school-wide performance for All Students is at the Blue level (Highest). Students are averaging 32.4 points above standard, which reflects a solid academic foundation and an increase of 13.7 points compared to the previous reporting period.

2. English Learners (Current): Performing at the Orange level, 11.7 points below standard.
Reclassified English Proficient (RFEP): Performing at the Blue level, 24.5 points above standard. This suggests that once students reach proficiency and are reclassified, they perform significantly better, but current English Learners still face substantial barriers in meeting ELA standards.

3. While the general population is in the "Blue," Students with Disabilities are performing at the Orange level (Lowest). This group is 75.3 points below standard. Although there was a slight increase of 7.6 points, this remains a critical area requiring intensive instructional support and intervention.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Green	 No Performance Color
39.2 points above standard	24.4 points above standard	Fewer than 11 students - No Data for Privacy
Maintained -2 points	Increased 7.3 points	6 Students
321 Students	112 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	7.5 points below standard
	2 Students	Maintained -2 points
		103 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
67.8 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 19.2 points	2 Students	3 Students
25 Students		

Asian	Filipino	Hispanic
		
Blue	No Performance Color	Orange
62.1 points above standard	60.5 points above standard	28.7 points below standard
Maintained -0.8 points	Increased 8.6 points	Maintained 2.9 points
199 Students	31 Students	71 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
10 Students	2 Students	4 Students

Conclusions based on this data:

1. In the 2024-25 school year in the area of Mathematics, Norwood Creek students achieved 39.2 points above standard which allowed us to maintain the goal of reaching the highest level of the academic indicator. English learners increased their performance at the high level by increasing 7 points. Our socioeconomically disadvantaged students increased to a high level of performance with a increase of 7 points. Our Hispanic students are performing 30 points below standard.
2. A focus area is mathematics for our Hispanic student group for intervention this year.
3. In the 2024-25 school year in the area of Mathematics at Norwood Creek, the performance of our English learners (ELs) was 24 points above standard.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Blue	Blue	No Performance Color
65.3 science points	60.1 science points	0 Students
Maintained 1.9 points	Increased 5.1 points	
88 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	52.3 science points
		Declined 4.7 points
		29 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian	**Filipino**	**Hispanic**
 Blue 70.9 science points Increased 6.8 points 53 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color 50.6 science points Declined 7.8 points 22 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. The school as a whole achieved the highest possible performance level (Blue), with an average of 65.3 science points. This strong performance was heavily supported by the Asian student group (the largest tested subgroup with 53 students), which also achieved a Blue status and increased their performance by 6.8 points.
2. The ELs (34 students) performed well matching the school's overall Blue performance level. They demonstrated strong year-over-year growth by increasing their score by 5.1 points, reaching an average of 60.1 science points.
3. Both the Socioeconomically Disadvantaged (29 students) and Hispanic (22 students) student populations showed a notable decrease in performance. Science scores declined by 4.7 points for socioeconomically disadvantaged students and by 7.8 points for Hispanic students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Orange	No Performance Color
50.9 making progress.	making progress.
Number Students: 55 Students	Number Students: 6 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2%	30.9%	0%	50.9%

Conclusions based on this data:

1. About 50.9% of students are making progress toward English proficiency, which places the performance level in the “Orange” category, indicating progress with the need for strong designated EL instruction and support.
2. 18.2% of English Language students decreased one level of proficiency
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 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
5.6% Chronically Absent	7.1% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 6.1	Declined 10.5	6 Students
551 Students	85 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	12.1% Chronically Absent
	7 Students	Declined 10.7
		173 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
10.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 12.1	4 Students	4 Students
48 Students		

Asian	Filipino	Hispanic
 Green	 Blue	 Yellow
2.8% Chronically Absent	0% Chronically Absent	14.8% Chronically Absent
Declined 2.8	Declined 3.6	Declined 12.8
326 Students	57 Students	122 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 9.5	7 Students	9 Students
22 Students		

Conclusions based on this data:

1. During the 24-25 school year 6% of students were chronically absent which decreased significantly from last year.
2. The subgroups with highest percentages of chronic absenteeism (over 20% of the population) are the hispanic students with 15% of 120 students chronically absent; students with disabilities with 10% of 48 students chronically absent; and socioeconomically disadvantaged with 12% of 173 students chronically absent. All subgroups chronic absent rate decreased in 2024-2025.
3. Specific student groups English Learner, Socioeconomically disadvantaged, and Students with disabilities are chronically absent and are also academically vulnerable. 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

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	2

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
0.5% suspended at least one day	1.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.5%	Increased 1.2%	6 Students
555 Students	86 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	1.1% suspended at least one day
	7 Students	Increased 1.1%
		175 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
2% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 2%	4 Students	4 Students
49 Students		

Asian	Filipino	Hispanic
 Blue	 Blue	 Orange
0% suspended at least one day	0% suspended at least one day	2.4% suspended at least one day
Maintained 0%	Maintained 0%	Increased 2.4%
327 Students	57 Students	125 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0%	7 Students	9 Students
22 Students		

Conclusions based on this data:

1. During the 2024-25 school year 0.5% of Norwood Creek students were suspended. With the implementation of PBIS our staff with develop effective behavior interventions with a focus on restorative practices.
2. In 2024-25 school year, our suspension rate increased by .5 % which still placed Norwood Creek in the highest level of blue.

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 green. 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, Hispanic students, and socioeconomically disadvantaged students.

Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Norwood Creek, 67% of all students were proficient in Math, and 73% proficient in Language Arts. Proficiency gaps existed for Socioeconomically disadvantaged and Hispanic students

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 50% of ELs at Norwood Creek are making limited progress towards English language proficiency, putting Norwood Creek in orange. At Norwood Creek, 31% 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 57% proficient an increase of 5 percentage points from the previous year.

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 2026, 79% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for English Language students. In March of 2024, 73% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for support for English Language learners and Hispanic students.

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	Overall Student population: 0.5% suspended at least one day, placing us in the green (high) category.	The overall suspension rate will be maintained or decreased.
CAASPP ELA	Students in the following sub groups achieved proficiency at lower rates than all students. 27% of EL Learners are considered proficient or above: a gap of 46% 50% of Hispanic students are considered proficient or above: a gap of 20%	An increase of 1-3 percentage points of students performing at or above grade level.
CAASPP Math	Students in the following sub groups achieved proficiency at lower rates than all students. 29% of EL Learners are considered proficient or above: a gap of 45% 40% of Hispanic students are considered proficient or above: a gap of 33%	An increase of 1-3 percentage points of students performing at or above grade level.
CAST	Students in the following sub groups achieved proficiency at lower rates than all students. 13% of EL Learners are considered proficient or above: a gap of 44% 32% of Hispanic students are considered proficient or above: a gap of 25%	An increase of 1-3 percentage points of students performing at or above grade level.
CA Dashboard English Learner Progress	1% of all EL Learners are considered LTELs. 50% of English Learners making progress towards English language proficiency.	An increase of 1-3 percentage points of students performing at or above grade level.
iReady Reading T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. 37% of English Language Learners, a gap of 41%.	An increase of 1-3 percentage points of students performing at or above grade level.
iReady Math T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. 42% of English Language Learners, a gap of 36%. 63% of Hispanic students; a gap of 15%.	An increase of 1-3 percentage points of students performing at or above grade level.

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	Strategy 1.1 Professional Development 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 Essential Standards, and Proficiency Scales, MTSS, Writing Instruction, Reading Intervention Strategies, the new Math adoption, Social-emotional learning, and de-escalation strategies.	All students	500.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries For teachers to attend Professional Development 1000.00 General Fund 1000-1999: Certificated Personnel Salaries Release time for teachers to collaborate on Professional Development 1500.00 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Subs for teachers to attend Professional Development
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.	EL students Students below grade level Students with behavior that impedes learning Students who are identified as chronically absent	9900 Supplemental Fund 1000-1999: Certificated Personnel Salaries Intervention for English Learners in Foundational Reading and Math Skills 3094.00 Supplemental Fund 3000-3999: Employee Benefits 4560.00 Title III 4000-4999: Books And Supplies Small group reading materials and reading books 1500.00 Supplemental Fund 4000-4999: Books And Supplies Intervention Materials and Resources
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	10,000 General Fund 5000-5999: Services And Other Operating Expenditures Digital Subscriptions: IXL, Brisk; BrainPop 5000.00

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Supplemental Fund 5000-5999: Services And Other Operating Expenditures Grade level specific digital subcriptions; Mystery Science, Brain Pop
1.4			None Specified None Specified Custodial Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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.

Based on our analysis of metrics and outcomes, the strategies and activities showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both qualitative and quantitative indicators. Last year, .5% of our student population was suspended; this year, no students were suspended, meeting our target in that area.

Strategy 1.1: Professional Development - Implementation Challenges
All planned professional development sessions were delivered. Experts facilitated training focused on EL strategies, math instruction, MTSS, Artificial Intelligence, behavior strategies, and collaboration and priority standards. Professional development led by the ILT aligned to key district priorities. While budgeted funds for outside providers were not used, internal PD supported staff growth. Teachers also received training on targeted and small group instructional strategies to address foundational reading and math skills. Teachers implemented the aforementioned strategies although achievement data show continued need for support with our Hispanic, EL students, students with disabilities, and socioeconomically disadvantaged students.
Despite these efforts, a persistent gap remains in the percentage of students meeting expectations in mathematics compared to English Language Arts, indicating that current strategies may not yet produce the desired level of impact in math achievement. In response, the school is planning to contract with the county math expert for the 2026–2027 school year to provide standards based professional development. This next step reflects a strategic shift toward deepening instructional capacity in mathematics and addressing identified areas of need.

Strategy 1.2: Intervention and Instructional Support - Implementation Challenges
The Tier 2 interventions and supports were provided to students identified as below grade level in i-Ready Reading and/or Math. From October to March, a school-based reading intervention was not able to be staffed so implementation for the program had to be adjusted according to staff availability. Beginning in March, approximately 30 students in grades 2 received targeted reading ad math support before school three days a week. Additionally, students in grades K–2 are using SIPPS and i-Ready data to determine participation in the program. Approximately 35 Kindergarten through 2nd-grade students participated in foundational reading interventions. For 2026-2027 school year, we plan to start math and reading intervention immediately after i-Ready trimester 1 diagnostic to ensure timely, tiered support. Additionally, we plan to have an afterschool homework club to support students in mastering standards.

Strategy 1.3: Digital Content - Effective strategy and activity implementation
Students had access to digital learning tools supporting Language Arts, Math, and Science. IXL licenses were purchased for Kindergarten through 6th grade in Math; 1st through 6th grade in Reading; Mystery Science for 5th grade. Students in all grade levels used the digital instructional resources with 4th - 6th grade utilizing the programs consistently throughout the year. We plan to make appropriate adjustment to the allocation based on this year's usage.

Strategy 1.4: Facility Maintenance - Effective strategy and activity implementation

To ensure a safe and welcoming learning environment, we provided materials and services for building and grounds upkeep. Our safety school data is a follows: 95% of staff agree that are facilities are well maintained; 85% of the community agree that are facilities are well maintained; and 65% of students agree that our facilities are well maintained.

The 2024-25 CAASPP ELA results showed a 3% increase compared to the previous year. Additionally, projected reading proficiency on this year's third trimester i-Ready diagnostic increased by two percentage points in math and one percentage point in reading compared to last year. While we aimed for a 3–5% increase, this still represents positive growth in student performance.

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

Strategy 1.1: Professional Development
All teachers attended professional development on the new math framework and English Learner (EL) strategies, with substitute coverage provided to enable their participation. This year, however, rather than hiring outside consultants as originally budgeted, district and site personnel led these trainings. This shift resulted in underutilization of funds initially allocated for external consultants but ensured consistent and high-quality staff development aligned with the district, especially in areas such as MTSS and ELL support, and the Essential Standards.

Strategy 1.2: Intervention and Instructional SupportTier 2 interventions and supports were provided to students identified as below grade level in i-Ready Reading and/or Math. From October to March, school-based reading interventions were successfully implemented for students in grades K–6 using SIPPS and i-Ready data. Approximately 35 Kindergarten through 2nd-grade students participated in foundational reading interventions, and about 30 students in grade 2 received targeted reading and math support. before school. Because we did not have the in school intervention for students in 3rd - 6th grade the total cost of these interventions was approximately $7,000.00.

Strategy 1.3: Digital Content
Students had access to digital learning tools supporting Language Arts, Math, and Science. IXL licenses were purchased for Kindergarten through 6th grade in Math; 1st through 6th grade in Reading; 5th grade in Science; and 6th grade in Social Studies. The total cost for the digital content was approximately $12,000.

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.

Strategy 1.4: Facility Maintenance
To ensure a safe and welcoming learning environment, we provided materials and services for building and grounds upkeep. The budgeted funds were fully utilized, with supplies and equipment costing approximately $9,000. These funds were reallocated to support classroom and instructional supplies.

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.

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 green with less than 5.6% of students chronically absent. The dashboard indicates a need to focus on students with disabilities, English Learners, and Hispanic subgroups.

Suspension rate indicates the amount of engagement that students have at school. Norwood Creek is rated Blue 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 Incident Management report, there were 58 referrals to the office. Other means of correction (OMC) were used as a consequence in 100% 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 100% of staff, 87% of students, and 82% 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 green with 5.6% of students chronically absent. 15% of Hispanic Students; 10% of Students with Disabilities; and 12% of Socioeconomically disadvantaged were chronically absent, with all of the aforementioned groups in the yellow indicator.	The overall rate of students that are chronically absent will maintain or decrease by 1-3%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate indicator is green with 0.5% of students being suspended at least one day.	The overall suspension rate will maintain.

PowerSchool Chronic Absenteeism Report	3.8% of all students were identified as Chronically absent from August 2025 to April 2026 in PowerSchool. 15.2% of Hispanic students were considered chronically absent this year	10% or less of all students will be chronically absent from August 2025 to April of 2027.
PowerSchool Incident Management	100% of all office referrals resulted in OMC from August 2025 to April 2026 in PowerSchool. 85% of referrals were cited to male students. 27% of students cited office referrals were Hispanic and 23%. were Vietnamese.	10% or less of all students will be suspended from August 2026 to April of 2027.
EESD Safety Survey	In fall 2025, 100% of staff are familiar or very familiar with the school wide rules. 82% of students are familiar or very familiar with the school wide rules. 87% of community are familiar or very familiar with the school wide rules.	In the fall of 2027 100% of staff will be familiar or very familiar with the school wide rules. 85% of students will be familiar or very familiar with the school wide rules. 90% of community will be familiar or very familiar with the school wide rules.

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	PBIS 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.	All students	3500.00 General Fund 2000-2999: Classified Personnel Salaries PBIS Support 1817.00 General Fund 3000-3999: Employee Benefits 2414.00 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Anti Bullying and SEL Assemblies with Blake Brandes 2000.00 Supplemental Fund 2000-2999: Classified Personnel Salaries Overtime for noon duty support for students
2.2	Family Engagement	All students	1500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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, Project Cornerstone ABC Reading Program, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.		General Fund 2000-2999: Classified Personnel Salaries Overtime for Clerks and Office Staff to organize programs 3000.00 Supplemental Fund 4000-4999: Books And Supplies Materials and resources for staff
2.3	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.	All students	3596.00 General Fund 4000-4999: Books And Supplies Homework Planners, Folders, and Office Supplies None Specified None Specified
2.4	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 training. 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, Buddy Bench, and school teacher led clubs and programs	All students	6983.00 General Fund 1000-1999: Certificated Personnel Salaries SEAT Hours 1484.00 General Fund 3000-3999: Employee Benefits SEAT Hours

Annual Review

SPSA Year Reviewed: 2025-26

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.

Based on our analysis of metrics and outcomes, the implementation of actions demonstrated a high level of effectiveness in achieving Goal 2, as evidenced by both qualitative and quantitative indicators. We successfully reduced the percentage of students identified as chronically absent by 6%.Additionally, our overall suspension rate maintained. Survey data further reflects strong awareness of school-wide expectations wit the following data points.
100% of our staff reported being familiar or very familiar with the school-wide rules.
90% of the students reported being familiar or very familiar with the school-wide rules.
87% of the community agree or strongly agree to knowing the rules and expectations.

2.1 PBIS (Positive Behavioral Interventions and Supports): Partial effective implementation of strategies and activities

Resources were provided to support student behavior during recess and lunch, including reward systems and additional student supports. We were able to implement Check-In/Check-Out system as a Tier 2 intervention, utilizing the before and afterschool program staff. The number of office referrals increased this year.
2.2 Family Engagement: Effective implementation of strategies and activities
We focused on increasing student attendance through family workshops and targeted resources. As a result of these efforts, the number of students identified as chronically absent contiues to decrease.
2.3 Family Communication - Effective implementation of strategies and activities
To enhance communication with families, we provided students with homework and Friday folders, daily planners, and translated materials for conferences and meetings. We also distributed copies of the SST and PBIS handbooks. Communication was further supported through ParentSquare and our social media platforms. On ParentSquare 100% of our families are messaged and on average 3-5 messages are sent weekly.
2.4 Enrichment Opportunities: Effective implementation of strategies and activities
We supported student enrichment through activities such as student council service projects and participation in the Math Olympiad.

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

2.1 PBIS (Positive Behavioral Interventions and Supports)
Resources were provided to support student behavior during recess and lunch, including reward systems and additional student supports. Our Check-In/Check-Out system as a Tier 2 intervention, was implemented with postive feedback from staff regardiing its effectiveness. We continue to successfully expanded participation in the Project Cornerstone ABC Reader program. Every classroom had a designated volunteer, and the school provided monthly training sessions along with reading materials and resources. Approximately $2,000.00 of the funds were spent on assemblies and additional adult support and supervision during recess.
2.2 Family Engagement: We focused on increasing student attendance through family workshops and targeted resources. A majority of the funds were spent on OT for staff to increase attendance and engagement and resources to sustain our programming.
2.3 Family Communication: To enhance communication with families, we provided students with homework and Friday folders, daily planners, and translated materials for conferences and meetings. We also distributed copies of the SST and PBIS handbooks. Communication was further supported through ParentSquare and our social media platforms. A majority of the funds were spent on the student planners and homework folders, which included the PBIS handbook and overtime for teachers to update the website and online social media platforms.
2.4 Enrichment Opportunities: We supported student enrichment through activities such as student council service projects and participation in the Math Olympiad. We also offer dance instruction in the fall and spring and students perform at the end of each two week dance instruction.

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.

None at this time.

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 blue in Language Arts because students maintained their proficiency levels.
The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Norwood Creek, all students scored 57% 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 2026, 78% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2026, 74% 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	73% of all students are proficient.	75% of all students will be proficient.
CAASPP Math Results	67% of all students are proficient.	70% of all students will be proficient.
CAST Results	57% of all students are proficient.	60% of all students will be proficient
iReady Reading T3 Diagnostic	74% of all students are proficient.	80% of all students will be proficient.
iReady Math T3 Diagnostic	70% 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	Effective Learning Environments: In order for students to access learning, staff will provide students with general operational supplies	All students	4000.00 Supplemental Fund 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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.		Copier Maintenance service contract 13053.00 General Fund 4000-4999: Books And Supplies Classroom Supplies
3.2	Academic Progress Monitoring: 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, and Data Analysis, intervention prep, release time for collaboration on essential standards planning.	All students	880.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries Time to organize and plan 4000.00 Supplemental Fund 4000-4999: Books And Supplies Classroom supplies 2394.00 General Fund 1000-1999: Certificated Personnel Salaries Planning Time

Annual Review

SPSA Year Reviewed: 2025-26

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.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both qualitative and quantitative indicators. Based on our CAASPP results last year, we did not meet our expected outcome of 75% of students being proficient in ELA nor math. 73% of our students were proficient in ELA which indicated an increase of three percentage points from the previous year. 67% of our students were proficient in math which indicated an decrease of two percentage points. Our expected outcome was 75% of students would be considered proficient on the 3rd trimester iReady reading diagnostic and 80% of our students were considered proficient. In iReady math however, the percentage of students proficient was 74% considered proficient on the 3rd trimester diagnostic.
3.1 Effective Environments - Effective strategy and action implementation. Teachers and staff worked on projects to increase our cultural awareness throughout the year and with digital and in person presentations. Staff utilized their classroom budgets for materials and resources to increase student achievement and academic growth as well as emotional support this year. We saw that a barrier to learning for some of our students had to do with deregulation and therefore need a space to de-escalate.
3.2 Academic Progress Monitoring - Effective strategy and action implementation. Teachers in Kindergarten -2nd grade met with the Reading specialists to discuss strategies to increase foundational reading skills throughout the year. Our 2nd grade team implemented a reading and math intervention class using the resources such as Just Right Reader based on the Science of Reading and IXL for math.
Staff utilized time to meet to review data and plan targeted small group instruction with reading specialists and to conduct assessments.
3.3 We utilized funds to purchase books for EL students for upper grades based on the Science of Reading for targeted small group instructdion- Effective strategy and action implementation.

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

3.1 Effective Environments: Staff utilized their classroom budgets for materials and resources to increase student achievement and academic growth. Approximately $7000.00 to purchase a new copier and $6000.00 spent to maintain the contract for the copier and RISO machines for teacher use. Teachers utilized a majority of the $10,000 for instructional materials and supplies from Amazon and Office Depot.
3.2 Academic Progress Monitoring: Staff utilized time to meet to review data and plan targeted small group instruction with reading specialists and to conduct Kindergarten assessments. A majority of the funds were utilized for overtime for teachers to conduct assessments.
3.3 We utilized funds to purchase books for EL students a majority was spent on updating our library with books for student use.

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.

None at this time.

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	$87,675.00
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	$4,560.00

Subtotal of additional federal funds included for this school: $4,560.00

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	$45,327.00
Supplemental Fund	$37,788.00

Subtotal of state or local funds included for this school: $83,115.00

Total of federal, state, and/or local funds for this school: $87,675.00

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	45327.00	0.00
Supplemental Fund	37788.00	0.00
Title III	4560.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	45,327.00
Supplemental Fund	37,788.00
Title III	4,560.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,657.00
2000-2999: Classified Personnel Salaries	7,000.00
3000-3999: Employee Benefits	6,395.00
4000-4999: Books And Supplies	29,709.00
5000-5999: Services And Other Operating Expenditures	22,914.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	10,377.00
2000-2999: Classified Personnel Salaries	General Fund	5,000.00
3000-3999: Employee Benefits	General Fund	3,301.00
4000-4999: Books And Supplies	General Fund	16,649.00
5000-5999: Services And Other Operating Expenditures	General Fund	10,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	11,280.00

2000-2999: Classified Personnel Salaries	Supplemental Fund	2,000.00
3000-3999: Employee Benefits	Supplemental Fund	3,094.00
4000-4999: Books And Supplies	Supplemental Fund	8,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	12,914.00
4000-4999: Books And Supplies	Title III	4,560.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,054.00
Goal 2	26,294.00
Goal 3	24,327.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Tonya Bailey	Principal
Nga Tran	Classroom Teacher
Samantha Lozano	Classroom Teacher
Padma Govindaraju	Other School Staff
Brian Valdoz	Parent or Community Member
Gail Regalado	Other School Staff
Aries Laderas	Parent or Community Member
Jenny Aburto	Parent or Community Member
Claudia Diaz	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 4/28/26.

Attested:

	Principal, Tonya Bailey on 5/13/25
	SSC Chairperson, Jenni Aburto on 5/13/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET

FY 2026-27

pbis

SCHOOL:	NORWOOD	SITE #	012	ALLOCATION:	$ 37,788.00
			3 digits - 0##		

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	010-0159-0	1120	00-1590	1000	012	9,900
Hourly Teacher	010-0159-0	1120	00-1590	1000	012	3,380
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	
21.88% Benefits	010-0159-0	3xx1	00-1590		012	3,094
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	
*Other**	010-0159-0		00-1590		012	
35.38% Benefits	010-0159-0	3xx2	00-1590			
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**012**	1,500
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**012**	7,000
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**	4,000
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**012**	2,414
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**012**	5,000
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 37,788

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202

6.20%	OASDI (CL)	331X						
1.45%	Medicare (CE & CL)	332X						
0.05%	State Unemployment (CE & CL)	350X						
1.275%	Workers Comp (CE & CL)	360X						

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2026-27

SCHOOL:	NORWOOD	SITE #	012	ALLOCATION:	$ 4,052.00
			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		
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081		
*Other**	060-4203-0-		00-1551		012		
21.88% Benefits	060-4203-0-	3xx1	00-1551				
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		
35.38% Benefits	060-4203-0-	3xx2	00-1551				
Supplies (for POs & reimbursements)							
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**012**		
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**012**		for EL students
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				
TOTAL BUDGET						-	

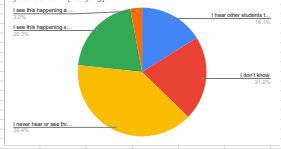
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Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

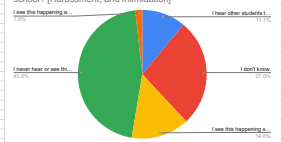
should match Allocation

variance: 4,052

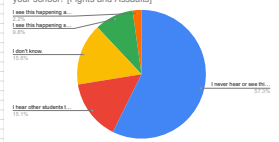
Count of How much do you find the following to be a problem at your school? [Bullying]



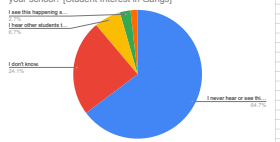
How much do you find the following to be a problem at your school? [Harassment, and intimidation]



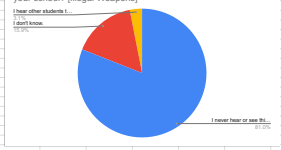
Count of How much do you find the following to be a problem at your school? [Fights and Assaults]



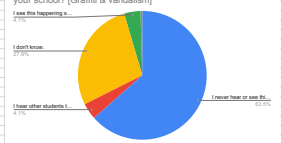
Count of How much do you find the following to be a problem at your school? [Student Interest in Gangs]



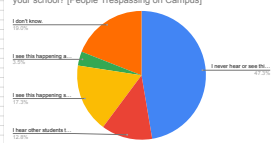
Count of How much do you find the following to be a problem at your school? [Illegal Weapons]



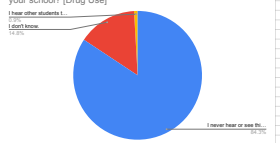
Count of How much do you find the following to be a problem at your school? [Graffiti & vandalism]



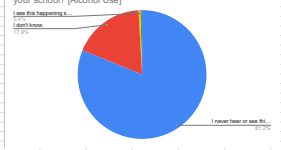
Count of How much do you find the following to be a problem at your school? [People Trespassing on Campus]



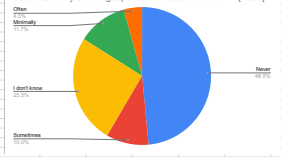
Count of How much do you find the following to be a problem at your school? [Drug Use]



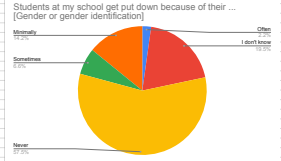
Count of How much do you find the following to be a problem at your school? [Alcohol Use]



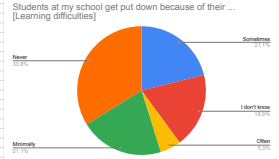
Students at my school get put down because of their ... [Race]



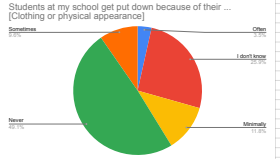
Students at my school get put down because of their ... [Gender or gender identification]



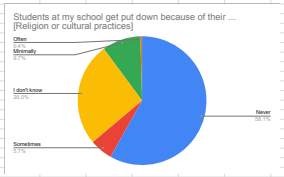
Students at my school get put down because of their ... [Learning difficulties]



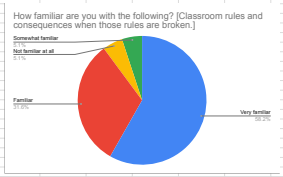
Students at my school get put down because of their ... [Clothing or physical appearance]



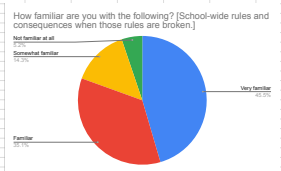
Students at my school get put down because of their ... [Religion or cultural practices]



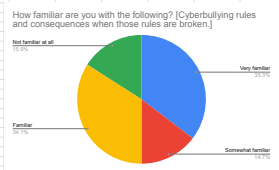
How familiar are you with the following? [Classroom rules and consequences when those rules are broken.]



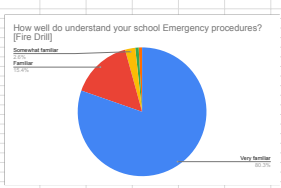
How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



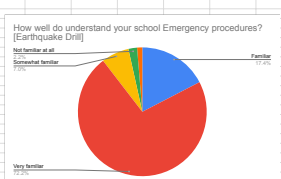
How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]



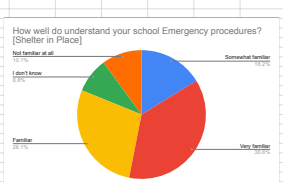
How well do understand your school Emergency procedures? [Fire Drill]



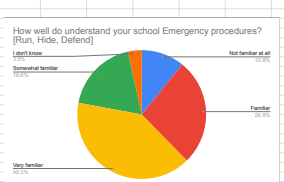
How well do understand your school Emergency procedures? [Earthquake Drill]



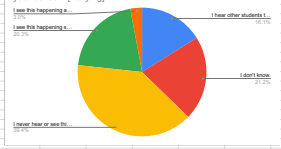
How well do understand your school Emergency procedures? [Shelter in Place]



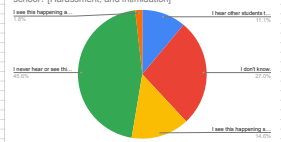
How well do understand your school Emergency procedures? [Run, Hide, Defend]



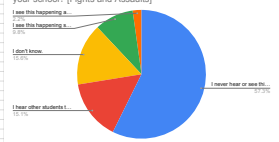
Count of How much do you find the following to be a problem at your school? [Bullying]



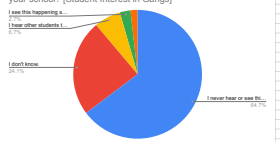
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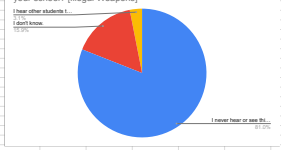
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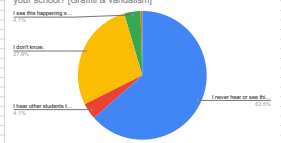
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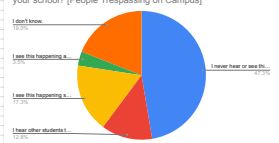
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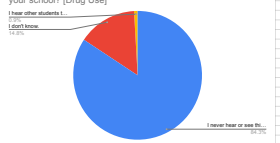
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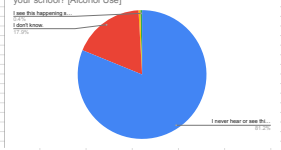
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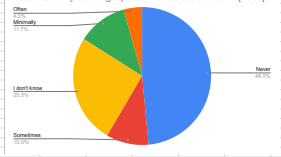
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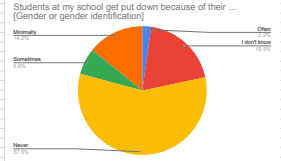
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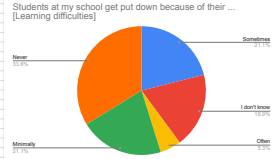
Students at my school get put down because of their ... [Race]



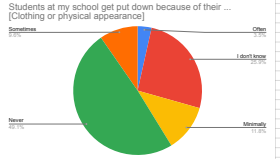
Students at my school get put down because of their ... [Gender or gender identification]



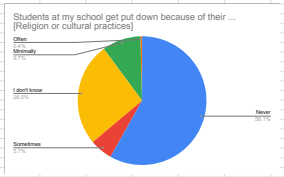
Students at my school get put down because of their ... [Learning difficulties]



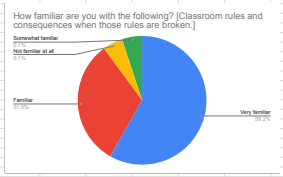
Students at my school get put down because of their ... [Clothing or physical appearance]



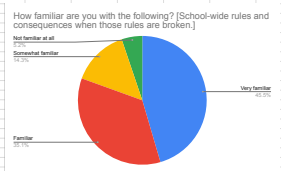
Students at my school get put down because of their ... [Religion or cultural practices]



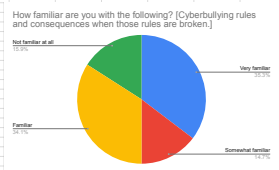
How familiar are you with the following? [Classroom rules and consequences when those rules are broken.]



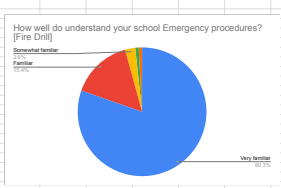
How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



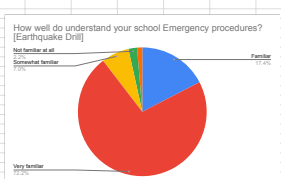
How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]



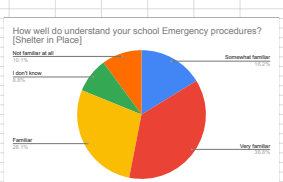
How well do understand your school Emergency procedures? [Fire Drill]



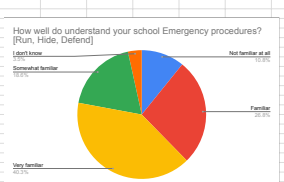
How well do understand your school Emergency procedures? [Earthquake Drill]



How well do understand your school Emergency procedures? [Shelter in Place]



How well do understand your school Emergency procedures? [Run, Hide, Defend]



EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY

FY 2026-27

SCHOOL: *NORWOOD* **SITE #** **012** **ALLOCATION:** **$ 45,327.00**

3 digits - 0##

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Certificated Salaries (for timesheets)							
Hourly Teacher	010-1100-0	1120	00-1170	1000	012	1,000	
SEAT School Enrichment ***(required $55.86 x 125 hours)***	010-1100-0	1120	00-1170	1000	012	**6,983**	CONTRACTED SEAT HOURS
Substitute Teachers (*paid by site)*	010-1100-0	1150	00-1170	1000	012	2,394	
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081		
*Other**	010-1100-0		00-1170		012		
21.88% Benefits	010-1100-0	3xx1	00-1170		012	2,270	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	012		
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	012		
Hourly Clerical	010-1100-0	2460	00-1170	2700	012	1,500	
Hourly Health Aide	010-1100-0	2950	00-1170	3140	012		
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	012	3,500	
*Other**	010-1100-0		00-1170		012		
35.38% Benefits	010-1100-0	3xx2	00-1170		012	1,769	
Supplies (for POs & reimbursements)							
Books	010-1100-0	**4200**	**00-1170**	**1000**	**012**	3,596	
Classroom Supplies	010-1100-0	**4310**	**00-1170**	**1000**	**012**	12,316	
Office Supplies	010-1100-0	**4351**	**00-1170**	**2700**	**012**		
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		012		
*Other**	010-1100-0		00-1170		012		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	010-1100-0	5210	00-1170	1000	012		
Conference Registration Fees	010-1100-0	5220	00-1170	1000	012		
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	012		
Maintenance Repair	010-1100-0	5610	00-1170	8100	012		
Computer Repair	010-1100-0	5611	00-1170	1000	012		
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**012**		
Consultant/Contractors	010-1100-0	**5815**	**00-1170**	**1000**	**012**		
web subscriptions and software	010-1100-0	**5826**	**00-1170**	**1000**	**012**	10,000	
Field Trip	010-1100-0	5840	00-1170	1000	012		
*Other**	010-1100-0		00-1170		012		
*Other**	010-1100-0		00-1170				

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

TOTAL BUDGET **45,327**

should match Allocation

variance: (0)

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X



Norwood Creek Elementary School
Parent Involvement Policy

2026-2027

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.

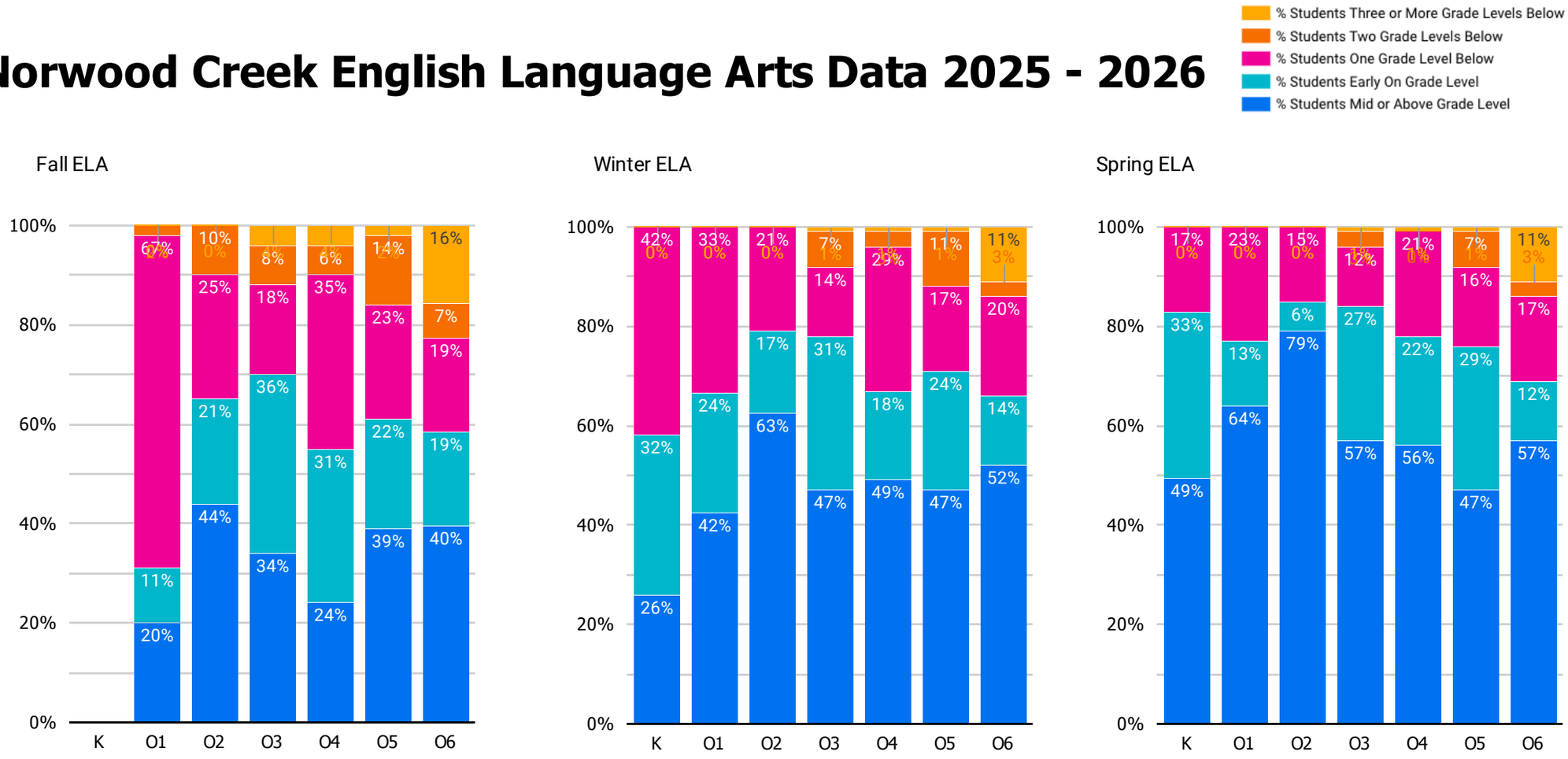
1. Parent Workshops – Parents are invited and encouraged to attend Science Night, Art Night, STEAM Night, Back to School Night, Open House, Project Cornerstone ABC Reader Program, Kindergarten orientation, PTA Back to School and Open House Social, Movie Nights, Multicultural Night, Family Picnic, PTA 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.

Norwood Creek English Language Arts Data 2025 - 2026

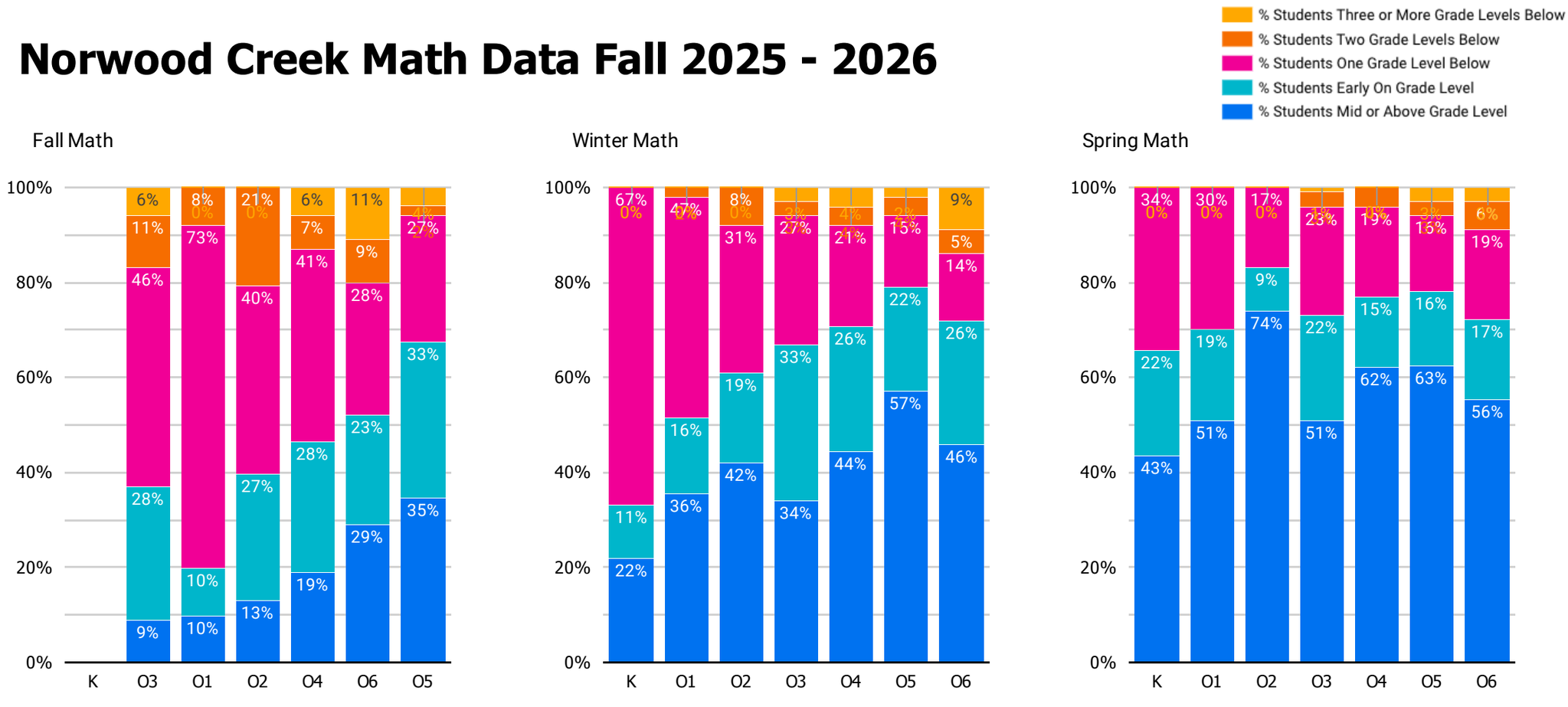


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	9	5	31	1	0
O2	21	10	12	5	0
O3	25	26	13	6	3
O4	17	22	25	4	3
O5	32	18	19	12	2
O6	36	17	17	6	15

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	17	21	28	0	0
O1	19	11	15	0	0
O2	30	8	10	0	0
O3	35	23	10	5	1
O4	35	13	21	2	1
O5	39	20	14	9	1
O6	48	13	18	3	10

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	34	23	12	0	0
O1	30	6	11	0	0
O2	38	3	7	0	0
O3	42	20	9	2	1
O4	40	16	15	0	1
O5	39	24	13	6	1
O6	52	11	16	3	10

Norwood Creek Math Data Fall 2025 - 2026

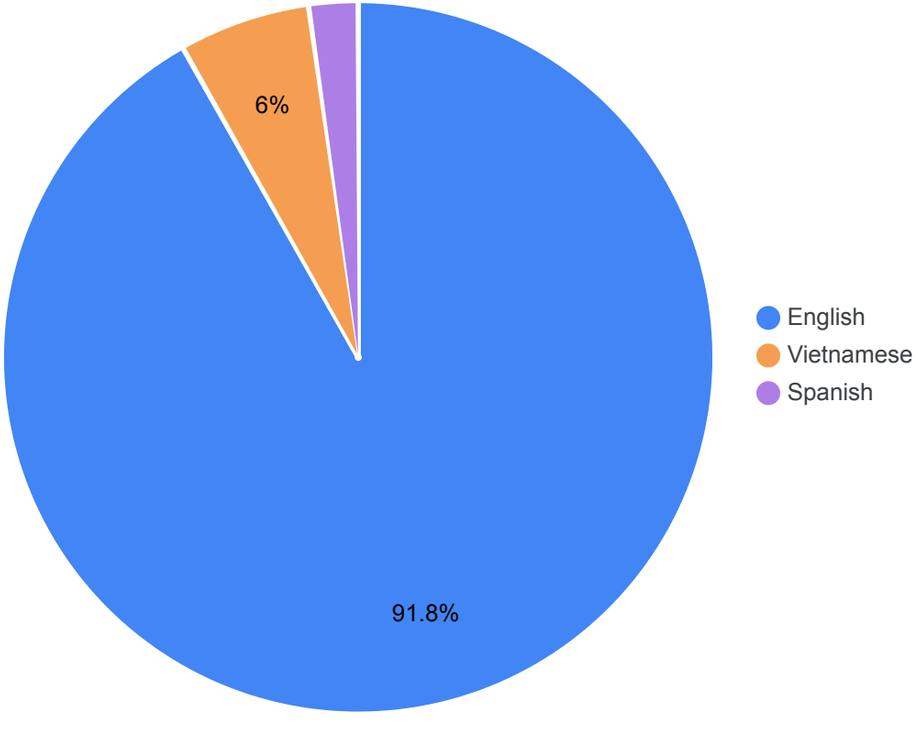


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	4	4	29	3	0
O2	6	13	19	10	0
O3	6	18	30	7	4
O4	13	19	28	5	4
O5	29	27	22	2	3
O6	26	21	25	8	10

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	14	7	43	0	0
O1	16	7	21	1	0
O2	20	9	15	4	0
O3	24	23	19	2	2
O4	32	19	15	3	3
O5	46	18	12	3	2
O6	42	24	13	5	8

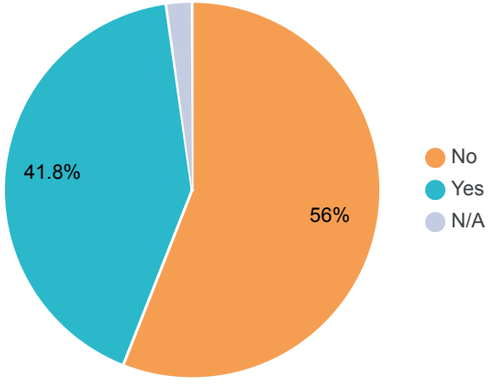
Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	29	15	23	0	0
O1	24	9	14	0	0
O2	35	4	8	0	0
O3	37	16	17	2	1
O4	33	8	10	2	0
O5	48	12	12	2	2
O6	50	15	17	5	3

Norwood Creek Elementary: Language

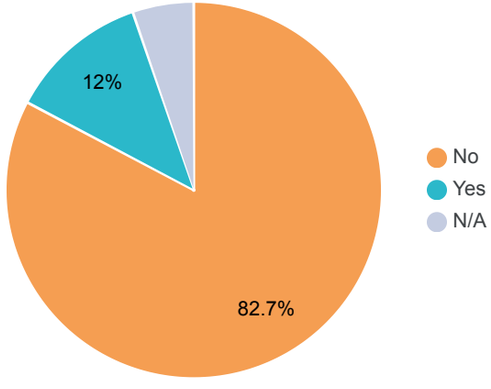


Norwood Creek Elementary: Are you the Parent/Guardian of:

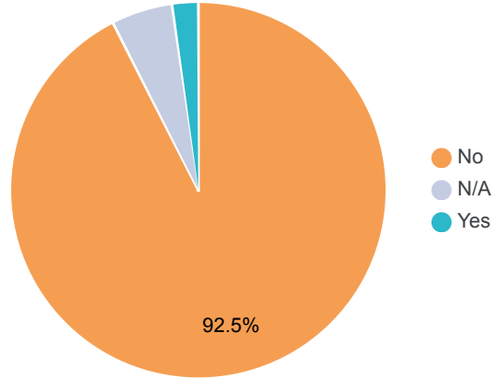
English Learner



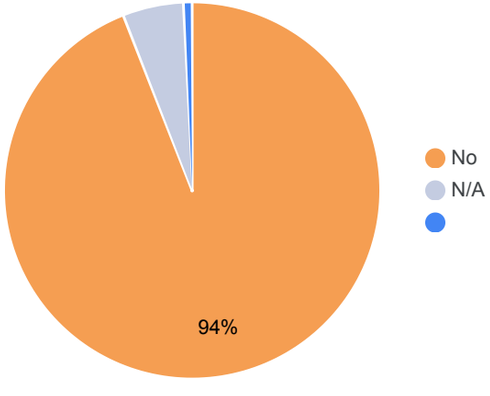
Receiving special education services



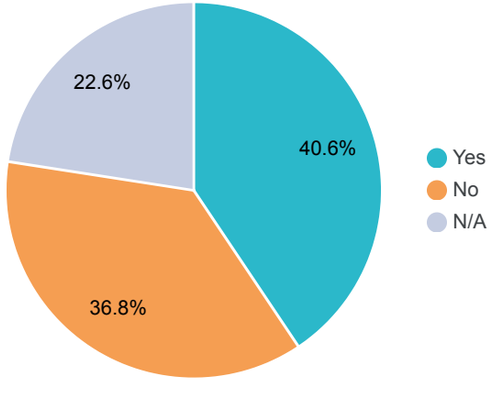
Foster youth



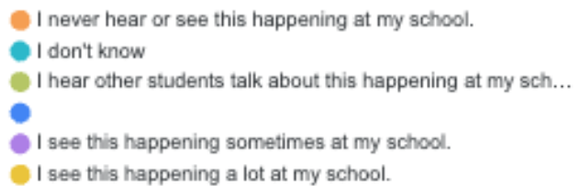
Migrant education program



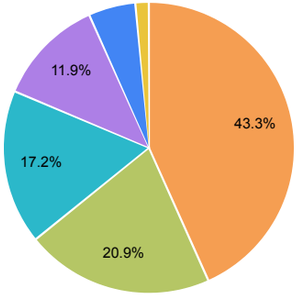
Free or reduced lunch



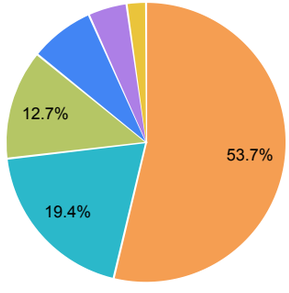
Norwood Creek Elementary: How much do you find the following to be a problem at your child's school?



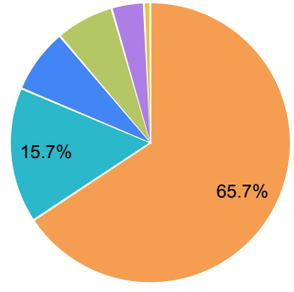
Bullying



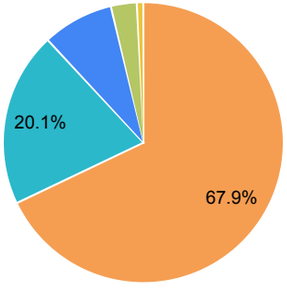
Harassment, and intimidation



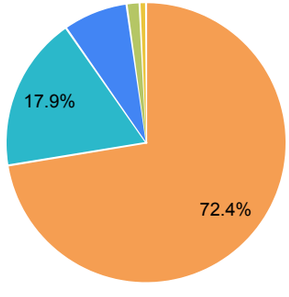
Fights and Assault



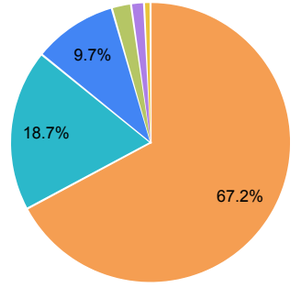
Student interest in gangs



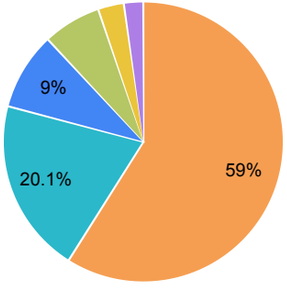
Illegal weapons



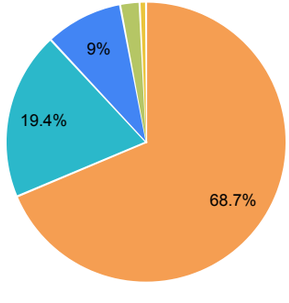
Graffiti and vandalism



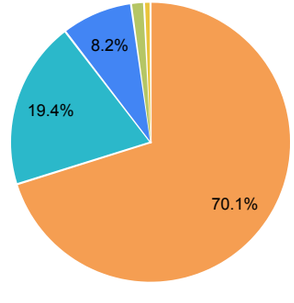
People trespassing on campus



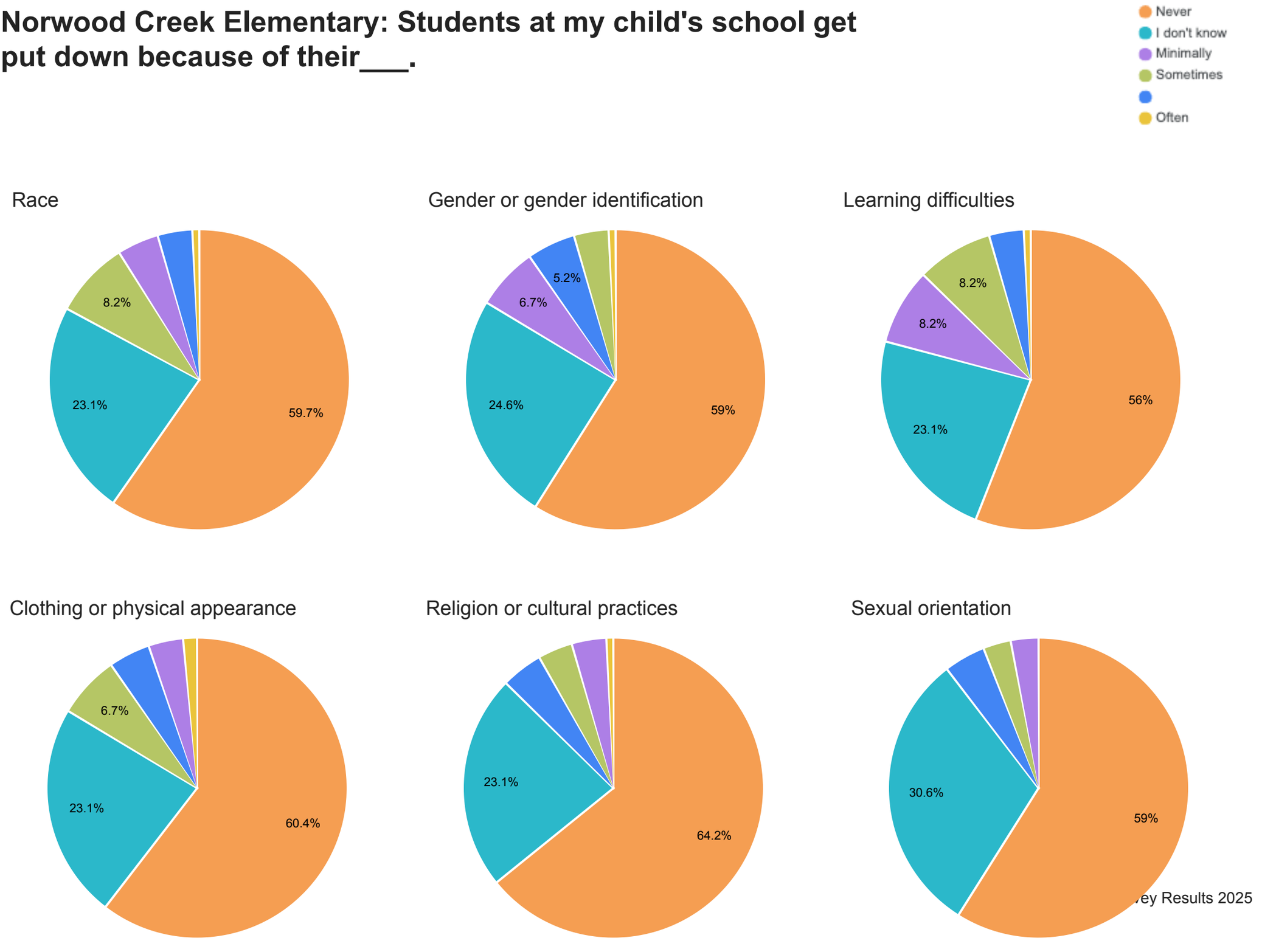
Drug use



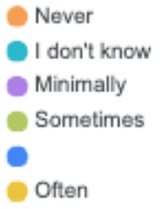
Alcohol use



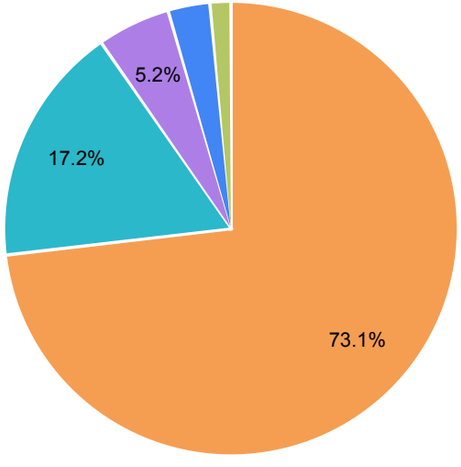
Norwood Creek Elementary: Students at my child's school get put down because of their___.



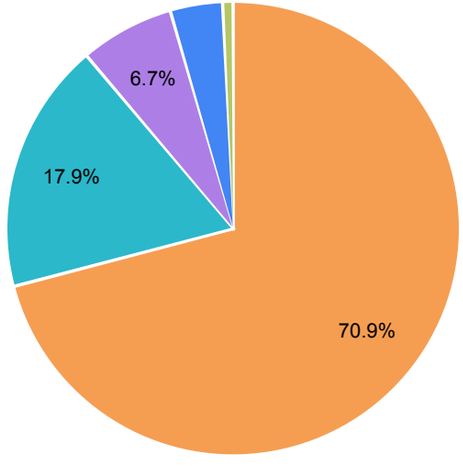
Norwood Creek Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ___?



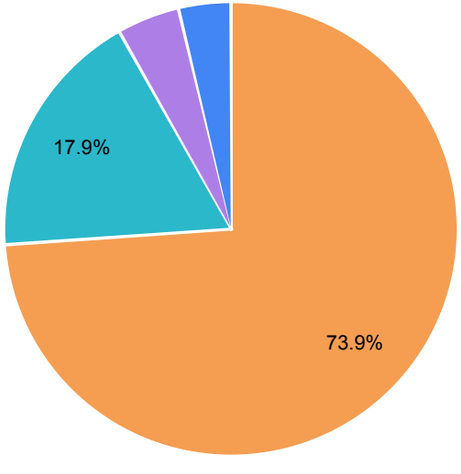
Race



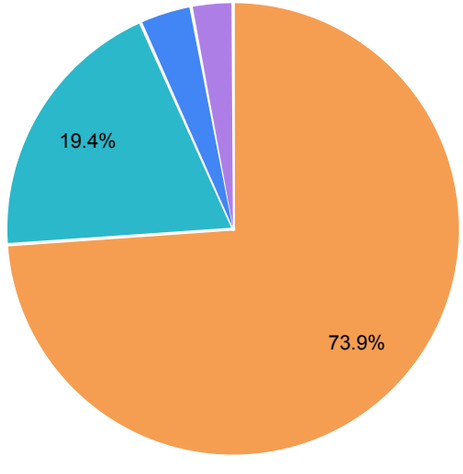
Learning difficulties



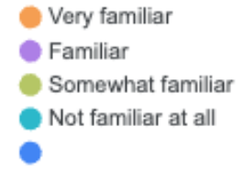
Religion or Cultural Practices



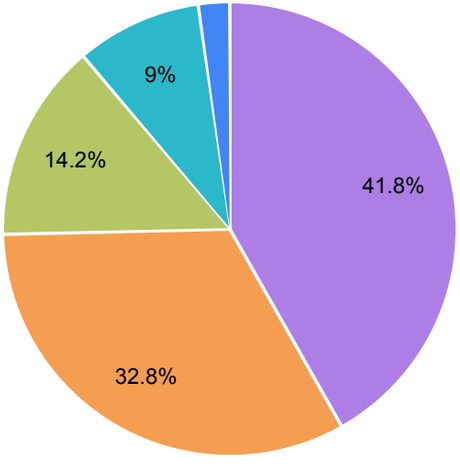
Sexual orientation



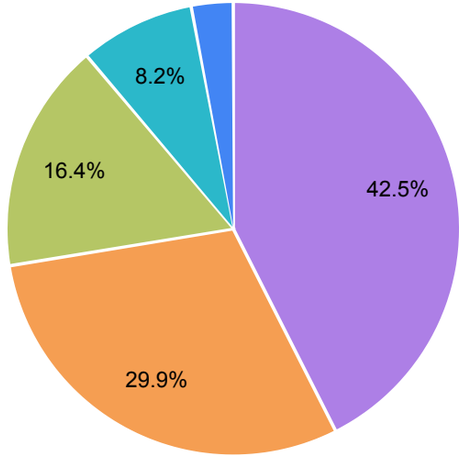
Norwood Creek Elementary: How familiar are you with the following at your child's school?



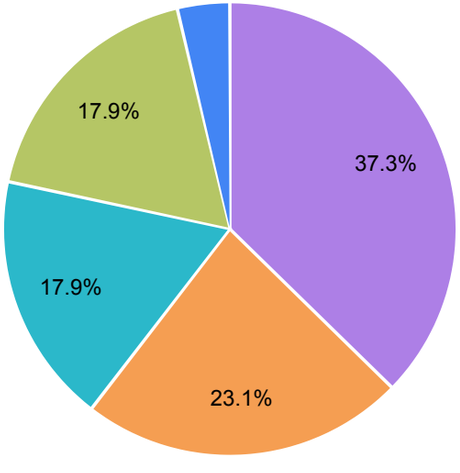
Classroom rules and consequences



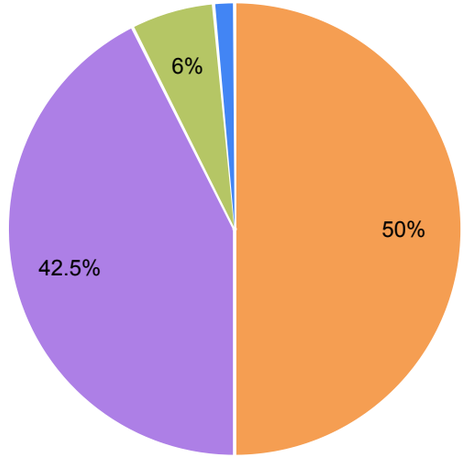
School-wide rules and consequences



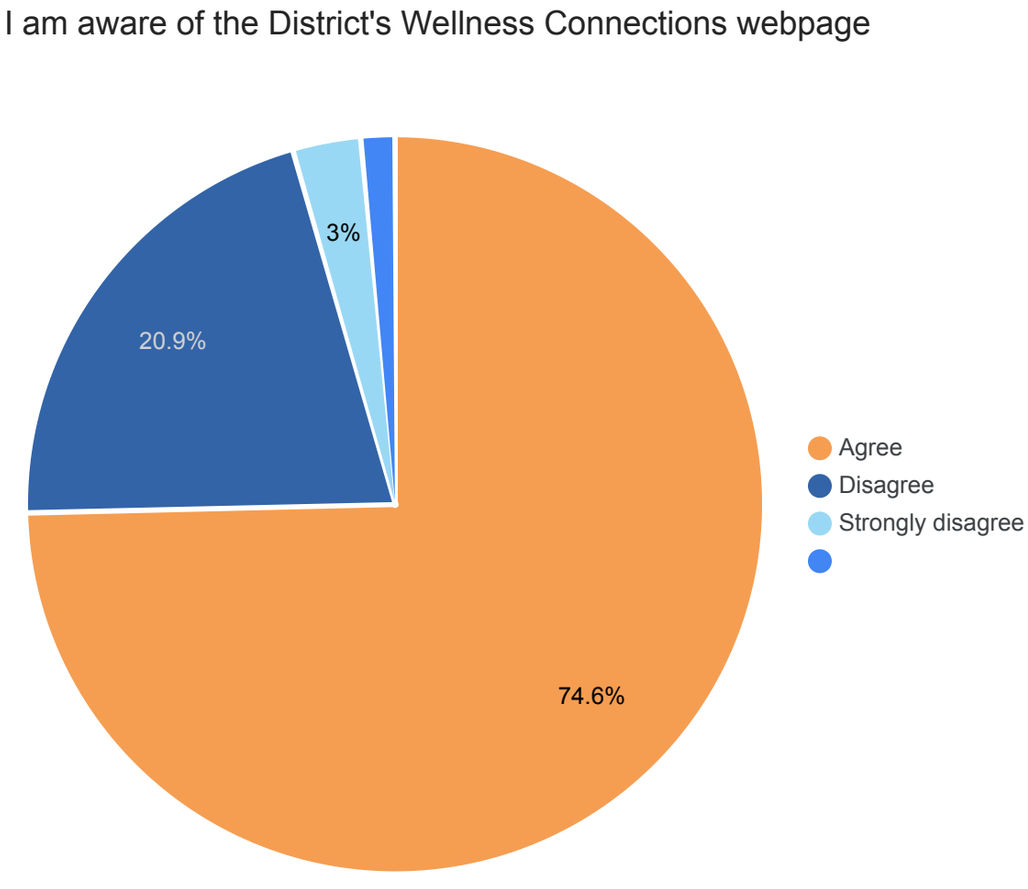
Cyberbullying rules and consequences



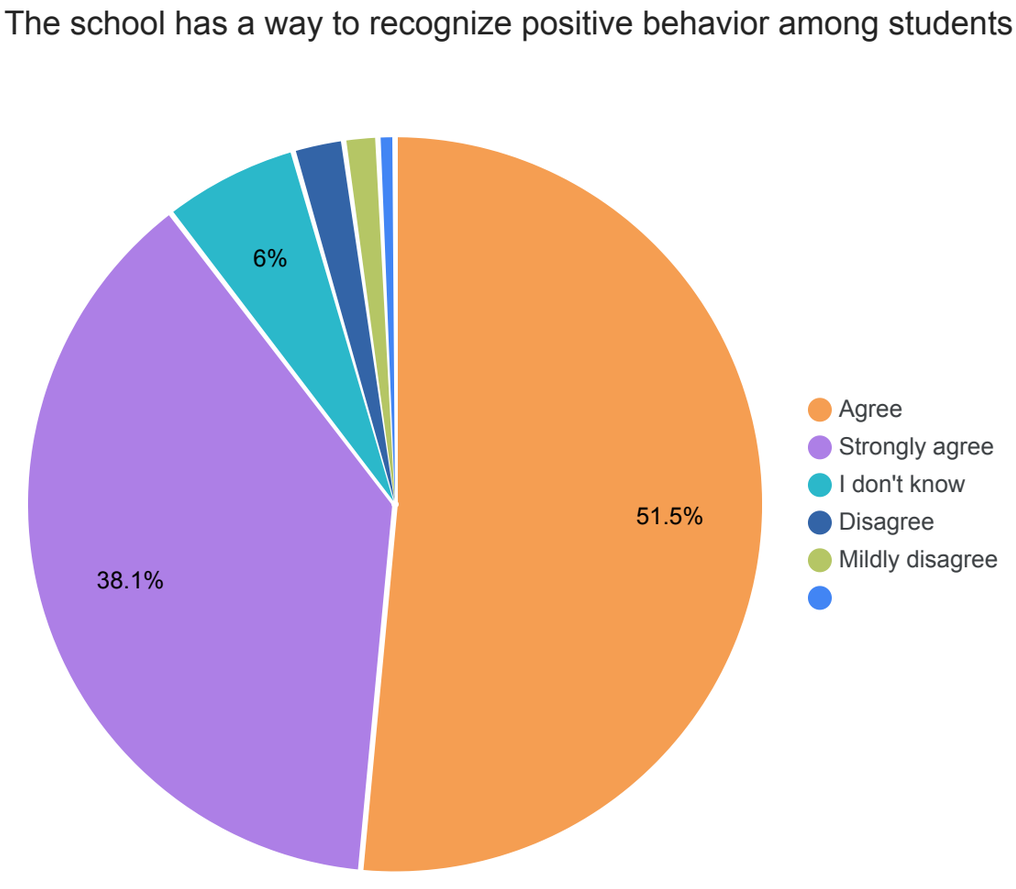
Rules and expectations of the school are clear and well known to me



Norwood Creek Elementary

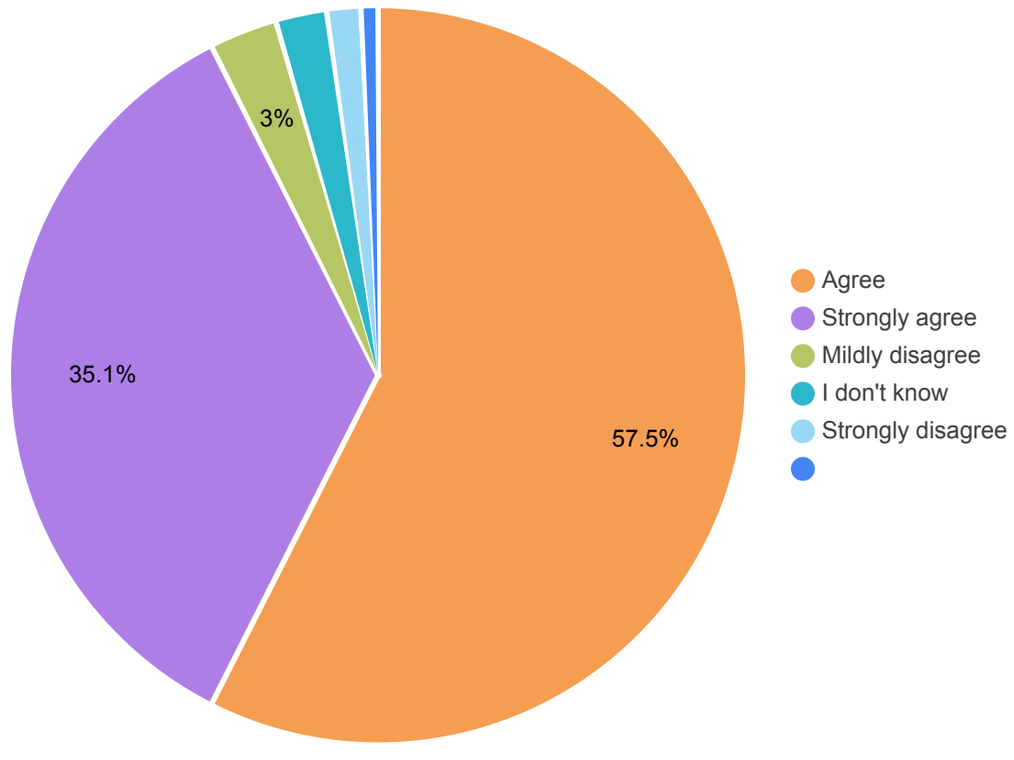


Norwood Creek Elementary

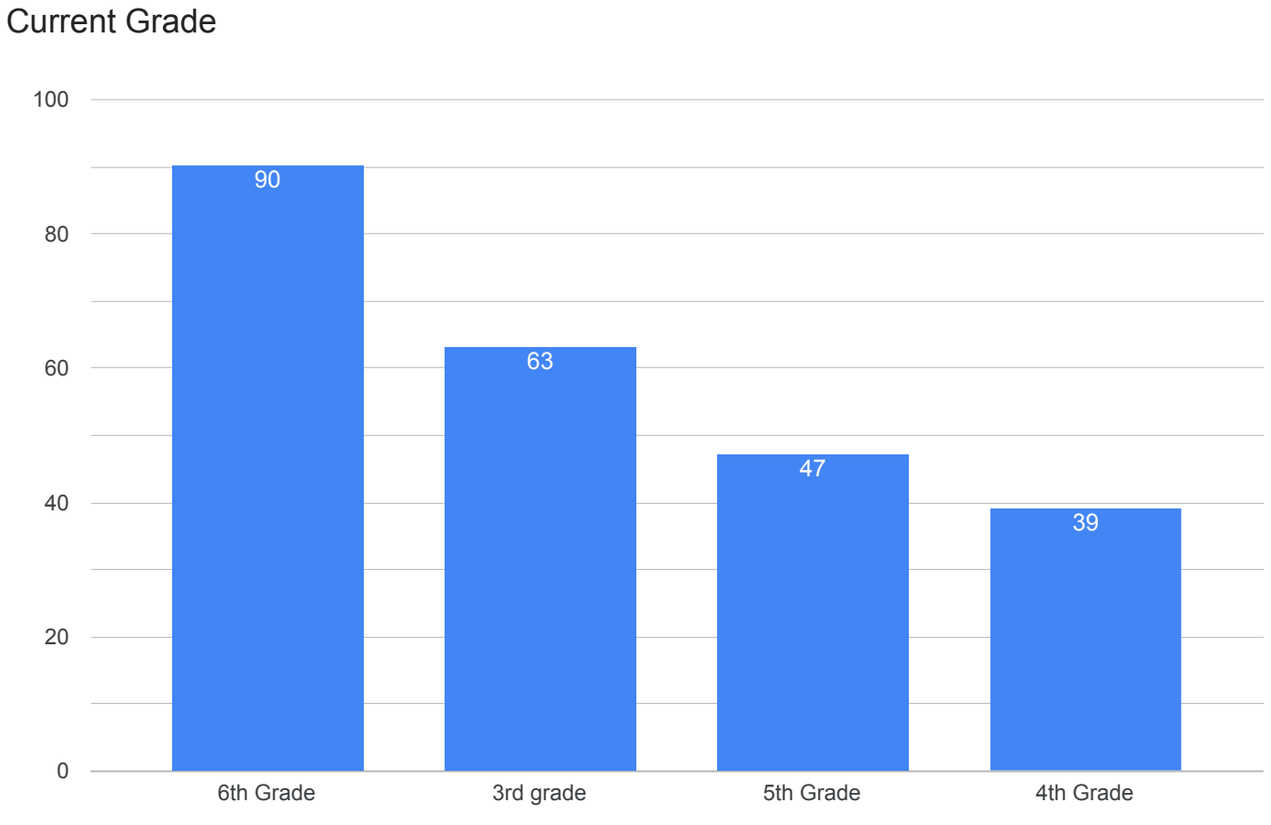


Norwood Creek Elementary

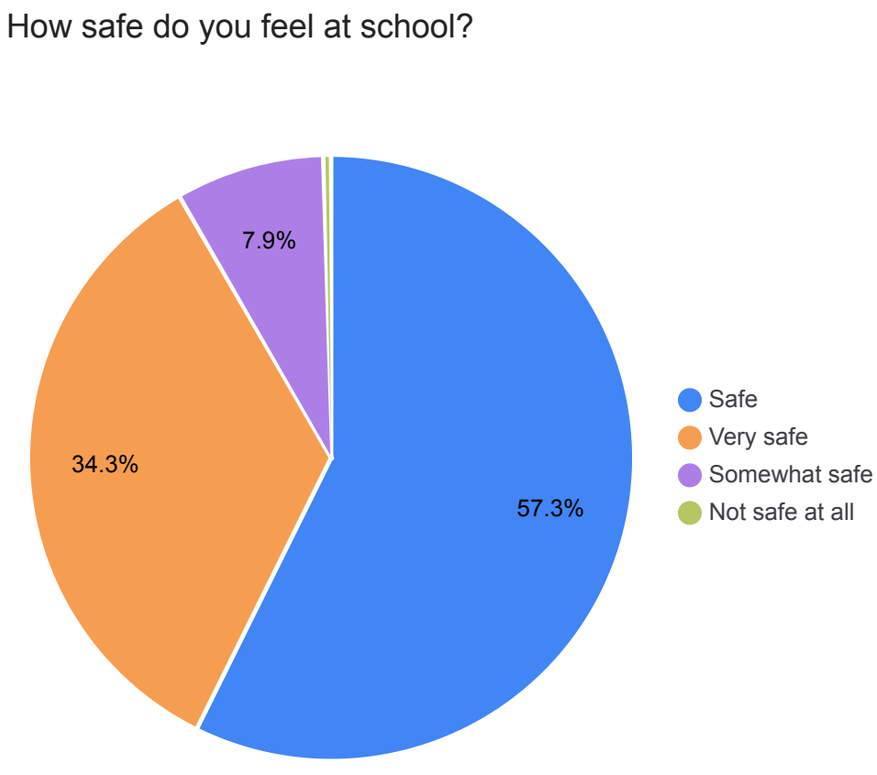
The facilities and grounds are well maintained



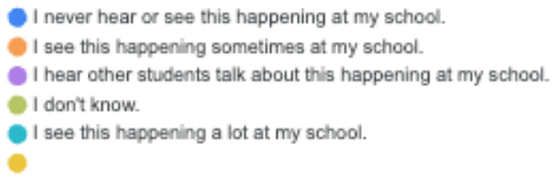
Norwood Creek Elementary



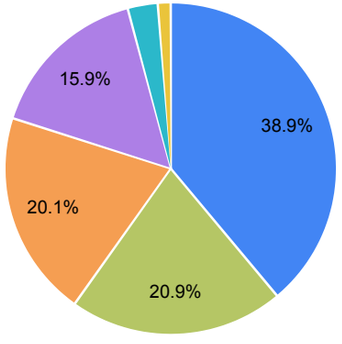
Norwood Creek Elementary



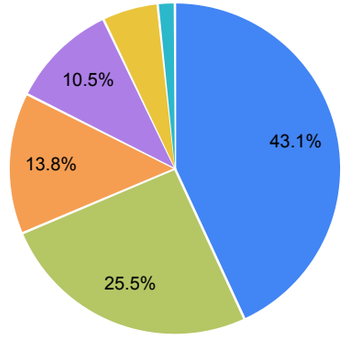
Norwood Creek Elementary: How much do you find the following to be a problem at your school?



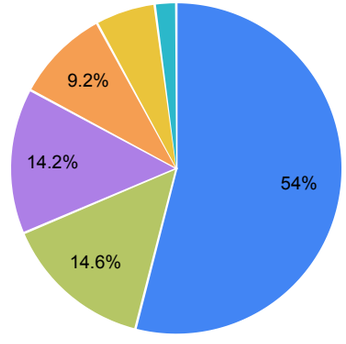
Bullying



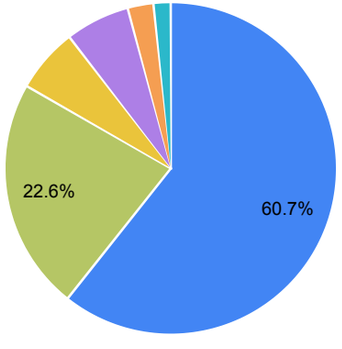
Harassment & Intimidation



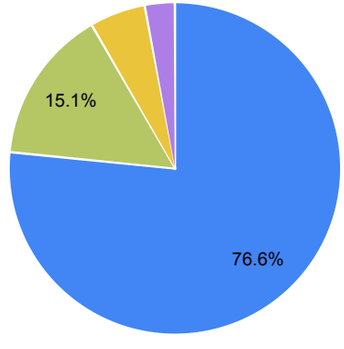
Fights & Assault



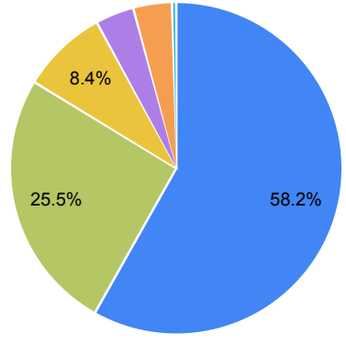
Student interest in Gangs



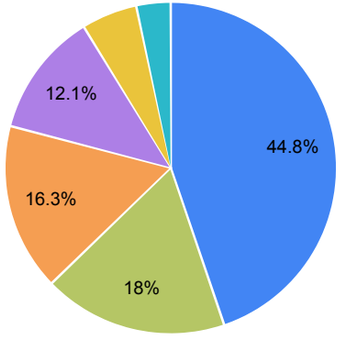
Illegal weapons



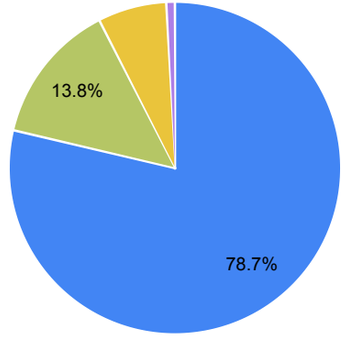
Graffiti & Vandalism



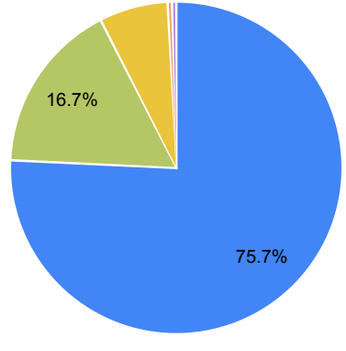
People trespassing on campus



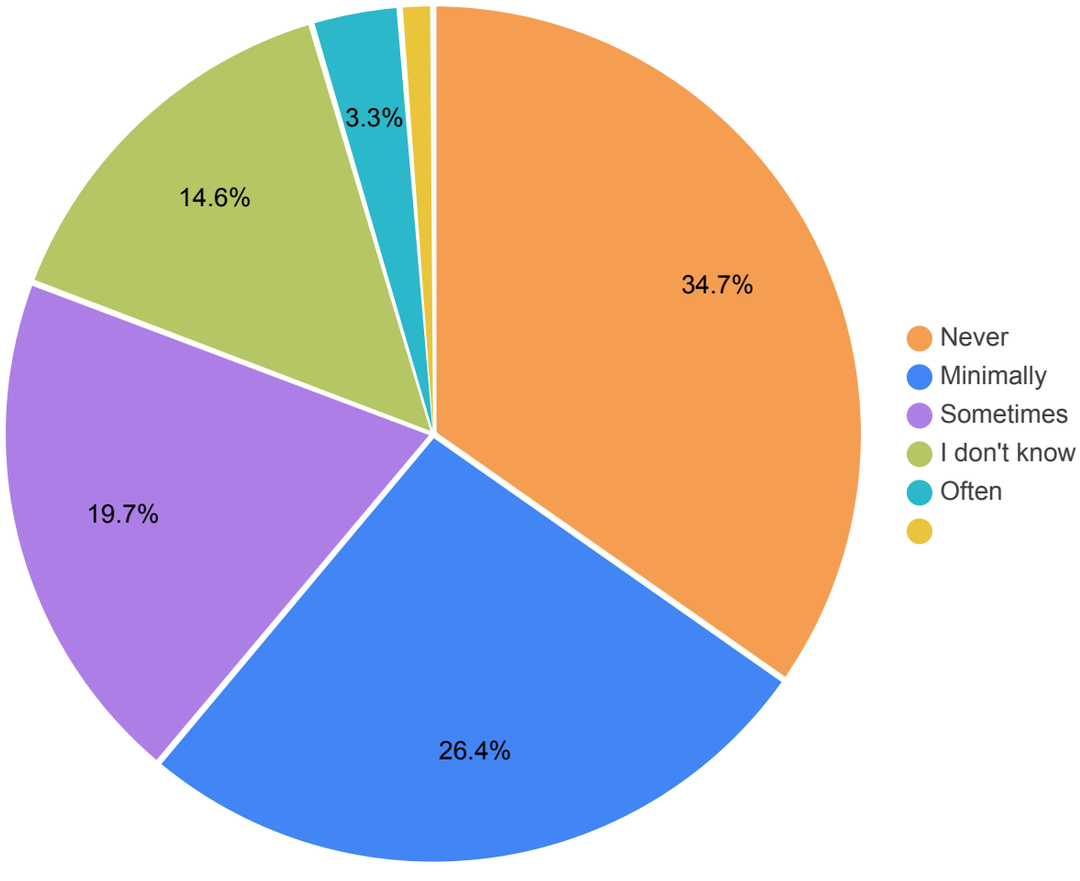
Drug use



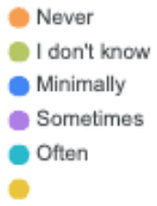
Alcohol use



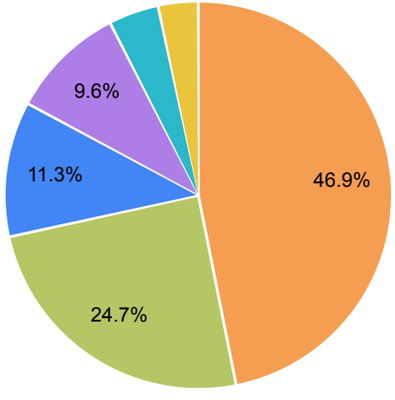
Norwood Creek Elementary: How often do you hear or see any act of bullying at your school?



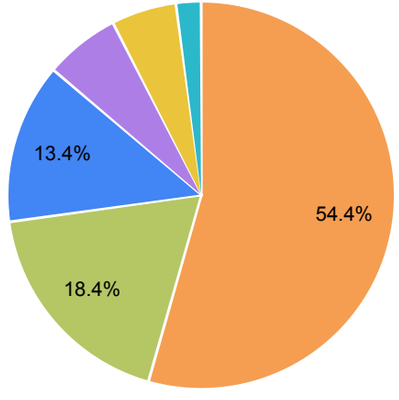
Norwood Creek Elementary: Students at my school get put down because of their ___.



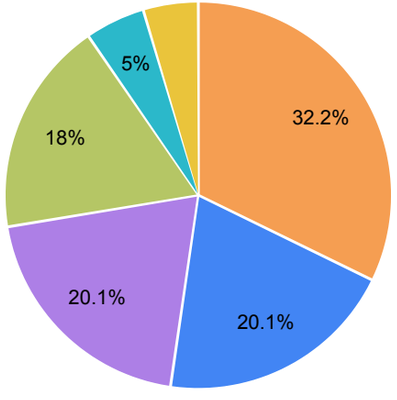
Race



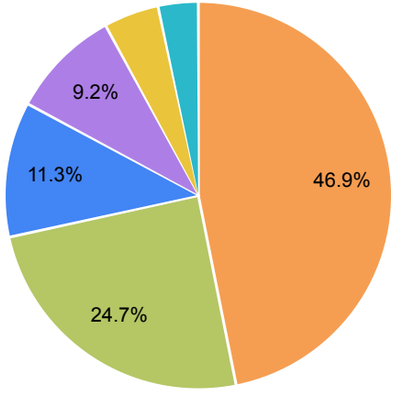
Gender or Gender Identification



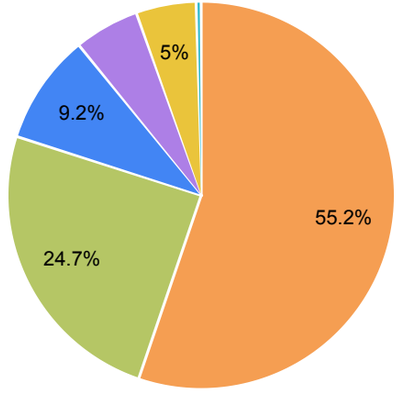
Learning difficulties



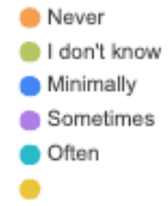
Clothing or physical appearance



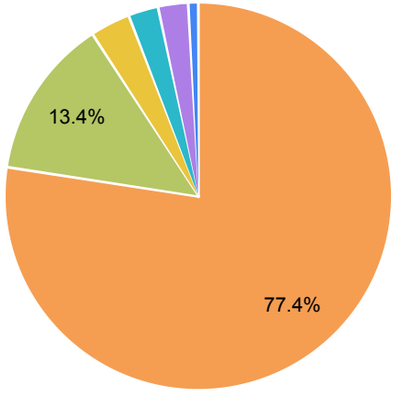
Religion or cultural practices



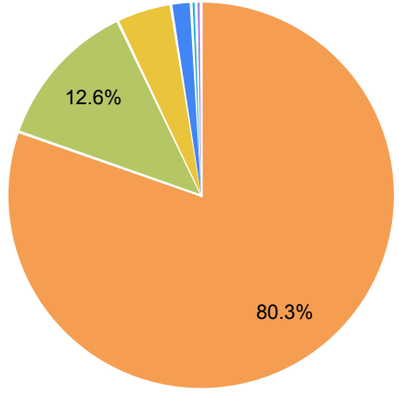
Norwood Creek Elementary: How often do you hear ADULTS at your school make fun of differences such as___.



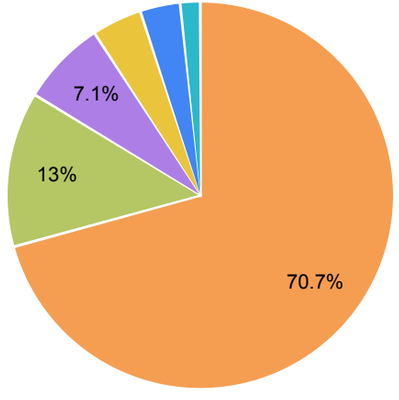
Race



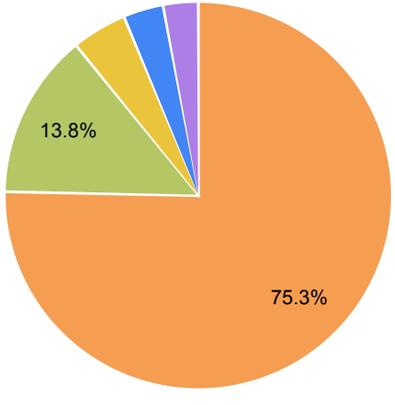
Gender or Gender Identification



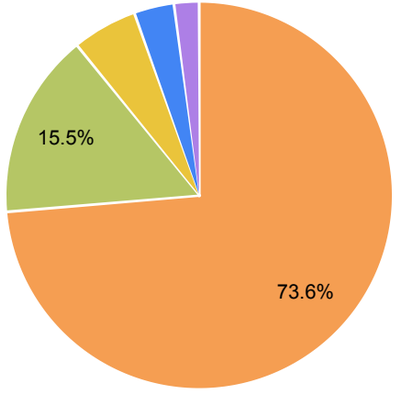
Learning difficulties



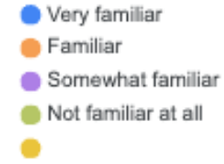
Clothing or physical appearance



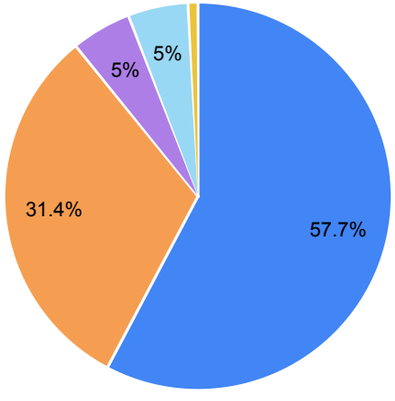
Religion or cultural practices



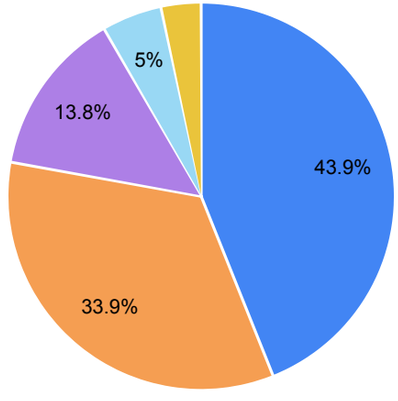
Norwood Creek Elementary: How familiar are you with the following?



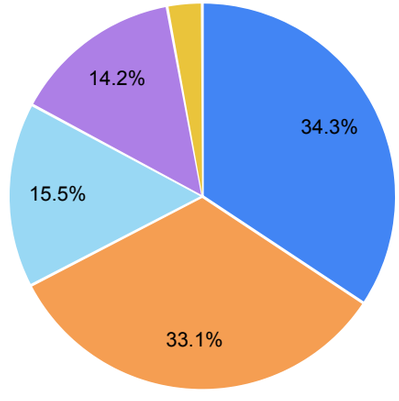
Classroom rules and consequences



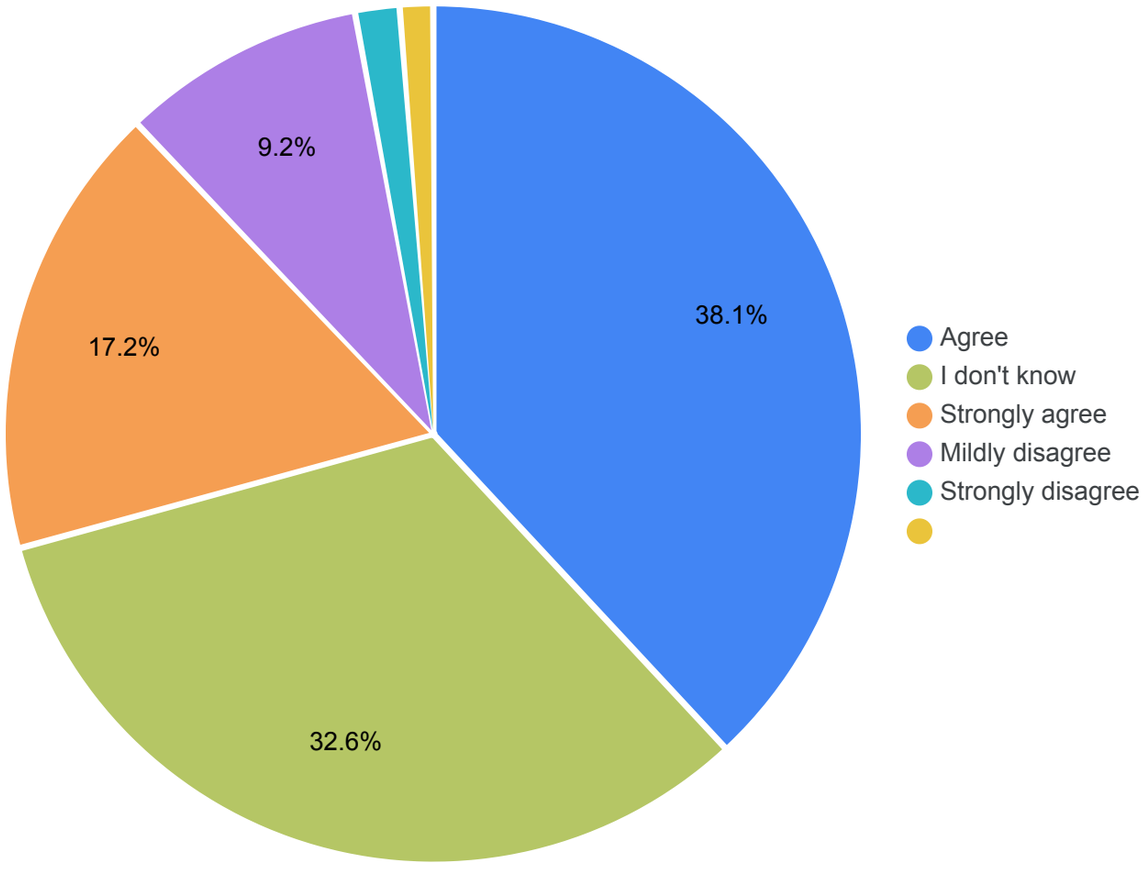
School-wide rules and consequences



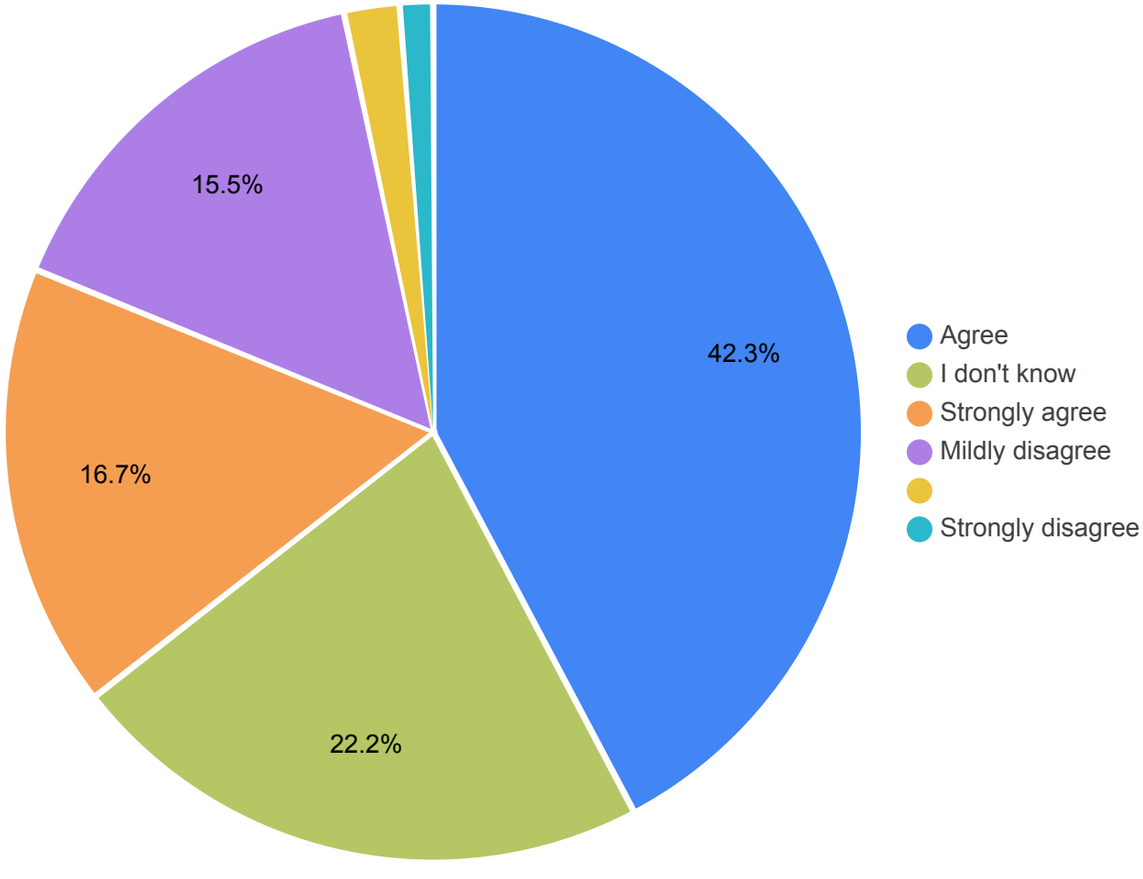
Cyberbullying rules and consequences



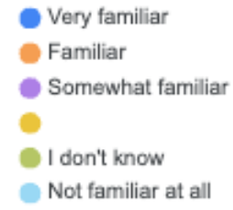
Norwood Creek Elementary: I think that suspensions and expulsions are assigned when necessary.



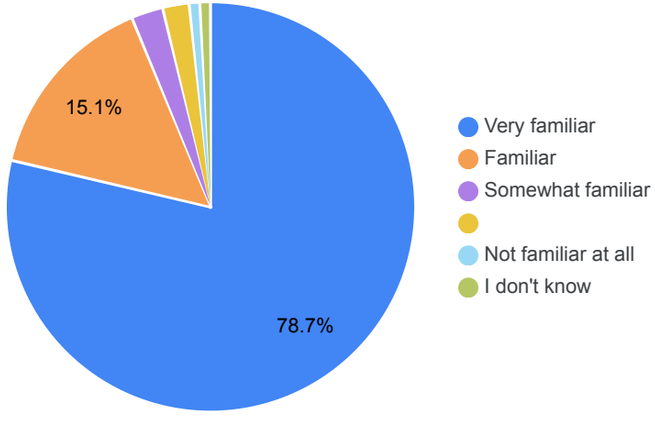
Norwood Creek Elementary: The facilities and grounds are well maintained at my school.



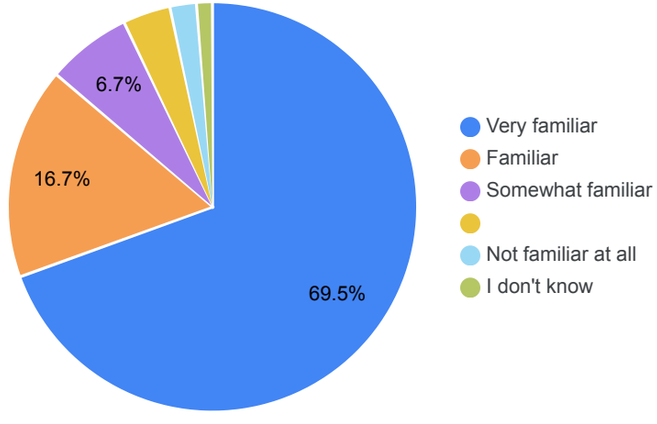
Norwood Creek Elementary: How well do understand your school Emergency procedures?



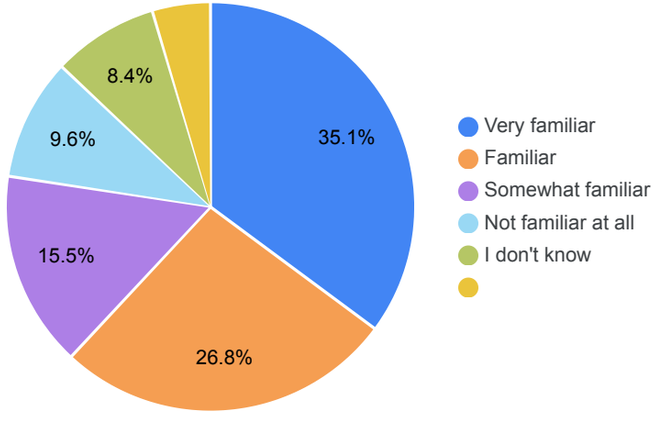
Fire Drill



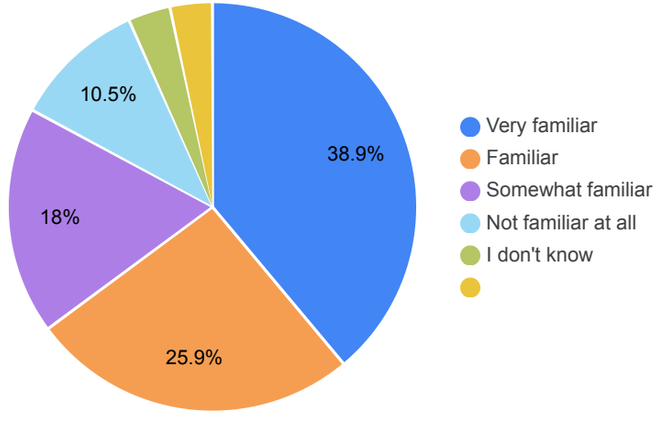
Earthquake Drill



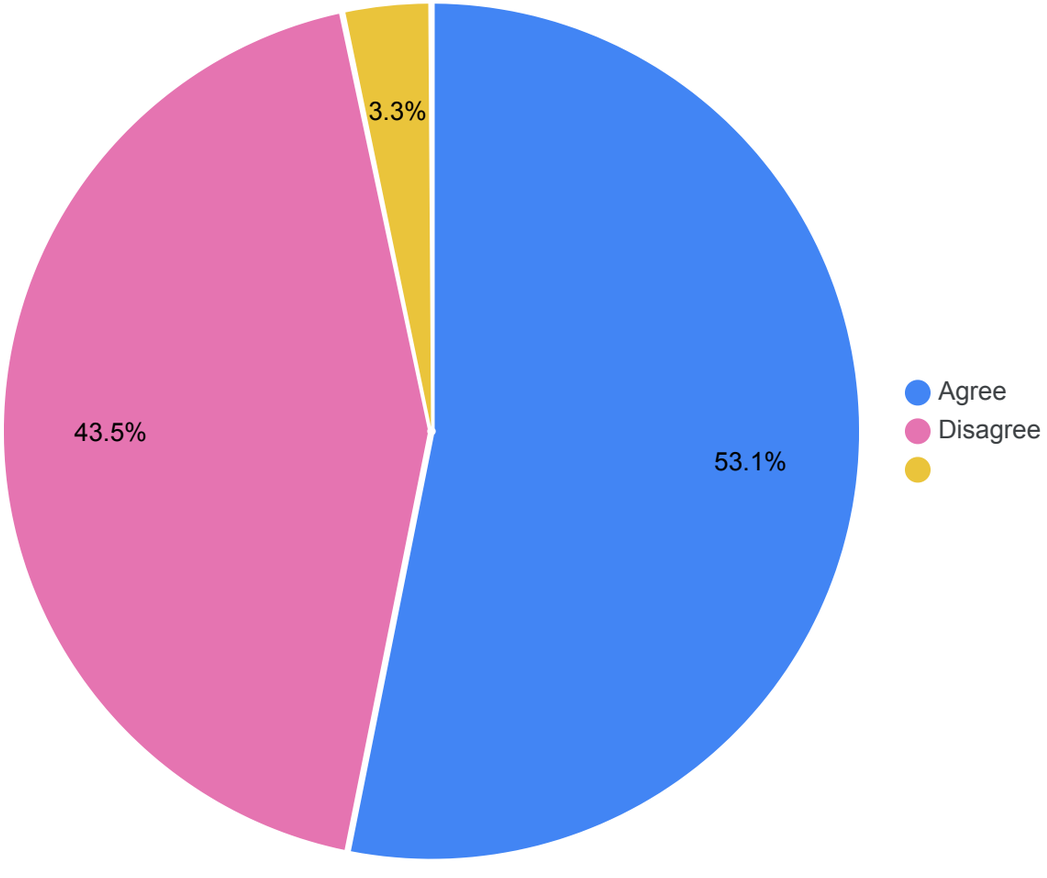
Shelter in Place



Run, Hide, Defend



Norwood Creek Elementary: I am aware of the District's Wellness Connections webpage.



Norwood Creek Elementary: My school has a way to recognize positive behavior among students.

