



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northwood School	Elementary	30-73650-6100861	Reapproval Oct. 14, 2025 / May 15, 2025	Reapproval Nov.,4, 2025 / June 24, 2025

Purpose and Description

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

School Wide Program

This school plan describes a School Wide Program that includes strategies, actions and services.

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Needs Assessment.....	4
Priority Focus Areas/Identified Needs.....	8
Educational Partner Involvement	9
Annual Review	9
Priority Focus Area (Goal) 1:	15
Priority Focus Area (Goal) 2:	30
Priority Focus Area (Goal) 3:	53
Priority Focus Area (Goal) 4:	59
LCAP ITEM (High School & Middle Schools Only):	60
LCAP ITEM (Elementary Schools Only):	60
ATSI Identified Schools.....	61
Budget Summary	62
Budget Summary	62
Other Federal, State, and Local Funds	62
Budgeted Funds and Expenditures in this Plan	63
Funds Budgeted to the School by Funding Source.....	63
Expenditures by Funding Source	63
Expenditures by Budget Reference	63
Expenditures by Budget Reference and Funding Source	63
Expenditures by Goal	63
Recommendations and Assurances	65
School Site Council Membership	66
School and Student Performance Data	67
Student Enrollment.....	67
CAASPP Results.....	70
ELPAC Results	75
Student Population.....	79
Overall Performance	81
Academic Performance	83
Academic Engagement.....	89
Conditions & Climate.....	92
Instructions.....	94
Appendix A: Plan Requirements	101

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements104

Appendix C: Select State and Federal Programs107

Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	California Dashboard (CAASPP and Growth Rate), Literacy Performance Assessment
Strengths	Northwood Elementary School's overall English Language Arts performance is rated Green on the 2024 California Dashboard, with students performing 30.7 points above standard on average. The school also demonstrated Above Typical Growth in ELA for the All Students group, scoring 7 points above typical growth. Notably, Recently Reclassified English Learners performed exceptionally well, scoring 73.9 points above standard and showing very strong Above Typical Growth (14 points above typical growth). More recent data from the LPA (BOY 2025 to MOY 2025) shows significant increases in the percentage of students meeting benchmark for foundational literacy skills like Alphabet Recognition, Phonics Inventory, and Phonemic Awareness for All Students and several key subgroups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students, suggesting recent positive momentum since the Dashboard data was released.
Areas for Growth	Despite the Green overall rating, the 2024 Dashboard data shows a decline in overall ELA performance for All Students by 7.3 points compared to the previous year. Significant equity gaps persist, with several student groups performing substantially below standard, including Hispanic students (28.8 points below), Socioeconomically Disadvantaged students (23.3 points below), and Students with Disabilities (48.9 points below). Current English Learners are a particularly concerning area, performing 76.7 points below standard, experiencing a large one-year decline of 19.1 points, and showing Below Typical Growth (13 points below typical growth) in the 2024 data. Students with Disabilities also showed Below Typical Growth (3 points below typical growth) in ELA growth. While recent LPA data is positive for many groups, it shows declines in benchmark attainment for Students with Disabilities in Phonemic Awareness and Reading Assessment Level from BOY 2025 to MOY 2025.
Questions & Key Findings	A key finding is the contrast between declining overall ELA performance relative to the standard in the 2024 Dashboard data and the Above Typical Growth demonstrated by All Students in the same data, suggesting students are making faster-than-average progress but potentially have further to go to meet standards or the standards have become more challenging. The most recent LPA data (BOY 2025 to MOY 2025) is crucial as it indicates significant recent positive movement in foundational literacy skills across the school and for several subgroups, which could potentially counteract the performance declines seen in the 2024 summative data, though the translation of this foundational skill growth to broader ELA assessment performance remains a question. The persistent equity gaps and Below Typical Growth for Current English Learners highlighted by the 2024 Dashboard data remain a major focus, although their recent LPA growth provides a hopeful sign.

	Math
Data Analyzed	California Dashboard (CAASPP and Growth Rate)

	Math
Strengths	Northwood Elementary School's overall Mathematics performance is rated Green on the 2024 California Dashboard, indicating that All Students are performing 25.7 points above standard. This performance has maintained over the past year, with a slight increase of 0.6 points. The school demonstrates significant strength in mathematics growth, with the All Students group generally scoring 16 points above the typical growth of students with similar scores in the previous grade level, classifying their growth as Above Typical Growth. The possible range of growth scores for the All Students group in math is entirely above typical growth. Several student groups also show Above Typical Growth in mathematics, including English Learners (8 points above typical growth), Asian students (Above Typical Growth), and White students (Above Typical Growth, 12 points above typical growth). Additionally, Recently Reclassified English Learners perform exceptionally well in mathematics, scoring 61.1 points above standard and showing very strong Above Typical Growth (24 points above typical growth).
Areas for Growth	While overall performance is Green, there are significant equity gaps in Mathematics performance. Several student groups are performing substantially below standard: Socioeconomically Disadvantaged students (27.9 points below standard), Hispanic students (42.7 points below standard), and Students with Disabilities (42.5 points below standard). These groups also show concerning trends in performance; Socioeconomically Disadvantaged students declined by 18.7 points, though Hispanic students increased by 3.7 points. Based on the 2024 data, Students with Disabilities showed Below Typical Growth in mathematics (8 points below typical growth). Socioeconomically Disadvantaged students showed Typical Growth, while Hispanic students showed 1 point above Typical Growth.
Questions & Key Findings	Questions/Key Findings: A significant finding is the school's strong overall Mathematics Growth, particularly the exceptionally high growth for All Students (16 points above typical) and Recently Reclassified English Learners (24 points above typical), suggesting that students are generally making accelerated progress year over year. However, a key question remains about the best ways to support persistent and substantial performance gaps for student groups like Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities, who are performing significantly below standard, even though some show some level of growth (Hispanic and SED). The fact that Students with Disabilities show Below Typical Growth in math compounds their performance deficit and highlights them as a critical area needing targeted interventions. How might our Tier 2 interventions better target the needs of our Students with Disabilities so that they can continue to access grade level content while they address gaps in learning through their IEP goals?

	SEL/Behavior
Data Analyzed	California Dashboard, Panorama, Annual Survey
Strengths	Northwood Elementary demonstrates notable strengths in several areas related to social emotional learning and behavior. Student survey data indicates high levels of supportive relationships, with 88% of students feeling supported by adults or friends, which is above the district average. Both student and teacher perceptions of student grit and social awareness are strong and generally align with or exceed district averages, suggesting students are perceived as perseverant and considerate of others. The school also performs well in managing suspensions, with a low overall suspension rate (1.1% Yellow) that has been maintained. Notably, English Learners, African American, Asian, and Two or More Races student groups have particularly low or zero suspension rates. Staff also report high favorability in knowing how to respond to bullying incidents, and parents report high agreement that their child feels safe in all places at school.
Areas for Growth	Chronic absenteeism is an area requiring attention, with an overall rate of 14.2% (Yellow). Notably higher rates (Red) are observed for Students with Disabilities (26.8%, increasing) and Hispanic students (20.8%). Several other student groups show elevated

	SEL/Behavior
	chronic absenteeism (Orange), including African American, Asian, English Learners, Two or More Races, and Socioeconomically Disadvantaged students. While the overall suspension rate is low, higher rates (Orange) are present for Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, all of which have increased in the past year. Student survey data indicates areas for improvement in school climate, with students reporting higher rates of experiencing (40%) and witnessing racism (50%) compared to district averages. These students also report feeling less safe and view bullying as a greater problem than the district average. Satisfaction levels regarding student discipline handling by teachers and administrators are at or below district averages, depending on the respondent group. Additionally, students report less ease in expressing their feelings, and fewer students and parents report low levels of student stress compared to district averages. Parent and staff surveys indicate lower satisfaction with the level of respect among students compared to district averages.
Questions & Key Findings	A key finding is the discrepancy between student perceptions of school climate issues (safety, bullying, racism, discipline handling) and the generally positive student and teacher perceptions of individual SEL competencies like grit and social awareness. This raises a question about how individual SEL skills translate to the overall school environment and interactions among students. The data clearly highlights Students with Disabilities and Hispanic students as needing targeted support for both chronic absenteeism and suspension rates. The elevated reports of experiencing and witnessing racism by students, alongside concerns about bullying and discipline handling, point to the need for a focused effort on improving peer-to-peer interactions and consistent behavioral support structures within the school climate; there is also a need to educate students about bullying and racism, to ensure accurate reporting, as anecdotal evidence (e.g., conflict mediation, restorative questioning, etc.) reveal that students are not always aware of what constitutes racism and bullying. While students feel supported by adults and friends, the data on student-to-student respect and feeling safe suggest that students need more support generalizing the skills they learn during explicit SEL instruction to promote positive peer-to-peer interactions and an increased sense of safety at school.

	School Climate
Data Analyzed	California Dashboard, Panorama, Annual Survey
Strengths	Northwood Elementary demonstrates notable strengths related to individual support and perceived safety among adults and some student groups, contributing positively to aspects of belonging. A high percentage of students report feeling supported by adults or friends (88%), which is above the district average, and 93% of students report having friends at school, suggesting strong peer connections for many. A high percentage of parents also report their child feels safe in all places at school (88%), and staff report feeling safe (90%). Staff also report high favorability in knowing how to respond to bullying incidents (97%). Furthermore, staff generally perceive the school positively in supporting diverse student groups, reporting high favorability in supporting students of different races, ethnicities, and cultures (97%), disability statuses (97%), family income levels (97%), and working to understand families' backgrounds and cultures (97%).
Areas for Growth	Areas for growth at Northwood Elementary are indicated by differences in perception regarding school climate and belonging across students, parents, and staff. While 97% of staff report feeling supportive of diverse student groups (race/ethnicity/culture, disability status, family income levels) and 90% feel safe, 66% perceive students treating one another with respect. This contrasts with student reports where 48% feel students treat each other with respect, and parent reports at 60%. Notably, 40% of students report having experienced racism, and 50% report witnessing it. Additionally, 76% of students report feeling safe, and 36% perceive bullying as a problem. Staff

	School Climate
	report that 28% perceive bullying as a problem, while 36% of parents share this perception. Parent satisfaction shows that 57% feel a sense of community on campus, and 67% believe the school works to understand families' backgrounds and cultures. Furthermore, 78% of parents perceive that their child has at least one adult they trust at school. Beyond climate, the overall chronic absenteeism rate is 14.2%, with higher rates for Students with Disabilities (26.8%) and Hispanic students (20.8%), who also experience higher suspension rates.
Questions & Key Findings	While many students feel personally supported and have friends, the higher rates of perceived bullying, disrespect among peers, and elevated reports of experiencing and witnessing racism suggest a need to ensure that students are supported in generalizing the SEL instruction outside of the classroom. Students may also need more explicit instruction in understanding what constitutes bullying and racism, as anecdotal evidence indicates that these terms can be difficult for students to define. Northwood can focus interventions on improving peer interactions, anti-bullying/anti-racism initiatives, and creating a more consistently perceived welcoming environment for all students and families to strengthen the overall sense of belonging at Northwood.

	College and Career Readiness (High Schools Only)
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

Based on the comprehensive analysis of different domains such as Literacy, Math, SEL/Behavior, and School Climate at Northwood Elementary, several pressing areas for growth have been identified. To effectively address these areas in the school action plan, it's crucial to delve into the root causes that may be contributing to the discrepancies observed. Here's a summary of the most pressing areas for growth and root causes:

Chronic Absenteeism Among High-Need Subgroups

Root Causes:

- Lack of access to reliable transportation.
- Unaddressed health issues, particularly among Socioeconomically Disadvantaged students and those with Disabilities.
- Feelings of alienation or lack of belonging, especially among African American students.
- Inconsistent engagement with families to understand and mitigate barriers to attendance.

Decline in Literacy and Math Performance, Particularly Among High-Need Subgroups

Root Causes:

- Inconsistent differentiation of instruction to meet the diverse needs of learners, including English Learners and Students with Disabilities.
- Limited culturally responsive teaching practices that resonate with students from diverse backgrounds.
- Insufficient professional development for teachers on strategies to engage and support marginalized groups effectively.

Emotion Regulation and SEL Skills, Particularly Among High-Need Subgroups

Root Causes:

- SEL curriculum not fully integrated into daily classroom activities or aligned with students' real-life experiences.
- Teachers and staff may lack training in recognizing and addressing SEL needs effectively.
- Continue to see delays in problem-solving skills due to lack of socialization during the pandemic.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

The comprehensive needs assessment process at Northwood Elementary benefited from the active participation of several key educational partners, each contributing their unique perspectives and expertise through various avenues.

The School Site Council (SSC) played a crucial role by engaging in direct data analysis and discussion during their February and March meetings. Their review of CAASPP data in January allowed them to identify academic strengths and areas needing improvement based on student performance outcomes. Subsequently, their March meeting focused on the Annual Survey data, providing insights into the perceptions and experiences of students, parents, and staff. The meeting minutes capture the team's conversations as they pinpointed areas of strength and growth, and formulated key questions and findings arising from the data. The SSC also contributed to the critical step of identifying the underlying root causes for the school's priority focus areas and overall needs, ensuring that improvement efforts are targeted at the foundational issues. Finally, the SSC reviewed and approved the SPSA at our final meeting in May.

SSC Meeting Dates: 2/4, 3/18, 5/15

The MTSS (Multi-Tiered System of Supports) and Site Leadership Team also actively participated through a series of monthly meetings spanning January to March. Their consistent engagement allowed for a more longitudinal review of both CAASPP and Annual Survey data. By dedicating multiple meetings to this analysis, they could delve deeper into trends, identify patterns across different data points, and collaboratively determine areas of strength, growth, and formulate key questions. Similar to the SSC, these teams were instrumental in discussing and pinpointing the root causes contributing to the identified priority areas and needs, leveraging their diverse expertise in instruction, support systems, and school leadership.

MTSS Meeting Dates: 1/28, 2/25, 3/24

Leadership Team Meeting Dates: 2/6, 2/27, 3/20, 5/8, 5/29

The Student Upstander Group provided a vital student voice to the needs assessment process. At their meetings, they discuss pressing issues on campus, their direct experiences and insights served as a crucial validation point for the trends observed in the more formal Annual Survey data. Their firsthand perspectives offered a deeper understanding of the lived realities within the school environment, particularly concerning peer interactions, safety, and belonging. By articulating the challenges they witness and experience, the Student Upstander Group directly contributed to the identification of underlying root causes, offering explanations grounded in the student experience.

Student Upstander Group Meeting Dates: 1/28, 2/04, 2/11, 2/18, 2/25, 3/4, 3/11, 3/18, 3/25, 4/8, 4/15, 4/22, 4/29, 5/6

Finally, the Northwood Staff as a whole contributed through ongoing engagement in targeted data reviews during staff meetings throughout the school year. This distributed approach ensured that a broad range of educators had the opportunity to examine specific data sets, including CAASPP academic results, Annual Survey responses, and Panorama social-emotional learning and school climate data. These focused discussions at staff meetings allowed for a collective understanding of the data's implications for their daily practice and contributed to a shared awareness of the school's strengths and areas for growth.

Staff Meeting Dates: 9/4, 10/2, 11/6, 12/4, 1/8, 2/5, 3/5, 4/9, 5/21

In summary, Northwood Elementary employed a multi-faceted approach to its comprehensive needs assessment, ensuring that input was gathered and analyzed by a diverse group of educational partners. From the in-depth discussions and root cause analysis conducted by the School Site Council and MTSS/Site Leadership Team, to the validation and student-centered insights provided by the Student Upstander Group, and the broad engagement of staff in data reviews, the process was designed to be inclusive and informed by multiple perspectives. This collaborative approach strengthens the validity and comprehensiveness of the needs assessment, laying a solid foundation for the development of targeted and effective action plans.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Goal #1: Educational Equity. Ensure that all students attain proficiency in Math and ELA state standards, with a focus on narrowing achievement gaps between all students and Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged Students, and African-American students.

The following strategies were implemented as planned:

*Additional support for students in underperforming subgroups

Resources Needed: Additional .2 TOSA to support student academic, social-emotional, and behavioral growth

*Additional classified support (IAs) to support small group Tier 1 and 2 instruction, including additional support for English Learners

Resources needed: IAs

*Support a variety of rigorous and relevant learning tools and resources for teachers to support student learning, with specific attention to materials to support identified sub-groups.

Resources Needed: PD in ST Math, iXL, Benchmark, ELLevation Strategies; Intervention programs (iXL and Imagine Learning); Materials and furniture to support small group instruction

*The MTSS Team will conduct Summation Days after each assessment window to identify students in need of Tier II and Tier III academic and SEL support, identify and implement research-based interventions for those students, and monitor progress.

Resources Needed: Substitutes to cover MTSS team and roving subs for teachers.

The following strategies were implemented in part:

PLC teams will meet weekly to discuss student progress and plan Tier I and Tier II instruction and supports to meet the academic needs of students.

*Resources Needed: PD in EduClimber, ELLevation, and Standards-Based Grading Practices

PLC teams did meet weekly to discuss student progress. We continue to need PD in EduClimber in order to be able to analyze data by subgroup.

Each of these strategies supported our goals effectively, as they all allowed our students more opportunities to work in smaller instructional groups focused on targeted instruction. Looking in particular at our LPA data, we see tremendous growth in our primary grade levels, including our EL students, socioeconomically disadvantaged students, and Hispanic students. We continue to see a need for more growth with our Students with Disabilities, however moving forward we would like to be able to include data about IEP goals in Math and ELA, and how our students are progressing on their goals to glean more insight into how our students with disabilities are progressing. Students who are significantly behind may not show growth on LPA and CAASPP, however information regarding progress on their goals would be valuable to have at a more macro level.

Goal #2: Sense of Self and Belonging: Cultivate a positive school culture and system of supports for student personal and academic growth.

The following strategies were implemented as planned:

Support for PTA Meetings

*Guest speakers

*Child Care

Encourage student buy-in to our current ROLL buck system.

*PBIS incentives

Continue to promote effective communication between home and school (Parent Square communication/updates, class newsletters, social media, Thursday folders, etc.).

Continue to foster a sense of community at Northwood by creating a welcoming and inclusive environment for students, staff, and families (PTA and school-sponsored community-building events, Student Council, etc.).

Embed schoolwide, Tier I SEL curriculum (Second Step).

ERCS, School Support TOSA, and Principal will work with staff to support student behavior using a restorative approach to foster both student responsibility and a connection with school and school staff.

The MTSS Team will conduct Summation Days after each assessment window to identify students in need of Tier II and Tier III academic and SEL support, identify and implement research-based interventions for those students, and monitor progress.

The following strategies were implemented in part:

Additional playground staffing and SEL support, with a focus on using recess and lunch as opportunities for students to generalize the skills they are learning in classroom SEL lessons.

*Additional Noon Duty Assistant

*Stipends for Classified Staff Training

We did offer stipends for classified staff training; we were not able to hire an additional noon duty assistant.

The following strategies were not implemented, due to the increased focus on the shift to Standards-Based Grading.

Implement Zones of Regulation School Wide and Continue Calm Classroom and Other Mindfulness Strategies

*Materials related to training and implementation of Zones of Regulation, Calm Classroom, Other Mindfulness Strategies

Restorative Practice Trainer of Trainers

The most effective strategies were those we were able to implement fully, in particular child care for PTA meetings, which did increase our PTA attendance slightly. Additionally, the work of the MTSS team during and after our summation meetings (following up with teachers to progress monitor plans) was a critical strategy to ensuring that our students' needs, both academic and social-emotional, were met. We are planning to implement Zones of Regulation next year, and will also add an additional noon duty assistant.

Goal #3: Reduce Chronic Absenteeism. Focus on outreach to families and additional supports to ensure that all students at Northwood, in particular Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged Students, and African-American students are attending school regularly.

The following strategies were implemented as planned:

Implement Early Warning Systems: We will develop systems to identify and intervene early when attendance issues arise. We will use data to monitor student attendance patterns and identify students who are frequently absent. Our early intervention strategies will involve personalized outreach, counseling, and additional supports to address underlying issues.

Foster a Strong Home-School Connection: We will continue to promote effective communication between home and school. We will keep families informed about the importance of attendance, school activities, and parent engagement events. We will provide resources and information to support parents in reinforcing positive attendance habits at home.

Provide Targeted Supports: We will identify students who are at risk of chronic absenteeism and provide targeted support to address their specific needs. This can include mentoring programs, tutoring, counseling

services, or individualized attendance plans. We will tailor interventions based on the reasons behind the absences (e.g., health issues, transportation challenges, family circumstances).

*We utilized the School Attendance Review Team to work with families to identify and address barriers. We followed up with families, and saw about a 75% success rate with improved attendance.

The following strategies were partially implemented:

Examine current PTA meeting schedule and adjust to allow for greater participation in PTA meetings to increase family involvement.

*We did examine the schedule, however the current PTA board was unable to change the meeting time due to their work schedules.

*We did implement one Coffee with the Principal during the school day as a pilot, and will calendar those moving forward.

Incentives to be used for positive improvements in student attendance.

*Most of our barriers were related to parent responsibilities versus student responsibilities, so providing student incentives was not a strategy we employed in most cases.

Collaborate with IUSD community liaisons and other staff to convene focus groups to address the needs specific to each subgroup.

*We did employ community liaisons in some cases, and worked closely with the Coordinator of Student Engagement to refine our SART process. She also participated in our SART meetings in a few extreme cases.

Establish a positive school climate by creating a welcoming and inclusive environment where all students feel valued and respected. This can be achieved by promoting cultural diversity, celebrating different heritages, and acknowledging and appreciating students' identities and backgrounds.

*Our survey data shows that we have work to do in this area. We did have large participation rates in our community events, notably our NorthWORLD Fair.

The following strategies were not implemented:

Work with district staff to create a survey that will elicit more specific feedback regarding barriers to school attendance/family engagement.

*We will carry this over to the 2025-2026 school year.

Which strategies were most effective? Least effective?

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

The major difference in our proposed expenditures related to implementing Zones of Regulation and Restorative Practices. We plan to move these expenditures to the 2025-2026 and 2026-2027 school year, respectively. Additionally, we lost one of our Instructional Assistants at Spring Break, and were not able to find someone to take over that position.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Based on the annual review, here are some proposed changes to consider:

Goal #1: Educational Equity

Refine Data Analysis for Students with Disabilities:

Proposed Change: In addition to LPA and CAASPP data, actively collect and analyze data on student progress toward their individual IEP goals in Math and ELA. This will provide a more nuanced understanding of the growth of students with disabilities, even if it's not immediately reflected in standardized assessments. **Rationale:** The review highlights that significant growth for students with disabilities might not be captured by general assessments. IEP goal progress data will offer valuable insights into the effectiveness of targeted interventions.

Enhance PLC Focus on Subgroup Data:

Proposed Change: Prioritize the PD in EduClimber to enable PLC teams to effectively analyze student data disaggregated by all identified subgroups (Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged Students, and African-American students).

Rationale: While PLCs are discussing student progress, the lack of EduClimber PD limits their ability to deeply analyze data for specific subgroups and tailor instruction accordingly.

Targeted Professional Development:

Proposed Change: Provide more specific PD focused on research-based instructional strategies and interventions specifically designed to address the learning needs of Students with Disabilities in Math and ELA.

Rationale: The current PD includes general intervention programs and ELL strategies. More targeted training could equip teachers with specialized skills to support students with disabilities.

Monitor Effectiveness of Additional Support:

Proposed Change: Develop a system to track the impact of the additional TOSA and IAs on the academic growth of the identified subgroups. This could involve specific data points they are monitoring or qualitative feedback from teachers.

Rationale: While the additional support is in place, it's crucial to assess its effectiveness in narrowing achievement gaps.

Goal #2: Sense of Self and Belonging

Prioritize and Fully Implement SEL Initiatives:

Proposed Change: Ensure the full implementation of Zones of Regulation school-wide and explore incorporating Calm Classroom and other mindfulness strategies. Allocate the necessary resources (materials and training) to support these initiatives.

Rationale: These strategies were not implemented due to a focus on Standards-Based Grading, but they are recognized as important for fostering a positive school climate and student well-being, which are foundational for a sense of belonging.

Expand Playground SEL Support:

Proposed Change: Hire the additional Noon Duty Assistant to support students in generalizing SEL skills during recess and lunch. Provide ongoing training and support for all playground staff on SEL strategies.

Rationale: Recess and lunch offer valuable opportunities to practice social-emotional skills, and dedicated staffing can facilitate this.

Investigate Restorative Practice Training:

Proposed Change: Explore options for Restorative Practice Trainer of Trainers to build internal capacity within the school to further implement and sustain restorative approaches to student behavior.

Rationale: The review notes the effectiveness of the restorative approach, and having internal trainers could deepen its impact.

Gather More Specific Feedback on School Climate:

Proposed Change: Develop and administer a survey to students, staff, and families to gather more specific feedback on the school climate and identify areas for improvement in creating a welcoming and inclusive environment.

Rationale: While community events have high participation, survey data indicates a need for further work in fostering a positive school climate. Specific feedback can guide targeted efforts.

Goal #3: Reduce Chronic Absenteeism

Address Parent-Related Barriers:

Proposed Change: Since many barriers are related to parent responsibilities, explore alternative strategies beyond student incentives. This could include workshops for parents on the importance of attendance, resources to address common barriers (e.g., transportation, childcare), and further exploring flexible meeting times or virtual participation options for PTA.

Rationale: The review indicates that student incentives were not effective in addressing the primary reasons for absenteeism.

Deepen Collaboration with Community Liaisons:

Proposed Change: Formalize and expand the collaboration with IUSD community liaisons and other relevant staff to conduct targeted focus groups with the identified subgroups (Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged Students, and African-American students) to understand their specific barriers to attendance and engagement.

Rationale: This targeted approach can provide valuable insights into the unique challenges faced by these subgroups and inform more effective interventions.

Analyze Attendance Data by Subgroup:

Proposed Change: Regularly analyze attendance data disaggregated by the identified subgroups to identify patterns and trends in chronic absenteeism. This data should inform the development and implementation of targeted interventions.

Rationale: Understanding which subgroups are most affected by chronic absenteeism is crucial for tailoring support and resources effectively.

Implement the Attendance Barrier Survey:

Proposed Change: Administer the survey developed with district staff to elicit more specific feedback regarding barriers to school attendance and family engagement. Use the data to inform future strategies and interventions.

Rationale: This direct feedback will provide valuable information to refine your approach to reducing chronic absenteeism.

Continue and Expand Successful Strategies:

Proposed Change: Continue the work of the School Attendance Review Team (SART) and explore ways to expand its capacity or streamline the process given the reported 75% success rate. Continue offering "Coffee with the Principal" at varied times to increase family engagement.

Rationale: Building on what is already working can lead to further positive outcomes.

Priority Focus Area (Goal) 1:

Educational Equity. Ensure that all students attain proficiency in Math and ELA state standards, with a focus on narrowing achievement gaps between all students and Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged Students, and African-American students.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
CA Dashboard ELA Achievement Data (Grades 3-6)	Summary: Northwood students performed well overall in English/Language Arts, with certain subgroups like Asian and White students performing particularly well. English Learners and Socioeconomically Disadvantaged students showed improvements, while Hispanic students made significant gains despite remaining below the standard. Areas needing attention include African American and Students with Disabilities subgroups, which are significantly below the standard. Overall Performance: All Students: Achieved a "High" performance level (Green), maintaining their status with an average distance from the standard of 38 points. Subgroup Performances: Asian Students (Green): Achieved a "Very High" performance level with an average distance of 72.8 points above the standard. This represents a decline from the previous year, where the distance was 78.1 points. White Students (Green): Achieved a "High" performance level with an	Summary: Northwood Elementary's overall performance in English/Language Arts is "High" (Green), although the average distance above the standard declined slightly. While Asian and White students continue to perform well above the standard, both groups experienced a decrease in their average distance. Notably, English Learners maintained their "Medium" performance, and Hispanic students showed improvement despite remaining below the standard at a "Low" level. However, Socioeconomically Disadvantaged students also remained at a "Low" performance level with a significant decline. Areas of concern include African American students and Students with Disabilities, both without assigned performance levels, with the former showing a considerable decline and the latter demonstrating a slight improvement but still significantly below the standard. Overall Performance: All Students: Achieved a "High" performance level (Green) with an average distance from the standard	Northwood students will maintain a "High" performance level (Green or Blue). Achievement gaps that exist in student subgroups will be narrowed so that all subgroups are within one performance level of overall Northwood achievement, with all subgroups at "Medium" or above.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	average distance of 22.3 points above the standard, a decline from 27.9 points the prior year. English Learners (Green): Achieved a "Medium" performance level with an increase to 9.6 points above the standard from 5.1 points the previous year. Hispanic Students (Yellow): Achieved a "Low" performance level with an average distance of -31.4 points below the standard, although this was a significant improvement from -48.2 points the previous year. Socioeconomically Disadvantaged Students (Yellow): Achieved a "Low" performance level, improving to -6.9 points below the standard from -14.2 points the previous year. Students with Disabilities (No performance level): This subgroup was not assigned a performance level but showed an improvement, with an average distance of -52.6 points below the standard from -59.4 points the previous year. African American Students (No performance level): Also not assigned a performance level, showing a decline to -15.1 points below the standard from -0.9 points the previous year. Two or More Races (No performance level): Although not assigned a performance level, they maintained their status with an average distance of 36.4 points above the standard, an improvement from 34.3 points the previous year.	of 30.7 points above the standard. This represents a decline of 7.3 points from the previous year's average of 38 points above the standard. Asian Students (Green): Achieved a "Very High" performance level with an average distance of 57.9 points above the standard. This is a decline of 15 points from the previous year's 72.8 points above the standard. White Students (Green): Achieved a "High" performance level with an average distance of 30.9 points above the standard. This is an increase of 8.6 points from the previous year's 22.3 points above the standard. English Learners (Yellow): Achieved a "Medium" performance level with an average distance of 9.6 points above the standard. This is the same as the previous year's performance. Hispanic Students (Orange): Achieved a "Low" performance level with an average distance of 28.8 points below the standard. This shows an improvement of 2.6 points from the previous year's -31.4 points below the standard. Socioeconomically Disadvantaged Students (Orange): Achieved a "Low" performance level with an average distance of 23.3 points below the standard. This is a decline of 16.4 points from the previous year's -6.9 points below the standard.	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Groups without Data or Performance Levels: Filipino Students: No specific data or performance levels were provided. Native Hawaiian or Pacific Islander Students: No specific data or performance levels were provided.	Students with Disabilities (Yellow): Achieved a "Low" performance level with an average distance of 48.9 points below the standard. This shows an improvement of 3.7 points from the previous year's - 52.6 points below the standard. African American Students (No performance level): Had an average distance of 31.6 points below the standard. This is a decline of 16.5 points from the previous year's -15.1 points below the standard. Two or More Races (No performance level): Had an average distance of 20.9 points above the standard. This is a decline of 15.5 points from the previous year's 36.4 points above the standard. Groups without Data or Performance Levels: Filipino Students: Data not displayed due to having less than 11 students. Native Hawaiian or Pacific Islander Students: Data not displayed due to having less than 11 students.	
CA Dashboard English Learner Progress	Summary: Northwood's English Learners achieved a "High" rating in English Learner Progress, with 59.0% progressing at least one ELPI level, a significant decline from 72.1% the previous year; this led to being assigned Yellow as the performance level. Additionally, 22.1% of students maintained their ELPI levels, while 5.9% decreased at least one level. Despite the decline, the	Summary: Northwood's English Learners achieved a "Medium" rating (Orange) in English Learner Progress in 2024, with 51.9% progressing at least one ELPI level. This represents a decline of 7.1 percentage points from the prior year's rate of 59.0%, which was categorized as "High." Performance Summary:	Northwood English Learners will increase to a "Very High" rating (Green or Blue) on the CA Dashboard in the area of English Learner Progress.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	school still met the necessary requirements for color designation based on the number of students assessed. Performance Summary: Status Level: High (Yellow due to significant decline) Current Status Rate: 59.0% Prior Status Rate: 72.1% Change Level: Declined Significantly Change Percentage Points: -13.0% Breakdown of English Learner Progress Indicator (ELPI) Students Progressing at Least One ELPI Level: Current Year: 34 students (59.0% of English Learners) Prior Year: 49 students (72.1% of English Learners) Students Maintaining Level 4 on the Summative ELPAC: Current Year: 2 students Prior Year: 0 students Students Maintaining Levels 1, 2L, 2H, 3L, 3H on the Summative ELPAC: Current Year: 14 students (22.1% of English Learners) Prior Year: 15 students Students Decreasing at Least One ELPI Level: Current Year: 11 students (5.9% of English Learners) Prior Year: 4 students	Status Level: Medium (Orange) Current Status Rate: 51.9% Prior Status Rate: 59.0% Change Level: Decline Change Percentage Points: -7.1% Breakdown of English Learner Progress Indicator (ELPI): Students Progressing at Least One ELPI Level (Summative ELPAC): 37 students (48% of English Learners) Students Maintaining Level 4 (Summative ELPAC): 3 students (3.9% of English Learners) Students Maintaining Levels 1, 2L, 2H, 3L, 3H (Summative ELPAC): 21 students (27.3% of English Learners) Students Decreasing at Least One ELPI Level (Summative ELPAC): 16 students (21% of English Learners)	
LPA Data (Grades K-2)	In the 2023-2024 School Year, 60.28% of K-2 students met the end of year Reading Assessment Level benchmark. 11% of K-2 students nearly met the end of year benchmark, and 28.71% of K-2 students did not meet the end of year benchmark.	Summary: Northwood Elementary School's literacy performance, as measured by LPA assessments, showed encouraging growth from the end of the 2023-2024 school year to the mid-point of 2024-2025, with the most substantial improvements observed in foundational skills. All	The percentage of Northwood students meeting the end of year Reading Assessment Level benchmark will increase by 10% each year, until 90% of Northwood students are meeting end-of-year benchmarks. Achievement gaps that exist in student subgroups will be narrowed so that all Northwood

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		student groups experienced notable gains in Alphabet Recognition and Phonics Inventory, with English Learners and Socioeconomically Disadvantaged students exhibiting particularly significant increases, suggesting effective instruction in these early literacy areas. While Phonemic Awareness also showed positive growth overall, the gains were more modest, and Students with Disabilities experienced a slight decline. Similarly, Reading Assessment Level demonstrated positive growth for all students and most subgroups; the increases were less pronounced than in foundational skills, and Students with Disabilities again showed a slight decrease, indicating a potential area for targeted intervention to ensure progress in more complex reading abilities across all learners. Overall (All Students): In the Mid-Year assessment of 2025, 87.10% of all students met the benchmark in Alphabet Recognition, compared to 74.29% at the End-of-Year in 2024, representing a growth of 12.81 percentage points. For Phonics Inventory, 80.10% met the benchmark in MOY 2025, up from 68.25% in EOY 2024, showing a growth of 11.85 percentage points. In Phonemic Awareness, the percentage meeting the benchmark increased from 81.62% in EOY 2024 to 84.68% in MOY 2025, a	students are achieving comparably.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		growth of 3.06 percentage points. Finally, for Reading Assessment Level, 71.32% met the benchmark in MOY 2025, an increase from 60.87% in EOY 2024, indicating a growth of 10.45 percentage points. Overall, all students showed positive growth across all literacy subtests. English Learners: In MOY 2025, 84.21% of English Learners met the benchmark in Alphabet Recognition, a significant increase from 25.00% in EOY 2024, demonstrating a growth of 59.21 percentage points. For Phonics Inventory, the percentage meeting the benchmark rose from 45.45% in EOY 2024 to 63.46% in MOY 2025, a growth of 18.01 percentage points. In Phonemic Awareness, 81.25% met the benchmark in MOY 2025, up from 73.33% in EOY 2024, showing a growth of 7.92 percentage points. For Reading Assessment Level, the percentage meeting the benchmark increased from 36.00% in EOY 2024 to 39.39% in MOY 2025, a growth of 3.39 percentage points. English Learners showed substantial positive growth, particularly in foundational literacy skills. Hispanic Students: For Hispanic students in MOY 2025, 75.00% met the benchmark in Alphabet Recognition, compared to 50.00% in EOY 2024, representing a growth of 25.00 percentage points.	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		In Phonics Inventory, the percentage meeting the benchmark increased from 55.26% in EOY 2024 to 75.00% in MOY 2025, a growth of 19.74 percentage points. For Phonemic Awareness, the percentage meeting the benchmark rose slightly from 86.96% in EOY 2024 to 88.89% in MOY 2025, a growth of 1.93 percentage points. In Reading Assessment Level, the percentage meeting the benchmark increased from 42.11% in EOY 2024 to 53.57% in MOY 2025, a growth of 11.46 percentage points. Hispanic students demonstrated positive growth across all literacy measures. Socioeconomically Disadvantaged Students: In MOY 2025, 83.33% of Socioeconomically Disadvantaged students met the benchmark in Alphabet Recognition, a significant increase from 35.29% in EOY 2024, showing a growth of 48.04 percentage points. For Phonics Inventory, the percentage meeting the benchmark increased from 51.28% in EOY 2024 to 73.53% in MOY 2025, a growth of 22.25 percentage points. In Phonemic Awareness, the percentage meeting the benchmark slightly decreased from 79.55% in EOY 2024 to 78.57% in MOY 2025, a change of - 0.98 percentage points. For Reading Assessment Level, the percentage meeting the benchmark minimally increased from 47.62% in EOY 2024 to	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		48.53% in MOY 2025, a growth of 0.91 percentage points. This subgroup showed strong growth in foundational skills but minimal to no growth in higher-level reading skills. Students with Disabilities: For Students with Disabilities in MOY 2025, 62.50% met the benchmark in Alphabet Recognition, compared to 57.14% in EOY 2024, a growth of 5.36 percentage points. In Phonics Inventory, the percentage meeting the benchmark increased from 51.61% in EOY 2024 to 55.17% in MOY 2025, a growth of 3.56 percentage points. In Phonemic Awareness, the percentage meeting the benchmark slightly decreased from 38.71% in EOY 2024 to 37.93% in MOY 2025, a change of -0.78 percentage points. For Reading Assessment Level, the percentage meeting the benchmark also slightly decreased from 38.71% in EOY 2024 to 37.93% in MOY 2025, a change of -0.78 percentage points. Students with Disabilities showed modest positive growth in foundational skills but slight declines in Phonemic Awareness and Reading Assessment Level.	
CA Dashboard Mathematics Achievement Data	Summary: Northwood Elementary School's overall performance in Mathematics was "High" (Green), with a slight decrease in the average distance above the standard.	Summary: Northwood Elementary School's overall performance in Mathematics is "High" (Green), with a slight increase in the average	Northwood students will maintain a "High" performance level (Blue or Green). Achievement gaps that exist in student subgroups will be narrowed so that all subgroups are within one performance

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Asian and English Learner students performed well above the standard. White students also performed above the standard but experienced a decrease. Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities all performed below the standard. Notably, Socioeconomically Disadvantaged students showed improvement, while Hispanic students and Students with Disabilities remained at a "Low" performance level. African American students also performed below the standard with a decline. Overall Performance: All Students (Green): Achieved a "High" performance level with an average distance from the standard of 25.1 points above the standard. This represents a slight decrease of 1.7 points from the previous year's average of 26.8 points above the standard (based on the trend data provided). Asian Students (Green): Achieved a "Very High" performance level with an average distance of 63.5 points above the standard. This is a decline of 6 points from the previous year. White Students (Green): Achieved a "High" performance level with an average distance of 7.5 points above the standard. This is a decline of 12.5 points from the previous year. English Learners (Green): Achieved a "High" performance level with an	distance above the standard. Asian and English Learner students performed well above the standard, with Asian students experiencing a slight decrease and English Learners showing improvement. White students also performed above the standard and demonstrated an increase in their average distance. However, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities all remained below the standard, although Hispanic students and Students with Disabilities showed slight improvements, while Socioeconomically Disadvantaged students experienced a notable decline. African American students also performed significantly below the standard with a considerable decline. Overall Performance: All Students (Green): Achieved a "High" performance level with an average distance from the standard of 25.7 points above the standard. This represents a slight increase of 0.6 points from the previous year's average of 25.1 points above the standard. Asian Students (Green): Achieved a "Very High" performance level with an average distance of 57.7 points above the standard. This is a decline of 5.8 points from the previous year's 63.5 points above the standard.	level of overall Northwood achievement, with all subgroups at "Medium" or above.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	average distance of 6.3 points above the standard. This shows a maintenance of 1.7 points from the previous year. Hispanic Students (Yellow): Achieved a "Low" performance level with an average distance of 46.4 points below the standard. This shows an increase (improvement) of 8.6 points from the previous year. Socioeconomically Disadvantaged Students (Green): Achieved a performance level with an average distance of 9.3 points below the standard. This shows a significant increase (improvement) of 15.3 points from the previous year. Students with Disabilities (No performance level): Had an average distance of 61.3 points below the standard. This shows an increase (improvement) of 5.3 points from the previous year. African American Students (No performance level): Had an average distance of 27.1 points below the standard. This is a decline of 10.3 points from the previous year. Two or More Races (No performance level): Had an average distance of 16.1 points above the standard. This is a decline of 20 points from the previous year. Groups without Data or Performance Levels: Filipino Students: Data not displayed due to having less than 11 students. Homeless Students: Data not displayed due to having	White Students (Green): Achieved a "High" performance level with an average distance of 19.3 points above the standard. This is an increase of 11.8 points from the previous year's 7.5 points above the standard. English Learners (Green): Achieved a "High" performance level with an average distance of 12.2 points above the standard. This shows an improvement of 5.8 points from the previous year's 6.4 points above the standard. Hispanic Students (Yellow): Achieved a "Low" performance level with an average distance of 42.7 points below the standard. This shows an improvement of 3.7 points from the previous year's - 46.4 points below the standard. Socioeconomically Disadvantaged Students (Orange): Achieved a "Low" performance level with an average distance of 27.9 points below the standard. This is a decline of 18.7 points from the previous year's -9.2 points below the standard. Students with Disabilities (Yellow): Achieved a "Low" performance level with an average distance of 42.5 points below the standard. This shows a significant improvement of 18.7 points from the previous year's -61.2 points below the standard. African American Students (No performance level): Had an average distance	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	less than 11 students (0 reported). Native Hawaiian or Pacific Islander Students: Data not displayed due to having less than 11 students.	of 44.3 points below the standard. This is a decline of 17.2 points from the previous year's -27.1 points below the standard. Two or More Races (No performance level): Had an average distance of 27.1 points above the standard. This is an increase of 11 points from the previous year's 16.1 points above the standard. Groups without Data or Performance Levels: Filipino Students: Data not displayed due to having less than 11 students. Native Hawaiian or Pacific Islander Students: Data not displayed due to having less than 11 students.	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Additional support for students in underperforming subgroups (including Foster Youth) *Resources Needed: Additional .2 TOSA to support student academic, social-emotional, and behavioral growth Additional classified support (IAs) to support small group Tier 1 and 2 instruction, including additional support for English Learners *Resources needed: IAs Support a variety of rigorous and relevant learning tools and resources for teachers to support student learning, with specific attention to materials to support identified sub-groups. *Resources Needed: PD in ST Math, iXL, Benchmark, ELlevation Strategies; Intervention programs (iXL	YEAR 1: Title I LCFF Base LCFF Supplemental Title I LCFF Base Title I LCFF Base	YEAR 1: 42,702.89 37,902.84 48,477.18 80,392.39 25,000.00	YEAR 1: All; emphasis on underperforming subgroups EL Students All; emphasis on underperforming subgroups All; emphasis on underperforming subgroups All; emphasis on underperforming subgroups	YEAR 1: Principal/TO SA EL Lead Teacher, Tier 3 Teacher, MTSS Team Tier 3 Teacher, MTSS Team Principal, TOSA Principal, School Support TOSA,

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
and Imagine Learning); Materials and furniture to support small group instruction The MTSS Team will conduct Summation Days after each assessment window to identify students in need of Tier II and Tier III academic and SEL support, identify and implement research-based interventions for those students, and monitor progress. *Resources Needed: Substitutes to cover MTSS team and roving subs for teachers. PLC teams will meet weekly to discuss student progress and plan Tier I and Tier II instruction and supports to meet the academic needs of students. *Resources Needed: PD in EduClimber, ELLevation, and Standards-Based Grading Practices			performing subgroups All; emphasis on under-performing subgroups	MTSS Team, Teachers
YEAR 2: 1. Additional support for students in underperforming subgroups (including Foster Youth to address District-wide area of improvement) *Resources Needed: Provide additional .2 TOSA support for student academic, social-emotional, and behavioral growth. 2. Additional classified support (IAs): Utilize IAs to support small group Tier 1 and 2 instruction, including support for English Learners *Resources Needed: Additional Instructional Assistants and other classified staff support for small group instruction 3. Support for rigorous and relevant learning tools and resources (including furniture, software, and instructional materials): Provide ST Math (District Funded), iXL (\$9,843.75 from Title I), Benchmark (District Funded), RAZ Kids (\$3,348.00 from Title I), Imagine Learning (\$1875 from Title I for additional licenses not funded by district), and ELLevation Strategies (District Funded). Provide materials/furniture for small group instruction. *Resources Needed: Licenses for software, materials, and furniture for additional small group learning spaces 4. MTSS Team Summation Days: The MTSS Team will conduct Summation Days after each assessment window to identify students in need of Tier II and Tier	YEAR 2: Title I LCFF Base LCFF Supplemental Title I Lottery LCFF Base Title I LCFF Supplemental Title I Title I Title I LCFF Supplemental	YEAR 2: 24,820.00 48,882.70 35,000.00 80,000.00 10,792.82 5,000.00 28,054.79 5,000.00 20,000.00 5,000.00 15,000.00 10,231.42	YEAR 2: All; emphasis on underperforming subgroups, including English Learners All students, as this not only allows for differentiation related to intervention, but enrichment for GATE and high-achieving students All; emphasis on under-performing subgroups All; emphasis on under-performing subgroups All; emphasis on under-performing subgroups	YEAR 2: Principal/TO SA EL Lead Teacher, Tier 3 Teacher, MTSS Team Tier 3 Teacher, MTSS Team Principal, TOSA Principal, School Support TOSA, MTSS Team, Teachers

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
III academic and SEL support, identify and implement research-based interventions for those students, and monitor progress. *Resources Needed: Substitutes to cover MTSS team and roving subs for teachers 5. GLAD Training: All certificated teaching staff will be trained in GLAD strategies to better support English Learners during instruction *Resources Needed: Cost of GLAD Training (all certificated staff), substitutes for PK/K to attend PK/K specific GLAD training, additional instructional materials to support GLAD strategies 6. PLC teams meet weekly to discuss student progress: PLC teams meet weekly to discuss student progress and plan Tier I and Tier II instruction and supports. However, PD in EduClimber is still needed to analyze data by subgroup effectively. *Resources Needed: PD in EduClimber, sub coverage, and additional IAs to support Tier I and II planning, instruction, and supports 7. Professional Development: Additional time for teachers and other instructional staff to attend professional development related to instructional strategies in Math, ELA, and social-emotional learning *Resources Needed: Costs related to PD, including trainer fees, materials, sub coverage/stipends for staff attendance and release time to implement new strategies 8. Title I-funded TOSA will provide direct intervention to targeted students and support classroom instruction through modeling and coaching. In addition, the TOSA will facilitate PLCs, train staff in differentiated strategies, and guide the use of formative assessments and flexible grouping to improve outcomes aligned with district goals. *Supported by District Title I funds			All; emphasis on under-performing subgroups	
YEAR 3: The MTSS Team will conduct Summation Days after each assessment window to identify students in need of Tier II and Tier III academic and SEL support, identify and implement research-based interventions for those students, and monitor progress.				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
*Resources Needed: Substitutes to cover MTSS team and roving subs for teachers. PLC teams will meet weekly to discuss student progress and plan Tier I and Tier II instruction and supports to meet the academic needs of students. *Resources Needed: PD in Culturally Responsive Strategies				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Implementing these actions will significantly contribute to greater equity for all students and staff by ensuring that every student, regardless of their background or needs, receives personalized support to succeed academically, socially, and emotionally. Here's how these measures address resource inequities and support underperforming subgroups: Additional Support for Students in Underperforming Subgroups: Additional .2 TOSA allocation & Classified Support: Supplementing District TOSA allocation, increasing classified support (Instructional Assistants - IAs), and adding a Title I TOSA specifically targets the enhancement of academic, social-emotional, and behavioral growth. This direct intervention helps level the playing field for students who might otherwise fall behind due to larger systemic issues such as socio-economic disadvantages or language barriers. Small group instruction facilitated by these additional resources can more effectively meet the diverse learning needs of students, especially English Learners, by providing tailored instructional strategies that address their unique challenges. Rigorous and Relevant Learning Tools: Allocating resources toward obtaining and utilizing a variety of learning tools and resources, particularly those that support identified sub-groups, ensures that all students have access to high-quality educational materials. This is a direct response to resource inequities, as it places emphasis on equipping underperforming subgroups with the materials they need to succeed. Professional Development and Intervention Programs: PD and Intervention Programs: Professional development in specific programs like ST Math, iXL, Benchmark, and ELlevation Strategies, alongside the implementation of intervention programs like iXL and Imagine Learning, equips teachers with the knowledge and tools to better support all students, particularly those in need of additional academic support. This targeted PD ensures that teachers can effectively implement Tier 1 and Tier 2 instructions and supports, directly addressing the academic needs of students. Materials and Furniture for Small Group Instruction: Providing materials and furniture specifically designed to facilitate small group instruction creates an environment conducive to more personalized learning experiences. This supports students in underperforming subgroups by ensuring they have a space where they can receive focused instruction and interventions tailored to their specific needs.			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Monitoring and Continuous Improvement: MTSS Team Summation Days: By conducting Summation Days after each assessment window, the school can identify students requiring additional Tier II and Tier III support early and implement research-based interventions promptly. This ongoing monitoring and adjustment process ensures that interventions are effective and that students are making progress, addressing any inequities in academic achievements and SEL development. PLC Teams and Substitute Support: Weekly meetings of Professional Learning Communities (PLC) teams, supported by substitutes to cover for the MTSS team and provide roving substitutes for teachers, enable continuous collaboration among educators to discuss student progress and refine instructional strategies. This collaborative approach ensures that all students' needs are being met, with a specific focus on those requiring additional support. In summary, the proposed actions directly target the root causes of inequity by providing targeted support where it's needed most, ensuring access to high-quality materials and instruction for all students, and establishing a framework for continuous monitoring and improvement. By focusing on these areas, Northwood can make significant strides toward achieving greater equity for all its students and staff, ensuring every student has the opportunity to succeed.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: PD in EduClimber, ELlevation, ST Math, iXL, Benchmark, ELlevation Strategies, Panorama, and Standards-Based Grading Practices Year 2: Professional Learning: *GLAD Strategies for all Certificated Staff *Using EduClimber to Disaggregate Data *Standards-Based Grading (Grades 3-6) *Developmentally Appropriate Practices (Grades PK-1) *Using AI to Support and Differentiate Instruction *Reading Difficulty Screening Process (Grades K-2) Year3: Professional Learning: *Culturally Responsive Teaching Strategies			

Priority Focus Area (Goal) 2:

Sense of Self and Belonging: Cultivate a positive school culture and system of supports for student personal and academic growth.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
CA Dashboard ELA Achievement Data	Summary: Northwood students performed well overall in English/Language Arts, with certain subgroups like Asian and White students performing particularly well. English Learners and Socioeconomically Disadvantaged students showed improvements, while Hispanic students made significant gains despite remaining below the standard. Areas needing attention include African American and Students with Disabilities subgroups, which are significantly below the standard. Overall Performance: All Students: Achieved a "High" performance level (Green), maintaining their status with an average distance from the standard of 38 points. Subgroup Performances: Asian Students (Green): Achieved a "Very High" performance level with an average distance of 72.8 points above the standard. This represents a decline from the previous year, where the distance was 78.1 points. White Students (Green): Achieved a "High" performance level with an average distance of 22.3 points above the standard, a	Summary: Northwood Elementary's overall performance in English/Language Arts is "High" (Green), although the average distance above the standard declined slightly. While Asian and White students continue to perform well above the standard, both groups experienced a decrease in their average distance. Notably, English Learners maintained their "Medium" performance, and Hispanic students showed improvement despite remaining below the standard at a "Low" level. However, Socioeconomically Disadvantaged students also remained at a "Low" performance level with a significant decline. Areas of concern include African American students and Students with Disabilities, both without assigned performance levels, with the former showing a considerable decline and the latter demonstrating a slight improvement but still significantly below the standard. Overall Performance: All Students: Achieved a "High" performance level (Green) with an average distance from the standard of 30.7 points above the standard. This represents	Northwood students will maintain a "High" performance level. Achievement gaps that exist in student subgroups will be narrowed so that all subgroups are within one performance level of overall Northwood achievement, with all subgroups at "Medium" or above.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	decline from 27.9 points the prior year. English Learners (Green): Achieved a "Medium" performance level with an increase to 9.6 points above the standard from 5.1 points the previous year. Hispanic Students (Yellow): Achieved a "Low" performance level with an average distance of -31.4 points below the standard, although this was a significant improvement from -48.2 points the previous year. Socioeconomically Disadvantaged Students (Yellow): Achieved a "Low" performance level, improving to -6.9 points below the standard from -14.2 points the previous year. Students with Disabilities (No performance level): This subgroup was not assigned a performance level but showed an improvement, with an average distance of -52.6 points below the standard from -59.4 points the previous year. African American Students (No performance level): Also not assigned a performance level, showing a decline to -15.1 points below the standard from -0.9 points the previous year. Two or More Races (No performance level): Although not assigned a performance level, they maintained their status with an average distance of 36.4 points above the standard, an improvement from 34.3 points the previous year. Groups without Data or Performance Levels: Filipino Students: No specific data or performance levels were provided. Native Hawaiian or Pacific Islander Students: No	a decline of 7.3 points from the previous year's average of 38 points above the standard. Asian Students (Green): Achieved a "Very High" performance level with an average distance of 57.9 points above the standard. This is a decline of 15 points from the previous year's 72.8 points above the standard. White Students (Green): Achieved a "High" performance level with an average distance of 30.9 points above the standard. This is an increase of 8.6 points from the previous year's 22.3 points above the standard. English Learners (Yellow): Achieved a "Medium" performance level with an average distance of 9.6 points above the standard. This is the same as the previous year's performance. Hispanic Students (Orange): Achieved a "Low" performance level with an average distance of 28.8 points below the standard. This shows an improvement of 2.6 points from the previous year's -31.4 points below the standard. Socioeconomically Disadvantaged Students (Orange): Achieved a "Low" performance level with an average distance of 23.3 points below the standard. This is a decline of 16.4 points from the previous year's -6.9 points below the standard.	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	specific data or performance levels were provided.	Students with Disabilities (Yellow): Achieved a "Low" performance level with an average distance of 48.9 points below the standard. This shows an improvement of 3.7 points from the previous year's - 52.6 points below the standard. African American Students (No performance level): Had an average distance of 31.6 points below the standard. This is a decline of 16.5 points from the previous year's -15.1 points below the standard. Two or More Races (No performance level): Had an average distance of 20.9 points above the standard. This is a decline of 15.5 points from the previous year's 36.4 points above the standard. Groups without Data or Performance Levels: Filipino Students: Data not displayed due to having less than 11 students. Native Hawaiian or Pacific Islander Students: Data not displayed due to having less than 11 students.	
CA Dashboard English Learner Progress	Summary: Northwood's English Learners achieved a "High" rating in English Learner Progress, with 59.0% progressing at least one ELPI level, a significant decline from 72.1% the previous year; this led to being assigned Yellow as the performance level. Additionally, 22.1% of students maintained their ELPI levels, while 5.9% decreased at least one level. Despite the decline, the school still met the	Summary: Northwood's English Learners achieved a "Medium" rating (Orange) in English Learner Progress in 2024, with 51.9% progressing at least one ELPI level. This represents a decline of 7.1 percentage points from the prior year's rate of 59.0%, which was categorized as "High." Performance Summary:	Northwood English Learners will increase to a "Very High" rating (Green or Blue) on the CA Dashboard in the area of English Learner Progress.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	necessary requirements for color designation based on the number of students assessed. Performance Summary: Status Level: High (Yellow due to significant decline) Current Status Rate: 59.0% Prior Status Rate: 72.1% Change Level: Declined Significantly Change Percentage Points: - 13.0% Breakdown of English Learner Progress Indicator (ELPI) Students Progressing at Least One ELPI Level: Current Year: 34 students (59.0% of English Learners) Prior Year: 49 students (72.1% of English Learners) Students Maintaining Level 4 on the Summative ELPAC: Current Year: 2 students Prior Year: 0 students Students Maintaining Levels 1, 2L, 2H, 3L, 3H on the Summative ELPAC: Current Year: 14 students (22.1% of English Learners) Prior Year: 15 students Students Decreasing at Least One ELPI Level: Current Year: 11 students (5.9% of English Learners) Prior Year: 4 students	Status Level: Medium (Orange) Current Status Rate: 51.9% Prior Status Rate: 59.0% Change Level: Decline Change Percentage Points: -7.1% Breakdown of English Learner Progress Indicator (ELPI): Students Progressing at Least One ELPI Level (Summative ELPAC): 37 students (48% of English Learners) Students Maintaining Level 4 (Summative ELPAC): 3 students (3.9% of English Learners) Students Maintaining Levels 1, 2L, 2H, 3L, 3H (Summative ELPAC): 21 students (27.3% of English Learners) Students Decreasing at Least One ELPI Level (Summative ELPAC): 16 students (21% of English Learners)	
2022-2023 CA Dashboard Mathematics Achievement Data	Northwood students performed well overall in Mathematics, with the Asian subgroup performing particularly well despite a slight decline. White students and English Learners maintained high performance levels, though White students saw a notable decline. Socioeconomically Disadvantaged and Hispanic	Summary: Northwood Elementary School's overall performance in Mathematics is "High" (Green), with a slight increase in the average distance above the standard. Asian and English Learner students performed well above the standard, with Asian	Northwood students will maintain a "High" performance level (Blue or Green). Achievement gaps that exist in student subgroups will be narrowed so that all subgroups are within one performance level of overall Northwood achievement, with all subgroups at "Medium" or above.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	students showed significant improvements, though they still lag behind the standard. Areas needing attention include African American students and Students with Disabilities, who are significantly below the standard and showed declines. Overall Performance: All Students (Green): Achieved a "High" performance level, maintaining their status with an average distance from the standard of 25.1 points. Subgroup Performances: Asian Students (Green): Achieved a "Very High" performance level with an average distance of 63.5 points above the standard. This represents a decline from the previous year, where the distance was 69.4 points. White Students (Green): Achieved a "High" performance level with an average distance of 7.5 points above the standard, a decline from 20 points the prior year. English Learners (Green): Achieved a "High" performance level with an average distance of 6.3 points above the standard, maintaining from 4.6 points the previous year. Socioeconomically Disadvantaged Students (Green): Achieved a "Medium" performance level, improving significantly to -9.3 points below the standard from -24.6 points the previous year.	students experiencing a slight decrease and English Learners showing improvement. White students also performed above the standard and demonstrated an increase in their average distance. However, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities all remained below the standard, although Hispanic students and Students with Disabilities showed slight improvements, while Socioeconomically Disadvantaged students experienced a notable decline. African American students also performed significantly below the standard with a considerable decline. Overall Performance: All Students (Green): Achieved a "High" performance level with an average distance from the standard of 25.7 points above the standard. This represents a slight increase of 0.6 points from the previous year's average of 25.1 points above the standard. Asian Students (Green): Achieved a "Very High" performance level with an average distance of 57.7 points above the standard. This is a decline of 5.8 points from the previous year's 63.5 points above the standard. White Students (Green): Achieved a "High" performance level with an average distance of 19.3 points above the standard. This is an increase of 11.8	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Hispanic Students (Yellow): Achieved a "Low" performance level with an average distance of -46.4 points below the standard, an improvement from -55 points the previous year. Students with Disabilities (No performance level): This subgroup was not assigned a performance level but showed an improvement, with an average distance of -61.3 points below the standard from -66.5 points the previous year. African American Students (No performance level): Also not assigned a performance level, showing a decline to -27.1 points below the standard from -16.7 points the previous year. Two or More Races (No performance level): Although not assigned a performance level, they declined significantly to 16.1 points above the standard from 36 points the previous year. Groups without Data or Performance Levels: Filipino Students: No specific data or performance levels were provided. Native Hawaiian or Pacific Islander Students: No specific data or performance levels were provided. Homeless Students: No specific data or performance levels were provided.	points from the previous year's 7.5 points above the standard. English Learners (Green): Achieved a "High" performance level with an average distance of 12.2 points above the standard. This shows an improvement of 5.8 points from the previous year's 6.4 points above the standard. Hispanic Students (Yellow): Achieved a "Low" performance level with an average distance of 42.7 points below the standard. This shows an improvement of 3.7 points from the previous year's -46.4 points below the standard. Socioeconomically Disadvantaged Students (Orange): Achieved a "Low" performance level with an average distance of 27.9 points below the standard. This is a decline of 18.7 points from the previous year's -9.2 points below the standard. Students with Disabilities (Yellow): Achieved a "Low" performance level with an average distance of 42.5 points below the standard. This shows a significant improvement of 18.7 points from the previous year's -61.2 points below the standard. African American Students (No performance level): Had an average distance of 44.3 points below the standard. This is a decline of 17.2 points from the previous year's -27.1 points below the standard.	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		Two or More Races (No performance level): Had an average distance of 27.1 points above the standard. This is an increase of 11 points from the previous year's 16.1 points above the standard. Groups without Data or Performance Levels: Filipino Students: Data not displayed due to having less than 11 students. Native Hawaiian or Pacific Islander Students: Data not displayed due to having less than 11 students.	
2022-2023 CA Dashboard Suspension Data	Suspension Rate Data by Student Group: All Students Color/Status Level: Yellow (Low) Current Suspension Rate: 0.9% (5 out of 574 students) Change Level: Increased by 0.7% English Learners Color/Status Level: Orange (Medium) Current Suspension Rate: 1.5% (2 out of 136 students) Change Level: Increased by 1.5% Socioeconomically Disadvantaged Color/Status Level: Orange (Medium) Current Suspension Rate: 1.6% (3 out of 192 students) Change Level: Increased by 0.9% Students with Disabilities Color/Status Level: Orange (Medium) Current Suspension Rate: 1.4% (1 out of 71 students) Change Level: Increased by 1.4%	Suspension Rate Data by Student Group: All Students Color/Status Level: Yellow (Low) Current Suspension Rate: 1.1% (approximately 6 out of 571 students) Change Level: Maintained 0.2% English Learners Color/Status Level: Green (Low) Current Suspension Rate: 0.7% (approximately 1 out of 145 students) Change Level: Declined by 0.8% Socioeconomically Disadvantaged Color/Status Level: Orange (Medium) Current Suspension Rate: 1.9% (approximately 4 out of 210 students) Change Level: Increased by 0.3% Students with Disabilities Color/Status Level: Orange (Medium)	Overall suspension rate will move into the Green and Blue for all students and sub-groups.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	African American Color/Status Level: (No color provided, but listed as High) Current Suspension Rate: 5.7% (2 out of 35 students) Change Level: Increased by 5.7% Asian Color/Status Level: Blue (Very Low) Current Suspension Rate: 0.0% (0 out of 251 students) Change Level: Maintained at 0.0% Hispanic Color/Status Level: Green (Low) Current Suspension Rate: 1.0% (1 out of 102 students) Change Level: Decreased slightly by -0.1% White Color/Status Level: Orange (Medium) Current Suspension Rate: 1.8% (2 out of 113 students) Change Level: Increased by 1.8% Two or More Races Color/Status Level: Blue (Very Low) Current Suspension Rate: 0.0% (0 out of 58 students) Change Level: Maintained at 0.0%	Current Suspension Rate: 4.1% (approximately 3 out of 73 students) Change Level: Increased by 2.7% African American Color/Status Level: Blue (Very Low) Current Suspension Rate: 0.0% (0 out of 30 students) Change Level: Declined by 5.7% Asian Color/Status Level: Blue (Very Low) Current Suspension Rate: 0.0% (0 out of 271 students) Change Level: Maintained 0.0% Hispanic Color/Status Level: Orange (Medium) Current Suspension Rate: 3.1% (approximately 3 out of 96 students) Change Level: Increased by 2.1% White Color/Status Level: Orange (Medium) Current Suspension Rate: 2.7% (approximately 3 out of 112 students) Change Level: Increased by 0.9% Two or More Races Color/Status Level: Blue (Very Low) Current Suspension Rate: 0.0% (0 out of 46 students) Change Level: Maintained 0.0% The overall suspension rate for Northwood Elementary is low (Yellow status). However, examination of specific student groups reveals variations:	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		African American, Asian, and Two or More Races student groups have very low (Blue status) suspension rates at 0.0%. The African American group experienced a notable decline in their suspension rate. English Learners also have a low (Green status) suspension rate, with a decrease observed. Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups have medium (Orange status) suspension rates. These groups all experienced increases in their suspension rates.	
LPA Data	In the 2023-2024 School Year, 60.28% of K-2 students met the end of year Reading Assessment Level benchmark. 11% of K-2 students nearly met the end of year benchmark, and 28.71% of K-2 students did not meet the end of year benchmark.	Summary: Northwood Elementary School's literacy performance, as measured by LPA assessments, showed encouraging growth from the end of the 2023-2024 school year to the mid-point of 2024-2025, with the most substantial improvements observed in foundational skills. All student groups experienced notable gains in Alphabet Recognition and Phonics Inventory, with English Learners and Socioeconomically Disadvantaged students exhibiting particularly significant increases, suggesting effective instruction in these early literacy areas. While Phonemic Awareness also showed positive growth overall, the gains were more modest, and Students with Disabilities experienced a slight decline. Similarly, Reading	The percentage of Northwood students meeting the end of year Reading Assessment Level benchmark will increase by 10% each year, until 90% of Northwood students are meeting end-of-year benchmarks. Achievement gaps that exist in student subgroups will be narrowed so that all Northwood students are achieving comparably.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		Assessment Level demonstrated positive growth for all students and most subgroups; the increases were less pronounced than in foundational skills, and Students with Disabilities again showed a slight decrease, indicating a potential area for targeted intervention to ensure progress in more complex reading abilities across all learners. Overall (All Students): In the Mid-Year assessment of 2025, 87.10% of all students met the benchmark in Alphabet Recognition, compared to 74.29% at the End-of-Year in 2024, representing a growth of 12.81 percentage points. For Phonics Inventory, 80.10% met the benchmark in MOY 2025, up from 68.25% in EOY 2024, showing a growth of 11.85 percentage points. In Phonemic Awareness, the percentage meeting the benchmark increased from 81.62% in EOY 2024 to 84.68% in MOY 2025, a growth of 3.06 percentage points. Finally, for Reading Assessment Level, 71.32% met the benchmark in MOY 2025, an increase from 60.87% in EOY 2024, indicating a growth of 10.45 percentage points. Overall, all students showed positive growth across all literacy subtests. English Learners: In MOY 2025, 84.21% of English Learners met the benchmark in Alphabet Recognition, a significant	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		increase from 25.00% in EOY 2024, demonstrating a growth of 59.21 percentage points. For Phonics Inventory, the percentage meeting the benchmark rose from 45.45% in EOY 2024 to 63.46% in MOY 2025, a growth of 18.01 percentage points. In Phonemic Awareness, 81.25% met the benchmark in MOY 2025, up from 73.33% in EOY 2024, showing a growth of 7.92 percentage points. For Reading Assessment Level, the percentage meeting the benchmark increased from 36.00% in EOY 2024 to 39.39% in MOY 2025, a growth of 3.39 percentage points. English Learners showed substantial positive growth, particularly in foundational literacy skills. Hispanic Students: For Hispanic students in MOY 2025, 75.00% met the benchmark in Alphabet Recognition, compared to 50.00% in EOY 2024, representing a growth of 25.00 percentage points. In Phonics Inventory, the percentage meeting the benchmark increased from 55.26% in EOY 2024 to 75.00% in MOY 2025, a growth of 19.74 percentage points. For Phonemic Awareness, the percentage meeting the benchmark rose slightly from 86.96% in EOY 2024 to 88.89% in MOY 2025, a growth of 1.93 percentage points. In Reading Assessment Level, the percentage meeting the benchmark increased from 42.11% in EOY 2024 to 53.57% in MOY 2025, a	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		growth of 11.46 percentage points. Hispanic students demonstrated positive growth across all literacy measures. Socioeconomically Disadvantaged Students: In MOY 2025, 83.33% of Socioeconomically Disadvantaged students met the benchmark in Alphabet Recognition, a significant increase from 35.29% in EOY 2024, showing a growth of 48.04 percentage points. For Phonics Inventory, the percentage meeting the benchmark increased from 51.28% in EOY 2024 to 73.53% in MOY 2025, a growth of 22.25 percentage points. In Phonemic Awareness, the percentage meeting the benchmark slightly decreased from 79.55% in EOY 2024 to 78.57% in MOY 2025, a change of - 0.98 percentage points. For Reading Assessment Level, the percentage meeting the benchmark minimally increased from 47.62% in EOY 2024 to 48.53% in MOY 2025, a growth of 0.91 percentage points. This subgroup showed strong growth in foundational skills but minimal to no growth in higher-level reading skills. Students with Disabilities: For Students with Disabilities in MOY 2025, 62.50% met the benchmark in Alphabet Recognition, compared to 57.14% in EOY 2024, a growth of 5.36 percentage points. In Phonics Inventory, the percentage	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		meeting the benchmark increased from 51.61% in EOY 2024 to 55.17% in MOY 2025, a growth of 3.56 percentage points. In Phonemic Awareness, the percentage meeting the benchmark slightly decreased from 38.71% in EOY 2024 to 37.93% in MOY 2025, a change of -0.78 percentage points. For Reading Assessment Level, the percentage meeting the benchmark also slightly decreased from 38.71% in EOY 2024 to 37.93% in MOY 2025, a change of -0.78 percentage points. Students with Disabilities showed modest positive growth in foundational skills but slight declines in Phonemic Awareness and Reading Assessment Level.	
Panorama Social Emotional Screener Data	Overview: Northwood Elementary SEL Report - Spring 2024 Participants: Grades 3-6 Responses: 257 Comparison Group: Irvine Unified School District Key Findings: Emotion Regulation Score: 48% District Average: 50% Insight: Slight decline from last survey, indicating a need for enhanced strategies in managing emotions. Grit Score: 66% District Average: 69% Insight: Students show perseverance but trail behind the district average slightly. Self-Management Score: 75% District Average: 78%	Overview: Northwood Elementary SEL Report - Fall 2024 Participants: Grades 3-6 Responses: 289 Comparison Group: Irvine Unified School District Key Findings: Emotion Regulation Score: 53% District Average: 50% Insight: Shows improvement since the last survey and is slightly above the district average, indicating positive momentum in students' ability to manage their emotions. Grit Score: 69% District Average: 69%	Northwood will continue to maintain high levels of students reporting supportive relationships. Northwood students will see significant gains in emotion regulation as a result of fully implementing Second Step and Zones of Regulation.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Insight: Strong in managing emotions and behaviors, though there's room for improvement. Social Awareness Score: 69% District Average: 70% Insight: Generally good at understanding others' perspectives, very close to the district average. Supportive Relationships Score: 85% District Average: 87% Insight: High levels of perceived support, a strong area for Northwood Elementary. Detailed Observations: Emotion Regulation struggles, particularly in staying calm when things go wrong. Grit is a relative strength, especially in retrying after failing at an important goal. Self-Management highlights include coming to class prepared and following directions. Social Awareness shines in caring about others' feelings and respecting different viewpoints. Supportive Relationships are a standout, with high numbers of students feeling supported by teachers, family, and friends.	Insight: Aligns with the district average and shows a slight increase since the last survey, demonstrating a solid level of perseverance among students. Self-Management Score: 79% District Average: 78% Insight: Slightly above the district average and shows a positive trend since the last survey, indicating strong skills in managing emotions, thoughts, and behaviors. Social Awareness Score: 72% District Average: 71% Insight: Slightly above the district average with a positive change since the last survey, suggesting a good ability among students to consider others' perspectives and empathize. Supportive Relationships Score: 88% District Average: 86% Insight: A strong area for Northwood Elementary, showing a positive trend and being above the district average, indicating students feel well-supported by their relationships. Detailed Observations: Emotion Regulation: While improved, areas for continued attention might include helping students stay calm when things go wrong, as this specific question had a slightly lower favorable response rate (50%). Grit: Students demonstrate a good ability to try again after failure (75% favorable), which is a	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		significant strength within this domain. Self-Management: High favorable responses were noted for coming to class prepared (84%) and following directions (90%), indicating strong self-discipline in these areas. Paying attention and ignoring distractions (63% favorable) could be an area to explore further. Social Awareness: Students show strong tendencies in listening to others' views (79% favorable) and caring about others' feelings (86% favorable). Getting along with diverse students (71% favorable) and disagreeing respectfully (73% favorable) are also positive indicators. Supportive Relationships: A high percentage of students report having a teacher or other adult at school (84%), a family member outside of school (90%), and a friend at school (90%) they can count on. This highlights a robust support network for students. This Fall 2024 SEL report for Northwood Elementary indicates positive trends and strengths in several key areas of social-emotional learning, particularly in self-management and supportive relationships. While emotion regulation and social awareness are also above the district average and improving, continued focus on specific aspects within each domain could further	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		enhance students' well-being and social-emotional competencies.	
Annual Survey Data	Based on the detailed information provided in the IUSD Annual Survey Analysis for Northwood Elementary School, here's a breakdown by percentage of agreement or satisfaction among parents, staff, and students on key areas. This breakdown aims to highlight the distinctions in perceptions across these groups. Instructional Environment: Teachers Support Student Success: Staff Agreement: 100% No direct student or parent percentages provided. High Expectations from Teachers: Students: 90-94% agree or strongly agree. Parents: 78-89% agree or strongly agree. School Climate: Sense of Community: Students: 70-77% satisfied or very satisfied. Parents: 72-83% satisfied or very satisfied. Staff: 71-72% satisfied or very satisfied. Respect Among Students: Students: 41-97% agree or strongly agree. Parents: 52-94% agree or strongly agree. Staff: 87-88% agree or strongly agree. Feeling Safe at School: Students: 52-53% agree or strongly agree. Parents: Data not directly provided. Inclusive Practices:	Note: IUSD implemented a new survey this year. Data points may differ from Hanover survey. Instructional Environment: Teachers Support Student Success: Students: 90-93% agree or strongly agree their teacher helps them understand what they need to learn and where they need to improve. Parents: 77-84% agree or strongly agree their child's teacher helps them understand where their child needs to improve and that teachers acknowledge and connect with their child. Staff: 93-96% agree or strongly agree that teachers in the school use varied strategies and activities and that they help students understand where to improve. High Expectations from Teachers: Students: 68% agree or strongly agree their teachers have high expectations of them. Parents: 75% agree or strongly agree teachers have high expectations for their child. Staff: 83% believe all students can learn at high levels with proper support. School Climate: Sense of Community: Students: 51% satisfied with the sense of community.	Northwood will continue to maintain strong rates of satisfaction overall, and will see increases in student perceptions of safety at school and respect to 85% satisfaction across students, staff, and parents.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Cultural Representation in Curriculum: Students: 100% agree or strongly agree. Staff: 62% agree or strongly agree. Support for Students of Different Backgrounds: Students: 62-100% agree or strongly agree across various categories. Parents: 75-90% agree or strongly agree across various categories. Staff: 79-89% agree or strongly agree across various categories. Technology and Homework: Access to Technology at Home: Students: 93-97% have access. Parents: 97% have access. This breakdown reveals some insightful contrasts, especially in perceptions of class sizes, instructional strategies, school climate, and inclusivity across the community of students, parents, and staff. It suggests areas of strength, such as high expectations and cultural representation, alongside areas for potential improvement, including class size perceptions and feelings of safety at school.	Parents: 57% feel a sense of community on campus. Staff: 52% feel a sense of community on campus. Respect Among Students: Students: 48% agree or strongly agree that students in their school treat each other with respect. Parents: 60% agree or strongly agree that students at their child's school treat one another with respect. Staff: 66% agree or strongly agree that students treat one another with respect. Feeling Safe at School: Students: 76% feel safe at their school. Parents: 88% agree or strongly agree their child feels safe in all places at this school. Staff: 90% feel safe in all places in their school. Inclusive Practices: Cultural Representation in Curriculum: Students: 57% see their culture represented in the school curriculum/activities/posters/books. Staff: 78% select and design curriculum that represents different cultures. Support for Students of Different Backgrounds: Students: 67-84% agree or strongly agree across categories of family income, disability status, and racial/ethnic/cultural backgrounds. Parents: 67-89% agree or strongly agree across categories of family	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		income, disability status, and racial/ethnic/cultural backgrounds. Staff: 90-97% agree or strongly agree across categories of translation services, disability status, family income, and racial/ethnic/cultural/religious backgrounds. Technology and Homework: Access to Technology at Home: Students: Data not directly provided in a yes/no format, but likely high given overall trends. Parents: 93% report their child has access to a device, and 97% have reliable internet connectivity.	
Attendance at PTA and School Community Events	PTA Events: -Community events (Highwheeler Haunts and Movie Night) had high participation rates. Title I Family Events -Each Title 1 night had over 100 attendees. Back-to-School Night and Open House -We had strong attendance at each event, with teachers reporting at least 75% of parents attending.	PTA Events: -Community events (Highwheeler Haunts, Movie Nights, and NorthWORLD Fair) had high participation rates. Title I Family Events -Each Title 1 night had over 100 attendees. Back-to-School Night and Open House -We had strong attendance at each event, with teachers reporting at least 75% of parents attending.	Increase attendance at PTA meetings, and continue to have high rates of attendance at Title I Family Events, PTA Events, and Back-to-School Night/Open House

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Title I Parent Engagement Nights *Math and ELA materials for families, guest speakers, etc. Improve parent attendance at PTA meetings *Guest speakers *Subs for teachers to attend meeting during the school day *Child Care Additional playground staffing and SEL support, with a focus on using recess and lunch as opportunities for students to generalize the skills they are learning in classroom SEL lessons. *Additional Noon Duty Assistant *Stipends for Classified Staff Training Encourage student buy-in to our current ROLL buck system. *PBIS incentives Implement Zones of Regulation School Wide and Continue Calm Classroom and Other Mindfulness Strategies *Materials related to training and implementation of Zones of Regulation, Calm Classroom, Other Mindfulness Strategies Restorative Practice Trainer of Trainers Note: The following actions and strategies do not have a cost associated. Continue to promote effective communication between home and school (Parent Square communication/updates, class newsletters, social media, Thursday folders, etc.). Continue to foster a sense of community at Northwood by creating a welcoming and inclusive environment for students, staff, and families (PTA and school-sponsored community-building events, Student Council, etc.). Embed schoolwide, Tier I SEL curriculum (Second Step). ERCS, School Support TOSA, and Principal will work with staff to support student behavior using a restorative approach to foster both student responsibility and a connection with school and school staff.	YEAR 1: Title I Title I Title I LCFF Base LCFF Base LCFF Base LCFF Base	YEAR 1: 2,570.00 5,000 20,000.00 5,000.00 1,000.00 1,000.00 1,000.00	YEAR 1: Students identified as in need of additional support through our MTSS Summation Days All students All students All students All students All students	YEAR 1: Principal, Title I Coordinator Principal Principal, ERC Principal, TOSA, ERC Behavior and SEL Coach Behavior and SEL Coach

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Note: The following actions, strategies, and expenditures from Goal #1 will also support this goal. The MTSS Team will conduct Summation Days after each assessment window to identify students in need of Tier II and Tier III academic and SEL support, identify and implement research-based interventions for those students, and monitor progress. PLC teams will meet weekly to discuss student progress and plan Tier I, Tier II, and Tier III instruction and supports to meet the academic and social-emotional needs of students.				
YEAR 2: Support for PTA/ELAC Meetings and other parent/staff meetings: Provide childcare for PTA meetings, invest in translators/interpreters, and explore additional strategies for higher attendance at informational events like PTA, Coffee with the Principal, etc. *Resources needed: Child Care stipends, interpreters Title I Parent Engagement Nights *Resources needed: Math and ELA materials for families, guest speakers, etc. Encourage student buy-in to our current ROLL buck system. *Resources needed: Funding for PBIS incentives Promote effective home-school communication: Continue using Parent Square, Coffee with the Principal, class newsletters, social media, and Thursday folders for communication. Focus specifically on topics related to our SPSA goals, in particular proactive approaches to behavior and discipline response. *Resources needed: Additional stipends for Social Media Coordinators and stipends for additional front office support for families Foster a sense of community for students and families: Continue PTA and school-sponsored community-building events, Student Council, Science Olympiad, Upstander Group, and Disney Musicals in Schools. *Resources needed: Materials and supplies for events and staff	YEAR 2: Title I Title I LCFF Base LCFF Base LCFF Base LCFF Base LCFF Base LCFF Base LCFF Base	YEAR 2: 5,000.00 5,000.00 5,000.00 3,000.00 2,500.00 3,000.00 3,500.00 25,000.00 3,000.00	YEAR 2: All students Students identified as in need of additional support through our MTSS Summation Days All students All students All students All students All students All students All students	YEAR 2: Principal Principal, Title I Coordinator Principal, TOSA Principal, Social Media Coordinators Principal and Staff Principal and Staff Principal and Staff Principal and Staff Principal and Staff

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Additional playground staffing and SEL support for English Learners, in particular, with a focus on using recess and lunch as opportunities for students to generalize the skills they are learning in classroom SEL lessons. *Resources needed: Stipends for Classified Staff Training and additional playground support (IA focused on playground behavioral and social-emotional support) Embed schoolwide, Tier I SEL curriculum and supports: Implement Second Step and Zones of Regulation schoolwide (including professional development). Continue Calm Classroom, mindfulness strategies, and debriefing/support in particular after students are impacted by another student's behavior. *Resources needed: Additional licenses for Zones of Regulation Support student behavior using a proactive and restorative approach that aligns with current Ed Code, IUSD board policy, and research-based best practices. Educate all stakeholders about current laws and data surrounding suspension, and the school discipline policies that meet these laws and policies. *Resources needed: Advertising on social media and through Parent Square Challenge Success: Engage with Challenge Success and Northwood High School and feeder schools to promote Wellness, Engagement, and Belonging. *Resources needed: Advertising on social media and through Parent Square The MTSS Team will conduct Summation Days after each assessment window to identify students in need of Tier II and Tier III academic and SEL support, identify and implement research-based interventions for those students, and monitor progress. (Funded in Goal #1) PLC teams will meet weekly to discuss student progress and plan Tier I, Tier II, and Tier III instruction				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
and supports to meet the academic and social-emotional needs of students. (Funded in Goal #1)				
YEAR 3: Continue previous year's strategies, and adjust based on data.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These initiatives at Northwood aim to foster greater equity for all students and staff by creating a supportive and inclusive community, enhancing communication, and providing targeted support. Here's how these actions contribute to equity and address resource inequities: Fostering a Sense of Community Equity Impact: Building a strong community through events and student councils makes everyone feel valued and included, which is key for promoting equity. Resource Inequities Addressed: Community-building efforts can bridge gaps between different student groups and families, ensuring equitable access to school resources and opportunities. Additional Noon Duty Support Equity Impact: Increased staffing during recess and lunch supports social-emotional learning (SEL) in a practical, everyday context, helping all students apply SEL skills. Resource Inequities Addressed: This provides additional adult support where it's most needed, ensuring that students who require more help in social situations receive it, which can be crucial for students from diverse backgrounds or those needing extra support. Effective Communication with Homes Equity Impact: Using multiple communication channels ensures that all families, regardless of their preferred communication method or language, can stay informed and engaged with the school. Resource Inequities Addressed: Tailoring communication to meet families where they are reduces barriers to engagement, particularly for families who may not have easy access to the internet or who prefer non-digital forms of communication. Embedding Schoolwide SEL Curriculum Equity Impact: A universal SEL curriculum supports the development of essential life skills for all students, promoting a more equitable school environment. Resource Inequities Addressed: Implementing a tiered support system ensures students receive support that is proportional to their needs, directly addressing disparities in emotional and social resources among students. MTSS Team Summation Days Equity Impact: Regular reviews of student needs allow for timely, targeted interventions, ensuring that support is equitable and responsive. Resource Inequities Addressed: By identifying and addressing academic and SEL needs, the MTSS approach helps allocate			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	resources effectively to students who need them most, reducing performance gaps. Weekly PLC Meetings Equity Impact: Collaborative planning among teachers ensures that instruction is tailored to meet the diverse needs of all students, promoting equity in learning opportunities. Resource Inequities Addressed: This team-based approach allows for sharing of resources and strategies, ensuring that all students benefit from the collective expertise and resources of the staff. PBIS Incentives Equity Impact: Positive Behavior Interventions and Supports (PBIS) incentives motivate students to engage in positive behavior, creating a more positive and equitable school climate. Resource Inequities Addressed: PBIS recognizes and rewards positive behavior, providing an equitable means for all students to receive recognition and support based on their actions rather than their background. Overall, these actions collectively work towards creating an environment where every student and staff member feels valued, supported, and included, addressing both immediate and systemic inequities in resources and opportunities.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: PD: Zones of Regulation and Restorative Practices (Community-Building Circles) Embedded PLC time will allow for time to work with ERC and Admin Team to ensure time for action planning to implement community-building practices. Year 2: PD: Zones of Regulation and Restorative Practices (Community-Building Circles) Embedded PLC time will allow for time to work with ERC and Admin Team to ensure time for action planning to implement community-building practices. Year3: PD: Restorative Practices (Restorative Circles) Embedded PLC time will allow for time to work with ERC and Admin Team to ensure time for action planning to implement restorative circles.			

Priority Focus Area (Goal) 3:

#3: Reduce Chronic Absenteeism. Focus on outreach to families and additional supports to ensure that all students at Northwood, in particular Students with Disabilities, Foster Youth, Hispanic Students, Socioeconomically Disadvantaged Students, and African-American students are attending school regularly.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
CA Dashboard Chronic Absenteeism Data	Overall Trend: The school's overall chronic absenteeism rate decreased from 16.1% to 14.9%. This shows a positive trend of improved attendance across the school, however we are still in the Yellow performance level. Sub-group Performance English Learners (Yellow): Saw a decrease in absenteeism from 17.2% to 14.3%, indicating better attendance. Socioeconomically Disadvantaged Students (Yellow): Showed significant improvement, with rates dropping from 27.6% to 25%. Students with Disabilities (Orange): Also saw a decrease in absenteeism from 21.6% to 20.6%. African American Students (No performance level): Experienced an increase in absenteeism, from 26.9% to 31.4%. Asian Students (Orange): Had a slight increase in absenteeism from 8.6% to 9.9%.	Overall Trend: The school's overall chronic absenteeism rate decreased from 14.9% in 2023 to 14.2% in 2024. This slight decrease of 0.7 percentage points indicates a continuing positive trend in improved attendance across the school. However, the school remains in the Yellow performance level for chronic absenteeism. Sub-group Performance in Chronic Absenteeism (2023 to 2024): Hispanic Students (Red): Experienced a slight increase in chronic absenteeism from 20.4% to 20.8%. Students with Disabilities (Red): Showed a significant increase in chronic absenteeism from 20.6% to 26.8%. African American Students (Orange): Saw a decrease in chronic absenteeism from 31.4% to 26.7%. Asian Students (Orange): Had a slight increase in chronic absenteeism from 9.9% to 10.1%. English Learners (Orange): Experienced an	Chronic absenteeism rates for all students AND sub-groups will be reduced (Green or Blue Performance Levels)

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		increase in chronic absenteeism from 14.3% to 14.9%. Two or More Races (Orange): Showed an increase in chronic absenteeism from 10.3% to 11.6%. Socioeconomically Disadvantaged Students (Orange): Demonstrated a decrease in chronic absenteeism from 25% to 23.6%. White Students (Yellow): Had a decrease in chronic absenteeism from 16.7% to 14.4%.	
CA Dashboard	Current academic and school climate data shows a correlation between chronic absenteeism and student achievement. See data in Goal #1 and #2 for more information.	Northwood Elementary demonstrates a positive trend with a slight decrease in overall chronic absenteeism, yet remains in the Yellow performance level. While several subgroups like Hispanic, Socioeconomically Disadvantaged, and White students showed improved attendance, Students with Disabilities, Asian, English Learners, and those identifying as Two or More Races experienced increased chronic absenteeism. Generally, higher chronic absenteeism appears correlated with lower academic performance in English Language Arts and Mathematics, although Students with Disabilities showed academic gains despite increased absences. Furthermore, groups with higher absenteeism also tend to have higher	Northwood students will maintain a "High" performance level (Green or Blue). Achievement gaps that exist in student subgroups will be narrowed so that all subgroups are within one performance level of overall Northwood achievement, with all subgroups at "Medium" or above (Yellow, Green, or Blue).

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		suspension rates, suggesting potential links between attendance, behavior, and academic outcomes.	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Work with district staff to create a survey that will elicit more specific feedback regarding barriers to school attendance/family engagement. Collaborate with IUSD community liaisons and other staff to convene focus groups to address the needs specific to each subgroup. Establish a positive school climate by creating a welcoming and inclusive environment where all students feel valued and respected. This can be achieved by promoting cultural diversity, celebrating different heritages, and acknowledging and appreciating students' identities and backgrounds. Implement Early Warning Systems: We will develop systems to identify and intervene early when attendance issues arise. We will use data to monitor student attendance patterns and identify students who are frequently absent. Our early intervention strategies will involve personalized outreach, counseling, and additional supports to address underlying issues. Foster a Strong Home-School Connection: We will continue to promote effective communication between home and school. We will keep families informed about the importance of attendance, school activities, and parent engagement events. We will provide resources and information to support parents in reinforcing positive attendance habits at home. Provide Targeted Supports: We will identify students who are at risk of chronic absenteeism and provide targeted support to address their specific needs. This can include mentoring programs, tutoring, counseling services, or individualized attendance plans. We will tailor interventions based on the reasons behind the absences (e.g., health issues, transportation challenges, family circumstances). Examine current PTA meeting schedule and adjust to allow for greater participation in PTA	YEAR 1: Title I Lottery LCFF Base	YEAR 1: 2,107.00 5,100.00 1,000.00	YEAR 1: Students at risk of being chronically absent, with special focus on those students in subgroups with higher rates of chronic absenteeism	YEAR 1: Principal, TOSA, MTSS Team

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
meetings to increase family involvement.					
Incentives to be used for positive improvements in student attendance.					
YEAR 2: Implement Early Warning Systems: Continue to develop and refine systems to monitor attendance patterns and identify students with frequent absences, implementing personalized outreach, counseling, and supports. Foster a Strong Home-School Connection: Continue promoting communication about attendance importance, school activities, and parent engagement events, providing resources for positive attendance habits. See Goal #2 actions. Provide Targeted Supports: Identify at-risk students and provide supports like mentoring, academic intervention, counseling, and individualized attendance plans, tailoring interventions based on the reasons for absences. Collaborate with IUSD community liaisons and other staff to convene focus groups: Employ community liaisons and work with the Coordinator of Student Engagement to refine the SART process. Leverage the DART and SARB processes as needed. Establish a positive school climate: See Goal #2 actions.		YEAR 2: Title I LCFF Base	YEAR 2: 10,000.00 1,000.00	YEAR 2: Students at risk of being chronically absent, with special focus on those students in subgroups with higher rates of chronic absenteeism	YEAR 2: Principal, TOSA, MTSS Team
YEAR 3: Continue actions outlined in Year 1 and 2; adjust based on data.					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These actions aim at fostering greater equity for all students and staff by addressing resource inequities and removing barriers to education. Here's how each action contributes to this goal: Creating a survey for feedback on barriers to school attendance/family engagement Equity Impact: This action directly involves the community in identifying challenges, ensuring that solutions are informed by those most affected by inequities. Addressing Resource Inequities: By understanding specific barriers, resources can be allocated more effectively to areas of greatest need, ensuring a more equitable distribution of support. Convening focus groups with community liaisons				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Equity Impact: Engaging diverse groups ensures that the voices of all subgroups are heard, particularly those who may be marginalized or less represented. Addressing Resource Inequities: Focus groups can uncover nuanced insights into how resources and services can be tailored to meet the unique needs of each subgroup, leading to targeted interventions. Establishing a positive school climate Equity Impact: A welcoming and inclusive environment helps all students feel valued, which is foundational for equitable education. Addressing Resource Inequities: Celebrating diversity and promoting inclusivity can help mitigate the effects of social and cultural resource inequities within the school community. Implementing Early Warning Systems Equity Impact: Early identification of attendance issues allows for timely intervention before students fall behind, ensuring all students have equal opportunities to succeed. Addressing Resource Inequities: Tailored interventions based on individual needs ensure that students facing the most significant barriers receive the support they need to attend school regularly. Fostering a Strong Home-School Connection Equity Impact: Effective communication bridges gaps between home and school, making education more accessible to families from diverse backgrounds. Addressing Resource Inequities: Keeping families informed and engaged can help overcome barriers to attendance, such as lack of understanding about the school system or cultural differences. Providing Targeted Supports Equity Impact: By focusing on students at risk of chronic absenteeism, this approach ensures that interventions reach those who stand to benefit the most, promoting fairness in educational outcomes. Addressing Resource Inequities: Customized support plans address the root causes of absenteeism, including economic, health, or logistical challenges, directly targeting resource gaps. Adjusting PTA meeting schedules Equity Impact: More accessible meeting times increase the likelihood of diverse family participation, ensuring a broader range of voices in school decision-making. Addressing Resource Inequities: Greater engagement in PTA activities can lead to more equitable input into how resources are allocated and which programs are prioritized. Addressing larger scale barriers like transportation Equity Impact: Collaboration with district staff to tackle systemic issues like transportation can remove significant obstacles to school attendance, benefiting students across the board. Addressing Resource Inequities: By identifying and addressing structural barriers, this action helps ensure that all students, regardless of their circumstances, can access education.			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Each of these actions is an important step towards creating an equitable educational environment where all students and staff have the resources and support they need to thrive. By focusing on both immediate needs and systemic challenges, these strategies work together to dismantle barriers to equity in education.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: PD: Vertical alignment regarding attendance practices and restorative practices (community circles) Include attendance data review 1x/month during embedded PLC time Year 2: PD: Zones of Regulation implementation to support identifying student-based barriers to attendance Continue Embedded PLC time with agendas to include attendance data review 1x/month Year3: PD: Continue Culturally Responsive Teaching Strategies and restorative practices (restorative conversations) Continue Embedded PLC time with agendas to include attendance data review 1x/month			

Priority Focus Area (Goal) 4:

--

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

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

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1:		YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
YEAR 2:		YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?					
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year3:				

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding from the LCAP for the following:

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

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Instructional Assistants: All of our instructional assistants work directly with students to support student academic and social-emotional learning. This includes work with our EL students (in particular additional ELD support for Level 1 students), supporting literacy and math instruction in the classroom (e.g., small group support during literacy rotations, FactsWise for students working on fluency/automaticity with math facts), and additional supervision at Recess and Lunch. In particular with our work during Recess and Lunch, our IAs support the Noon Duty Supervisory staff with reteaching expectations and developing problem-solving skills on the playground. Additionally, our IAs help to support embedded PLC time for teachers to review data and create action plans for students.

Intervention Programs: Our IAs who work with our EL Level 1 students also work with our Tier 3 and EL Lead Teacher to develop interventions based on student data. Imagine Learning and Additionally, our site summation days allow the MTSS team to work with each grade level three times a year to identify students in need of ongoing and increasing Tier 2 and 3 support. These days also allow grade levels to identify potential needs in Tier 1 instruction to ensure best first instructional practice for all students.

Support TOSA: Our School Site Support TOSA coordinates our SST process, and collaborates with our Tier 3 teacher, MTSS team, and Elementary Resource Counselor to create and implement interventions for students. She works directly with administration and other teacher leaders to create Tier 1 supports and instruction for behavior and SEL, including overseeing our PBIS program. Our School Site Support TOSA will also collaborate with admin, nurse, and ERC as part of the School Attendance Review Team to create and implement attendance plans for students.

ATSI Identified Schools

ATSI Annual Review (2024-2025)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$353,781.73
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$192,874.79

Subtotal of additional federal funds included for this school: \$192,874.79

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base	\$99,882.70
LCFF Supplemental	\$50,231.42
Lottery	\$10,792.82

Subtotal of state or local funds included for this school: \$160,906.94

Total of federal, state, and/or local funds for this school: \$353,781.73

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	99,882.70
LCFF Supplemental	50,231.42
Lottery	10,792.82
Title I	192,874.79

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	99,882.70
	LCFF Supplemental	50,231.42
	Lottery	10,792.82
	Title I	192,874.79

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	287,781.73
Goal 2	55,000.00
Goal 3	11,000.00

ATSI Goal

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
-----------	----------------------------------

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 10/14/2025.

Attested:



Principal, Kelly Duncan on 10/14/2025
SSC Chairperson, Erin Morefield on 10/14/2025

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Kelly Duncan	Principal
Rebecca Voight	Classroom Teacher
Nettie Cook	Classroom Teacher
Xitlalic (Ali) Solano Levya	Other School Staff
Erin Morefield	Parent or Community Member
Armond Jackson	Parent or Community Member
Lisa Hong	Parent or Community Member
Michael Kibbe	Parent or Community Member
	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.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.42%	0.39%	0.58%	2	2	3
African American	5.31%	6.4%	5.60%	25	33	29
Asian	38.22%	41.67%	45.75%	180	215	237
Filipino	2.12%	2.13%	2.12%	10	11	11
Hispanic/Latino	19.53%	17.83%	17.95%	92	92	93
Pacific Islander	0.42%	0.39%	0.39%	2	2	2
White	22.08%	20.35%	20.08%	104	105	104
Multiple/No Response	7.86%	8.14%	7.53%	37	42	39
Total Enrollment				471	516	518

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	92	48
Grade 1	61	69	82
Grade 2	65	66	69
Grade3	62	74	71
Grade 4	65	63	70
Grade 5	74	74	74
Grade 6	69	78	83
Total Enrollment	471	516	518

Conclusions based on this data:

1. Increasing Asian Student Enrollment: The percentage and number of Asian students have steadily increased over the three-year period. In 2021-22, Asian students comprised 38.22% of the enrollment (180 students). This grew to 41.67% (215 students) in 2022-23 and further to 45.75% (237 students) in 2023-24. This represents a significant growth in the proportion of Asian students within the school.
2. Fluctuating Kindergarten Enrollment: The number of students enrolled in Kindergarten has shown a notable fluctuation. It increased from 75 students in 2021-22 to 92 students in 2022-23, but then significantly decreased to

48 students in 2023-24. This suggests a considerable variation in the number of incoming Kindergarten students each year.

3. **Relatively Stable Total Enrollment with Internal Shifts:** The total enrollment for Northwood Elementary has remained relatively stable, increasing from 471 students in 2021-22 to 516 in 22-23 and then to 518 in 23-24. However, within this stable total, there have been shifts in the representation of different ethnic groups. For example, while the Asian student population grew, the percentage of White students decreased from 22.08% (104 students) in 2021-22 to 20.08% (104 students) in 2023-24, despite the absolute number remaining the same. Similarly, the percentage of Hispanic/Latino students saw a slight decrease and then a minor increase, while the absolute numbers remained close.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	113	107	118	23.4%	24.0%	22.8%
Fluent English Proficient (FEP)	78	109	113	12.5%	16.6%	21.7%
Reclassified Fluent English Proficient (RFEP)	28	61		36.6%	19.90%	

Conclusions based on this data:

1. **Stable English Learner (EL) Population:** The number of students identified as English Learners has remained relatively stable over the three-year period. While there was a slight dip from 113 students in 2021-22 to 107 in 2022-23, it rebounded to 118 students in 2023-24. The percentage of EL students in the total enrollment has also remained consistent, fluctuating slightly between 23.4%, 24.0%, and 22.8%. This suggests a consistent need for EL support services within the school.
2. **Significant Growth in Fluent English Proficient (FEP) Students:** The number of students classified as Fluent English Proficient (FEP) has shown a substantial increase. It rose from 78 students in 2021-22 to 109 in 22-23 and further to 113 in 2023-24. The percentage of FEP students in the total enrollment also reflects this growth, increasing from 12.5% to 16.6% and then to 21.7%. This indicates a positive trend in the school's ability to support English Learners in acquiring proficiency.
3. **Increasing Number of Reclassified Fluent English Proficient (RFEP) Students:** The number of students who were reclassified as Fluent English Proficient (RFEP) shows a notable increase between 2021-22 and 2022-23, jumping from 28 to 61. While the data for 2023-24 for the number of RFEP students is missing, the provided percentage (36.6%) suggests a continued presence of students who have successfully transitioned out of EL status. The increase in RFEP students in the earlier years further supports the trend of successful EL program outcomes.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	73	76	63	69	73	63	69	73	96.9	94.5	96.1
Grade 4	64	66	70	64	61	67	64	61	67	100.0	92.4	95.7
Grade 5	75	78	78	74	76	73	74	76	73	98.7	97.4	93.6
Grade 6	69	79	85	67	77	85	67	77	85	97.1	97.5	100
All Grades	273	296	309	268	283	298	268	283	298	98.2	95.6	96.4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2462.	2468.	2433.	44.44	47.83	36.99	20.63	26.09	13.70	19.05	8.70	21.92	15.87	17.39	27.40
Grade 4	2514.	2505.	2500.	46.88	45.90	40.30	26.56	22.95	26.87	12.50	18.03	16.42	14.06	13.11	16.42
Grade 5	2540.	2542.	2530.	35.14	38.16	35.62	29.73	30.26	27.40	17.57	17.11	15.07	17.57	14.47	21.92
Grade 6	2569.	2563.	2573.	28.36	32.47	37.65	38.81	28.57	32.94	17.91	29.87	16.47	14.93	9.09	12.94
All Grades	N/A	N/A	N/A	38.43	40.64	37.58	29.10	27.21	25.50	16.79	18.73	17.45	15.67	13.43	19.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.51	30.43	23.29	49.21	59.42	53.42	14.29	10.14	23.29
Grade 4	39.06	40.98	28.36	53.13	47.54	58.21	7.81	11.48	13.43
Grade 5	31.08	30.26	27.40	58.11	57.89	63.01	10.81	11.84	9.59
Grade 6	28.36	25.97	37.65	62.69	58.44	48.24	8.96	15.58	14.12
All Grades	33.58	31.45	29.53	55.97	56.18	55.37	10.45	12.37	15.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.57	42.03	33.33	50.79	43.48	36.11	20.63	14.49	30.56
Grade 4	23.44	22.95	16.42	65.63	63.93	62.69	10.94	13.11	20.90
Grade 5	39.19	32.89	21.92	44.59	56.58	58.90	16.22	10.53	19.18
Grade 6	23.88	25.97	31.76	62.69	58.44	50.59	13.43	15.58	17.65
All Grades	29.10	31.10	26.26	55.60	55.48	51.85	15.30	13.43	21.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.05	18.84	19.44	71.43	73.91	63.89	9.52	7.25	16.67
Grade 4	14.06	18.03	22.39	76.56	72.13	64.18	9.38	9.84	13.43
Grade 5	18.92	26.32	20.55	71.62	65.79	67.12	9.46	7.89	12.33
Grade 6	23.88	15.58	15.29	70.15	76.62	70.59	5.97	7.79	14.12
All Grades	19.03	19.79	19.19	72.39	72.08	66.67	8.58	8.13	14.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.98	34.78	16.44	57.14	52.17	64.38	15.87	13.04	19.18
Grade 4	25.00	14.75	26.87	68.75	77.05	58.21	6.25	8.20	14.93
Grade 5	21.62	30.26	28.77	67.57	52.63	54.79	10.81	17.11	16.44
Grade 6	26.87	25.97	34.12	56.72	68.83	56.47	16.42	5.19	9.41
All Grades	25.00	26.86	26.85	62.69	62.19	58.39	12.31	10.95	14.77

Conclusions based on this data:

- Overall Stable Participation with a Slight Increase: The overall participation rate for ELA testing across grades 3-6 has remained consistently high over the three years, with 98.2% in 2021-22, 95.6% in 2022-23, and 96.4% in 2023-24. The total number of students enrolled and tested has also shown a gradual increase, indicating a consistent commitment to assessment participation across the eligible grades.

2. Fluctuating but Generally Strong Overall Achievement: While the specific "Mean Scale Score" for all grades combined isn't provided, the percentages of students meeting or exceeding the standard have shown some fluctuation. The combined percentage of students at "% Standard Exceeded" and "% Standard Met" was 67.53% in 2021-22, increased to 67.85% in 22-23, and then decreased to 63.08% in 23-24. This suggests a generally strong level of achievement in ELA, but with some variability across the years. Notably, the percentage of students in the lowest category, "% Standard Not Met," increased in 2023-24, warranting further investigation.

3. Varied Trends Across ELA Domains: Examining the performance in the four ELA domains (Reading, Writing, Listening, and Research/Inquiry) reveals different trends:

Reading: The percentage of students performing "% Above Standard" in Reading has shown a slight downward trend across the three years (36.51% to 29.53%). Conversely, the percentage of students performing "% Below Standard" has shown an upward trend (10.45% to 15.10%).

Writing: The percentage of students performing "% Above Standard" in Writing showed an increase from 2021-22 to 2022-23 but then decreased in 2023-24 (29.10% to 31.10% to 26.26%). The "% Below Standard" in Writing showed a decrease and then a notable increase.

Listening: The percentage of students performing "% Above Standard" in Listening has remained relatively stable. The percentage "% At or Near Standard" has shown a slight decrease, while "% Below Standard" has shown a slight increase.

Research/Inquiry: The percentage of students performing "% Above Standard" in Research/Inquiry showed a slight increase and then remained stable. The percentage "% At or Near Standard" fluctuated but ended lower in 2023-24. The "% Below Standard" showed a slight decrease and then an increase.

These varied trends across the ELA domains suggest that while overall participation is strong and achievement is generally good, there might be specific areas within ELA where student performance is shifting and could benefit from targeted instructional focus.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	73	76	63	71	74	63	71	74	96.9	97.3	97.4
Grade 4	64	66	70	64	65	69	64	65	69	100.0	98.5	98.6
Grade 5	75	78	78	74	77	76	74	77	76	98.7	98.7	97.4
Grade 6	69	79	85	67	79	85	67	79	85	97.1	100.0	100
All Grades	273	296	309	268	292	304	268	292	304	98.2	98.6	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2478.	2466.	2463.	42.86	35.21	35.14	30.16	35.21	31.08	12.70	12.68	13.51	14.29	16.90	20.27
Grade 4	2524.	2515.	2503.	42.19	35.38	24.64	32.81	33.85	37.68	18.75	21.54	28.99	6.25	9.23	8.70
Grade 5	2526.	2529.	2524.	32.43	32.47	34.21	21.62	23.38	18.42	21.62	18.18	22.37	24.32	25.97	25.00
Grade 6	2581.	2573.	2589.	43.28	44.30	48.24	20.90	22.78	20.00	20.90	12.66	16.47	14.93	20.25	15.29
All Grades	N/A	N/A	N/A	39.93	36.99	36.18	26.12	28.42	26.32	18.66	16.10	20.07	15.30	18.49	17.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.92	32.39	31.08	47.62	53.52	48.65	17.46	14.08	20.27
Grade 4	42.19	26.15	33.33	45.31	60.00	50.72	12.50	13.85	15.94
Grade 5	24.32	24.68	22.37	58.11	51.95	59.21	17.57	23.38	18.42
Grade 6	25.37	31.65	32.94	55.22	50.63	48.24	19.40	17.72	18.82
All Grades	31.34	28.77	29.93	51.87	53.77	51.64	16.79	17.47	18.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.27	36.62	36.49	50.79	47.89	48.65	7.94	15.49	14.86
Grade 4	43.75	36.92	27.54	45.31	56.92	55.07	10.94	6.15	17.39
Grade 5	25.68	25.97	21.05	52.70	63.64	59.21	21.62	10.39	19.74
Grade 6	34.33	32.91	37.65	55.22	53.16	51.76	10.45	13.92	10.59
All Grades	35.82	32.88	30.92	51.12	55.48	53.62	13.06	11.64	15.46

Conclusions based on this data:

- Consistently High Participation in Mathematics Testing: Similar to ELA, Northwood Elementary demonstrates a strong commitment to mathematics assessment, with the "% of Enrolled Students Tested" remaining consistently high across all grades (3-6) and all three years (21-22, 22-23, 23-24). The overall participation rate for all grades combined was above 98% in each of the three years, indicating nearly all eligible students participated in the Smarter Balanced Mathematics Summative Assessments.
- Slight Decline in Overall Achievement with Grade-Level Variations: While participation is high, the overall achievement in mathematics, as indicated by the percentage of students meeting or exceeding the standard (% Standard Exceeded + % Standard Met), shows a slight downward trend across the three years (66.05% in 21-22, 65.41% in 22-23, and 62.50% in 23-24). However, this trend varies by grade level. For instance, 6th grade shows an increase in the combined percentage of students meeting or exceeding standards, while other grades show some fluctuation or a downward trend. This suggests that while the overall performance is still relatively strong, there might be areas or grade levels needing targeted support to maintain or improve achievement.
- Varied Performance Trends Across Mathematical Domains: Examining the performance in the two reported mathematical domains, "Problem Solving & Modeling/Data Analysis" and "Communicating Reasoning," reveals different patterns:

 Problem Solving & Modeling/Data Analysis: The percentage of students performing "% Above Standard" in this domain shows a slight overall decrease across the three years (31.34% to 29.93%). The percentage of students "% Below Standard" shows a minor increase. This suggests a potential area where students might be facing increasing challenges.
 Communicating Reasoning: The percentage of students performing "% Above Standard" in Communicating Reasoning shows a slight decrease overall (35.82% to 30.92%). The percentage of students "% Below Standard" also shows a slight increase. This indicates a potential need to focus on developing students' ability to clearly and logically support their mathematical conclusions.
 These trends suggest that while Northwood Elementary maintains high participation in mathematics testing, there's a need to monitor the slight decline in overall achievement and address potential challenges in specific mathematical domains like Problem Solving and Communicating Reasoning. Analyzing grade-level data more deeply could further pinpoint areas for targeted instructional strategies.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1438.7	1442.6	1420.3	1443.5	1453.6	1430.7	1427.2	1416.6	1396.0	25	29	23
1	1486.1	1449.4	1479.8	1490.8	1442.9	1474.3	1480.5	1455.4	1484.5	13	25	29
2	1543.6	1498.8	1509.4	1545.8	1494.6	1506.6	1541.1	1502.3	1511.9	14	16	21
3	1508.4	*	1483.8	1522.1	*	1491.6	1494.1	*	1475.4	17	9	16
4	1560.9	1512.0	*	1568.5	1522.2	*	1552.9	1501.3	*	11	16	9
5	1546.5	1536.8	1519.3	1569.5	1529.1	1521.8	1523.1	1544.1	1516.2	11	12	18
6	*	1583.8	*	*	1613.4	*	*	1553.9	*	8	11	10
All Grades										99	118	126

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	17.24	13.04	36.00	44.83	26.09	36.00	31.03	47.83	8.00	6.90	13.04	25	29	23
1	15.38	16.00	31.03	84.62	24.00	27.59	0.00	36.00	24.14	0.00	24.00	17.24	13	25	29
2	64.29	25.00	23.81	21.43	56.25	52.38	7.14	6.25	23.81	7.14	12.50	0.00	14	16	21
3	23.53	*	12.50	41.18	*	37.50	29.41	*	37.50	5.88	*	12.50	17	*	16
4	45.45	18.75	*	54.55	50.00	*	0.00	25.00	*	0.00	6.25	*	11	16	*
5	9.09	41.67	27.78	72.73	25.00	27.78	18.18	8.33	16.67	0.00	25.00	27.78	11	12	18
6	*	54.55	*	*	36.36	*	*	0.00	*	*	9.09	*	*	11	*
All Grades	31.31	24.58	22.22	45.45	37.29	30.16	18.18	24.58	31.75	5.05	13.56	15.87	99	118	126

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.00	20.69	21.74	36.00	51.72	26.09	24.00	17.24	34.78	12.00	10.34	17.39	25	29	23
1	46.15	16.00	34.48	46.15	36.00	34.48	7.69	28.00	13.79	0.00	20.00	17.24	13	25	29
2	78.57	37.50	42.86	7.14	50.00	42.86	14.29	6.25	14.29	0.00	6.25	0.00	14	16	21
3	47.06	*	43.75	41.18	*	37.50	11.76	*	6.25	0.00	*	12.50	17	*	16
4	72.73	68.75	*	27.27	18.75	*	0.00	6.25	*	0.00	6.25	*	11	16	*
5	72.73	58.33	38.89	27.27	16.67	27.78	0.00	8.33	16.67	0.00	16.67	16.67	11	12	18
6	*	72.73	*	*	18.18	*	*	9.09	*	*	0.00	*	*	11	*
All Grades	53.54	38.98	34.13	31.31	35.59	35.71	11.11	14.41	17.46	4.04	11.02	12.70	99	118	126

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.00	6.90	4.35	36.00	41.38	21.74	36.00	41.38	69.57	16.00	10.34	4.35	25	29	23
1	23.08	12.00	20.69	53.85	28.00	34.48	23.08	20.00	24.14	0.00	40.00	20.69	13	25	29
2	28.57	18.75	19.05	50.00	62.50	47.62	7.14	6.25	33.33	14.29	12.50	0.00	14	16	21
3	11.76	*	0.00	23.53	*	25.00	35.29	*	43.75	29.41	*	31.25	17	*	16
4	18.18	6.25	*	63.64	25.00	*	18.18	43.75	*	0.00	25.00	*	11	16	*
5	0.00	25.00	0.00	18.18	25.00	33.33	63.64	16.67	38.89	18.18	33.33	27.78	11	12	18
6	*	27.27	*	*	27.27	*	*	36.36	*	*	9.09	*	*	11	*
All Grades	16.16	14.41	8.73	39.39	33.05	30.16	29.29	27.97	39.68	15.15	24.58	21.43	99	118	126

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	32.00	37.93	21.74	56.00	51.72	65.22	12.00	10.34	13.04	25	29	23
1	23.08	24.00	44.83	76.92	56.00	51.72	0.00	20.00	3.45	13	25	29
2	64.29	37.50	47.62	35.71	56.25	52.38	0.00	6.25	0.00	14	16	21
3	41.18	*	25.00	58.82	*	50.00	0.00	*	25.00	17	*	16
4	72.73	31.25	*	27.27	50.00	*	0.00	18.75	*	11	16	*
5	27.27	25.00	27.78	72.73	50.00	44.44	0.00	25.00	27.78	11	12	18
6	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
All Grades	41.41	30.51	31.75	55.56	55.08	53.17	3.03	14.41	15.08	99	118	126

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	32.00	24.14	21.74	56.00	58.62	56.52	12.00	17.24	21.74	25	29	23
1	46.15	32.00	27.59	53.85	44.00	51.72	0.00	24.00	20.69	13	25	29
2	71.43	62.50	47.62	28.57	25.00	52.38	0.00	12.50	0.00	14	16	21
3	58.82	*	56.25	35.29	*	31.25	5.88	*	12.50	17	*	16
4	72.73	81.25	*	27.27	12.50	*	0.00	6.25	*	11	16	*
5	100.00	75.00	66.67	0.00	8.33	22.22	0.00	16.67	11.11	11	12	18
6	*	90.91	*	*	0.00	*	*	9.09	*	*	11	*
All Grades	59.60	53.39	42.86	35.35	32.20	42.86	5.05	14.41	14.29	99	118	126

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.00	13.79	8.70	80.00	79.31	78.26	8.00	6.90	13.04	25	29	23
1	53.85	20.00	34.48	38.46	36.00	41.38	7.69	44.00	24.14	13	25	29
2	38.46	31.25	9.52	53.85	56.25	85.71	7.69	12.50	4.76	13	16	21
3	17.65	*	0.00	41.18	*	50.00	41.18	*	50.00	17	*	16
4	9.09	0.00	*	90.91	68.75	*	0.00	31.25	*	11	16	*
5	18.18	16.67	16.67	72.73	50.00	55.56	9.09	33.33	27.78	11	12	18
6	*	27.27	*	*	27.27	*	*	45.45	*	*	11	*
All Grades	24.49	17.80	14.29	61.22	51.69	56.35	14.29	30.51	29.37	98	118	126

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	48.00	48.28	34.78	24.00	41.38	65.22	28.00	10.34	0.00	25	29	23
1	15.38	12.00	27.59	84.62	72.00	58.62	0.00	16.00	13.79	13	25	29
2	42.86	50.00	38.10	42.86	37.50	61.90	14.29	12.50	0.00	14	16	21
3	0.00	*	0.00	81.25	*	87.50	18.75	*	12.50	16	*	16
4	36.36	18.75	*	63.64	56.25	*	0.00	25.00	*	11	16	*
5	0.00	41.67	5.56	72.73	33.33	66.67	27.27	25.00	27.78	11	12	18
6	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
All Grades	27.55	33.05	20.63	56.12	50.00	66.67	16.33	16.95	12.70	98	118	126

Conclusions based on this data:

1. Variable Performance Trends Across Grade Levels and Years: The ELPAC results show significant variability in mean scale scores and performance levels across different grade levels (K-6) and the three academic years

(2021-22, 2022-23, 2023-24). For instance, Kindergarten saw a decrease in the overall mean scale score in 2023-24, while Grade 1 showed an increase in the same year. Similarly, the percentage of students at different performance levels (Levels 1-4) fluctuates across grades and years, indicating that the progress of English Learners is not uniform and is likely influenced by factors specific to each cohort and grade.

2. **Oral Language Skills Generally Stronger Than Written Language:** When comparing the percentage of students at higher performance levels (Levels 3 and 4) between Oral Language and Written Language across all grades, Oral Language consistently shows a higher proportion of students in these proficient categories. This trend is also reflected in the domain-specific performance levels, where "Well Developed" percentages are generally higher in the Speaking domain compared to the Writing domain. This suggests that English Learners at Northwood Elementary may develop communicative oral skills at a faster rate than their formal writing abilities.

3. **Inconsistent Trends in Domain-Specific Performance:** The performance trends within the individual ELPAC domains (Listening, Speaking, Reading, and Writing) are not uniform.

Listening: The percentage of students performing at the "Well Developed" level in Listening shows some fluctuation across the years but with a slight overall decrease from 2021-22 to 2023-24.

Speaking: The percentage of students at the "Well Developed" level in Speaking shows a decrease from 2021-22 to 2023-24.

Reading: The percentage of students at the "Well Developed" level in Reading shows a decrease from 2021-22 to 2023-24, while the percentage at the "Beginning" level has increased.

Writing: The percentage of students at the "Well Developed" level in Writing shows a slight increase from 2021-22 to 2022-23 but then a decrease in 2023-24.

These inconsistent trends across the different language domains highlight the complexity of English language acquisition and suggest that different aspects of language proficiency may develop at varying rates for the students at Northwood Elementary. Targeted instructional strategies may be needed to address specific areas of language development that show less progress or a decline.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
518	33.2%	22.8%	0.8%
Total Number of Students enrolled in Northwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	22.8%
Foster Youth	4	0.8%
Homeless	4	0.8%
Socioeconomically Disadvantaged	172	33.2%
Students with Disabilities	55	10.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	5.6%
American Indian	3	0.6%
Asian	237	45.8%
Filipino	11	2.1%
Hispanic	93	18%
Two or More Races	39	7.5%
Pacific Islander	2	0.4%
White	104	20.1%

Conclusions based on this data:

1. **Significant Asian Student Majority:** The largest racial/ethnic group at Northwood Elementary is Asian, comprising 45.8% of the total enrollment with 237 students. This indicates that nearly half of the student population identifies as Asian.
2. **Substantial Population of Socioeconomically Disadvantaged and English Learner Students:** A notable portion of the student population is identified as Socioeconomically Disadvantaged (33.2%, 172 students) and as English Learners (22.8%, 118 students). These figures highlight the need for resources and support services tailored to meet the specific needs of these student groups.
3. **Relatively Small Populations of Other Student Groups:** Several other student groups constitute smaller percentages of the total enrollment. For instance, African American students make up 5.6% (29 students), Hispanic students represent 18% (93 students), and White students account for 20.1% (104 students). Groups such as American Indian, Filipino, Pacific Islander, Foster Youth, and Homeless students each represent less than 3% of the total student population. This detailed breakdown provides a comprehensive view of the school's diverse student body.

School and Student Performance Data

Overall Performance

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

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall Performance Indicates Areas of Consistent Operation and Areas Requiring Targeted Attention: The 2024 Fall Dashboard reflects a school-wide performance profile with "Yellow" ratings in Chronic Absenteeism and Suspension Rate. These indicators suggest areas where current systems and practices are functioning at a moderate level relative to statewide data. The "Orange" rating in English Learner Progress identifies an area where focused analysis and potential adjustments to support strategies may be warranted.

2. Engagement and Climate Measures Present Opportunities for Continued Refinement: The "Yellow" designations in Chronic Absenteeism and Suspension Rate provide a baseline for ongoing efforts to enhance student engagement and maintain a positive school climate. Further examination of contributing factors and implementation of proactive measures could contribute to improvements in these areas over time.
3. English Learner Progress Identified as a Key Focus for Strategic Improvement: The "Orange" rating in English Learner Progress signifies a need for a comprehensive review of current practices and outcomes for our English Learner population. Collaborative efforts will be directed towards understanding the specific needs of these students and implementing evidence-based strategies to promote their academic and linguistic growth, with the goal of demonstrating improved progress on future reports.

School and Student Performance Data

Academic Performance English Language Arts

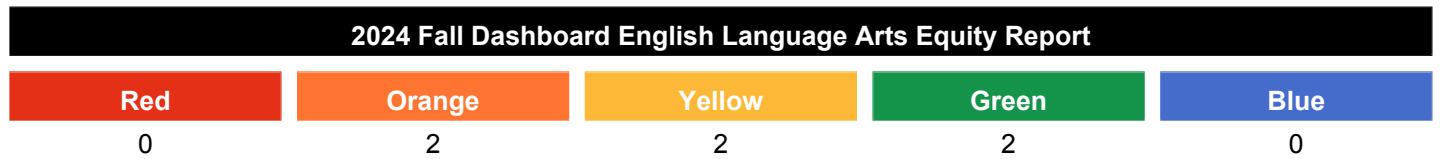
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 30.7 points above standard Declined 7.3 points 280 Students	English Learners  Yellow 9.6 points above standard Maintained 0.0 points 89 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 23.3 points below standard Declined 16.4 points 91 Students

Students with Disabilities  Yellow 48.9 points below standard Increased 3.7 points 31 Students	African American  No Performance Color 31.6 points below standard Declined 16.5 points 13 Students	American Indian  No Performance Color 0 Students
Asian  Green 57.9 points above standard Declined 15.0 points 132 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Orange 28.8 points below standard Maintained 2.6 points 48 Students
Two or More Races  No Performance Color 20.9 points above standard Declined 15.5 points 24 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 30.9 points above standard Increased 8.6 points 57 Students

Conclusions based on this data:

1. Overall Performance in ELA is Above Standard but Shows a Decline: The "All Students" group in English Language Arts demonstrates performance that is 30.7 points above the standard. However, this represents a decline of 7.3 points from the previous assessment. This suggests that while students are currently performing well overall, there has been a recent downward trend in ELA achievement for the general student population.
2. Significant Performance Gaps Exist Among Student Groups: The data reveals notable disparities in ELA performance across different student groups. For example, Asian and White students perform significantly above the standard, while Socioeconomically Disadvantaged and Students with Disabilities perform considerably below the standard. The Equity Report further illustrates this, showing that student groups are distributed across four different color-coded performance levels (Orange, Yellow, and Green), indicating varying levels of success in meeting ELA standards.
3. English Learners Demonstrate Progress Maintenance but Varying Performance Among Subgroups: English Learners as a whole are performing 9.6 points above the standard, and their performance has been maintained from the previous year. However, other subgroups with smaller numbers, such as Long-Term English Learners, Foster Youth, and Homeless students, do not have performance colors reported due to the small sample sizes. Additionally, while Hispanic students perform below standard, their performance has been maintained, contrasting with the decline seen in the Socioeconomically Disadvantaged and African American student groups performing below standard.

School and Student Performance Data

Academic Performance Mathematics

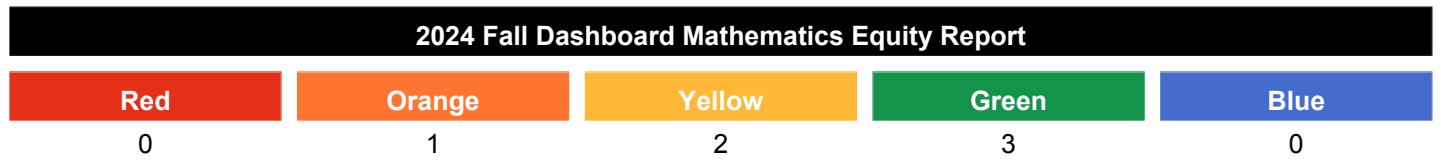
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 25.7 points above standard Maintained 0.6 points 282 Students	English Learners  Green 12.2 points above standard Increased 5.8 points 92 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 27.9 points below standard Declined 18.7 points 92 Students

Students with Disabilities  Yellow 42.5 points below standard Increased 18.7 points 31 Students	African American  No Performance Color 44.3 points below standard Declined 17.2 points 13 Students	American Indian  No Performance Color 0 Students
Asian  Green 57.7 points above standard Declined 5.8 points 134 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Yellow 42.7 points below standard Increased 3.7 points 48 Students
Two or More Races  No Performance Color 27.1 points above standard Increased 11.0 points 24 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 19.3 points above standard Increased 11.8 points 57 Students

Conclusions based on this data:

- Overall Mathematics Performance is Above Standard and Remains Stable: The "All Students" group demonstrates a performance level of 25.7 points above the mathematics standard, and this has been maintained with a slight increase of 0.6 points. This indicates a generally strong and stable level of mathematics achievement for the overall student population at Northwood Elementary.
- Significant Disparities in Mathematics Performance Across Student Groups: Similar to English Language Arts, there are considerable differences in mathematics performance among various student groups. Asian and "Two or More Races" students perform significantly above the standard, while Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic students perform substantially below the standard. The Mathematics Equity Report shows student groups distributed across three color-coded performance levels (Orange, Yellow, and Green), highlighting these achievement gaps.
- Positive Growth for Some Historically Underserved Groups but Persistent Gaps: While significant achievement gaps persist, there are positive growth trends for some student groups performing below standard. English Learners, Students with Disabilities, and Hispanic students all showed increases in their points above or below standard. However, the magnitude of these increases is not enough to close the substantial gaps compared to the overall performance and higher-performing student groups. The significant decline for Socioeconomically Disadvantaged and African American students also warrants attention.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
51.9% making progress.	making progress.
Number Students: 77 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.8%	27.3%	3.9%	48.1%

Conclusions based on this data:

1. Over Half of English Learners Are Making Progress: The data indicates that 51.9% of the 77 English Learner students at Northwood Elementary are making progress towards English language proficiency or maintaining the highest proficiency level (ELPI Level 4). This suggests that a majority of the school's EL students are on a positive trajectory in their language development.
2. Significant Portion of EL Students Experience Decreased Progress: A notable percentage (20.8%) of English Learners experienced a decrease of at least one ELPI level. This highlights a potential area of concern requiring further investigation to understand the factors contributing to this regression and to identify strategies for better supporting these students' language acquisition.
3. Varied Outcomes in ELPI Level Maintenance and Progression: Among the English Learner population, there are diverse outcomes in terms of ELPI level changes. While 48.1% progressed at least one level, a smaller percentage (3.9%) maintained the highest level (Level 4), and a significant 27.3% maintained a lower ELPI level. This distribution suggests that while many students are advancing, a substantial group may require more intensive or tailored support to move beyond their current proficiency levels.

School and Student Performance Data

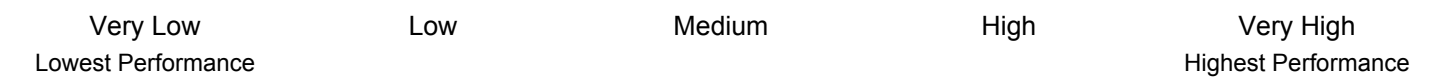
Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 14.2% Chronically Absent Declined 0.7 564 Students	English Learners  Orange 14.9% Chronically Absent Increased 0.6 141 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Orange 23.6% Chronically Absent Declined 1.4 208 Students

Students with Disabilities  Red 26.8% Chronically Absent Increased 6.2 71 Students	African American  Orange 26.7% Chronically Absent Declined 4.8 30 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Orange 10.1% Chronically Absent Maintained 0.2 268 Students	Filipino  No Performance Color 9.1% Chronically Absent Maintained 0 11 Students	Hispanic  Red 20.8% Chronically Absent Maintained 0.4 96 Students
Two or More Races  Orange 11.6% Chronically Absent Increased 1.3 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 14.4% Chronically Absent Declined 2.3 111 Students

Conclusions based on this data:

- Overall Chronic Absenteeism is Moderate but Shows Improvement: The overall chronic absenteeism rate for all students at Northwood Elementary is 14.2%, which places it at the Yellow performance level. This indicates a moderate level of chronic absenteeism. However, the rate has declined by 0.7%, suggesting a positive trend in reducing the number of students missing a significant amount of school.
- Significant Disparities in Chronic Absenteeism Across Student Groups: There are notable differences in chronic absenteeism rates among various student groups. Students with Disabilities (26.8%), African American students (26.7%), and Socioeconomically Disadvantaged students (23.6%) exhibit the highest rates of chronic absenteeism. The Chronic Absenteeism Equity Report further highlights this, showing that multiple student groups fall into the Red and Orange performance levels, indicating higher levels of concern. In contrast, Asian students have a significantly lower chronic absenteeism rate of 10.1%.
- Mixed Trends in Chronic Absenteeism for Different Student Groups: While the overall rate has declined, the trends in chronic absenteeism vary for different student groups. Students with Disabilities and English Learners experienced increases in their chronic absenteeism rates. Conversely, African American and White students saw a decline in their rates. The chronic absenteeism rates for Asian and Hispanic students remained relatively stable. These differing trends suggest that various factors may be influencing absenteeism across different student populations within the school.

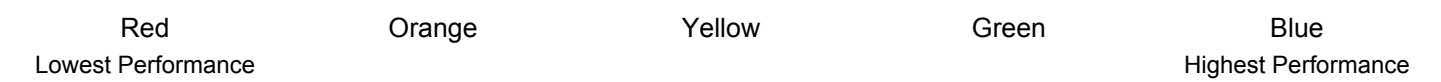
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

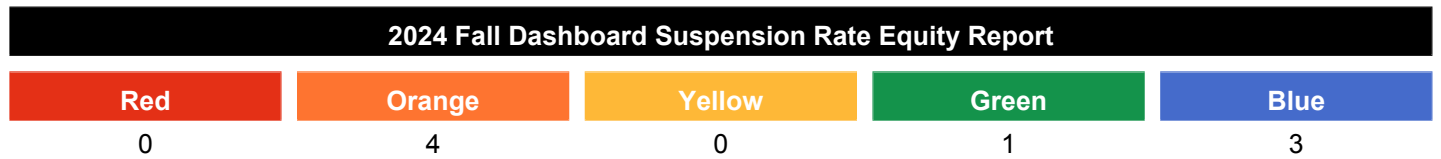
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.1% suspended at least one day Maintained 0.2% 571 Students	English Learners  Green 0.7% suspended at least one day Declined 0.8% 145 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Orange 1.9% suspended at least one day Increased 0.3% 210 Students

Students with Disabilities  Orange 4.1% suspended at least one day Increased 2.7% 73 Students	African American  Blue 0% suspended at least one day Declined 5.7% 30 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Blue 0% suspended at least one day Maintained 0% 271 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Hispanic  Orange 3.1% suspended at least one day Increased 2.1% 96 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 46 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 2.7% suspended at least one day Increased 0.9% 112 Students

Conclusions based on this data:

1. Overall Suspension Rate is Low and Stable: The overall suspension rate for all students at Northwood Elementary is 1.1%, which falls into the Yellow performance level, indicating a low rate. This rate has been maintained with a slight increase of 0.2%, suggesting relative stability in the school's disciplinary practices regarding suspensions.
2. Significant Disparities in Suspension Rates Among Student Groups: There are notable differences in suspension rates across various student groups. Students with Disabilities have the highest suspension rate at 4.1%, placing them in the Orange category. Hispanic students also have a relatively higher rate of 3.1% (Orange), followed by White students at 2.7% (Orange) and Socioeconomically Disadvantaged students at 1.9% (Orange). In contrast, African American, Asian, Filipino, and Two or More Races students all have a suspension rate of 0% (Blue category).
3. Varying Trends in Suspension Rates for Different Student Groups: The trend in suspension rates differs among student groups. English Learners and African American students experienced a decline in their suspension rates. Conversely, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students saw an increase in their suspension rates. Asian, Filipino, and Two or More Races students maintained their 0% suspension rate. These differing trends suggest that various factors may be influencing suspension rates differently across the student population.

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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