



# School Plan for Student Achievement (SPSA) Template

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

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

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement identifies and addresses the instructional needs of all students and specifies how categorical funds will be used during the school year. North school is on Additional Targeted Support and Improvement with the qualifying category in servicing Special Education students. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities.

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

Our plan has been created with input from all appropriate stakeholder groups.

Note (Parent input during parent club meetings, ELAC, SSC, and teacher staff meetings)

The contents of this plan are aligned with school goals for improving student achievement. The plan is reviewed annually and updated with categorical expenditures of funds by the School Site Council.

The school will provide quality curriculum and supports to all students and staff. The school will, on an ongoing basis, review the progress of students and revise to provide support for students to meet the challenging State academic standards.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). 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.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

North school is using the TUSD Stakeholder Survey to analyze the differences in stakeholders' responses (Parents, Staff, and Students) on the school's climate and safety.

### School Climate Survey Results 2021

#### Group

##### Parents

90% believe the school motivates students to learn. On average 97% of parents feel comfortable talking to teachers. 85% believe the school gives challenging work regardless of the student's gender, race, and ethnicity. 82% believe the school motivates students to learn. 79% believe the school is clean.

##### Staff – Cert. and Class.

89% believe they encourage all students to do challenging schoolwork. 88% believe they collaborate to achieve our school goal with fellow teachers. 94% believe the school is clean. 95% of teachers believe they are treated with respect by colleagues at work. 82% believe the district ensures effective communication across the organization.

##### Students

85% believe the school gives challenging work regardless of the student's gender, race, and ethnicity. 82% believe the school motivates students to learn. 61% of students believe the school is clean. 70% believe the school has a climate that fosters a feeling of safety and support at school.

### School Safety Survey Results

#### Group

##### Parents

83% believe their students are safe before, during, and after school at North.

##### Staff

88% believe the buildings and grounds at this school are well maintained. 93% believe their workplace is safe.

##### Students

90% feel safe at this school. 71% feel safe from gang activities. 93% of students know the school rules.

In summary all stakeholders feel safe at school and believe the facilities to be clean during work hours. All stakeholders believe the schoolwork and academics provided are challenging to students and are fairly taught during the school day.

## Classroom Observations

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

Classroom observations were conducted for all teachers on the evaluation cycle using the district rubric and evaluation form. Conferences were set and lesson plans were discussed on student learning and improving practices. All teachers received classroom observations in the form of virtual walk-throughs using the AVID/STEM adapted rubric. This AVID/STEM rubric has been adapted from the 3R rubric in partnership with the International Center for Leadership in Education. Using the AVID/STEM rubric has allowed our STEM implementation team to reflect on our site practices and share out information with fellow teachers.

We will continue with our work on Rigor, Relevance, and Relationships while continuing to implement AVID/STEM using our adapted rubric and best instructional practices with a focus of expanding AVID/STEM for the following school year.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Our staff, ELAC, and School Site Council has analyzed assessment results from the California Dashboard and SBAC from the 2018-2019 school year. Do to the Covid-19 pandemic all state assessments were cancelled at the end of the 2019-2020 school year.

We have included in our ELAC and School Site Council meetings Fastbridge overall score data in aRead and aMath along with middle school F grade reports.

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

### 2018 - 2019 SBAC Data:

ELA	Math	Science	
Overall: Met/Exceed	25.61	19.33	8.38
3 Met/Exceed	36.84	47.37	N/A
4 Met/Exceed	10.53	6.58	N/A
5 Met/Exceed	23.29	14.67	13.33
6 Met/Exceed	27.16	21.79	N/A
7 Met/Exceed	35.9	18.51	N/A
8 Met/Exceed	25.61	26.5	3.75

### Fastbridge Data:

3 Categories High Risk (HR), Some Risk(SR), and Normal (N) scores including College Pathway  
The numbers represent students at each category per grade level

#### aRead

Kinder:	HR=16, SR=18, N=17
1st grade:	HR = 19, SR=11, N=28
2nd grade:	HR= 12, SR=15, N=34
3rd grade:	HR= 9, SR= 20, N=41
4th grade:	HR= 40, SR= 6, N=34
5th grade:	HR=15, SR= 26, N= 27
6th grade:	HR=11, SR= 39, N= 51
7th grade:	HR= 15, SR=40, N=34
8th grade:	HR= 26, SR= 56, N=32

#### aMath

Kinder:	HR= 15, SR=11, N= 25
1st grade:	HR= 14, SR= 19, N=25
2nd grade:	HR= 15, SR= 19, N= 28
3rd grade:	HR= 19, SR=28, N=29
4th grade:	HR= 13, SR= 20, N=18
5th grade:	HR= 12, SR=34, N=22
6th grade:	HR= 18, SR=39, N=43
7th grade:	HR= 25, SR=32, N= 35
8th grade:	HR= 45, SR= 43, N=23

#### Middle School F grades:

1st Trimester:	6th= 200 7th= 234 8th= 106 Total = 541
2nd Trimester:	6th= 207 7th= 265 8th=162 Total = 634

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

We have 32 teachers that are fully credentialed with 3 teachers without a full credential.

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

The school site plan includes goals that focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap. In addition to the five district professional development days, we also have Early Release Wednesdays (ERW's), which are used to collaborate as a grade level, receive professional development in the areas of AVID and STEM implementation, English language instruction and Math. Structured Professional Learning Community (PLC) time has been scheduled to support teachers in the development of the curriculum and AVID and STEM implementation. We will also continue to have PLCs to support the new curriculum, Rigorous Curriculum Design (RCD), AVID training as well as provide time for teachers to collaborate.

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

North School allows for teachers to use Early Release Wednesday to plan during PLC time to align their lessons to the state standards, district RCD units, AVID/STEM implementation, and time for intervention planning and technology development. Teachers administer RCD align district unit assessments every trimester and load their data in a district databank system.

We are in year 2 of North school going AVID school-wide with 6th and 7th grade having AVID elective classes 8th grade having an AVID elective class the following year. We have dedicated many ERW to have AVID school-wide strategies implemented from kinder-8th grade for those teachers not teaching the AVID elective.

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

North School continues its ongoing instructional assistance and support for teachers by working with:

2 AVID site co-coordinators

STEM TOSA (Teachers On Special Assignment)

TTIP Mentors

EL Coordinator

EL Counselor from the district

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

Teacher collaboration is done by grade level/subject matter during their Professional Learning Community PLC time

Five district professional development days

Early Release Wednesday ERW

Release days for planning

## Teaching and Learning

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

North School is implementing state standards and curriculum by using district and board approved curriculums.

K-5 uses the McGraw-Hill program "Wonders" along with Wonders ELD and Wonders New Comers for ELA. For Math K-5 uses My Math from the same publisher.

6-8 Use Study-Sync for ELA, ELD, and New Comers . For Math we use the Math Digits curriculum

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

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

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

Teachers follow the Rigorous Curriculum Design RCD units and the districts pacing guide. K-5 teachers have designated intervention time with student stations in the classroom with additional assistance from para-educators helping in the classroom.

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

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

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

North School uses the following district adopted instructional materials:

Wonders

StudySync

MyMath

Digits

RCD Units ELA and Math

## Opportunity and Equal Educational Access

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

North School has the following services for its students:

Intervention time during the school day

Intervention afterschool

Para push-in and pull out to support students

Evidence-based educational practices to raise student achievement

Site Base assessments by teachers at grade level

District Assessments RCD Benchmarks

Smarter Balanced Assessment Consortium (SBAC): Cancelled during the 2019-2020 school year due to the Covid-19 pandemic

English Language Proficiency Assessments for California (ELPAC) for English Language Learners. Cancelled during the 2019-2020 school year due to the Covid-19 pandemic

## Parental Engagement

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

North School provides in a regular non-pandemic year many forms of parent engagement ranging from Back to School Night, Teacher/Parent Conferences, Open House, AVID informational Night, 8th grade Promotion Parent Meetings, Kinder ABC Bootcamp, Tracy Police Academy for Parents, Winter Craft Night, Family Movie Night, School Music Concerts, Farmers Market, ELAC, Parent Café, 2nd Cup of Coffee, and School Site Council. All these opportunities give parents the opportunity to assist the school in working to improve student achievement. This year due to the pandemic guest and volunteers were not allowed on campus. We received parent engagement by having parent club meetings with the principal, website post, phone messenger, and virtual meetings with our ELAC and School Site Council.

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

North school provides the opportunity for teachers and parents to provide input for school programs during ERM's, ELAC, and School Site Council meetings.

## Funding

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

Refreshments for Parent meetings, Day Care for Parent Events, Parent Class materials, Parent Communications, Translators

Fiscal support (EPC)

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

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

North School believes in stakeholder involvement and transparency in analyzing data and decision making. All stakeholders were involved in SPSA this involvement ranged from Teacher input during ERW's and School site council. Parents gave their input during parents club meetings, ELAC, and School Site Council meetings. Students take surveys and the SSC team reviews the data. Data was collected from School Climate Survey, LCAP Survey, report cards, and Fastbridge scores on student performance. ERW's are held every Wednesday of the school year except when it is a holiday or when school is not in session. ELAC meetings are held every two months on Tuesday virtually. School Site Council meetings are held the second Thursday of every month.

## **Resource Inequities**

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

Currently, we need teacher training to support students with special needs, not just Resource teachers but also general education teachers. Our special Ed department has two RSP teachers and they share one para to support a full case of 28 students per teacher making it challenging to provide support for our students. This year we have extra support for 8th grade by having a shared RSP teacher which works at North 2 and a half days with out 8th grade RSP students. The districts special education department supports North school by sending additional teachers to help with Dyslexia services and speech services because of our high number of special education students.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.27%	0.26%	0.5%	2	2	4
African American	2.96%	4.07%	3.4%	22	31	25
Asian	6.33%	7.22%	7.6%	47	55	56
Filipino	2.42%	2.76%	3.1%	18	21	23
Hispanic/Latino	78.47%	75.98%	76.7%	583	579	568
Pacific Islander	0.54%	0.52%	1.1%	4	4	8
White	7.54%	7.35%	5.7%	56	56	42
Multiple/No Response	%	0%	2.0%		14	15
Total Enrollment				743	762	741

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	76	68	56
Grade 1	72	78	62
Grade 2	56	69	66
Grade3	77	58	76
Grade 4	77	80	61
Grade 5	75	75	71
Grade 6	122	109	118
Grade 7	109	119	110
Grade 8	79	106	121
Total Enrollment	743	762	741

### Conclusions based on this data:

1. Enrollment has declined in 6th grade
2. Enrollment has increased in 7th and 8th grade

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	381	352	342	51.3%	46.2%	46.2%
Fluent English Proficient (FEP)	102	140	142	13.7%	18.4%	19.2%
Reclassified Fluent English Proficient (RFEP)	55	53	41	12.9%	13.9%	11.6%

### Conclusions based on this data:

1. We had a decrease in English Learners from the prior year
2. We have an increase in Fluent English Proficient students

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	80	76	76	77	76	76	77	76	95	96.3	100
Grade 4	89	81	77	86	81	76	85	80	76	96.6	100	98.7
Grade 5	84	86	75	78	83	73	77	83	73	92.9	96.5	97.3
Grade 6	83	104	121	81	102	119	81	102	119	97.6	98.1	98.3
Grade 7	88	82	112	86	78	106	86	78	105	97.7	95.1	94.6
Grade 8	112	91	84	104	90	82	103	90	82	92.9	98.9	97.6
All Grades	536	524	545	511	511	532	508	510	531	95.3	97.5	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2363.	2365.	2402.	7.89	3.90	15.79	6.58	14.29	21.05	35.53	29.87	34.21	50.00	51.95	28.95
Grade 4	2407.	2420.	2377.	7.06	8.75	3.95	15.29	10.00	6.58	25.88	33.75	18.42	51.76	47.50	71.05
Grade 5	2424.	2462.	2455.	6.49	7.23	8.22	16.88	28.92	15.07	15.58	24.10	27.40	61.04	39.76	49.32
Grade 6	2471.	2477.	2467.	3.70	8.82	2.52	23.46	16.67	26.05	28.40	30.39	25.21	44.44	44.12	46.22
Grade 7	2523.	2516.	2506.	8.14	3.85	7.62	31.40	32.05	19.05	30.23	34.62	35.24	30.23	29.49	38.10
Grade 8	2518.	2530.	2516.	1.94	7.78	3.66	26.21	26.67	21.95	39.81	31.11	39.02	32.04	34.44	35.37
All Grades	N/A	N/A	N/A	5.71	6.86	6.59	20.47	21.37	19.02	29.72	30.59	29.94	44.09	41.18	44.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.00	5.19	13.16	36.00	48.05	55.26	52.00	46.75	31.58
Grade 4	8.24	12.50	3.95	43.53	60.00	39.47	48.24	27.50	56.58
Grade 5	10.53	12.05	12.33	39.47	50.60	41.10	50.00	37.35	46.58
Grade 6	6.17	11.76	5.88	54.32	31.37	38.66	39.51	56.86	55.46
Grade 7	16.28	12.82	10.48	52.33	55.13	44.76	31.40	32.05	44.76
Grade 8	11.76	14.61	12.20	48.04	41.57	51.22	40.20	43.82	36.59
All Grades	10.89	11.59	9.42	45.94	46.95	44.63	43.17	41.45	45.95

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.95	5.26	10.53	31.58	35.53	53.95	64.47	59.21	35.53
Grade 4	8.33	5.00	1.32	46.43	43.75	32.89	45.24	51.25	65.79
Grade 5	11.84	10.84	8.22	34.21	54.22	43.84	53.95	34.94	47.95
Grade 6	8.64	11.76	4.20	34.57	37.25	41.18	56.79	50.98	54.62
Grade 7	8.14	8.97	13.33	58.14	55.13	45.71	33.72	35.90	40.95
Grade 8	7.84	15.73	9.76	54.90	48.31	52.44	37.25	35.96	37.80
All Grades	8.12	9.84	7.91	44.16	45.47	44.82	47.72	44.69	47.27

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.89	5.19	11.84	72.37	61.04	68.42	19.74	33.77	19.74
Grade 4	3.57	8.75	3.95	52.38	68.75	63.16	44.05	22.50	32.89
Grade 5	7.89	10.84	10.96	52.63	63.86	57.53	39.47	25.30	31.51
Grade 6	7.41	5.88	5.88	62.96	66.67	61.34	29.63	27.45	32.77
Grade 7	10.47	3.85	6.67	54.65	73.08	69.52	34.88	23.08	23.81
Grade 8	2.94	8.99	6.10	71.57	67.42	74.39	25.49	23.60	19.51
All Grades	6.53	7.27	7.34	61.39	66.80	65.73	32.08	25.93	26.93

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.00	5.19	19.74	53.33	42.86	46.05	42.67	51.95	34.21
Grade 4	8.24	10.00	5.26	50.59	51.25	26.32	41.18	38.75	68.42
Grade 5	9.21	14.46	6.85	35.53	49.40	43.84	55.26	36.14	49.32
Grade 6	9.88	13.73	13.45	44.44	54.90	52.10	45.68	31.37	34.45
Grade 7	17.44	8.97	12.38	60.47	67.95	54.29	22.09	23.08	33.33
Grade 8	9.80	19.10	12.20	59.80	52.81	47.56	30.39	28.09	40.24
All Grades	9.90	12.18	11.86	51.29	53.24	46.14	38.81	34.58	42.00

**Conclusions based on this data:**

1. North School has a high 90% overall CAASPP student participation
2. There is a significant drop in scores in the 4th grade across all ELA test
3. No 2019-2020 Data due to the Covid-19 pandemic

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	81	76	78	77	76	78	77	76	97.5	95.1	100
Grade 4	89	81	77	84	81	76	84	81	76	94.4	100	98.7
Grade 5	84	86	75	79	84	75	78	84	75	94	97.7	100
Grade 6	83	104	121	78	102	120	78	102	120	94	98.1	99.2
Grade 7	88	82	112	86	81	108	85	81	108	97.7	98.8	96.4
Grade 8	112	91	84	105	91	83	105	90	83	93.8	100	98.8
All Grades	536	525	545	510	516	538	508	515	538	95.1	98.3	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.	2391.	2422.	11.54	5.19	17.11	25.64	22.08	30.26	24.36	24.68	22.37	38.46	48.05	30.26
Grade 4	2409.	2425.	2400.	1.19	2.47	2.63	9.52	14.81	3.95	32.14	39.51	39.47	57.14	43.21	53.95
Grade 5	2423.	2452.	2457.	1.28	0.00	6.67	5.13	14.29	8.00	30.77	34.52	36.00	62.82	51.19	49.33
Grade 6	2477.	2455.	2448.	2.56	1.96	0.00	19.23	8.82	11.67	30.77	30.39	26.67	47.44	58.82	61.67
Grade 7	2481.	2479.	2464.	2.35	1.23	3.70	12.94	17.28	11.11	28.24	33.33	24.07	56.47	48.15	61.11
Grade 8	2509.	2524.	2517.	4.76	11.11	6.02	19.05	16.67	20.48	34.29	27.78	28.92	41.90	44.44	44.58
All Grades	N/A	N/A	N/A	3.94	3.69	5.39	15.35	15.34	13.94	30.31	31.65	29.00	50.39	49.32	51.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	14.29	30.26	33.33	36.36	32.89	43.59	49.35	36.84
Grade 4	4.76	7.41	6.58	28.57	29.63	15.79	66.67	62.96	77.63
Grade 5	1.30	3.57	10.67	15.58	21.43	29.33	83.12	75.00	60.00
Grade 6	7.69	7.92	3.33	37.18	21.78	28.33	55.13	70.30	68.33
Grade 7	5.95	7.41	6.48	21.43	33.33	25.93	72.62	59.26	67.59
Grade 8	14.56	22.22	14.46	45.63	34.44	38.55	39.81	43.33	46.99
All Grades	9.72	10.51	10.97	30.95	29.18	28.44	59.33	60.31	60.59

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.97	7.79	23.68	43.59	38.96	43.42	47.44	53.25	32.89
Grade 4	2.38	2.47	3.95	32.14	41.98	30.26	65.48	55.56	65.79
Grade 5	3.85	3.57	6.67	30.77	46.43	34.67	65.38	50.00	58.67
Grade 6	0.00	2.94	2.50	38.46	34.31	35.83	61.54	62.75	61.67
Grade 7	5.88	3.70	1.85	41.18	38.27	43.52	52.94	58.02	54.63
Grade 8	7.69	4.44	4.82	35.58	52.22	42.17	56.73	43.33	53.01
All Grades	4.93	4.08	6.51	36.88	41.94	38.48	58.19	53.98	55.02

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	11.69	22.37	47.44	42.86	46.05	33.33	45.45	31.58
Grade 4	3.57	6.17	2.63	38.10	38.27	32.89	58.33	55.56	64.47
Grade 5	3.90	3.57	8.00	32.47	46.43	32.00	63.64	50.00	60.00
Grade 6	8.97	2.94	1.67	50.00	35.29	36.67	41.03	61.76	61.67
Grade 7	7.06	2.47	4.63	55.29	61.73	52.78	37.65	35.80	42.59
Grade 8	3.88	8.89	12.05	54.37	54.44	60.24	41.75	36.67	27.71
All Grades	7.52	5.83	7.81	46.73	46.21	43.68	45.74	47.96	48.51

**Conclusions based on this data:**

1. North School has a high 96% to 100% overall participation in the CAASPP test
2. 4th grade show lower met and exceeded scores when compared to prior years and other grade levels
3. No 2019-2020 Data due to the Covid-19 pandemic

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.1	1409.2	1445.5	1412.7	1410.5	1401.1	45	41
Grade 1	1451.9	1468.6	1440.2	1474.3	1462.9	1462.6	39	42
Grade 2	1493.8	1513.5	1490.9	1513.5	1496.2	1512.8	49	28
Grade 3	1502.5	1494.4	1505.5	1494.9	1499.0	1493.2	51	20
Grade 4	1527.2	1517.9	1531.6	1522.2	1522.2	1513.1	44	48
Grade 5	1523.9	1548.7	1515.7	1557.9	1531.7	1539.0	34	38
Grade 6	1535.1	1541.3	1534.0	1549.5	1535.7	1532.6	49	43
Grade 7	1528.5	1515.2	1519.2	1521.7	1537.4	1508.2	30	39
Grade 8	1577.1	1563.2	1575.0	1586.7	1578.7	1539.1	30	27
All Grades							371	326

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.11	2.44	33.33	43.90	28.89	36.59	*	17.07	45	41
1	*	11.90	38.46	54.76	*	30.95	*	2.38	39	42
2	53.06	42.86	40.82	35.71		17.86	*	3.57	49	28
3	*	10.00	52.94	40.00	27.45	50.00	*	0.00	51	20
4	38.64	22.92	47.73	50.00	*	14.58	*	12.50	44	48
5	32.35	39.47	55.88	50.00	*	5.26	*	5.26	34	38
6	30.61	30.23	42.86	46.51	26.53	20.93		2.33	49	43
7	43.33	17.95	*	48.72	*	20.51	*	12.82	30	39
8	76.67	25.93	*	51.85		7.41	*	14.81	30	27
All Grades	36.12	22.39	40.97	47.55	15.09	21.78	7.82	8.28	371	326

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.67	4.88	31.11	43.90	*	34.15	*	17.07	45	41
1	33.33	19.05	33.33	57.14	*	23.81	*	0.00	39	42
2	59.18	50.00	34.69	35.71		10.71	*	3.57	49	28
3	47.06	35.00	35.29	55.00	*	10.00	*	0.00	51	20
4	68.18	54.17	27.27	29.17	*	12.50	*	4.17	44	48
5	58.82	71.05	32.35	21.05	*	5.26	*	2.63	34	38
6	53.06	62.79	34.69	32.56	*	2.33		2.33	49	43
7	53.33	41.03	*	35.90	*	12.82	*	10.26	30	39
8	86.67	55.56	*	29.63		3.70	*	11.11	30	27
All Grades	55.26	43.56	29.92	37.12	8.89	13.50	5.93	5.83	371	326

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.32	26.67	31.71	46.67	53.66	*	7.32	45	41
1	28.21	7.14	*	45.24	30.77	38.10	*	9.52	39	42
2	42.86	21.43	34.69	53.57	*	14.29	*	10.71	49	28
3	*	5.00	27.45	25.00	41.18	55.00	27.45	15.00	51	20
4	*	6.25	45.45	33.33	34.09	43.75	*	16.67	44	48
5	*	2.63	52.94	39.47	*	50.00	*	7.89	34	38
6	*	4.65	26.53	25.58	51.02	58.14	*	11.63	49	43
7	*	5.13	*	20.51	*	51.28	*	23.08	30	39
8	70.00	0.00	*	29.63	*	51.85	*	18.52	30	27
All Grades	23.18	6.44	31.27	33.74	32.35	46.63	13.21	13.19	371	326



Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	71.11	17.07	26.67	70.73	*	12.20	45	41
1	61.54	57.14	33.33	42.86	*	0.00	39	42
2	55.10	39.29	40.82	46.43	*	14.29	49	28
3	25.49	15.00	70.59	80.00	*	5.00	51	20
4	52.27	31.25	45.45	60.42	*	8.33	44	48
5	41.18	10.53	55.88	81.58	*	7.89	34	38
6	38.78	23.26	48.98	67.44	*	9.30	49	43
7	36.67	7.69	46.67	66.67	*	25.64	30	39
8	50.00	18.52	46.67	66.67	*	14.81	30	27
All Grades	47.98	25.15	46.36	64.11	5.66	10.74	371	326

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.11	0.00	53.33	60.98	*	39.02	45	41
1	28.21	4.76	38.46	95.24	33.33	0.00	39	42
2	63.27	53.57	30.61	42.86	*	3.57	49	28
3	68.63	65.00	27.45	35.00	*	0.00	51	20
4	86.36	77.08	*	18.75		4.17	44	48
5	79.41	89.47	*	7.89	*	2.63	34	38
6	79.59	83.72	*	13.95		2.33	49	43
7	66.67	79.49	*	10.26	*	10.26	30	39
8	90.00	81.48	*	7.41	*	11.11	30	27
All Grades	65.23	58.28	25.88	33.13	8.89	8.59	371	326

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.44	80.00	85.37	*	12.20	45	41
1	28.21	11.90	48.72	66.67	*	21.43	39	42
2	51.02	14.29	32.65	75.00	*	10.71	49	28
3	*	5.00	56.86	55.00	33.33	40.00	51	20
4	*	6.25	72.73	58.33	*	35.42	44	48
5	*	18.42	76.47	71.05	*	10.53	34	38
6	*	6.98	24.49	41.86	55.10	51.16	49	43
7	*	10.26	*	35.90	40.00	53.85	30	39
8	56.67	14.81	*	33.33	*	51.85	30	27
All Grades	25.88	9.82	50.67	58.59	23.45	31.60	371	326

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.11	48.78	42.22	48.78	*	2.44	45	41
1	*	11.90	66.67	80.95	*	7.14	39	42
2	40.82	32.14	51.02	60.71	*	7.14	49	28
3	*	10.00	72.55	90.00	21.57	0.00	51	20
4	25.00	8.33	63.64	87.50	*	4.17	44	48
5	38.24	10.53	55.88	81.58	*	7.89	34	38
6	*	32.56	87.76	60.47		6.98	49	43
7	*	5.13	60.00	82.05	*	12.82	30	39
8	43.33	0.00	50.00	85.19	*	14.81	30	27
All Grades	28.03	18.40	61.99	74.54	9.97	7.06	371	326

**Conclusions based on this data:**

1. ELPAC scores remained relative consistent across all Domains from the prior year.
2. The majority of students are in the somewhat/moderately category.
3. No 2019-2020 Data due to the Covid-19 pandemic

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
762	86.0	46.2	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	352	46.2
Foster Youth	2	0.3
Homeless	64	8.4
Socioeconomically Disadvantaged	655	86.0
Students with Disabilities	93	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	4.1
American Indian	2	0.3
Asian	55	7.2
Filipino	21	2.8
Hispanic	579	76.0
Two or More Races	14	1.8
Pacific Islander	4	0.5
White	56	7.3

### Conclusions based on this data:

- 89.4% of the student population is socioeconomically disadvantaged.
- 11% of student population are students with disabilities.
- 51.3% of the student population are ELs







# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. North School is in Red for Suspension rates.
2. North School is in the Orange for ELA and Mathematics
3. North School is in the Yellow for Chronic Absenteeism.

# School and Student Performance Data

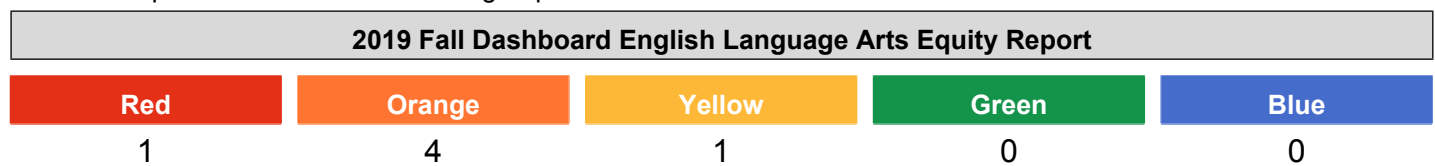
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 53.6 points below standard Declined -7.2 points 500	 Orange 63.7 points below standard Declined -7.8 points 314	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 66.1 points below standard Maintained -1.2 points 56	 Orange 58.6 points below standard Declined -9.2 points 447	 Red 116.5 points below standard Declined -4.9 points 63

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 53.5 points below standard 15	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 70.1 points below standard Increased ++11.5 points 25	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Hispanic</b>  Orange 55.1 points below standard Declined -7.8 points 405	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Yellow 28 points below standard Increased ++5.3 points 35

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 100.3 points below standard Declined Significantly -32.8 points 196	<b>Reclassified English Learners</b> 3.1 points below standard Increased ++14.3 points 118	<b>English Only</b> 48.2 points below standard Increased ++3.8 points 157
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#### Conclusions based on this data:

1. North School is 53.9 points below standard with a -7.4 decline
2. Students with disabilities is in the Red and is the lowest scoring category
3. Hispanic students are in the Orange with 55.4 points below standard with a -8 decline

# School and Student Performance Data

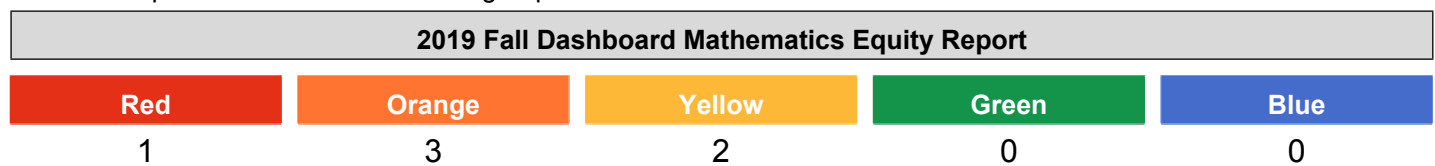
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 75.4 points below standard Declined -5.1 points 498	<b>English Learners</b>  Orange 85.3 points below standard Declined -9.2 points 313	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  Yellow 76.7 points below standard Increased ++10.7 points 56	<b>Socioeconomically Disadvantaged</b>  Orange 77.3 points below standard Declined -4.6 points 446	<b>Students with Disabilities</b>  Red 130.7 points below standard Declined Significantly -17.4 points 62



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 75.1 points below standard 15	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 80 points below standard Maintained -1.1 points 25	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Hispanic</b>  Orange 78.7 points below standard Declined -8.3 points 403	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Yellow 45.3 points below standard Increased Significantly ++28.7 points 35

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 121.4 points below standard Declined Significantly -35.5 points 195	<b>Reclassified English Learners</b> 25.6 points below standard Increased Significantly ++17.5 points 118	<b>English Only</b> 66 points below standard Increased ++12 points 156
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#### Conclusions based on this data:

1. North school is 75.4 points below standard with a -5.1 decline in overall Math
2. Students with Disabilities are Red with 130.7 points below standard and a -17.4 decline
3. English Language Learners are 85.3 points below standard with a -9.2 decline

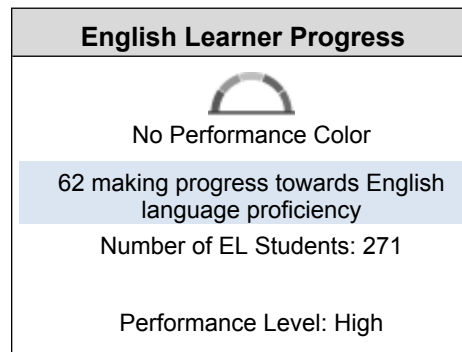
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
13.6	24.3	7.0	54.9

#### Conclusions based on this data:

1. North School has 271 English Language Learners
2. 62 students are making progress toward language proficiency
3. 37 EL students decreased on ELPI level

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. Not Applicable

# School and Student Performance Data

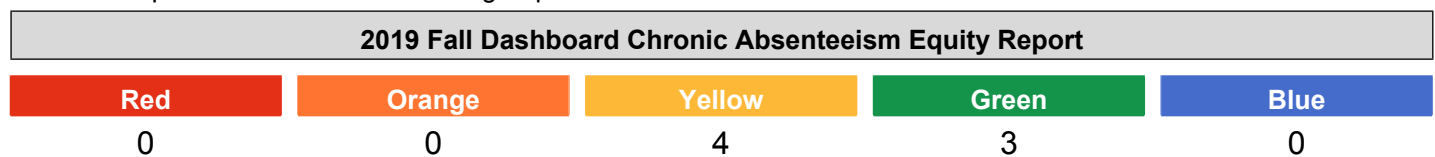
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 10.1 Declined Significantly -4.1 802	 Green 8.3 Declined Significantly -3.4 399	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 12 Declined -10 83	 Yellow 10.3 Declined Significantly -4.5 725	 Yellow 14.3 Declined -8.6 105

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>20.7</div> Declined -1 <div>29</div>	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>2</div>	<b>Asian</b>  Green <div>7.8</div> Declined -1.2 <div>51</div>	<b>Filipino</b>  No Performance Color <div>5.6</div> Maintained +0.3 <div>18</div>
<b>Hispanic</b>  Green <div>8.6</div> Declined Significantly -4.8 <div>615</div>	<b>Two or More Races</b>  No Performance Color <div>23.1</div> Increased +4.9 <div>13</div>	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>6</div>	<b>White</b>  Yellow <div>17.6</div> Declined -1.3 <div>68</div>

### Conclusions based on this data:

1. North School is Yellow for Chronic Absenteeism with a -4.1 decline
2. English Language Learners are Green with a -3.4 decline
3. Students with Disabilities are Yellow with a -8.6 decline

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

### Conclusions based on this data:

1. Not Applicable

# School and Student Performance Data

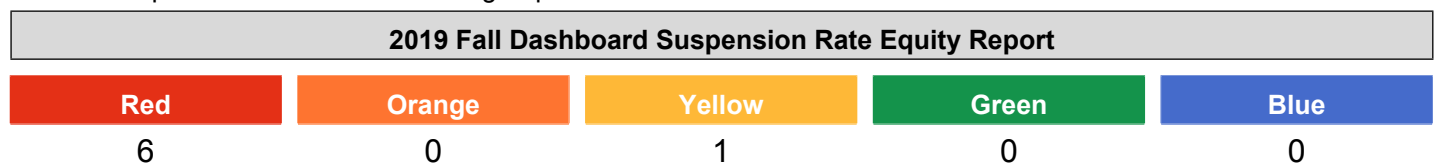
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 11.5 Increased Significantly +3.6 828	<b>English Learners</b>  Red 10.8 Increased Significantly +4.1 406	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Reported 8
<b>Homeless</b>  Red 14.1 Increased +3.2 92	<b>Socioeconomically Disadvantaged</b>  Red 11.6 Increased Significantly +3.7 748	<b>Students with Disabilities</b>  Red 11.9 Increased +3.6 109

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 31.3 Increased +19.3 32	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  Yellow 5.8 Declined -0.6 52	<b>Filipino</b>  No Performance Color 10 Increased +10 20
<b>Hispanic</b>  Red 11.4 Increased Significantly +3.9 631	<b>Two or More Races</b>  No Performance Color 15.4 Declined -1.3 13	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 8	<b>White</b>  Red 8.6 Increased +0.5 70

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.9	11.5

#### Conclusions based on this data:

1. North School is Red in Suspensions with a 3.6 increase
2. English Language Learners are Red with a 4.1 increase
3. Students with Disabilities are Red with a 3.6 increase



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

North School is in ATSI for students with disabilities  
Professional development for teachers and support staff  
Teacher substitute release time to plan  
Additional materials to support instruction  
Increase proficiency in ELA  
Increase proficiency in Math  
Focus on EL Students  
Focus on Special Education Students  
Focus on interventions to support student learning  
Timesheet for Teacher's and Paraeducators for PLC, Collaboration, Intervention  
Technology

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Assessments	Teachers are completing district Benchmark assessments in a timely manner in order to establish a baseline.	Use ERW to analyze benchmark assessment data and have teacher release time for PLC work in identifying student interventions.
Fastbridge	Decrease in overall scores in 7 and 8 grade	Use ERW time to allow PLC grade level planning and data review to identify students needs and interventions.
Iread Reports	K-2 iRead due to the pandemic has been assigned as asynchronous work.	iRead data will help monitor student growth in reading
ELPAC	Due to Covid-19 no scores	Increase our reclassification level by 1% upon testing

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Students in K-5 and English Language Students and Special Education Students will receive intervention during the school day. K-3 students will receive intervention by teacher and para in a small group.

Students in 6th - 8th grade will receive intervention by para as a pull out and push in model.

### Strategy/Activity

Teachers in K-8 will participate in professional development training in the following manner: Teacher Substitute release time to plan, intervention, essential standards, PLC, and AVID strategies. Teachers will also be time sheeted for extra service time to continue the work started during the sub release time.

Teacher Extra service for collaboration/Planning/Intervention/Conferences: Title 1 = \$7,500 LCFF = \$2,500

Substitutes for teachers to collaborate/Planning/Intervention/Conference: Title 1 = \$20,100 LCFF = \$7,100

Teachers time sheeted for planning/collaboration/Intervention/AVID/Data Review: Title 1 = \$3,500

Para-educators will also be time sheeted to plan for student intervention: Title 1 = \$2,500

English Language Development (ELD) instruction - For K-2 grade levels from San Joaquin County Office of Education

Professional Learning Community (PLC) - Allow teachers to collaborate during ERW time.

Teachers will be provided opportunities to attend conference to further their understanding of PLC/AVID/Interventions

When pandemic ends send teachers to conferences

Conferences are essential in training teachers in PLC, EL strategies, AVID, and other forms of professional development to help students at North. Sending teacher's to conference requires sub coverage and the administrator present as the school leader to guide teachers.

Teacher Conferences Title 1 = \$4,000 LCFF = \$3,810

Administrator professional development attending conferences Title 1 = \$4,000 LCFF = \$6,810

Subs for conference Title 1 = \$6,000 LCFF = \$6,100

Technology Conference: Title 1 = \$1,500 LCFF = \$2,000

Next Generation Science Standards - Teacher leaders

Having events such as science fairs and field trips with transportation provided help our struggling students get real life context of the content taught in the classroom bringing real life experience and prior knowledge for our Title 1 school.

Science Fair materials: Title 1 = \$750 LCFF = \$2,250

Science fair subs for teachers to run the science fair: Title 1 = \$500 LCFF = \$700

Field trips are essential in giving struggling students in Title 1 schools real world context and prior knowledge to content being taught in the classroom. North School's social-economically disadvantaged students benefit from field trips to enhance their learning.

Admission for field trips: Title 1 = 500 LCFF = \$1,000

Transportation for field trips: Title 1 = \$2,000 LCFF = \$2,000

Reading is essential in our struggling Title 1 students to achieve grade level proficiency. Having additional books and a variety of titles and selections for our students helps close the achievement gap.

Books for Library: Title 1 = \$1,500 LCFF = \$500

Junior Library Guild subscription for books: Title 1 = \$695 LCFF = \$905

Supplemental programs magazines ELD 4-8th grade Title 1 = \$500 LCFF = \$5,000

STEM - District Teachers on special assignments (TOSA) and STEM lead teachers

AVID - Continue sending teachers to AVID summer institute and AVID pathway while leading ERM in AVID Professional Development

Teacher will also have time to collaborate and plan their lessons using ERM time, substitute release time, and time sheet for extra service after their work hours.

Para-educators are essential in Title 1 schools to help teachers in the classroom with additional intervention both push in and pull out for struggling students. North School para's help students the majority of their time in Kinder - 2nd grade. The K-2 grade levels are important in developing early literacy and math sense so that students are reading and having math facts by the 3rd grade. North School para's are trained in administering the ELPAC test which is an important state assessment and part of re-designating our EL students to fluent students.

Salary Paras K-8th support Math/ELD Title 1 = \$89,654 LCFF = \$48,865

Paraprofessionals ELPAC time sheet extra service Title 1 = \$1,500 LCFF = \$1,00

Paraprofessionals student interventions time sheets Title 1 = \$1,500 LCFF = \$ 930

North School Boys and Girls club is essential in working with our struggling students by having structured after school activities such as homework club, power hour of exercise, and skills based activities.

Boys and Girls club staffing after school program including summer school Title 1 = \$9,000

North School provides teachers, students, and parents a variety of software programs such as Renaissance learning AR, A-Z, Discovery education, Brain pop, and scholastic program magazines to enhance students understanding of the curriculum taught and help with additional content in what is being taught in the classroom.

Renaissance Learning ELA 2-8th grade Title 1 = \$8,000 LCFF = \$ 1,500

Supplemental program A-Z 2nd-4th grade Title 1 = \$1,250

Supplemental program Discovery Education Title 1 = \$4,500

Supplemental program Brainpop K-8th grade Title 1 = \$3,000

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27235	LCFF
201187	Title I
101633	LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

North School implemented all of the above strategies except for sending teachers to PLC, Technology conferences, and CAFE due to COVID-19 pandemic which resulted in school closure. The programs that were implemented were done during ERW time and after contract hours because no substitutes were available to do during the school day.

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

North school did not have any major differences between implementation and budget expenditures. Moneys that were not spent due to the pandemic were monies set aside for conference and substitute teachers.  
No science fair due to the pandemic and no field trips so no transportation cost happen either

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

North School will continue to send teachers to PD such as PLC and CAFE and AVID upon the pandemic ending.  
North school will resume activities such as science fair and field trips based on pandemic guidelines allowing activates to resume.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

ATSI for Students with Disabilities  
English Language Learners  
Chronic Absenteeism  
Counseling Services  
Additional materials for Science, NGSS, and STEM instruction  
Increase Parent Involvement

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ADA monthly reports Aeries: attendance rates calculated	Many students do not clear their absences	To decrease chronic absenteeism by 1%
Counseling logs	currently seeing 8 to 10 students once a week	12-16 three times a week
Parent Involvement	Parent Club	Increase parent participation by 5%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Chronic Absenteeism Subgroups:  
Students with Disabilities  
English Language Learners

## Strategy/Activity

Second Step lessons implementation K-8. The second step program is district funded and targeted to help North School's students social-emotional learning and to help build positive character traits in our students.

Award Assemblies and incentives for positive behavior/ attendance. Many of our North Students do not participate in extra-curricular activities and as such do not get many opportunities to get rewarded for their effort. North School hold assemblies celebrating perfect attendance and honor rolls based on good grades to boost a positive school culture and help with academics with the incentives of awards.

Rewards and Recognition for attendance to increase attendance targeting SES and FY: Title 1: \$1,500

Assemblies for character building: Title 1 \$3,500 LCFF = \$2,500

In the past rewards and recognitions were provided to students to increase attendance moving forward we will work on truancy awareness and having assemblies where building character and a positive school environment will be the leading factors on improving our chronic absenteeism.

North School will conduct conflict management by the administration team to help prevent disciplinary issues.

North School has always had a high number of students who need mental health counseling in order to meet their academic and SEL needs. This is especially true for our low social-economically disadvantaged students, English language learners, Special needs population, Foster youth, and Homeless students. That is why North school is paying for two additional days of services. The district currently pays for one day of Valley Community Counseling and North School will pay for two additional days bringing a total of three days of counseling for our students.

Valley Community Counseling: Provide 2 additional days Title 1 = \$18,000 LCFF = \$ 8,750

Parent Café and 2nd Cup of Coffee

Increase Parent Involvement: North School has historically had a parent community which responds well to communications via paper and documents being mailed to them. The area in which North School is located has bad internet coverage and this was discovered with the difficulties students were having with using their district hotspots. North School parents are not technology fluent and have a hard time staying inform from district websites there by why North School requires extra money for copies, postage, and parent communications.

Parent Communication Title 1 = \$ 1,000

Fed Ex copies to support communication to parents: Title 1 = \$ 5,500 LCFF = \$4,000

Postage: Title \$ 500

Ikon/Ricoh/Riso Maintanance Agreement communiques: Title 1 = \$5,988 LCFF = \$3,250

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

600	LCFF
26080	Title I
21800	LCFF - Supplemental

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Due to the pandemic our Chronic absenteeism and suspension rates have improved since there are no students present causing discipline issues and the rules for students being present during distance learning have made our attendance be in good standing. Upon returning to in-person learning we will continue to work on attendance and suspension rates.

We also had a decrease in parent involvement using video conferencing calls during the pandemic. Upon parents and guest allowed to return to the school we will make an effort to have high parent involvement.

North School will work on having extra-curricular events such as dances, awards ceremonies, family nights, and promotion upon the pandemic guidelines allowing us to resume these activities.

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

No major difference in intended implementation and budget expenditure.

North School did not spend a lot of money on awards many certificates were provided by our photography company.

No assemblies or guest speakers were paid for this year all virtual speakers came at no cost to North School via a virtual platform.

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

The goal will remain the same when North school returns to in-person learning we will continue to gather data on improving our chronic absenteeism and Suspension rates. Do to being in ATSI statues we will continue to do need assessments in ELA and Math to work on the many factors the dashboards review in order to improve our scores and be removed from ATSI statues.

North School will continue to grow parent involvement by inviting more families to parent café, second cup of coffee, ELAC, and School Site Council, and after school events.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

North School will implement AVID School-wide strategies to increase student achievement in ELA and Mathematics for students with disabilities and English Language Learners to help students close the achievement gap.

## Identified Need

ATSI for Students with Disabilities  
English Language Learners  
Increase Scores for EL and SN in ELA, Math, and Science  
Implement AVID school-wide from Kinder to 8th grade  
STEM implementation

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID ERW for Teachers	Hold AVID ERW's at North to increase teacher professional development in AVID and WICOR strategies	Teacher's will become more familiar with AVID to implement in their classroom. We are implementing our second year goal of a college and career driven culture.
AVID Summer Institute	AVID elective teachers attend summer institute virtually due to the pandemic.	Teachers will have training needed to implement AVID in their classroom.
AVID Pathway	Continued training in AVID for all teachers to continue path to AVID implementation and accreditation.	Teachers will have training needed to implement AVID in their classroom.
Middle School AVID elective	This year we implemented 6th and 7th grade AVID elective	North School will have 6th, 7th, and 8th grade AVID electives in middle school.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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



Students with Special Needs (SN) and English Language Learners (EL):  
Special needs and English language learners will benefit from the school-wide AVID and STEM strategies being implemented.  
Funding from many sources such as category general school support and funding to support classrooms, materials, and supplies help North School pay for a school agenda for every student. Our AVID year goal is in organization.

North School implements Kinder - 8th implementation of the use of agendas. The agendas are one example of expenditures listed also in goal 1 that will support North School in implementing AVID/STEM and closing the achievement gap and working our way out of ATSI.

Agendas helps students remain organized and for parents at home to review what the student did in class and for homework.

We also have the AVID goal of college and career school-wide where every classroom picks a college to represent and they theme their room and activates based on this.

North Schools STEM goal is in higher-level questioning strategies. By implementing higher-level questioning strategies in AVID, ELA, Math, ELD, and electives North School is making progress in closing the achievement gap and having more student reach grade level curriculum helping us out of ATSI statues. This strategy will also help in redesignating more EL to fluent students by having higher assessment scores and grades.

Having the AVID and STEM school-wide goals will benefit our Special needs and English language students helping them raise their attendance to avoid absenteeism, discipline problems in suspensions, and their ELA/Math scores in state assessments.

#### Strategy/Activity

All students will benefit from the implementation of AVID especially students with special needs and English language learners.

Teachers will need substitute release time and after school time sheet extra pay to collaborate and plan AVID strategies both during PLC time and after school.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

26235

Source(s)

District Funded

## Annual Review

### SPSA Year Reviewed: 2020-21

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

# ANALYSIS

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

North school has implemented year 1 and 2 goals in AVID with student Organization and having a college and career culture. All students will use their agenda to organize their school day. Teacher and students will have a college and career driven culture by wearing college gear on Thursdays and having college materials in their classroom.

Year 3 AVID goal will be taking organization and a college and career culture will show growth in the CCI rubric.

STEM: North School has a STEM goal in all teachers using higher-level questioning strategies as part of our STEM is everywhere in the school day strategy.

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

No differences between intended implementation and budget expenditures.

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

No changes will be made to this goal we will sustain AVID year 1 and 2 goal in organization and college and career school-wide culture. We will expand our AVID elective to 8th grade next year having AVID elective in all our middle school grade levels.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$404,770.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$227,267.00

Subtotal of additional federal funds included for this school: \$227,267.00

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

State or Local Programs	Allocation (\$)
District Funded	\$26,235.00
LCFF	\$27,835.00
LCFF - Supplemental	\$123,433.00

Subtotal of state or local funds included for this school: \$177,503.00

Total of federal, state, and/or local funds for this school: \$404,770.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jose Jimenez	Principal
Victoria Klug	Classroom Teacher
Natalie Meiron	Classroom Teacher
Susana Ruiz	Other School Staff
Connie Armellino	Classroom Teacher
Claudia Franco	Parent or Community Member
Maria Espinoza	Parent or Community Member
Perla Lagunas	Parent or Community Member
Ana Chavez	Parent or Community Member
Micaela Gutierrez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Jose Jimenez on
SSC Chairperson, Natalie Meiron on

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

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



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

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

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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