



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northmont Elementary School	37 68197 6038541	May 30, 2024	June 25, 2024

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

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

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

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

This plan is being used by Northmont Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-25 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, April 9, 2024, 8:30 AM
- SSC # 4 Meeting, April 11, 2024, 2:30 PM; SSC #5 Meeting, May 30, 2024 2:30 PM
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: May 9, 2023, 2:20 PM
- Instructional Leadership Team meetings where SPSA goals were discussed and input was gathered:
- Other meetings where the 2023-24 SPSA goals and metrics were discussed (PTA, etc.): May 16, 2024, 3:30 PM

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism - Red

Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, African American, English Learners and Two or More Races were disproportionately chronically absent compared White students.

As a school, we are in red designation for chronic absenteeism with a rate of 28.6%.

English Language Arts - Orange

All students, English Learners, Socioeconomically Disadvantaged Students dropped in points while Students with Disabilities increased slightly.

We addressed this area with: use of our RTI program to monitor and intervene, professional learning opportunities for staff around teacher clarity, EL strategies, and increasing cognitive demand, use of the SIPPS reading program.

Math - Orange

All students, English Learners, Socioeconomically Disadvantaged Students and Students with Disabilities decreased.

We addressed this area with: use of our RTI program to monitor and intervene, professional learning opportunities for staff around teacher clarity, EL strategies, and increasing cognitive demand, the funding of a site sub part time to allow for small intervention groups.

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

Suspensions

African American, Hispanic and English Learners were disproportionately suspended comparatively to all students. Our suspension rate as a whole was 1.7%, with a decline of .3% which put us in the green designation.

Student groups in Orange:

African American - 5.1%; increased 1.9%

English Learners - 2.3%; increased .3%

Hispanic - 1.1%; increased .6%

Student groups in Yellow:

Students with Disabilities - 4.2%; decreased 1.2%

Student groups in Green:

Socioeconomically Disadvantaged - 2.2%; decreased .3%

White - 1.1%; decreased 1.9%

We addressed this area with: Positive Behavior Interventions & Supports, Restorative Practices, a preventative school counseling program and the use of our districts diversion program.

Other Needs

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

Chronic Absenteeism

Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, African American, English Learners and Two or More Races were disproportionately chronically absent compared White students.

As a school, we are in red designation for chronic absenteeism with a rate of 28.6%.

Student groups in Red:

Hispanic - 41%; increased 6.8%

SED - 34.7%; increased 1.1%

SWD - 31.9%; maintained 0%

Student groups in Orange:

African American - 22.2%; declined 16.5%

English Learners - 27.3%; declined 9.3%

Two or More Races - 23.8%; declined 5.8%

Students groups in Yellow

White - 20%; declined 1.1%

We addressed this area with: Comprehensive school counseling program, school wide SEL, monitoring and intervention.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.44%	0.46%	2	2	2
African American	5.3%	6.67%	7.66%	23	30	33
Asian	0.5%	0.44%	0.93%	2	2	4
Filipino	1.8%	1.11%	1.16%	8	5	5
Hispanic/Latino	41.0%	38.44%	39.21%	178	173	169
Pacific Islander	1.4%	1.33%	1.16%	6	6	5
White	38.0%	40.44%	39.68%	165	182	171
Multiple/No Response	11.5%	10.89%	9.74%	50	49	42
Total Enrollment				434	450	431

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	80	91	81
Grade 1	59	63	70
Grade 2	61	56	61
Grade3	49	62	56
Grade 4	65	44	54
Grade 5	64	74	40
Grade 6	56	60	69
Total Enrollment	434	450	431

Conclusions based on this data:

1. We had a slight decline in enrollment for the 2023-24 school year.
2. This decline in enrollment mirrors the declining enrollment across schools in the La Mesa - Spring Valley School District.
3. With 6th grade moving to middle schools for the 2024-25 school year, we may see another decline in enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	42	44	40	9.7%	9.8%	9.3%
Fluent English Proficient (FEP)	17	17	19	3.9%	3.8%	4.4%
Reclassified Fluent English Proficient (RFEP)	0		2	0.0%		4.7%

Conclusions based on this data:

1. We have a slightly lower percentage of EL students in 22-23 compared to 21-22.
2. We have increased in Fluent Proficient percentage in 22-23 compared to 21-22.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	60	54	0	58	54	0	58	54	0.0	96.7	100.0
Grade 4	68	42	55	0	42	55	0	42	55	0.0	100.0	100.0
Grade 5	63	67	42	0	67	42	0	67	42	0.0	100.0	100.0
Grade 6	62	58	66	0	56	66	0	56	66	0.0	96.6	100.0
All Grades	240	227	217	0	223	217	0	223	217	0.0	98.2	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.	2392.		22.41	14.81		22.41	18.52		20.69	27.78		34.48	38.89
Grade 4		2444.	2461.		19.05	25.45		21.43	23.64		28.57	25.45		30.95	25.45
Grade 5		2488.	2473.		17.91	14.29		26.87	21.43		22.39	23.81		32.84	40.48
Grade 6		2544.	2511.		16.07	10.61		48.21	30.30		25.00	30.30		10.71	28.79
All Grades	N/A	N/A	N/A		18.83	16.13		30.04	23.96		23.77	27.19		27.35	32.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.24	14.81		60.34	64.81		22.41	20.37
Grade 4		11.90	23.64		64.29	65.45		23.81	10.91
Grade 5		16.42	23.81		68.66	50.00		14.93	26.19
Grade 6		26.79	16.67		62.50	50.00		10.71	33.33
All Grades		18.39	19.35		64.13	57.60		17.49	23.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.52	7.41		48.28	55.56		36.21	37.04
Grade 4		14.29	7.27		52.38	60.00		33.33	32.73
Grade 5		10.45	9.52		59.70	59.52		29.85	30.95
Grade 6		8.93	6.06		75.00	60.61		16.07	33.33
All Grades		12.11	7.37		59.19	58.99		28.70	33.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.34	7.41		70.69	72.22		18.97	20.37
Grade 4		14.29	16.36		71.43	70.91		14.29	12.73
Grade 5		10.45	7.14		77.61	71.43		11.94	21.43
Grade 6		21.43	12.12		73.21	74.24		5.36	13.64
All Grades		13.90	11.06		73.54	72.35		12.56	16.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.24	9.26		55.17	59.26		27.59	31.48
Grade 4		4.76	10.91		80.95	76.36		14.29	12.73
Grade 5		14.93	9.52		61.19	61.90		23.88	28.57
Grade 6		16.07	9.09		75.00	75.76		8.93	15.15
All Grades		13.90	9.68		66.82	69.12		19.28	21.20

Conclusions based on this data:

1. In overall achievement, we decreased in the percentage of students who tested % At or Near Standard.
2. In overall achievement, we decreased in the percentage of students who tested % Above Standard.
3. In overall achievement, grade 4 was the only grade level to increase in students who tested % At or Near Standard or % Above Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	60	54	0	59	54	0	59	54	0.0	98.3	100.0
Grade 4	68	42	55	0	42	55	0	42	55	0.0	100.0	100.0
Grade 5	63	67	42	0	67	42	0	67	42	0.0	100.0	100.0
Grade 6	62	58	66	0	56	66	0	56	66	0.0	96.6	100.0
All Grades	240	227	217	0	224	217	0	224	217	0.0	98.7	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2405.	2408.		10.17	16.67		32.20	18.52		22.03	22.22		35.59	42.59
Grade 4		2448.	2455.		14.29	10.91		16.67	32.73		38.10	23.64		30.95	32.73
Grade 5		2488.	2483.		14.93	14.29		14.93	11.90		38.81	35.71		31.34	38.10
Grade 6		2537.	2482.		16.07	9.09		41.07	19.70		14.29	24.24		28.57	46.97
All Grades	N/A	N/A	N/A		13.84	12.44		26.34	21.20		28.13	25.81		31.70	40.55

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.34	20.37		40.68	40.74		38.98	38.89
Grade 4		16.67	14.55		45.24	47.27		38.10	38.18
Grade 5		19.40	11.90		55.22	45.24		25.37	42.86
Grade 6		25.00	13.64		48.21	39.39		26.79	46.97
All Grades		20.54	15.21		47.77	42.86		31.70	41.94

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.34	16.67		49.15	46.30		30.51	37.04
Grade 4		16.67	12.73		42.86	54.55		40.48	32.73
Grade 5		8.96	11.90		52.24	61.90		38.81	26.19
Grade 6		10.71	6.06		67.86	51.52		21.43	42.42
All Grades		13.84	11.52		53.57	53.00		32.59	35.48

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.64	18.52		62.71	59.26		18.64	22.22
Grade 4		11.90	21.82		57.14	54.55		30.95	23.64
Grade 5		10.45	9.52		67.16	64.29		22.39	26.19
Grade 6		10.71	4.55		69.64	62.12		19.64	33.33
All Grades		12.95	13.36		64.73	59.91		22.32	26.73

Conclusions based on this data:

1. In overall achievement, we decreased in the percentage of students who tested % At or Near Standard.
2. In overall achievement, we decreased in the percentage of students who tested % Above Standard.
3. In overall achievement, grade 3 was the only grade level to increase in students who tested % Above Standard and grade 4 was the only grade level to increase in students who tested % At or Near Standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	7	5	9
1	*	*	*	*	*	*	*	*	*	5	5	*
2	*	*	*	*	*	*	*	*	*	10	7	6
3	*	*	*	*	*	*	*	*	*	*	9	10
4	*	*	*	*	*	*	*	*	*	6	*	5
5	*	*	*	*	*	*	*	*	*	6	9	4
6	*	*	*	*	*	*	*	*	*	9	6	4
All Grades										46	44	41

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.44	13.64	14.63	26.67	25.00	29.27	26.67	34.09	17.07	22.22	27.27	39.02	45	44	41

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.11	25.00	24.39	28.89	27.27	34.15	24.44	25.00	12.20	15.56	22.73	29.27	45	44	41

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.56	4.55	4.88	22.22	29.55	21.95	37.78	22.73	26.83	24.44	43.18	46.34	45	44	41

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.44	20.45	31.71	60.00	59.09	43.90	15.56	20.45	24.39	45	44	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.44	34.09	27.50	37.78	40.91	45.00	17.78	25.00	27.50	45	44	40

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	13.64	12.20	44.44	43.18	43.90	35.56	43.18	43.90	45	44	41

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	9.09	12.20	63.64	54.55	39.02	27.27	36.36	48.78	44	44	41

Conclusions based on this data:

1. We had fewer students take the ELPAC test in 2022-23.

2. In our Overall Language, we had an increase in the percentage of students testing at Level 3 & 4 in 2022-23 from the previous year.
3. For percentages of students testing at Well Developed, we saw increases in the Listening and Writing domains while we saw decreases in the Speaking and Reading domains in 2022-23 from the previous year.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
431	57.8	9.3	
Total Number of Students enrolled in Northmont Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	9.3
Foster Youth		
Homeless	9	2.1
Socioeconomically Disadvantaged	249	57.8
Students with Disabilities	75	17.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	7.7
American Indian	2	0.5
Asian	4	0.9
Filipino	5	1.2
Hispanic	169	39.2
Two or More Races	42	9.7
Pacific Islander	5	1.2
White	171	39.7

Conclusions based on this data:

1. Our two largest student ethnicities, White and Hispanic are essentially equal in enrollment.
2. Our English Learner percentage is almost 10%, which is a sizable.
3. We have over 50% of students who are Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance





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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have work to do in the area of lowering Chronic Absenteeism.
2. We have work to do in the areas of CAASPP ELA and Math.
3. We have improved in the area of Suspensions.

School and Student Performance Data

Academic Performance English Language Arts

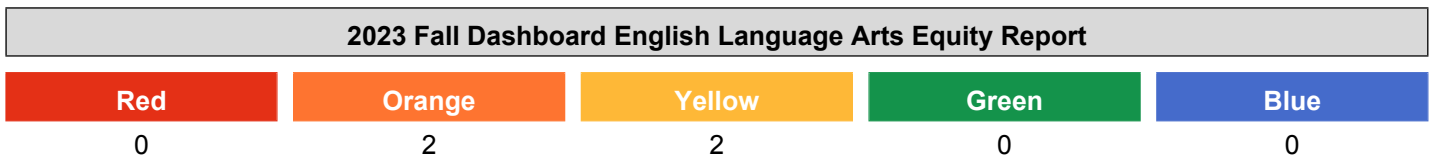
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 16.9 points below standard Decreased -6.9 points 202 Students	English Learners 73.7 points below standard Decreased Significantly -23.7 points 24 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Orange 29.8 points below standard Decreased -4.1 points 119 Students	Students with Disabilities  Orange 74.7 points below standard Increased +8.7 points 46 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
57.6 points below standard Maintained +1.7 points 15 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.9 points below standard Increased +3.7 points 75 Students	3.9 points above standard Increased Significantly +26.5 points 20 Students	Less than 11 Students 4 Students	 Yellow 1.8 points below standard Decreased Significantly - 24.9 points 82 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.2 points below standard Decreased Significantly -34.8 points 19 Students	Less than 11 Students 5 Students	10 points below standard Decreased -3.7 points 171 Students

Conclusions based on this data:

1. Although still 74.7 points below standard, our Students with Disabilities made an increase of 8.7 points.
2. Hispanic students and students of Two or More Races both had increases of 3.7 points and 26.5 points respectively.
3. Current English Learner students declined 23.7 points.

School and Student Performance Data

Academic Performance Mathematics

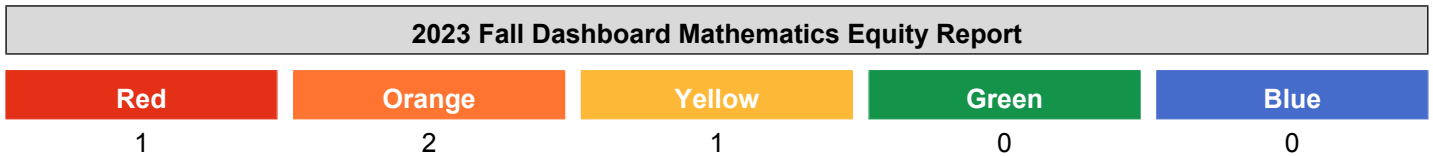
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>38.4 points below standard</p> <p>Decreased -12.1 points</p> <p>202 Students</p>	<p>English Learners</p> <p>114.3 points below standard</p> <p>Decreased Significantly -43.5 points</p> <p>24 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>60.6 points below standard</p> <p>Decreased Significantly -16.6 points</p> <p>119 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>99.4 points below standard</p> <p>Decreased -8.5 points</p> <p>46 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
69.6 points below standard Increased +5.7 points 15 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.2 points below standard Decreased -5.7 points 75 Students	21 points below standard Maintained -0.3 points 20 Students	Less than 11 Students 4 Students	 Yellow 19.2 points below standard Decreased Significantly - 21.5 points 82 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.7 points below standard Decreased Significantly -43.3 points 19 Students	Less than 11 Students 5 Students	29.7 points below standard Decreased -8 points 171 Students

Conclusions based on this data:

1. Students with Disabilities decreased 8.5 points in Math.
2. White students decreased 21.5 points in Math.
3. We had a decline in Math for English Learners and Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
51.7% making progress towards English language proficiency
Number of EL Students: 29 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	11	1	14

Conclusions based on this data:

1. The number of English Learners assessed does not meet the 30 student count for reporting.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 28.6% Chronically Absent Maintained 0.4 447 Students	English Learners Orange 27.3% Chronically Absent Declined -9.3 44 Students	Foster Youth No Performance Color 0 Students
Homeless 33.3% Chronically Absent Declined -21.2 18 Students	Socioeconomically Disadvantaged Red 34.7% Chronically Absent Increased 1.1 265 Students	Students with Disabilities Red 31.9% Chronically Absent Maintained 0 94 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 22.2% Chronically Absent Declined -16.5 36 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 41% Chronically Absent Increased Significantly 6.8 178 Students	 Orange 23.8% Chronically Absent Declined -5.8 42 Students	Less than 11 Students 5 Students	 Yellow 20% Chronically Absent Declined -1.1 175 Students

Conclusions based on this data:

1. Our chronic absenteeism has increased in all subgroups except Students with Disabilities.
2. All students increased in Chronic Absenteeism by 3.9 points.

School and Student Performance Data

Conditions & Climate Suspension Rate

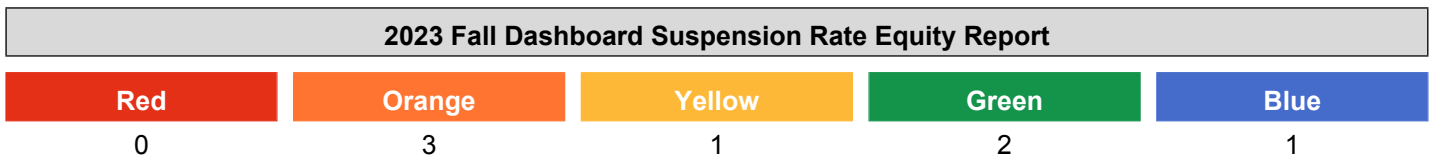
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.7% suspended at least one day</td> </tr> <tr> <td>Declined -0.3 461 Students</td> </tr> </tbody> </table>	All Students	 Green	1.7% suspended at least one day	Declined -0.3 461 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.3% suspended at least one day</td> </tr> <tr> <td>Increased 0.3 44 Students</td> </tr> </tbody> </table>	English Learners	 Orange	2.3% suspended at least one day	Increased 0.3 44 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
All Students													
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Homeless													
0% suspended at least one day													
Maintained 0 19 Students													
Socioeconomically Disadvantaged													
 Green													
2.2% suspended at least one day													
Declined -0.3 276 Students													
Students with Disabilities													
 Yellow													
4.2% suspended at least one day													
Declined -1.2 95 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.1% suspended at least one day Increased 1.9 39 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.1% suspended at least one day Increased 0.6 181 Students	 Blue 0% suspended at least one day Declined -3.6 43 Students	Less than 11 Students 5 Students	 Green 1.1% suspended at least one day Declined Significantly -1.9 181 Students

Conclusions based on this data:

1. Suspension data shows that All Students maintained.
2. There was a decline in suspensions for Students with Disabilities, -1.7 points
3. There was a an increase in suspensions for African American students, 2.9 points

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 40% to 48% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 9% to 17% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 36% to 44% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 13% to 21% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring mid or above grade level on i-Ready (ELA) will increase from 21% to 24% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring mid or above grade level on i-Ready (ELA) will increase from 13% to 21% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring mid or above grade level on i-Ready (ELA) will increase from 15% to 23% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring mid or above grade level on i-Ready (ELA) will increase from 4% to 12% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Response to Intervention - We will implement a Response to Intervention system to address ALL student's needs.</p> <ul style="list-style-type: none"> Teachers, Support Staff, and Administration will use a Response to Intervention system to address ALL student's academic needs. This tiered intervention system includes: Tier 1 Universal Interventions - ALL students receive 	<p>Response to Intervention - As a support team, we developed a new electronic referral form for our Student Success Team that is submitted when a teacher has academic concerns about a student's progress. This form includes current Tier 1 and Tier 2 interventions and how long they have been implemented, multiple measure data from assessments that shows student's progress and current levels, and details strengths and challenges. This form is then used to pre-populate the SST form when we meet.</p>	<p>Our new SST Referral form is working well. It has made referring students for SST much more efficient. It prompts teachers identify what interventions they have already tried, how long they tried and the results. The form also gives us a big picture of the student's achievement in multiple areas using multiple data sources.</p> <p>Scheduling release days for teachers to look at</p>	<p>Modify</p> <p>For the new SPSA, we are combining RTI and Identify, Monitor and Intervene. We are also going to work on a more systematic approach to RTI.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>these to promote achievement</p> <ul style="list-style-type: none"> • Tier 2 Targeted Interventions - Some students receive these to promote achievement (ex. WIN time small groups, leveled reading groups) • Tier 3 Intensive Interventions - Few students receive these (Student Success Team meeting, assessments) • Certificated support staff and teachers will meet once per trimester to students who are not making expected academic progress and what Tier 2 and/or 3 interventions. • Special Education team will provide ongoing Intervention Team meetings to discuss specific student challenges and provide teachers with ideas of Tier 2 interventions to implement. 	<p>Certificated teachers and support staff met during release days to identify students not making progress on i-Ready diagnostics and develop Tier 2 action plans for supporting growth.</p> <p>Special Education team members attended PLCs, release days and SST's to offer support and ideas to promote student progress.</p>	<p>student data and identify students in need of intervention was effective. It shined a spotlight on students in need of specific skills and allowed teachers time to plan as a PLC how they were going to address students not making adequate progress.</p> <p>More work still needs to be done in the area of systematically looking at all students and identifying areas of need. Some grade levels are better at this than others. Work needs to be done to provide a structure that everyone uses to systematically identify student challenge areas and ensure that interventions are in place to address them.</p>	
	<p>Collective Teacher Efficacy - We will improve the collective teacher efficacy of our certificated teaching staff.</p> <ul style="list-style-type: none"> • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV essential 	<p>As a school we increased our professional learning opportunities greatly this year.</p> <ul style="list-style-type: none"> • Certificated staff participated in release days focused on i-Ready, identifying students not progressing academically and creating action plans, and teacher clarity. Certificated 	<p>Scheduling and providing additional professional learning release time proved to be beneficial this year. We received feedback that the content was applicable to their daily teaching life and that the time to collaborate with their PLCs in a structured way as something they enjoyed.</p>	<p>Continue</p> <p>We are continuing this strategy for the new SPSA and not making major changes.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>standards, staff led trainings, district or outside of district led trainings).</p> <ul style="list-style-type: none"> • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher. • All teachers will participate in peer observations and feedback. • Administration will regularly observe classrooms and provide feedback to teachers. 	<p>staff also participated in our district's professional learning (4 hours minimum) based on literacy and their choice.</p> <ul style="list-style-type: none"> • Teachers participated in coaching with our Instructional Data Specialist (IDS) teacher. • All teachers participated in peer observations and feedback. • Administration regularly observed classrooms and provided feedback to teachers. 	<p>We embedded professional learning on EL strategies and content for the ELPAC test into a staff meeting in the fall of 2023. We then set up EL progress monitoring meetings with PLCs. This was beneficial in helping teachers understand ELD strategies, the ELPAC test and identifying who their EL students are and how to monitor their progress.</p> <p>We participated in four Cycles of Professional Learning this year. All four cycles were around Comprehension of Informational Text. Each cycle was focused on a powerful practice to support Comprehension of Informational Text. These were: Collaborative Conversations, Short Constructed Response, Short Constructive Response Pt. 2, and Teacher Clarity. Embedded in the Cycles of Professional Learning are professional readings, dialogue, practice, peer observation and ILT learning walks. During these cycles we were able to look at student progress, especially in the areas of Short Constructed Response and saw growth in all grade levels.</p> <p>Administration observed classrooms by himself and with various coaches (NCUST and district provided). He gave specific feedback especially on areas of focus in our Cycles of</p>	

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			Professional Learning and the quality indicators that support student learning.	
	<p>Professional Learning Communities (PLCs) - We will participate in ongoing PLC meetings where focused on improving student achievement.</p> <ul style="list-style-type: none"> • Create SMART goals for student improvement in English Language Arts. • Using these four questions at each PLC meeting: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? 	<p>We participated in ongoing PLC meetings focused on improving student achievement.</p> <ul style="list-style-type: none"> • PLCs created SMART goals for student improvement in English Language Arts. • Teachers used these four questions at each PLC meeting: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? 	<p>The time and structure of PLC meetings is working well. As a staff, we need to revisit the four questions of PLCs in 2024-25. PLCs need an accountability piece to ensure that the four questions are the focus of PLC meetings. Much of this work will be done through ILT next school year.</p>	<p>Modify</p> <p>We are continuing this strategy for the new SPSA and not making major changes. However, we are adding an accountability piece and more planning with the ILT.</p>
	<p>Cognitive Task Analysis - We will increase the cognitive demand of the learning tasks students participate in.</p> <ul style="list-style-type: none"> • Certificated staff will continue to explore how to deepen the cognitive demand of learning tasks assigned to students. • Teachers will ensure that students understand what they are learning, why, and how they know when they have learned it • Teachers will create opportunities for 	<p>We worked hard to increase the cognitive demand of the learning tasks students participate in.</p> <ul style="list-style-type: none"> • Certificated staff participated in professional learning on how to deepen the cognitive demand of learning tasks assigned to students. • Teachers participated in professional learning around teacher clarity to ensure that students understand what 	<p>Providing opportunities for teachers to learn about cognitive strategies that are both rigorous and engaging was beneficial this year. However, in classroom walks, lower level cognitive demand tools and worksheets are still being used in some classrooms. We will continue our work around Cognitive Task Analysis next year but add in work around Teacher Belief in Student Abilities.</p>	<p>Modify</p> <p>We are continuing this strategy for the new SPSA and not making major changes. However, we are adding Teacher Estimates of Student Achievement to this strategy.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>students to struggle/grapple with information as they learn.</p> <ul style="list-style-type: none"> Teachers will use creative ways for students to critically think and learn new content (ex. collaborative conversations, Jigsaw method, learning centers). 	<p>they are learning, why, and how they know when they have learned it</p> <ul style="list-style-type: none"> Teachers created opportunities for students to struggle/grapple with information as they learn. Teachers used creative ways for students to critically think and learn new content (ex. collaborative conversations, Jigsaw method, learning centers). 		
	<p>Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program - We will continue to implement the SIPPS program for our students in grades 3-6 who are 2 or more years below grade level in reading through our ELOP teacher. We will also work to expand this program to our K-2 students through increasing the number of primary teachers trained in the SIPPS program.</p>	<p>We continued to implement the SIPPS program for our students in grades 3-6 who are 2 or more years below grade level in reading through our ELOP teacher. We were also able to expand this intervention to Grade 2. Two out of three of our Specialized Academic Instructors used SIPPS as an intervention in their classroom. We also had several primary teachers trained in the program this year and implementing it in small groups this year and tutoring outside of school.</p>	<p>The SIPPS program has proven to be very beneficial in improving student's reading abilities. Data has reflected this. This action will become part of the RTI action for next year as a Tier 2 intervention.</p>	<p>Modify</p> <p>This action will be combined with Action #1 for the 2024-25 SPSA</p>
	<p>Identify, Monitor, and Intervene - We will identify students from both student groups who are not achieving on both measures, monitor their progress, discuss interventions that can provide additional support, and implement these strategies to promote greater learning and achievement. This process will occur through our Response to Intervention process.</p>	<p>We identified students who are not achieving on both measures, monitored their progress, discussed interventions that can provide additional support, and implemented these strategies to promote greater learning and achievement. This process will occur through our Response to Intervention process.</p>	<p>See action 1 above. This will be added to the RTI action for next school year.</p>	<p>Modify</p> <p>This action will be combined with Action #1 for the 2024-25 SPSA</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no major differences between the intended implementation of strategies to meet the goal.

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

We are continuing with each of these goals except that we are combining several sections with action #1 for next year.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 34% to 37% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 4% to 12% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 25% to 33% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 9% to 17% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring mid or above grade level on i-Ready (Math) will increase from 13% to 16% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring mid or above grade level on i-Ready (Math) will increase from 0% to 8% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring mid or above grade level on i-Ready (Math) will increase from 7% to 15% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring mid or above grade level on i-Ready (Math) will increase from 7% to 15% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Response to Intervention - We will implement a Response to Intervention system to address ALL student's needs.</p> <ul style="list-style-type: none"> Teachers, Support Staff, and Administration will use a Response to Intervention system to address ALL student's academic needs. This tiered intervention system includes: Tier 1 Universal Interventions - ALL students receive these to promote achievement Tier 2 Targeted Interventions - 	<p>Response to Intervention - As a support team, we developed a new electronic referral form for our Student Success Team that is submitted when a teacher has academic concerns about a student's progress. This form includes current Tier 1 and Tier 2 interventions and how long they have been implemented, multiple measure data from assessments that shows student's progress and current levels, and details strengths and challenges. This form is then used to pre-populate the SST form when we meet.</p> <p>Certificated teachers and support staff met during release days to identify</p>	<p>Our new SST Referral form is working well. It has made referring students for SST much more efficient. It also teachers identify what interventions they have already tried, how long they tried and the results. The form also gives us a big picture of the student's achievement in multiple areas using multiple data sources.</p> <p>Scheduling release days for teachers to look at student data and identify students in need of intervention was effective. It shined a</p>	<p>Modify</p> <p>For the new SPSA, we are combining RTI and Identify, Monitor and Intervene. We are also going to work on a more systematic approach to RTI.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Some students receive these to promote achievement (ex. WIN time small groups, leveled math groups)</p> <ul style="list-style-type: none"> • Tier 3 Intensive Interventions - Few students receive these (Student Success Team meeting, assessments) • Certificated support staff and teachers will meet once per trimester to discuss students who are not making expected academic progress and what Tier 2 and/or 3 interventions can be put into place to promote progress. • Special Education team will provide ongoing Intervention Team meetings to discuss specific student challenges and provide teachers with ideas of Tier 2 interventions to implement. 	<p>students not making progress on i-Ready diagnostics and develop Tier 2 action plans for supporting growth.</p> <p>Special Education team members attended PLCs, release days and SST's to offer support and ideas to promote student progress.</p>	<p>spotlight on students in need of specific skills and allowed teachers time to plan as a PLC how they were going to address students not making adequate progress.</p> <p>More work still needs to be done in the area of systematically looking at all students and identifying areas of need. Some grade levels are better at this than others. Work needs to be done to provide a structure that everyone uses to systematically identify student challenge areas and ensure that interventions are in place to address them.</p>	
	<p>Collective Teacher Efficacy - We will improve the collective teacher efficacy of our certificated teaching staff.</p> <ul style="list-style-type: none"> • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV essential standards, staff led trainings, district or 	<p>As a school we increased our professional learning opportunities greatly this year.</p> <ul style="list-style-type: none"> • Certificated staff participated in release days focused on i-Ready, identifying students not progressing academically and creating action plans, and teacher clarity. Certificated staff also participated in our 	<p>Scheduling and providing additional professional learning release time proved to be beneficial this year. We received feedback that the content was applicable to their daily teaching life and that the time to collaborate with their PLCs in a structured way as something they enjoyed.</p> <p>We embedded professional learning on</p>	<p>Continue</p> <p>We are continuing this strategy for the new SPSA and not making major changes.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>outside of district led trainings).</p> <ul style="list-style-type: none"> All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher. All teachers will participate in peer observations and feedback. Administration will regularly observe classrooms and provide feedback to teachers. 	<p>district's professional learning (4 hours minimum) based on literacy and their choice.</p> <ul style="list-style-type: none"> Teachers participated in coaching with our Instructional Data Specialist (IDS) teacher. All teachers participated in peer observations and feedback. Administration regularly observed classrooms and provided feedback to teachers. 	<p>EL strategies and content for the ELPAC test into a staff meeting in the fall of 2023. We then set up EL progress monitoring meetings with PLCs. This was beneficial in helping teachers understand ELD strategies, the ELPAC test and identifying who their EL students are and how to monitor their progress.</p> <p>We participated in four Cycles of Professional Learning this year. All four cycles were around Comprehension of Informational Text. Each cycle was focused on a powerful practice to support Comprehension of Informational Text. These were: Collaborative Conversations, Short Constructed Response, Short Constructive Response Pt. 2, and Teacher Clarity. Embedded in the Cycles of Professional Learning are professional readings, dialogue, practice, peer observation and ILT learning walks. During these cycles we were able to look at student progress, especially in the areas of Short Constructed Response and saw growth in all grade levels.</p> <p>Administration observed classrooms by himself and with various coaches (NCUST and district provided). He gave specific feedback especially on areas of focus in our Cycles of Professional Learning and the quality</p>	

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			indicators that support student learning.	
	<p>Professional Learning Communities (PLCs) - We will participate in ongoing PLC meetings where focused on improving student achievement.</p> <ul style="list-style-type: none"> • Create SMART goals for student improvement in Math. • Using these four questions at each PLC meeting: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? 	<p>We participated in ongoing PLC meetings focused on improving student achievement.</p> <ul style="list-style-type: none"> • PLCs created SMART goals for student improvement in English Language Arts. • Teachers used these four questions at each PLC meeting: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? 	<p>The time and structure of PLC meetings is working well. As a staff, we need to revisit the four questions of PLCs in 2024-25. PLCs need an accountability piece to ensure that the four questions are the focus of PLC meetings. Much of this work will be done through ILT next school year.</p>	<p>Modify</p> <p>We are continuing this strategy for the new SPSA and not making major changes. However, we are adding an accountability piece and more planning with the ILT.</p>
	<p>Cognitive Task Analysis - We will increase the cognitive demand of the learning tasks students participate in.</p> <ul style="list-style-type: none"> • Certificated staff will continue to explore how to deepen the cognitive demand of learning tasks assigned to students. • Teachers will ensure that students understand what they are learning, why, and how they know when they have learned it. • Teachers will create opportunities for students to struggle/grapple 	<p>We worked hard to increase the cognitive demand of the learning tasks students participate in.</p> <ul style="list-style-type: none"> • Certificated staff participated in professional learning on how to deepen the cognitive demand of learning tasks assigned to students. • Teachers participated in professional learning around teacher clarity to ensure that students understand what they are learning, why, and how 	<p>Providing opportunities for teachers to learn about cognitive strategies that are both rigorous and engaging was beneficial this year. However, in classroom walks, lower level cognitive demand tools and worksheets are still being used in some classrooms. We will continue our work around Cognitive Task Analysis next year but add in work around Teacher Belief in Student Abilities.</p>	<p>Modify</p> <p>We are continuing this strategy for the new SPSA and not making major changes. However, we are adding Teacher Estimates of Student Achievement to this strategy.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>with information as they learn.</p> <ul style="list-style-type: none"> Teachers will use creative ways for students to critically think and learn new content (ex. collaborative conversations, Jigsaw method, learning centers). 	<p>they know when they have learned it</p> <ul style="list-style-type: none"> Teachers created opportunities for students to struggle/grapple with information as they learn. Teachers used creative ways for students to critically think and learn new content (ex. collaborative conversations, Jigsaw method, learning centers). 		
	<p>Math Intervention Groups - Through the use of our site based substitute to support teachers in providing math interventions, we will continue to provide flexible Math groups based on i-Ready diagnostic data and instructional groupings. We will hire a .4 Site Sub to increase this support.</p>	<p>As intended, our site substitute hired to support teachers in providing math intervention groups worked well. Data was collected on student progress in these intervention groups.</p>	<p>Through coaching feedback and classroom observations, we have found that i-Ready time is irregularly used for small group interventions. Some teachers do pull small groups during this time and some do not. As a staff, we will be implementing small group interventions during whole class iReady time and where other opportunities are present next year.</p>	<p>Discontinue</p> <p>We will be embedding small group intervention as a regular practice in each classroom.</p>
	<p>Identify, Monitor, and Intervene - We will identify students from both student groups who are not achieving on both measures, monitor their progress, discuss interventions that can provide additional support, and implement these strategies to promote greater learning and achievement. This process will occur through our Response to Intervention process.</p>	<p>We identified students who are not achieving on both measures, monitored their progress, discussed interventions that can provide additional support, and implemented these strategies to promote greater learning and achievement. This process will occur through our Response to Intervention process.</p>	<p>See action 1 above. This will be added to the RTI action for next school year.</p>	<p>Modify</p> <p>This strategy will be combined with strategy 1 next year.</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no major differences between the intended implementation of strategies to meet the goal.

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

We will not be continuing with funding a site sub for the purpose of supporting Math Intervention groups. This change can be found in Goal 2 of the 2024-25 SPSA.

Goal #3

The percentage of students who are chronically absent from school will decrease by 1% each year.

The percentage of students who are chronically absent in our Black/African American student group will decrease by 1% each year.

The percentage of students who are chronically absent in our Multiple Races/Two or More student group will decrease by 1% each year.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Consistent Attendance</p> <ul style="list-style-type: none"> Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. The District will fund 5 days of school counseling time to work closely with students individually, in small social skills groups, and to assist with attendance rates, parent education, and staff development. With support from our School Counselor, monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). Monitor attendance and respond in a tiered approach to 	<p>Our full time school counselor worked with our Attendance Clerk to monitor consistent attendance. Our counselor contacted families with attendance concerns to proactively provide information and resources.</p>	<p>Our school counselor and attendance clerk have a good working relationship. They discuss students with attendance concerns regularly and involve administration, teachers and support staff as needed.</p> <p>Our school counselor is the primary point of contact when parents receive attendance letters indicating excessive absences and/or tardies. She is available to address parent concerns, clarify or answer any questions about attendance requirements and proactively support families struggling with attendance. She offers ideas on how to improve attendance, basic needs and community service information and supports.</p> <p>For 2024-25 we need to implement a more systematic process for monitoring attendance including regular meetings of the attendance team with administration, support staff, counselor and attendance clerk. From these meetings, we can identify actions steps, staff responsible and monitoring.</p>	<p>Continue</p> <p>We are not making major changes to this strategy except to add more structure and organization in our monitoring system.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).</p> <ul style="list-style-type: none"> • Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. • Work with Student Supports/School Counselor (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. • Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement. • Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. 			
	<p>School Counseling Program</p> <ul style="list-style-type: none"> • The District will fund 5 days of 	The District funded 5 days of school counseling time to work closely with students	Our school counselor designed and implemented a	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>school counseling time to work closely with students individually, in small social skills groups, and to assist with attendance rates, parent education, and staff development.</p> <ul style="list-style-type: none"> School counselor will liaison with community partners to provide needed community resources to families struggling with attendance barriers. This may be basic needs like food, clothing, transportation or mental health resources. We will partner with City Hope, a non-profit community partner who will provide a weekly volunteer and therapy dog for students who need someone to talk with. School counselor will provide needs-based classroom lessons in each class on campus. This includes the Second Step Bullying Prevention unit. 	<p>individually, in small social skills groups, and to assist with attendance rates, parent education, and staff development.</p> <ul style="list-style-type: none"> School counselor liaisoned with community partners to provide needed community resources to families struggling with attendance barriers. This may be basic needs like food, clothing, transportation or mental health resources. Unfortunately City Hope lost funding and no longer provides school-based services. School counselor provided needs-based classroom lessons in each class on campus. This included the Second Step Bullying Prevention unit. 	<p>comprehensive school counseling program to meet the needs of all students. This included modeling and supporting the school wide implementation of SEL program Second Step, teaching Second Step Bullying Prevention program to all K-6 students, facilitating small needs-based groups for all grade levels and providing individual counseling to students. Additionally, she connected families with therapy services, basic needs resources and other community resources. She organized Thanksgiving Meals, Holiday gift cards and our Northmont Giving Table.</p>	<p>We will continue our comprehensive school counseling program for next year. In fact, we will have 1-2 counseling interns next year which will expand the reach of this program.</p>
	<p>Social Emotional Learning & Supports</p> <ul style="list-style-type: none"> Evidence-based SEL program Second Step program will be taught weekly in each classroom. Each classroom will have a calm-down 	<ul style="list-style-type: none"> Evidence-based SEL program Second Step program was taught weekly in all classrooms. Each classroom had a calm-down 	<p>Second Step was implemented by teachers in every classroom this year. The program was modeled and supported by our school counselor and overseen by administration. Each classroom has calm-</p>	<p>Continue</p> <p>We will continue Second Step in each classroom next year.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	kit with self-regulation tools. <ul style="list-style-type: none"> All students will be taught calming strategies such as self-regulation tools and deep breathing techniques. 	kit with self-regulation tools. <ul style="list-style-type: none"> All students were taught calming strategies such as self-regulation tools and deep breathing techniques. 	down kit with self regulation and we have seen decreases in students eloping the classroom, calmer hallways and fewer office referrals through these proactive social emotional supports.	
	Monitoring & Outreach <ul style="list-style-type: none"> Administrator, attendance clerk, and school counselor will monitor attendance on a regular basis. School counselor will develop a check in system with students who are chronically absent. Administrator, attendance clerk, and school counselor will develop and implement an incentive program for improved attendance. School counselor will conduct outreach of families with chronic absenteeism to offer support and resources aimed at improving attendance. 	See action 1 above.	See action 1 above.	Modify This will be included in Action 1 for the 2024-25 SPSA.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no major differences between the intended implementation of strategies to meet this goal.

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

The only change to this goal will be combining the Monitoring and Outreach with the Consistent Attendance strategy in the 2024-25 SPSA.

Goal #4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate
- Growth Mindset
- Self-Management
- Self-Efficacy
- Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning - 88% to 90%
- Sense of Community - 92% to 94%
- Sense of Safety - 85% to 87%

The number of students suspended will decrease from 2% to 1.5% (minimum of .5%) (Or will maintain a suspension rate below .5%)

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Positive Behavior Interventions and Supports (PBIS) School staff will collaborate and create a PBIS system consisting of the following components:</p> <ul style="list-style-type: none"> • Clear and well-defined school-wide behavior expectations known as Northmont Knight's Way • Positive incentives for students who engage in expected behaviors • Plans for re-teaching expected behaviors when students do not engage in them • Defined consequences based on principles of restorative practices • Use of district diversion program instead of suspension when applicable 	<p>We have seen positive results from the implementation and expansion of our PBIS program. We have seen a decrease in office referrals and an increase in behaviors handled in the classrooms by teachers and staff as well as through our school counseling program. We have also utilized the district's diversion program as an alternative to suspension whenever possible.</p>	<p>School staff collaborated and created a PBIS system consisting of the following components:</p> <ul style="list-style-type: none"> • Clear and well-defined school-wide behavior expectations known as Northmont Knight's Way which is: Knights are Respectful, Responsible and Safe. • Positive incentives were implemented for students who engaged in expected behaviors like Shining Knight slips and tickets • Expected behaviors were re-taught when students did 	<p>Continue</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			<p>not engage in them</p> <ul style="list-style-type: none"> • Defined consequences based on principles of restorative practices • District and site diversion program instead of suspension when applicable the Northmont Knight's Way has been successful this year. 	
	<p>Restorative Practices School staff and students will engage in restorative practices including the following:</p> <ul style="list-style-type: none"> • Use of whole school community circle each week to promote Northmont Knight's Way principles • Classrooms engage in restorative circles, morning meetings, class circles • Restorative Justice conversations when someone is wronged • Using consequences that re-teach expected behaviors, promote giving back to the community harmed, and restorative conversations 	<p>We have seen positive results through the use of restorative practices on campus. We have a whole school peace circle each week where we promote the Knight's Way principles, restorative conversations between individuals (students or staff) or classrooms and implement consequences that restore and reteach. This has resulted in fewer behaviors rising to suspension level and improvements in our SEL data.</p>	<p>School staff and students engaged in restorative practices including the following:</p> <ul style="list-style-type: none"> • Use of whole school community circle each week to promote Northmont Knight's Way principles • Classrooms engaged in restorative circles, morning meetings, class circles • Restorative Justice conversations happened when someone 	<p>Continue</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			<p>was wronged</p> <ul style="list-style-type: none"> Used consequences that re-teach expected behaviors, promote giving back to the community harmed, and restorative conversations 	
	<p>Social Emotional Learning All students will participate in Social Emotional Learning (SEL) including:</p> <ul style="list-style-type: none"> Weekly Second Step lessons taught TK-6 in each classroom Second Step Bullying Prevention Unit taught by school counselor in each classroom TK-6 Supplemental/needs-based SEL lessons taught by school counselor and/or teacher Students needing more intensive SEL instruction will participate in small, skills-based groups facilitated by school counselor 	<p>We have seen improvement in our SEL survey and our parent survey results this year which indicates that the whole school SEL is working.</p>	<p>All students participated in Social Emotional Learning (SEL) including:</p> <ul style="list-style-type: none"> Weekly Second Step lessons taught TK-6 in each classroom Second Step Bullying Prevention Unit taught by school counselor in each classroom TK-6 Supplemental/needs-based SEL lessons taught by school counselor and/or teacher Students needing more intensive SEL instruction will participate in small, skills-based 	<p>Continue</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			groups facilitated by school counselor	
	<p>Equity</p> <p>Certificated staff will participate in activities and professional learning around equity including the following:</p> <ul style="list-style-type: none"> • Reflect on equity audit (NCUST) findings to define areas of needed improvement in the areas of Positive Transformational Culture, Challenging Curricula for Students, and Effective Instruction leading to engagement and mastery • Explore and implement practices that promote equitable learning experiences for all students • Professional reading and learning using "Culturally Responsive Teaching and The Brain" by Zaretta Hammond 	<p>Administration has received coaching through the SDSU/NCUST partnership with LMSV this year. The focus is on leading improvement in our belief in student's capabilities, rigorous and engaging instruction - with the goal of promoting educational equity for all students. Staff has participated in professional learning and cycles meant to strengthen instructional practices and improve student outcomes.</p>	<p>Certificated staff will participated in activities and professional learning around equity including the following:</p> <ul style="list-style-type: none"> • Reflect on equity audit (NCUST) findings to define areas of needed improvement in the areas of Positive Transformational Culture, Challenging Curricula for Students, and Effective Instruction leading to engagement and mastery • Explored and implemented practices that promote equitable learning experiences for all students • Participated in professional learning around English Learner strategies and ELPAC test • Participated in professional learning and release time 	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			around Teacher Clarity	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no major differences between the intended implementation in strategies to meet this goal.

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

We will be continuing these strategies for the 2024-25 SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from XXX.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 49% to 59%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 17% to 27%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 41% to 51%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 20% to 30%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need

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

While our goal is to improve in all areas, we have several performance gaps. Specifically English Learners and Students with Disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 40%</p> <p>English Learners, Grades 3-6 - 9%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 36%</p> <p>Students with Disabilities, Grades 3-6 - 13%</p> <p>Black/African American Students, Grades 3-6 - 25%</p> <p>Multiple Races/Two or More Students, Grades 3-6 - 40%</p>	<p>ALL students, of testing age XX</p> <p>English Learners, of testing age - XX</p> <p>Socioeconomically Disadvantaged Students, of testing age - XX</p> <p>Students with Disabilities, of testing age - XX</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 49%</p> <p>English Learners - 17%</p> <p>Socioeconomically Disadvantaged Students - 41%</p> <p>Students with Disabilities - 20%</p>	<p>ALL students - 59%</p> <p>English Learners - 27%</p> <p>Socioeconomically Disadvantaged Students - 51%</p> <p>Students with Disabilities - 30%</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Identify, Monitor, and Intervene - We will identify students from both student groups who are not achieving on both measures, monitor their progress, discuss interventions that can provide additional support, and implement these strategies to promote greater learning and achievement. This process will occur through our Response to Intervention process.</p> <p>Response to Intervention - We will implement a defined Response to Intervention process to address ALL student's needs.</p> <ul style="list-style-type: none"> Teachers, Support Staff, and Administration will use a Response to Intervention system to address ALL student's academic needs. This tiered intervention system includes: Tier 1 Universal Interventions - ALL students receive these to promote achievement Tier 2 Targeted Interventions - Some students receive these to promote 	All Students	

	<p>achievement (ex. WIN time small groups, leveled reading groups)</p> <ul style="list-style-type: none"> • Tier 3 Intensive Interventions - Few students receive these (Student Success Team meeting, assessments) • We will develop an intervention team consisting of the principal, school counselor, school psychologist, SAI teacher and attendance clerk to discuss student academic, attendance and/or social emotional concerns. Certificated support staff and teachers will meet once per trimester to students who are not making expected academic progress and what Tier 2 and/or 3 interventions. • Principal will be having data meetings with teachers and PLC's to monitor student progress <p>Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program - We will continue to implement the SIPPS program for our students in grades 3-6 who are 2 or more years below grade level in reading through our ELOP teacher. We will also work to expand this program to our K-2 students through increasing the number of primary teachers trained in the SIPPS program. SIPPS will also be used in SAI classrooms as part of the ELA program.</p>		
1.2	<p>Collective Teacher Efficacy - We will improve the collective teacher efficacy of our certificated teaching staff.</p> <ul style="list-style-type: none"> • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV essential standards, staff led trainings, district or outside of district led trainings). • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher. • All teachers will participate in peer observations and feedback. • Administration will regularly observe classrooms and provide feedback to teachers. 	All Students	
1.3	<p>Professional Learning Communities (PLCs) - We will participate in ongoing PLC meetings where focused on improving student achievement.</p> <ul style="list-style-type: none"> • Create SMART goals for student improvement in English Language Arts. • Using these four questions at each PLC meeting: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? 	All Students	

	<ul style="list-style-type: none"> How will we extend the learning for students who are already proficient? 		
1.4	<p>Teacher Estimates of Student Achievement - We will increase the expectations we have as a staff of what students are capable of learning and achieving.</p> <p>Cognitive Task Analysis - We will increase the cognitive demand of the learning tasks students participate in.</p> <ul style="list-style-type: none"> Certificated staff will continue to explore how to deepen the cognitive demand of learning tasks assigned to students. Teachers will ensure that students understand what they are learning, why, and how they know when they have learned it Teachers will create opportunities for students to collaboratively struggle/grapple with information as they learn. Teachers will use creative ways for students to critically think and learn new content (ex. collaborative conversations, Jigsaw method, Project Based Learning, collaborative SBAC review). 	All Students	
1.5	<p>Teacher Clarity - As a teaching staff, we will continue to grow through professional learning and practice in the area of teacher clarity. This work involved unpacking teaching standards, creating learning progressions, setting learning intentions and success criteria.</p>	All Students	
1.6	<p>Small Group Learning - Teachers will increase the amount of small groups facilitated during iReady individual learning time and other times during the day. These groups will be used to provide interventions to students struggling with concepts that may need reteaching.</p>	All Students	
1.7	<p>Improving Outcomes for our English Learners - As a staff, we will continue professional learning and development of strategies that improve EL instruction and student outcomes.</p>	English Learner Students	
1.8	<p>Improving Outcomes for our Students With Disabilities - As a staff, we will engage in professional learning and development with both our general education and special education staff to improve SWD outcomes.</p>	Students with Disabilities	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from XXX.

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 32% to 42%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 8% to 16%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 23% to 33%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 14% to 24%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need

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

While our goal is to improve in all areas, we have several performance gaps. Specifically English Learners and Students with Disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 34%</p> <p>English Learners, Grades 3-6 - 4%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 25%</p> <p>Students with Disabilities, Grades 3-6 - 9%</p>	<p>ALL students of testing age, XX</p> <p>English Learners, of testing age - XX</p> <p>Socioeconomically Disadvantaged Students of testing age- XX</p> <p>Students with Disabilities of testing age - XX</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 32%</p> <p>English Learners - 8%</p> <p>Socioeconomically Disadvantaged Students - 23%</p> <p>Students with Disabilities - 14%</p>	<p>ALL students of testing age - 42%</p> <p>English Learners - 16%</p> <p>Socioeconomically Disadvantaged Students - 33%</p> <p>Students with Disabilities - 24%</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Identify, Monitor, and Intervene - We will identify students from both student groups who are not achieving on both measures, monitor their progress, discuss interventions that can provide additional support, and implement these strategies to promote greater learning and achievement. This process will occur through our Response to Intervention process.</p> <p>Response to Intervention - We will implement a Response to Intervention system to address ALL student's needs.</p> <ul style="list-style-type: none"> Teachers, Support Staff, and Administration will use a Response to Intervention system to address ALL student's academic needs. This tiered intervention system includes: Tier 1 Universal Interventions - ALL students receive these to promote achievement Tier 2 Targeted Interventions - Some students receive these to promote achievement (ex. WIN time small groups, leveled math groups) Tier 3 Intensive Interventions - Few students receive these (Student Success Team meeting, assessments) 	All Students	

	<ul style="list-style-type: none"> • Certificated support staff and teachers will meet once per trimester to discuss students who are not making expected academic progress and what Tier 2 and/or 3 interventions can be put into place to promote progress. • Special Education team will provide ongoing Intervention Team meetings to discuss specific student challenges and provide teachers with ideas of Tier 2 interventions to implement. 		
2.2	<p>Collective Teacher Efficacy - We will improve the collective teacher efficacy of our certificated teaching staff.</p> <ul style="list-style-type: none"> • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV essential standards, staff led trainings, district or outside of district led trainings). • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher. • All teachers will participate in peer observations and feedback. • Administration will regularly observe classrooms and provide feedback to teachers. 	All Students	
2.3	<p>Professional Learning Communities (PLCs) - We will participate in ongoing PLC meetings where focused on improving student achievement.</p> <ul style="list-style-type: none"> • Create SMART goals for student improvement in Math. • Using these four questions at each PLC meeting: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? 	All Students	
2.4	<p>Teacher Estimates of Student Achievement - We will increase the expectations we have as a staff of what students are capable of learning and achieving.</p> <p>Cognitive Task Analysis - We will increase the cognitive demand of the learning tasks students participate in.</p> <ul style="list-style-type: none"> • Certificated staff will continue to explore how to deepen the cognitive demand of learning tasks assigned to students. • Teachers will ensure that students understand what they are learning, why, and how they know when they have learned it. 	All Students	

	<ul style="list-style-type: none"> Teachers will create opportunities for students to collaboratively struggle/grapple with information as they learn. Teachers will use creative ways for students to critically think and learn new content (ex. collaborative conversations, Math Talks, Jigsaw method, Project Based Learning, Short Constructed Response, collaborative SBAC review). 		
2.5	Teacher Clarity - As a teaching staff, we will continue to grow through professional learning and practice in the area of teacher clarity. This work involved unpacking teaching standards, creating learning progressions, setting learning intentions and success criteria.	All Students	
2.6	Small Group Learning - Teachers will increase the amount of small groups facilitated during iReady individual learning time. These groups will be used to provide interventions to students struggling with concepts that may need reteaching.	All Students	
2.7	Improving Outcomes for our English Learners - As a staff, we will continue professional learning and development of strategies that improve EL instruction and student outcomes.	English Learner Students	
2.8	Improving Outcomes for our Students With Disabilities - As a staff, we will engage in professional learning and development with both our general education and special education staff to improve SWD outcomes.	Students with Disabilities	

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

The percentage of students who are chronically absent from school will decrease by 1% each year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need

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

Although we improved our Chronic Absenteeism significantly as a school from 2022-23 (28.2%) to 2023-24 (24.7%), there are student groups that have higher absenteeism rates for 2023-24 (Hispanic - 33.68%, Black or African American - 28.89%).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 24.7%.	In 2023-2024, we will reduce the rate of chronic absenteeism by 2% to 22.7%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Consistent Attendance</p> <ul style="list-style-type: none"> Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. The District will fund 5 days of school counseling time to work closely with students individually, in small social skills groups, and to assist with attendance 	All Students	

	<p>rates, parent education, and staff development.</p> <ul style="list-style-type: none"> • With support from our School Counselor, monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). • Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). • Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. • Work with Student Supports/School Counselor (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. • Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement. • Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. 		
3.2	<p>School Counseling Program</p> <ul style="list-style-type: none"> • The District will fund 5 days of school counseling • The school counselor will work with individual students who need short-term counseling support • The school counselor will facilitate small social skills groups, facilitate parent education and staff development on SEL information and resources. • School counselor will liaison with community partners to provide needed community resources to families struggling with attendance barriers. This may be basic needs like food, clothing, transportation or mental health resources. • School counselor will provide needs-based classroom lessons in each class on campus. This includes the Second Step Bullying Prevention unit. 	All Students	
3.3	Social Emotional Learning & Supports	All Students	

	<ul style="list-style-type: none"> • Evidence-based SEL program Second Step program will be taught weekly in each classroom. • School counselor will teach Second Step Bullying Prevention Unit in each K-5 classroom on campus. • Each classroom will have a calm-down kit with self-regulation tools. • All students will be taught calming strategies such as self-regulation tools and deep breathing techniques. 		
3.4	<p>Attendance Monitoring and Support for Hispanic and African American Students.</p> <p>We will monitor and provide resources and interventions to improve the equity gaps we currently have with Hispanic and African American students.</p>	Hispanic and African American Students	

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate & Culture

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate 3%
- Growth Mindset 3%
- Self-Management 3%
- Self-Efficacy 3%
- Social Awareness 3%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning 2%
- Sense of Community 2%
- Sense of Safety 2%

The number of students suspended will decrease from .62% to .5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need

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

Although we have seen improvement in all areas of the SEL survey since last school year, we will continue to preventatively equip students with tools to thrive in all domains through our school wide SEL and counseling program. Similarly, we have seen improvements in the parent survey in all domains, but sense of safety is still our lowest parent perception area. Principal will work on messaging safety measures in place on a more regular basis.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 78% Growth Mindset - 70% Self-Management- 67% Self-Efficacy- 63% Social Awareness- 66%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 81% Growth Mindset - 73% Self-Management- 70% Self-Efficacy- 66% Social Awareness- 69%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 95% Sense of Community - 93% Sense of Safety - 87%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 97% Sense of Community - 95% Sense of Safety - 89%
Suspension Data	Our school's suspension rate for the 2023-24 school year is .62%.	The percentage of students suspended will decrease to .5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Positive Behavior Interventions and Supports (PBIS) School staff will collaborate and create a PBIS system consisting of the following components: <ul style="list-style-type: none"> • Clear and well-defined school-wide behavior expectations known as Northmont Knight's Way • Positive incentives for students who engage in expected behaviors • Plans for re-teaching expected behaviors when students do not engage in them • Defined consequences based on principles of restorative practices • Use of district diversion program instead of suspension when applicable 	All Students	
4.2	Restorative Practices School staff and students will engage in restorative practices including the following: <ul style="list-style-type: none"> • Use of whole school community circle each week to promote Northmont Knight's Way principles • Classrooms engage in restorative circles, morning meetings, class circles • Restorative Justice conversations when someone is wronged 	All Students	

	<ul style="list-style-type: none"> Using consequences that re-teach expected behaviors, promote giving back to the community harmed, and restorative conversations 		
4.3	<p>Social Emotional Learning</p> <p>All students will participate in Social Emotional Learning (SEL) including:</p> <ul style="list-style-type: none"> Weekly Second Step lessons taught TK-6 in each classroom Second Step Bullying Prevention Unit taught by school counselor in each classroom TK-6 Supplemental/needs-based SEL lessons taught by school counselor and/or teacher Students needing more intensive SEL instruction will participate in small, skills-based groups facilitated by school counselor 	All Students	
4.4	<p>Equity</p> <p>Certificated staff will participate in activities and professional learning around equity including the following:</p> <ul style="list-style-type: none"> Reflect on equity audit (NCUST) findings to define areas of needed improvement in the areas of Positive Transformational Culture, Challenging Curricula for Students, and Effective Instruction leading to engagement and mastery Explore and implement practices that promote equitable learning experiences for all students 	All Students	

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number	Total Expenditures
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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

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 May 30, 2024.

Attested:



Principal, Edward Gigliotti on May 30, 2024



SSC Chairperson, Sara Wildman on May 30, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school’s eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023