



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Valley Continuation High School	45-69856-4530762	March 5, 2025	Pending

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 North Valley Continuation High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

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

Chair [Signature] 3/5/25
Staff [Signature] 3/5/25
Teacher [Signature] 3/5/2025
Community Member [Signature] 3-5-25

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Plan Description

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

This plan is being used by North Valley Continuation High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

North Valley High School has implemented programs to increase the graduation rate throughout the year, increase student attendance, as well as lower suspension rate to improve students attention to credit completion, as well as provision of targeted mental health, mentoring, and behavioral programming.

Educational Partner Involvement

How, when, and with whom did North Valley Continuation High 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

Alternative Education
School Site Council Meeting Minutes
Wednesday, March 5th, 2025 @ 2:00
Call to Order
Called to order at 2:03
Roll Call of Voting Members
In attendance were Gregory Walker, Fawn Carson, Daniel Behmer, Tim Nobles, Mark Nelson, Jennifer Duke, Casey Miesen
Welcome and Introductions
Adoption of the Agenda
Adoption of the January 29th Agenda
Moved by Tim Nobles
Seconded by Daniel Behmer
7 Ayes, 0 Nays, 0 Abstain.
Agenda Adopted
Public Comment on Non-Agenda Items
Thaison Duke, our student representative, while not able to attend did pass along his concerns for the Breakfast here at the school. He said that the student body would like to see a broader variety of options for breakfast. Also, he mentioned that when the uncrustables come down here, after being frozen, they are extremely soggy.
Miesen mentioned that they are very predictable and that we do not see a variety down here like they see at the high school.
Fawn brought up the presentation at the board meeting given by nutrition. She wanted to make sure to mention that most of the food used to be pre packaged and that we do have quite a bit more variety then we used to. Also, we are very aware of the situation with the variety, but nutrition is still working on that and have been doing a fabulous job as compared to years previous.
Last Meeting Follow-up
Approval of the January 29th Minutes
Moved by Fawn Carson
Seconded by Tim Nobles
7 Ayes, 0 Nays, 0 Abstain.
Minutes Approved
Reports from Officers
Mr. Walker
Addendum to the safety plan is being required
Fawn asked what the addendum was?
Casey Miesen informed the group that it should be the addition of the Safety Act passed by legislature January 1, 2025.
Modernization and Facility Master Plan.
Mr. Walker informed us that we will be discussing this in the next partition of the meeting.

Staffing Changes for 2025-2026-

Mr. Walker talked about the districts, and board approval, to drop 1 full FTE next year. It is the FTE currently part North Valley and part Oakview; essentially Mr. Youmans position after he retires.

Business

SPSA Plan Approval of Goals

Mr. Walker went through the plan goals for all three schools

Anderson Community Day School has two goals:

School will increase graduation rate for eligible students above 60% by June 2025

Social Emotional Support- Schools suspension rate will continue to be at or below 30% by June 2025

North Valley High School has three goals:

Graduation Rate- The school will increase the graduation rate by 5% from 63.4% by June 2025

Behavioral Support- The schools suspension rate will continue to be at or below 27% by June of 2025.

Attendance Rate- Students will demonstrate an individualized improvement in attendance.

Oakview High School has three goals:

Graduation Rate- The school will increase graduation rate by 12% above the current rate of 74.07% by June 2025.

Communication- To proactively communicate to students, family members and community members in an effective and positive manner.

Career and College Preparation- Increase the college and career preparation at OHS by 5% before June 2025.

Action- Approval of the SPSA

Moved by Fawn Carson

Seconded by Tim Nobles

7 Ayes, 0 Nays, 0 Abstain

Plan Approved

Facilities Master Plan

Mr. Walker went through the action plan with us all. We look at the deadlines for the different sites and the modernizations that will be taking place.

Action- Approval of the Facilities Master Plan

Moved by Tim Nobles

Seconded by Daniel Behmer

7 Ayes, 0 Nays, 0 Abstain

Facilities Master Plan Approved

Next Meeting- Originally Scheduled for February 6th, 2025.

Can we change this date to March 5th, 2025?

Moved by Fawn Carson

Seconded by Daniel Behmer

7 ayes, 0 nays, 0 abstain

Meet Schedule:

Date and Time of Next Meeting: 05/08/2025 @ 2:45

Meeting Adjourned: 2:50

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.

The needs assessment did not identify any resource inequities.

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.

North Valley High School currently is in the Red performance category in mathematics 247.7 below standard, and Orange performance category in English Language Arts at 191.1 points below standard. Additionally North Valley School is in the Red Category in graduation rate with only 63.2% students achieving graduation, and in Suspension Rate with 23.9% of students being suspended at leave one day. Components utilized within North Valley School to address the academic deficits include access to Edgenuity and Bright Thinker online curriculum programming, access to additional acadmic resources after school, and academics designed to target specific educational deficits. As a means of addressing mental heath and behaviorally related concerns, inclusion of PBIS, use of community resource partners, Elevate mentoring groups. To a lesser degree RULER emotional regulation programming is used to address mental/behavioral needs.

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.

North Valley performance in the area of Graduation Rate shows particular concern with regards to Socioeconomically Disadvantaged youth, with only 63.5% of students in this category achieving graduation. Additionally 69.6% students classified as White achieved gradution. 20.2% of students categorized as Socioeconomically Disadvantaged were suspended at least one day, and 25.7% of students categorized as White were suspended at least one day.

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	4.44%	3.33%	3.23%	4	3	3
African American	%	2.22%	3.23%	0	2	3
Asian	2.22%	4.44%	5.38%	2	4	5
Filipino	%	0%	%	0	0	
Hispanic/Latino	17.78%	15.56%	18.28%	16	14	17
Pacific Islander	%	0%	%	0	0	
White	65.56%	65.56%	59.14%	59	59	55
Two or More Races	5.56%	6.67%	6.45%	5	6	6
Not Reported	4.44%	2.22%	4.30%	4	2	
Total Enrollment				90	90	93

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	3	1	3
Grade 11	47	41	36
Grade 12	40	48	54
Total Enrollment	90	90	93

Conclusions based on this data:

1. The diversity of North Valley High School does not correlate with that of the local community.
2. In reviewing assessment data we have identified areas in English and Math for School wide focus. As a means of improving English and Math skill level, NVS is utilizing the NWEA interim testing to identify gaps in student learning and assist with creating curriculum that addresses these specific needs.
3. We have identified social and emotional health as an ongoing need for our students. We are currently training staff in the RULER program, and will be implementing this program in the coming year. Additionally NVS has continued to expand its school wide focus on restorative practices. We have continued to create a plan for increased counseling through Community Connect and Dunamis.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	3	10	9	0.0%	3.3%	9.7%
Fluent English Proficient (FEP)	4	4	3	0.0%	4.4%	3.2%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. There is a significantly low number of EL students who attend North Valley.
2. Upon enrollment of an EL student North Valley High School will offer academic support classes to address areas of need.
3. School will utilize Community Connect programming to inform parents/guardians to resources and parental support.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	53	56	47	35	53	46	35	53	46	66.0	94.6	97.9
All Grades	53	56	47	35	53	46	35	53	46	66.0	94.6	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2466.	2403.	2390.	2.86	0.00	0.00	2.86	5.66	8.70	34.29	9.43	4.35	60.00	84.91	86.96
All Grades	N/A	N/A	N/A	2.86	0.00	0.00	2.86	5.66	8.70	34.29	9.43	4.35	60.00	84.91	86.96

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.57	1.89	2.17	48.57	37.74	21.74	42.86	60.38	76.09
All Grades	8.57	1.89	2.17	48.57	37.74	21.74	42.86	60.38	76.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	25.71	11.32	10.87	74.29	88.68	89.13
All Grades	0.00	0.00	0.00	25.71	11.32	10.87	74.29	88.68	89.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.57	1.89	0.00	71.43	52.83	45.65	20.00	45.28	54.35
All Grades	8.57	1.89	0.00	71.43	52.83	45.65	20.00	45.28	54.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.86	0.00	4.35	62.86	49.06	30.43	34.29	50.94	65.22
All Grades	2.86	0.00	4.35	62.86	49.06	30.43	34.29	50.94	65.22

Conclusions based on this data:

1. A larger percentage of the students at North Valley High School are scoring at the below standard.
2. North Valley High School uses standards based curriculum, as well as A to G level curriculum via Edgenuity, to assist in meeting academic needs of our students.
3. North Valley uses the NWEA interim testing to identify gaps in students learning and guide instruction in the classroom.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	54	55	48	34	52	47	34	52	47	63.0	94.5	97.9
All Grades	54	55	48	34	52	47	34	52	47	63.0	94.5	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2430.	2356.	2374.	0.00	0.00	0.00	2.94	0.00	2.13	2.94	0.00	2.13	94.12	100.0	95.74
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.94	0.00	2.13	2.94	0.00	2.13	94.12	100.0	95.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	11.76	0.00	4.26	88.24	100.0	95.74
All Grades	0.00	0.00	0.00	11.76	0.00	4.26	88.24	100.0	95.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.94	0.00	2.13	47.06	34.62	29.79	50.00	65.38	68.09
All Grades	2.94	0.00	2.13	47.06	34.62	29.79	50.00	65.38	68.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	58.82	48.08	31.91	41.18	51.92	68.09
All Grades	0.00	0.00	0.00	58.82	48.08	31.91	41.18	51.92	68.09

Conclusions based on this data:

1. A large percentage of the students at North Valley High School are scoring at the below standard.
2. North Valley High School uses standards based curriculum to assist in meeting academic needs of our students.
3. North Valley uses the NWEA interim testing to identify gaps in students learning and guide instruction in the classroom.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11		*	*		*	*		*	*	0	5	5
12		*	*		*	*		*	*	0	*	4
All Grades										0	6	9

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Conclusions based on this data:

1. North Valley has nine students taking the ELPAC.
2. There is historically a low number of students who are classified as EL at NVS.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
93	78.5%	9.7%	2.2%
Total Number of Students enrolled in North Valley Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	9.7%
Foster Youth	2	2.2%
Homeless	8	8.6%
Socioeconomically Disadvantaged	73	78.5%
Students with Disabilities	15	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	3.2%
American Indian	3	3.2%
Asian	5	5.4%
Filipino	0	0.0%
Hispanic	17	18.3%
Two or More Races	6	6.5%
Pacific Islander	0	0.0%
White	55	59.1%

Conclusions based on this data:

1. At North Valley High School a high number of students are classified as socioeconomically disadvantaged.

2. Programs such as Hope City, Youth Options and Dunamis Wellness, TUPE, and onsite peer support, are on campus to help challenged students.
3. Coordination of outside resources, including Community Connect referral, are utilized to assess, review, and address concerns associated with needs.

School and Student Performance Data

Overall Performance

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

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Red	Suspension Rate  Red
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. North Valley High School is predominantly at-risk students with high ACE scores resulting in high suspension rates.
2. As a result of needs in this area, emotional regulation training, anger management, onsite counseling, and associated professional development for staff, will assist in improvement upon school campuses.
3. Individual counseling, small groups and mentoring are offered as additional supports.

School and Student Performance Data

Academic Performance English Language Arts

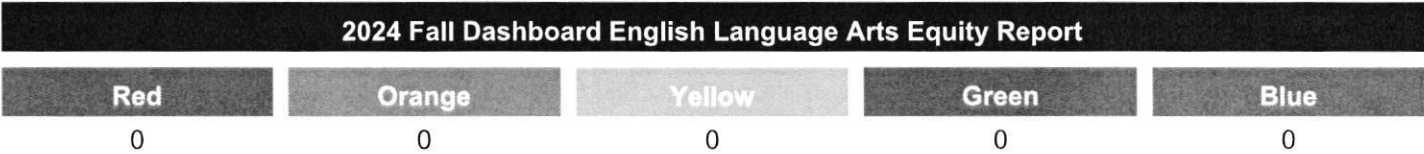
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color 191.1 points below standard Declined 6.8 points 24 Students	English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Socioeconomically Disadvantaged  No Performance Color 194.4 points below standard Declined 6.4 points 21 Students

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 181.3 points below standard Increased 17.9 points 11 Students

Conclusions based on this data:

1. Overall Achievement in Academic Performance for English Language Arts is low.
2. North Valley has adopted NWEA for interim testing to identify gaps in student learning.
3. Strategies to improve these scores include: 1. Using data from NWEA interim testing to drive instruction in the classroom. 2. Interim testing three times a year to collect data. 3 Teachers attending professional development on using NWEA data to drive instruction in the classroom.

School and Student Performance Data

Academic Performance Mathematics

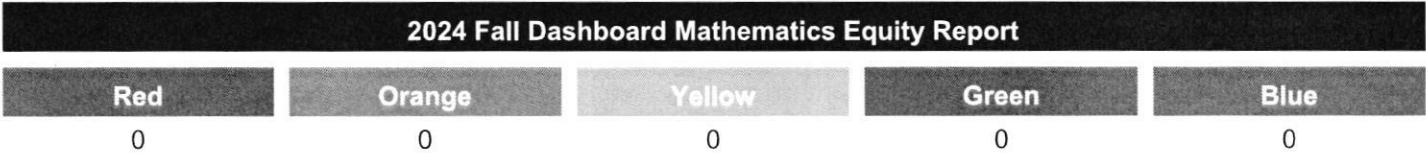
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 247.7 points below standard Increased 22.2 points 24 Students	English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Socioeconomically Disadvantaged  No Performance Color 248 points below standard Increased 17 points 21 Students

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 240.8 points below standard Increased 42.3 points 11 Students

Conclusions based on this data:

1. Limited data in this area.
2. Math needs to be an area of focus based on the data.
3. Using Edgenuity and NWEA interim testing to identify and fill gaps in student learning.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 7 Students	 No Performance Color making progress. Number Students: 5 Students

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

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

Conclusions based on this data:

1. North Valley High School applies the ELPAC testing to qualified students on our campus.
2. The students who attend North Valley High School predominately are fluent in English however around 15% claim Hispanic heritage.

School and Student Performance Data

Academic Performance College/Career Report

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

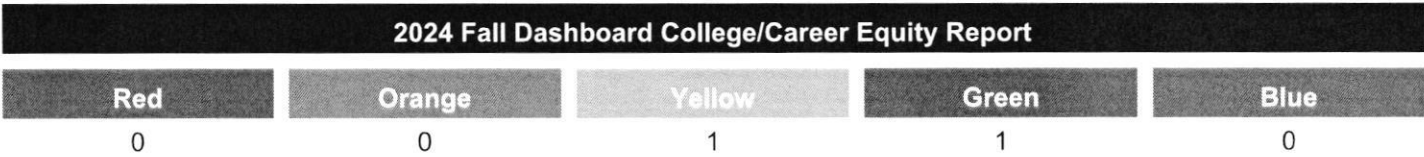
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Red Prepared 8.8% Increased 8.8% 68 Students	English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Prepared 6.3% 16 Students	Socioeconomically Disadvantaged  Red Prepared 9.5% Increased 9.5% 63 Students

Students with Disabilities  No Performance Color Prepared 0% 14 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Prepared 9.1% 11 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  Orange Prepared 10.9% Increased 10.9% 46 Students

Conclusions based on this data:

1. North Valley students need increased preparation for college level academics beyond high school.
2. North Valley has the students that have shown low academic performance, increased behavioral concerns, and limited attendance while in attendance at the district level comprehensive high schools.
3. Strategies to improve: 1. Increase options for credit production through multiple graduation pathways. 2. Implement PBIS/Emotional Regulation programing to address increased on task behaviors. 3. Implement a session based grad pathway plan that will improve personal understanding of needs for students.
College and career are promoted by the following actions: A student group visits local colleges each year, a transition plan is made for each student, and the administrator and counselor meet one-on-one with students to discuss their future plans.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

- Absenteeism is a significant problem in our district even post Covid 19.
- We have an SRO for the next three years who will assist in truancy interventions.
- Staff will use MTMDSS. This will include SST, SART, Help Me Grow and SARB meetings.

School and Student Performance Data

Academic Engagement Graduation Rate

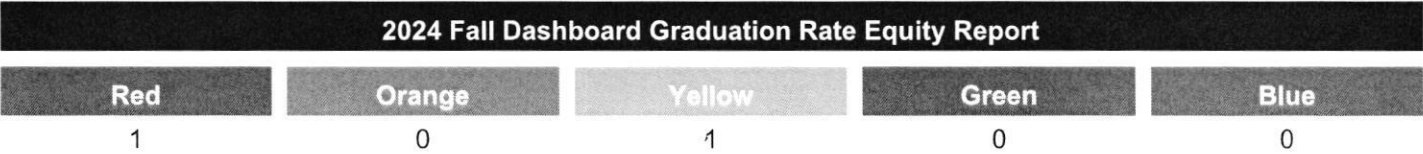
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 63.2% graduated Increased 20.9% 68 Students	English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color 62.5% graduated 16 Students	Socioeconomically Disadvantaged  Red 63.5% graduated Increased 25.8% 63 Students

Students with Disabilities  No Performance Color 50% graduated 14 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 45.5% graduated 11 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 69.6% graduated Increased 22.2% 46 Students

Conclusions based on this data:

1. Students come to North Valley High School due to credit deficiency.
2. Strategies to improve graduation rates: 1. Utilize curriculum based assessments to identify gaps in student learning. 2. Regular SST meetings with student, parent, principal and counselor to discuss student progress. 3. Credit needs influence class enrollment and scheduling

School and Student Performance Data

Conditions & Climate Suspension Rate

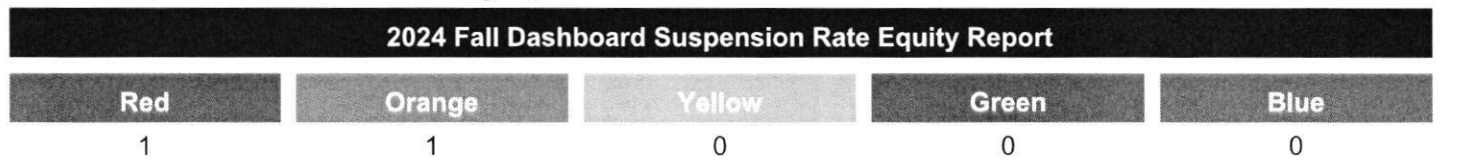
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 23.9% suspended at least one day Increased 4.3% 159 Students	English Learners  No Performance Color 7.7% suspended at least one day Declined 9% 13 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color 48.1% suspended at least one day Increased 24.6% 27 Students	Socioeconomically Disadvantaged  Orange 20.2% suspended at least one day Declined 0.5% 129 Students

Students with Disabilities  No Performance Color 26.9% suspended at least one day Increased 11.1% 26 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 16.1% suspended at least one day Increased 7% 31 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Red 25.7% suspended at least one day Increased 3.4% 101 Students

Conclusions based on this data:

1. The focus of North Valley High School staff is creating a positive school culture.
2. Implementation of Positive Behavior Interventions and Supports (PBIS) should lower suspension rates on NVS campus.

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.

Graduation Rate

The school will increase graduation rate by 5% above 63.24% by June 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: All students will progress toward graduation.

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.

Students at the continuation school are at a higher risk of dropout .

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
Graduation rate	85.6% districtwide rate	Increase graduation rate by 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
1.1	Counselor will update and maintain student academic plan and monitor progress.	All students	59,347 District Level Funding 1000-1999: Certificated Personnel Salaries .50 FTE counselor salary/benefits 29,678 ESSA CSI 1000-1999: Certificated Personnel Salaries .25 FTE counselor salary/benefits
1.2	Professional development for teachers to improve instruction. Collaboration time before/after school for teachers/staff and during regularly scheduled collaboration days. Counselor and administrative professional development.	All students	3,665 ESSA CSI 1000-1999: Certificated Personnel Salaries Teacher extra duty salary/benefits for collaboration 6,000 ESSA CSI

			5000-5999: Services And Other Operating Expenditures Professional development for counselor/administrator 5,000 ESSA CSI 5000-5999: Services And Other Operating Expenditures Professional development for teachers
1.3	Maintain paraprofessional support for at risk students and special education students	All students	10,295 Title I 2000-2999: Classified Personnel Salaries .375 FTE paraprofessional salary and benefits (vacancy) 12,470 Special Education 2000-2999: Classified Personnel Salaries .375 FTE paraprofessional salary and benefits (vacancy)
1.4	Maintain individualized academic support and credit recovery options for at risk students	All students	18,328 Title I 1000-1999: Certificated Personnel Salaries Certificated salaries and benefits for .125FTE (Individualized Academic Support Section/Senior Advisory) 24,761 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated salaries and benefits for .25 FTE (Individualized Academic Support Sections) 28,110 ESSA CSI 5000-5999: Services And Other Operating Expenditures Edgenuity and Brighter Thinker software programs
1.5	Maintain expanded sections in master schedule for core, academic support, and elective courses.	All students	700 LCFF Supplemental 4000-4999: Books And Supplies Instructional materials for expanded elective course offerings 500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Other operating expense for expanded elective course offerings 119,701 LCFF Supplemental

			1000-1999: Certificated Personnel Salaries Certificated salaries and benefits for expanded elective course offerings and expanded core course offerings 1.0 FTE 59,208 ESSA CSI 1000-1999: Certificated Personnel Salaries Certificated salaries/benefits for expanded academic support section/SEL offerings .50 FTE
1.6	Incorporate self monitoring tools for student educational progress. This activity will be held at the beginning of each academic session.	All students	0 no cost to the program
1.7	Supplemental materials for ELA and Math	All students	5,000 ESSA CSI 4000-4999: Books And Supplies supplemental instructional materials 400 Title I 4000-4999: Books And Supplies supplemental instructional materials
1.8	Other supplemental ESSA activities and general supplies	All students	600 ESSA CSI 4000-4999: Books And Supplies supplemental ESSA activities and general supplies
1.9	Instructional technology equipment	All students	2,500 ESSA CSI 4000-4999: Books And Supplies Instructional technology equipment
1.10	Implement the RULER Emotional Regulation Curriculum	All students	4,632 ESSA CSI 5000-5999: Services And Other Operating Expenditures RULER Emotional Support curriculum
1.11	Other allowable Title I activities	All students	41,388 Title I 5000-5999: Services And Other Operating Expenditures Other allowable Title I activities (academic support, supplemental materials, paraprofessional support, attendance and social work

			services, student support services)
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

North Valley provides credit recovery level curriculum to ensure that students achieve credits necessary for graduation within their four years of high school education.

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

None

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

None

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.

Behavior Support

The school's suspension rate will continue to be at or below 27.0% by June 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2: School will implement programming to improve students' emotional regulation.

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.

Students requiring credit recovery need as much time on task as possible. Students will lower levels of emotional regulation have increased suspension rates.

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
Suspension rate 4.94 % *Due to COVID 19 data disruption Expulsion rate 0.0 % Discipline data Cumulative Enrollment 162 Total Suspensions 22	Suspension rate 4.94 % *Due to COVID 19 data disruption Expulsion rate 0.0 % Discipline data Cumulative Enrollment 162 Total Suspensions 22	Suspension rate 27.0% Expulsion rate 1.0% Discipline data Cumulative Enrollment 170 Total Suspensions 46

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	Implementation of SEL curriculum designed to improve emotional regulation and through implementation of Positive Behavior Interventions and Supports (PBIS).	All students	4,725 ESSA CSI 5000-5999: Services And Other Operating Expenditures Counseling contract with Youth Violence Prevention Council 0 ESSA CSI 5000-5999: Services And Other Operating Expenditures Costs of RULER program outlined in Goal #1

			750 ESSA CSI 5000-5999: Services And Other Operating Expenditures PBIS Cohort expenses
2.2			
2.3	School safety, student attendance, and student behaviors will improve as a result of the school having access to services through Youth Options Shasta, and 5 Peaks Mentoring, as well as Dunamis counseling program.	All students	2,000 ESSA CSI 5000-5999: Services And Other Operating Expenditures Contract costs for Hope City 21,652 ESSA CSI 5000-5999: Services And Other Operating Expenditures Contract costs for Elevate Mentoring 17,533 ESSA CSI 5000-5999: Services And Other Operating Expenditures Contract costs for additional Dunamis counseling 114,540 District Level Funding 5000-5999: Services And Other Operating Expenditures Contracted districtwide support services Dunamis counseling
2.4	School safety, student attendance, and student behavior will improve as a result of the school having access to a Resource Officer and increasing of supervision.	All students	166,122 Local Grant 5000-5999: Services And Other Operating Expenditures Contract costs with Shasta County Probation Department for Resource Officer

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

North Valley implements a variety of components to increase mental health access, educational opportunities in emotional regulation, and educational/social goal setting, to ensure students continue to grow and maintain here within our school.

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

None

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.

Addition of 5 Peaks mentoring support, as well as expansion of Youth Options Shasta, and Dunamis Wellness counseling.

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.

Attendance Rate

Students will demonstrate an individualized improvement in attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

5. Decreasing a chronic absenteeism rate of 73% for 2023/24, especially among the white, Hispanic or Latino, Asian and African American students.

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.

Students in attendance of North Valley High School show greater levels of base level needs, such as housing, food, and safe and secure home environments.

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
Attendance Rate	73% average daily attendance rate.	80% average daily attendance rate
Suspension rate 4.94 % *Due to COVID 19 data disruption Expulsion rate 0.0 % Discipline data Cumulative Enrollment 162 Total Suspensions 22	Suspension rate 4.94 % *Due to COVID 19 data disruption Expulsion rate 0.0 % Discipline data Cumulative Enrollment 162 Total Suspensions 22	Suspension rate 27.0% Expulsion rate 1.0% Discipline data Cumulative Enrollment 162 Total Suspensions 40

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	Implementation of Ruler SEL curriculum designed to improve emotional regulation.	All students	0 Costs outlined in Goal #1
3.2	School safety, student attendance, and student behaviors will improve as a result of the school having access to services through Youth Options Shasta, and 5 Peaks Mentoring, as well as Dunamis counseling program.	All Student	0 Costs outlined in Goal #2
3.3	School safety, student attendance, and student behavior will improve as a result of the school	All students	0 Local Grant

	having access to a Resource Officer and increasing of supervision.		Costs outlined in Goal #2
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Increases in focus on PBIS and educational success programming to ensure students gain a well rounded educational program.

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

None

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

None

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	\$70,411
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$759,605.00
Total Federal Funds Provided to the School from the LEA for CSI	\$191,053

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 (\$)
ESSA CSI	\$191,053.00
Title I	\$70,411.00

Subtotal of additional federal funds included for this school: \$261,464.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Level Funding	\$173,887.00
LCFF Supplemental	\$145,662.00
Local Grant	\$166,122.00
Special Education	\$12,470.00

Subtotal of state or local funds included for this school: \$498,141.00

Total of federal, state, and/or local funds for this school: \$759,605.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
District Level Funding	173,887.00
ESSA CSI	191,053.00
LCFF Supplemental	145,662.00
Local Grant	166,122.00
Special Education	12,470.00
Title I	70,411.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	314,688.00
2000-2999: Classified Personnel Salaries	22,765.00
4000-4999: Books And Supplies	9,200.00
5000-5999: Services And Other Operating Expenditures	412,952.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Level Funding	59,347.00
5000-5999: Services And Other Operating Expenditures	District Level Funding	114,540.00
1000-1999: Certificated Personnel Salaries	ESSA CSI	92,551.00
4000-4999: Books And Supplies	ESSA CSI	8,100.00

5000-5999: Services And Other Operating Expenditures	ESSA CSI	90,402.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	144,462.00
4000-4999: Books And Supplies	LCFF Supplemental	700.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	500.00
	Local Grant	0.00
5000-5999: Services And Other Operating Expenditures	Local Grant	166,122.00
2000-2999: Classified Personnel Salaries	Special Education	12,470.00
1000-1999: Certificated Personnel Salaries	Title I	18,328.00
2000-2999: Classified Personnel Salaries	Title I	10,295.00
4000-4999: Books And Supplies	Title I	400.00
5000-5999: Services And Other Operating Expenditures	Title I	41,388.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	432,283.00
Goal 2	327,322.00
Goal 3	0.00

School Site Council Membership

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

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

Name of Members	Role
Gregory Walker	Principal
Fawn Van Meter	Other School Staff
Daniel Behmer	Classroom Teacher
Thaison Duke	Secondary Student
Casey Miesen	Parent or Community Member
Jennifer Duke	Parent or Community Member
Courtney Krup	Parent or Community Member
Yarelli Jimenez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education 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 2/14/23.

Attested:

Principal, Gregory Walker on 2/14/2023

SSC Chairperson, Christopher Fort on 2/14/2023

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023