School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northridge Elementary School	34-67447-6034755	May 17th, 2023	August 8, 2023

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes.   This document also serves as the Additional Targeted Support and Improvement Plan.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities
Goal 2: Healthy Environments for Socio-Emotional Growth
Goal 3: Engaging Academic Programs
Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);

- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);

- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Northridge Elementary School met the criteria for the following student groups:

1. English Learners
2. Students with Disabilities
3. Two or More Races

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

ATTENDANCE
Overall Attendance Rate: 90.3%
English Learners: 92.6%
Students with Disabilities: 89.6%
Low SES: 88%
Black/African American: 84%

CHRONIC ABSENTEEISM
Overall Chronic Absenteeism Rate: 36.4%
English Learners: 24.7%
Students with Disabilities: 41%
Low SES: 44%
Black/African American: 63%

BEHAVIOR
Overall Home Suspension Rate: 1.78%
English Learners: 0%
Students with Disabilities: 6.41%
Low SES: 1.79%
Black/African American: 0%

Overall In School Suspension Rate: 1.52%
English Learners: 0%
Students with Disabilities: 5.13%
Low SES: 1.34%
Black/African American: 5.26%

ELPAC (Based on data from Spring 2022)
At Risk of LTEL (Long Term English Learner) by Grade Level
Kinder 0
1st grade 0
2nd grade 1%
3rd grade 5%
4th grade 3%
5th grade 5%
6th grade 2%

ELPI
Progressed at Least One Level 50%
Maintained 40%

Decreased at Least One Level 9%

Current LTEL (Long Term English Learner) by Grade Level
Kinder 0
1st grade 0
2nd grade 0
3rd grade 0
4th grade 0
5th grade 0
6th grade 8%

iReady (Winter 2023 Data)
READING
Overall 32% at or above grade level
English Learners 12% at or above grade level
Students with Disabilities 27% at or above grade level
Low SES 30% at or above grade level
Black/African American 31% at or above grade level

MATH
Overall 15% at or above grade level
English Learners 3.6% at or above grade level
Students with Disabilities 14% at or above grade level
Low SES 14% at or above grade level
Black/African American 10% at or above grade level

Text Levels (K-2nd grade Winter Text Level Data)
Overall 32% at or above grade level
English Learners 14% at or above grade level
Students with Disabilities 19% at or above grade level
Low SES 35% at or above grade level

Winter Survey Data
CARING RELATIONSHIPS: 70% of students agree that the "school has a climate that is caring."
FAMILY AND STAFF ENGAGEMENT: 92% of families agree that "staff at the school promptly responds to family phone calls, messages, or emails."
SCHOOL DECISION MAKING: 55% of students agree that "important school decisions reflect diverse input."
SAFETY: 40% of students agree that "I feel safe sharing different viewpoints and perspectives at my school."
SENSE OF BELONGING: 28% of students agree that "students are respectful to each other at this school."
ACADEMIC PROGRESS: 54% of students agree "students feel comfortable and unjudged to ask their teacher for help."
HIGH EXPECTATIONS: 78% of students agree that "adults on campus motivate students to do their best."
STUDENT ENGAGEMENT: 47% of students agree that "students are interested in what they are learning."
COLLEGE & CAREER READINESS: 16% of students agree that "students participate in programs to learn about different jobs, careers and colleges."

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

We know the last three years have been tumultuous for our students, families and staff. The disruption to learning over the course of the last few years have impacted the learning of our students, continuing into this school year. This can been seen in the area of attendance, the feeling of school connectedness and student progress, specifically in the area of math. Our overall attendance rate was 90% with some of our subgroups with up to 63% considered chronically absent. High numbers of absences can be attributed to families being cautious when their students have been sick. There has also been an increase in need for reliable transportation for a number of our families. In addition to these root causes, we have seen an increase in students who experiencing mental health issues, specifically anxiety, around being at school. We have also noticed families often keep home all siblings if only one sibling is sick at home.

We can attribute our data around academic growth and feelings of school connectedness to two potential causes: a high number of absences across the site and the need for students to develop pro-social skills while engaging with other students.

There has been limited growth in academics, which we can attribute to the continued lack of foundational skills that would have been addressed had we been in person during school closures. Attendance has played a large part in students' ability to build these and build on these foundational skills. Issues such as transportation and illness have kept many students home this year. A number of our families have also experienced unstable housing as well.

Winter Survey data shows a dip in the number of students who feel they are connected to the school community. Providing students the opportunity to socialize, problem solve and collaborate with one another will be crucial moving forward. Due to the high number of absences, student feelings of school connectedness have also been impacted. Students struggle to build relationships with peers and staff due to frequent absences.

In comparing iReady Fall to iReady Winter Data, we have seen tremendous and swift growth for students across the board, specifically with our English Language Learners and those with regular attendance. Moving forward, a focus on targeting attendance and supporting students and families to attend school will be paramount moving into the 2023-2024 School Year.

Northridge met the criteria for ATSI as a result of "low" performance on the California School Dashboard for two or more consecutive years for the following student groups:
- English Learners
- Students with Disabilities
- Two or More Races

Based on an analysis of state and local data, the following root causes contributing to the results were identified:
- English Learners: We continue to see the impact of distance learning on our English Learners. During distance and hybrid learning models, our English Learners struggled to attend class for a variety of reasons, including, but not limited to, limited access to internet, having to share resources with siblings at home, lack of supports for English Learners during instruction that would typically be provided during in-person learning. Many of our English Learners had limited access to practicing English, engaging predominately with their home language at home.

- Students with Disabilities: Supporting a Special Day Class for students with Emotional Disturbance provides unique challenges at Northridge. While we do have a strong SDC program with few suspensions, the students who shift into our program from other schools have been assigned many suspensions prior to moving to our SDC program, which impacts our suspension data around Students with Disabilities.

- Two or More Races: Students struggled with attending school regularly due to a number of factors. This includes, but is not limited to, unstable housing, transportation and illness. This has impacted opportunities to engage in instruction, which has impacted academic achievement. In addition to this, students who have missed so much school have struggled to build strong relationships with peers as well as engaging in opportunities to socialize, problem solve and collaborate in appropriate ways.

In response to this data, we will implement the following evidence-based actions (ie. interventions, practices, programs, services, and/or resources) to address the needs of our identified targeted student groups:

- English Learners: Before and After school tutoring opportunities, Full time ELD teacher to collaborate with classroom teachers, implementation of Project GLAD strategies, timely and targeted intervention with our Intervention teacher, targeted attendance incentives and parent information nights/messaging to stress the importance of regular attendance.

- Students with Disabilities: Continued implementation of Restorative Practice and Alternatives to Suspension, full time counselor to visit classrooms and work with students on SEL strategies, including problem solving and self-advocacy skills, targeted social skills groups for students with our counselor, and 1:1 support from our counselor.

- Two or More Races: Continued implementation of Restorative Practice and Alternatives to Suspension, full time counselor to visit classrooms and work with students on SEL strategies, including problem solving and self-advocacy skills, targeted social skills groups for students with our counselor, and 1:1 support from our counselor. Continued work with our attendance clerk in eliminating barriers so that students can attend school regularly and have the opportunities to engage in academics and socializing with peers.

As measured by the ELPI, our English Learners are making some progress towards English proficiency. 50% of our English Learners progressed at least one ELPI level, 40% maintained ELPI Level and 9% decreased at least 1 level.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process, the focus of this plan is to address resource inequities including, but are not limited to:
1. Providing explicit instruction for all students on how to appropriately engage with peers, including reporting and solving problems both inside and outside the classroom.
2. Providing targeted lessons around and opportunities to practice empathy towards others.
3. Providing intervention support for students falling below grade level standards.
4. Providing mental health support for all students, including conflict resolution and collaboration skills.
5. Developing opportunities for teachers to reflect on and develop new ways to engage students in their learning.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Site Leadership Team met weekly March-May to review data and discuss:
- how to best support students with mental health support
- how to address learning needs of students based on teacher reports and observations

Staff engaged during staff meetings in February, March, April and May to review data and discuss:
- Comprehensive Needs Assessment
- Site Budget and Resources
- Resources needed to support students with mental health support

- Resources needed to address learning needs of students

School Site Council met in January-May to review/discuss:
- Comprehensive Needs Assessment
- Site Budget and Resources
- Resources needed to support students with mental health support
- Resources needed to address learning needs of students

English Language Advisory Committee (ELAC) met in April to review and discuss:
- Comprehensive Needs Assessment
- Site Budget and Resources
- Resources needed to support students with mental health support
- Resources needed to address learning needs of students

Resource Inequities

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

Based on data analysis, root cause analysis and review of budgets, the following resources inequities were identified:
1. Providing specific and targeted explicit instruction for all students around how to appropriate engage with peers as well as report and solve conflict.
2. Providing continued intervention support for students falling below grade level standards.
3. Providing continued mental health support for all students.
4. Identifying and continually engaging in best practices for our English Learners and Students with Disabilities.
5. Developing opportunities for teachers to reflect on and develop new ways to engage students in their learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.61%	0.81%	2	2	3
African American	5.3%	6.12%	5.95%	18	20	22
Asian	2.3%	0.92%	1.62%	8	3	6
Filipino	1.8%	1.53%	1.08%	6	5	4
Hispanic/Latino	49.1%	49.24%	47.84%	168	161	177
Pacific Islander	0.3%	1.22%	1.35%	1	4	5
White	33.0%	32.72%	32.7%	113	107	121
Multiple/No Response	7.6%	7.65%	8.65%	26	25	32
			Total Enrollment	342	327	370

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	39	51	53
Grade 1	59	39	59
Grade 2	50	54	38
Grade3	34	47	53
Grade 4	59	45	50
Grade 5	43	50	58
Grade 6	58	41	59
Total Enrollment	342	327	370

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	73	83	85	21.30%	25.4%	23.0%
Fluent English Proficient (FEP)	32	16	20	9.40%	4.9%	5.4%
Reclassified Fluent English Proficient (RFEP)	5			6.8%		

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	167	50	64	0	16	96	55			
Black/African Am.	20	7	5	6	2	11	7			
Hispanic or Latino	74	19	39	9	9	48	17			
White	58	20	16	16	5	29	24			
EL	35	3	25	1	3	27	5			
RFEP	1	0	0	0	0	0	0			
Low SES	84	27	32	20	1	53	30			
SWD	26	5	18	2	2	18	5			
FY	3	0	3	0	0	3	0			
Homeless	6	0	2	2	0	4	1			

Northridge Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	168	43.9%	56.1%	0.0%	9.5%	57.1%	32.7%			
Black/African Am.	20	38.9%	27.8%	33.3%	10.0%	55.0%	35.0%			
Hispanic or Latino	74	28.4%	58.2%	13.4%	12.2%	64.9%	23.0%			
White	58	38.5%	30.8%	30.8%	8.6%	50.0%	41.4%			
EL	35	10.3%	86.2%	3.4%	8.6%	77.1%	14.3%			
RFEP	1				0.0%	0.0%	0.0%			
Low SES	84	34.2%	40.5%	25.3%	1.2%	63.1%	35.7%			
SWD	26	20.0%	72.0%	8.0%	7.7%	69.2%	19.2%			
FY	3	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	6	0.0%	50.0%	50.0%	0.0%	66.7%	16.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Northridge Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	57	50	0	1	6	35	16			
1	61	0	38	20	6	36	19			
2	49	0	26	17	4	25	20			

Northridge Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	57	98.0%	0.0%	2.0%	10.5%	61.4%	28.1%			
1	61	0.0%	65.5%	34.5%	9.8%	59.0%	31.1%			
2	49	0.0%	60.5%	39.5%	8.2%	51.0%	40.8%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Northridge Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

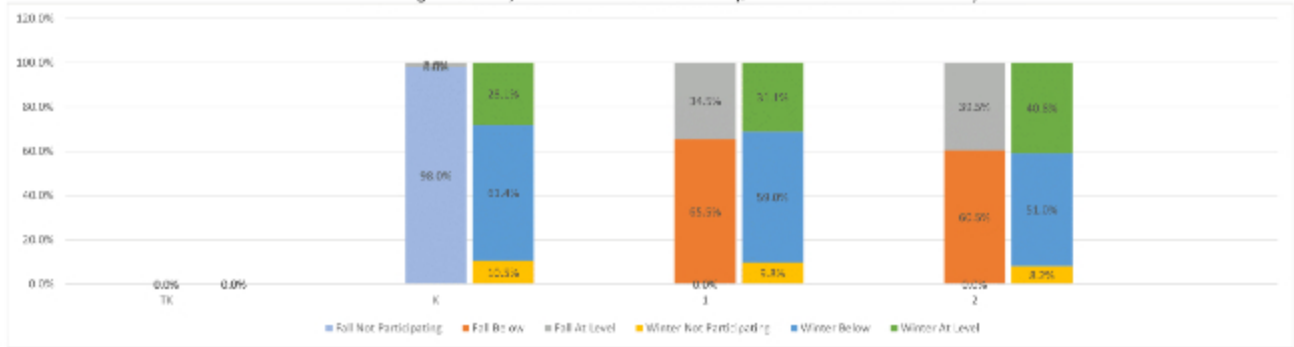| Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	167	71	77	4	84	79	4			
Black/African Am.	20	9	8	1	11	8	1			
Hispanic or Latino	74	29	38	0	36	38	0			
White	58	28	22	2	33	23	2			
EL	35	7	22	0	13	22	0			
RFEP	1	0	0	0	0	0	0			
Low SES	84	37	41	1	41	42	1			
SWD	26	6	19	0	6	19	0			
FY	3	1	2	0	1	2	0			
Homeless	6	1	3	0	2	3	0			

Northridge Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	168	46.7%	50.7%	2.6%	50.0%	47.0%	2.4%			
Black/African Am.	20	50.0%	44.4%	5.6%	55.0%	40.0%	5.0%			
Hispanic or Latino	74	43.3%	56.7%	0.0%	48.6%	51.4%	0.0%			
White	58	53.8%	42.3%	3.8%	56.9%	39.7%	3.4%			
EL	35	24.1%	75.9%	0.0%	37.1%	62.9%	0.0%			
RFEP	1				0.0%	0.0%	0.0%			
Low SES	84	46.8%	51.9%	1.3%	48.8%	50.0%	1.2%			
SWD	26	24.0%	76.0%	0.0%	23.1%	73.1%	0.0%			
FY	3	33.3%	66.7%	0.0%	33.3%	66.7%	0.0%			
Homeless	6	25.0%	75.0%	0.0%	33.3%	50.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Northridge Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	57	51	0	0	57	0	0			
1	61	9	47	2	10	49	2			
2	49	11	30	2	17	30	2			

Northridge Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	57	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	61	15.5%	81.0%	3.4%	16.4%	80.3%	3.3%			
2	49	25.6%	69.8%	4.7%	34.7%	61.2%	4.1%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Northridge Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Conclusions based on this data:

1. Text Level Winter Assessment:
   Students at or above grade level in grades K-2:
   READING
   Kinder 17% of students at or above grade level
   1st grade 30% of students at or above grade level
   2nd grade 19% of students at or above grade level
   English Learners 12% of students at or above grade level
   Low SES 18% of students at or above grade level
   Students with Disabilities 25% of students at or above grade level

   iReady Winter Assessment Data:
   Students at or above grade level in grades 3-6:
   READING
   3rd grade 36% of students at or above grade level
   4th grade 47% of students at or above grade level
   5th grade 18% of students at or above grade level
   6th grade 23% of students at or above grade level
   English Learners 13% of ELLs at or above grade level
   Low SES 23% of students at or above grade level
   Students with Disabilities (SWD) 29% of students at or above grade level

   Students at or above grade level in grades 3-6:
   MATH
   3rd grade 11% of students at or above grade level
   4th grade 23% of students at or above grade level
   5th grade 10% of students at or above grade level
   6th grade 13% of students at or above grade level
   English Learners 5% of students at or above grade level
   Low SES 10% of students at or above grade level
   Students with Disabilities (SWD) 0% of students at or above grade level

   Based on this data, there is a need to examine instructional practices and supports for math instruction, specifically in how we support our English Learners and Students with Disabilities. There is a need to examine instructional practices and supports for Reading, specifically for our English Language Learners.

Caring Relationships

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School has a climate that is caring.	269	91.45%	140	70.00%	17	100.00%
B) There are students and staff on campus who listen to students when they have something to say.	269	89.96%	140	60.71%	17	94.12%
C) There is an adult from the school who checks on how students are doing.	269	79.55%	139	61.87%	17	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	267	83.90%	139	72.66%	17	94.12%
E) Staff feels supported to do their job well in meeting the needs of all students.					17	100.00%
F) Staff feels part of an effective team.					17	94.12%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	269	92.19%			17	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	267	88.76%			17	82.35%
C) The school offers families opportunities to be involved in school and classroom activities.	269	86.62%			17	88.24%
D) The school keeps families well-informed about school activities.	269	94.42%			17	100.00%
E) The staff at our school listens to family concerns about issues.	268	89.18%			17	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	268	95.52%			17	100.00%
G) The school and families are partners in promoting positive behavior for my student.	267	92.88%			17	94.12%
H) Families who speak a language other than English receive general information about our school in their home language.	267	95.13%			17	76.47%
I) Staff receive information about upcoming events and important information about the school.					17	94.12%

School Decision Making

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School seeks input when making important decisions.	269	84.76%	136	53.68%	17	100.00%
B) Important school decisions reflect diverse input.	265	80.38%	136	55.15%	17	88.24%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	267	90.64%				
D) The principal and staff listen to concerns of other staff members about issues.					17	94.12%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					17	100.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					17	100.00%
G) Our school uses data from this survey to inform site decision making.					17	94.12%
H) Staff voice matters in decision making.					17	88.24%

Safety

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Concerns abouts student safety are taken seriously.	269	92.94%	139	68.35%	17	100.00%
B) Concerns about student safety are addressed in a timely manner at my school.	269	89.96%	139	61.15%	17	100.00%
C) My school is a safe place for all students.	269	90.33%	136	62.50%	17	94.12%
D) My school is a safe place for all staff.					17	100.00%
E) Students know what staff member to go to if they have a safety concern.	266	91.35%	136	73.53%	17	94.12%
F) Students know school safety protocols.	268	86.19%	138	77.54%	17	88.24%
G) I feel safe sharing different viewpoints and perspectives at my school.	268	83.96%	132	40.91%	17	82.35%

Sense of Belonging

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School staff respects student diversity.	269	91.82%	137	67.15%	17	100.00%
B) Adults at my school treat students respectfully.	268	94.78%	135	76.30%	17	100.00%
C) Students are respectful to each other at school.	268	66.04%	136	28.68%	17	58.82%
D) Students have opportunities to socialize with other students often at school.	269	94.42%	135	68.89%	17	88.24%
E) Students have an adult on campus they trust.	268	88.43%	137	78.83%	17	94.12%
F) Students trust other students at school.	268	78.73%	135	80.00%	17	70.59%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	263	77.95%	134	52.99%	17	82.35%
H) School staff reflects student diversity.	264	79.17%	137	54.74%	17	47.06%

Academic Progress

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Families and students understand how assignments and tests are graded.	269	88.48%	138	73.19%	17	70.59%
B) Questions and concerns about schoolwork are addressed.	268	92.16%	135	71.11%	17	100.00%
C) Student grades reflect their knowledge of the material.	269	86.99%	135	70.37%	17	82.35%
D) Adults at my school believe all students can be successful.	268	92.91%	137	77.37%	17	100.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	268	90.30%	138	54.35%	17	94.12%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	268	93.66%	135	75.56%	17	100.00%
G) Teachers at my school go out of their way to help all students.	269	88.85%	137	59.12%	17	100.00%
H) Students receive timely and regular feedback on their learning.	266	87.97%	138	62.32%	17	88.24%
I) Staff at my school provides resources or ideas that help families support their students at home.	267	88.76%			17	88.24%

High Expectations

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Students are challenged academically at school.	264	73.86%	137	65.69%	17	94.12%
B) School recognizes and celebrates the academic success of all students.	267	88.76%	138	65.94%	17	94.12%
C) Adults on campus motivate students to do their best.	268	88.43%	138	78.26%	17	100.00%
D) School provides additional academic support when students are struggling.	268	84.33%	136	67.65%	17	100.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		267	85.39%	138	47.83%	17	82.35%
B) Students have access to classes and activities that meet their interests and talents.		264	84.47%	137	47.45%	17	58.82%
C) Students understand how to complete their schoolwork.		266	85.34%	137	73.72%	17	94.12%
D) Students complete assignments on time.		266	80.45%	137	53.28%	17	76.47%
E) Students are motivated to do their schoolwork.		264	79.92%	138	50.00%	17	76.47%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		253	54.55%	138	52.17%	17	41.18%
B) Students and families know what classes they will have to take and pass to graduate from high school.		251	49.80%	137	47.45%	17	23.53%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		250	59.20%	138	54.35%	17	52.94%
D) School offers college and career programs.		245	30.20%	136	16.91%	17	11.76%
E) Students participate in programs to learn about different jobs, careers, and colleges.		247	31.58%	138	27.54%	17	17.65%
F) Students are prepared for the next step of their educational experience.		249	59.04%	137	63.50%	17	52.94%
G) Staff are optimistic about the future of their career in San Juan Unified.						16	87.50%
H) There are equitable opportunities for advancement in the district.						16	75.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		264	87.88%	137	63.50%	17	100.00%
B) San Juan Unified School District is a district that I would recommend to other families.		264	90.15%	138	67.39%	17	94.12%

Northridge Elementary 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	394	5	1.27%	10	7	1.78%	6	1.52%	6	1.52%
Black/African Am.	38	-	0.00%	-	-	0.00%	2	5.26%	2	5.26%
Hispanic or Latino	185	2	1.08%	5	3	1.62%	0	0.00%	0	0.00%
White	147	3	2.04%	5	4	2.72%	4	2.72%	4	2.72%
ELL	90	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	15	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	224	3	1.34%	5	4	1.79%	3	1.34%	3	1.34%
SWD	78	3	3.85%	8	5	6.41%	4	5.13%	4	5.13%
FY	4	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	20	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
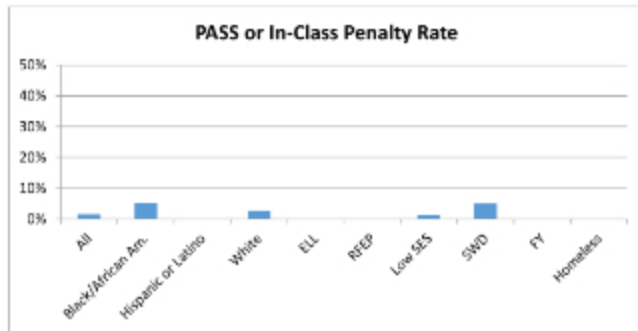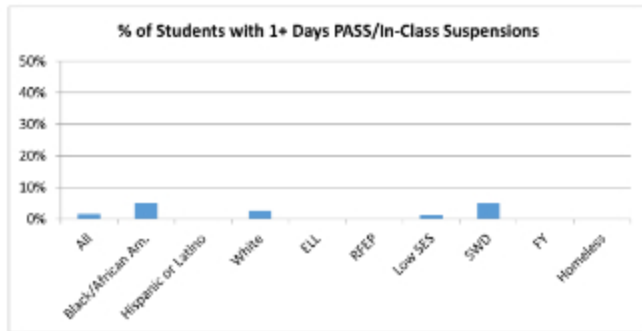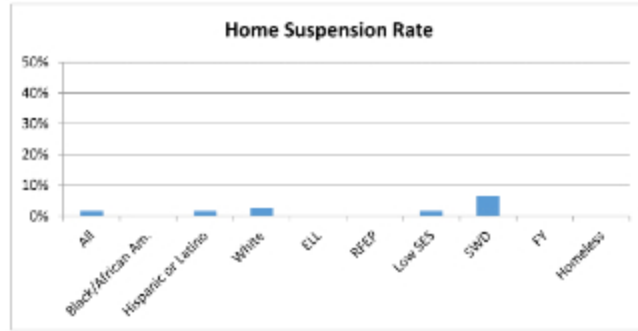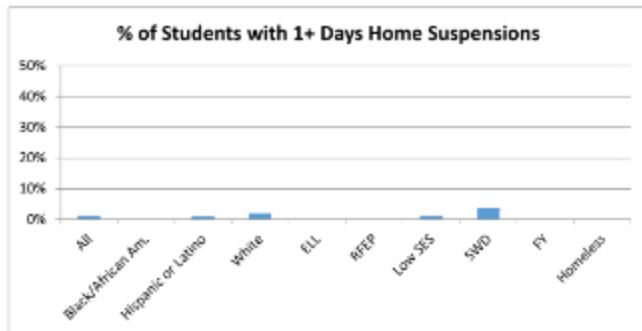
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

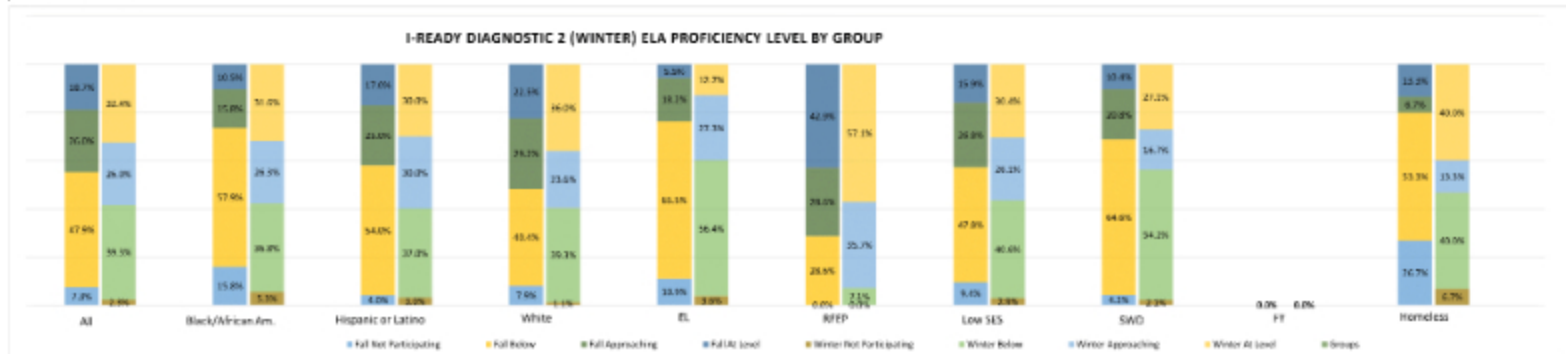Northridge Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	219	16	105	57	41	5	86	57	71				
Black/African Am.	19	3	11	3	2	1	7	5	6				
Hispanic or Latino	100	4	54	25	17	3	37	30	30				
White	89	7	36	26	20	1	35	21	32				
EL	55	6	36	10	3	2	31	15	7				
RFEP	14	0	4	4	6	0	1	5	8				
Low SES	138	13	66	37	22	4	56	36	42				
SWD	48	2	31	10	5	1	26	8	13				
FY	1	0	0	0	1	0	0	0	1				
Homeless	15	4	8	1	2	1	6	2	6				

Group	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	219	7.3%	47.9%	26.0%	18.7%	2.3%	39.3%	26.0%	32.4%				
Black/African Am.	19	15.8%	57.9%	15.8%	10.5%	5.3%	36.8%	26.3%	31.6%				
Hispanic or Latino	100	4.0%	54.0%	25.0%	17.0%	3.0%	37.0%	30.0%	30.0%				
White	89	7.9%	40.4%	29.2%	22.5%	1.1%	39.3%	23.6%	36.0%				
EL	55	10.9%	65.5%	18.2%	5.5%	3.6%	56.4%	27.3%	12.7%				
RFEP	14	0.0%	28.6%	28.6%	42.9%	0.0%	7.1%	35.7%	57.1%				
Low SES	138	9.4%	47.8%	26.8%	15.9%	2.9%	40.6%	26.1%	30.4%				
SWD	48	4.2%	64.6%	20.8%	10.4%	2.1%	54.2%	16.7%	27.1%				
FY	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%				
Homeless	15	26.7%	53.3%	6.7%	13.3%	6.7%	40.0%	13.3%	40.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Northridge Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade
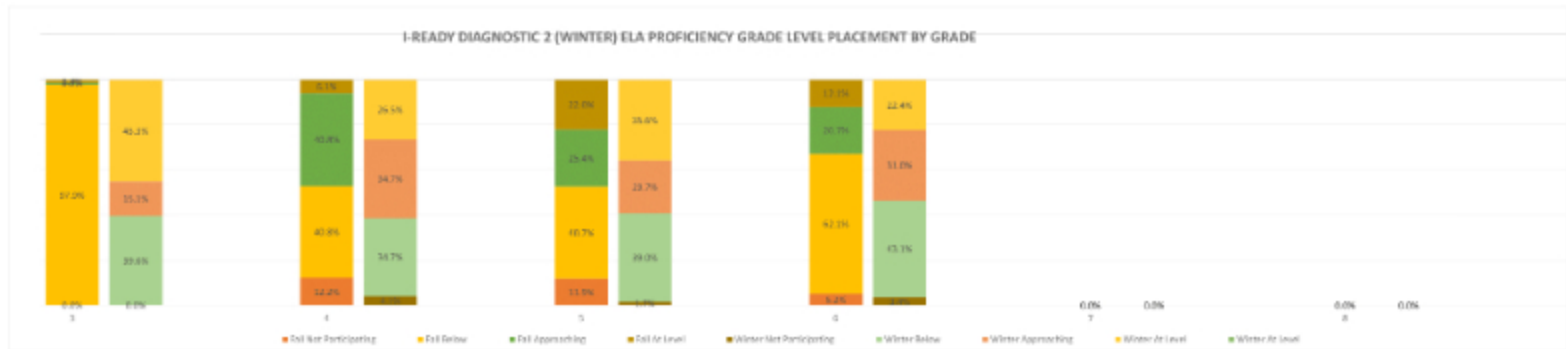
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0	25	10	18	0	21	8	24				
4	49	6	20	20	3	2	17	17	13				
5	59	7	24	15	13	1	23	14	21				
6	58	3	36	12	7	2	25	18	13				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0.0%	47.2%	18.9%	34.0%	0.0%	39.6%	15.1%	45.3%				
4	49	12.2%	40.8%	40.8%	6.1%	4.1%	34.7%	34.7%	26.5%				
5	59	11.9%	40.7%	25.4%	22.0%	1.7%	39.0%	23.7%	35.6%				
6	58	5.2%	62.1%	20.7%	12.1%	3.4%	43.1%	31.0%	22.4%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

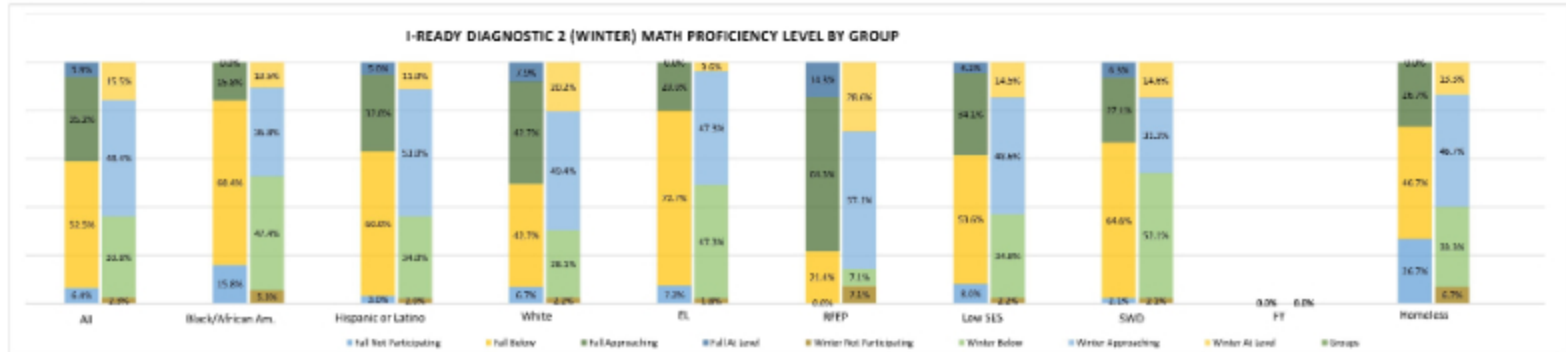Northridge Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

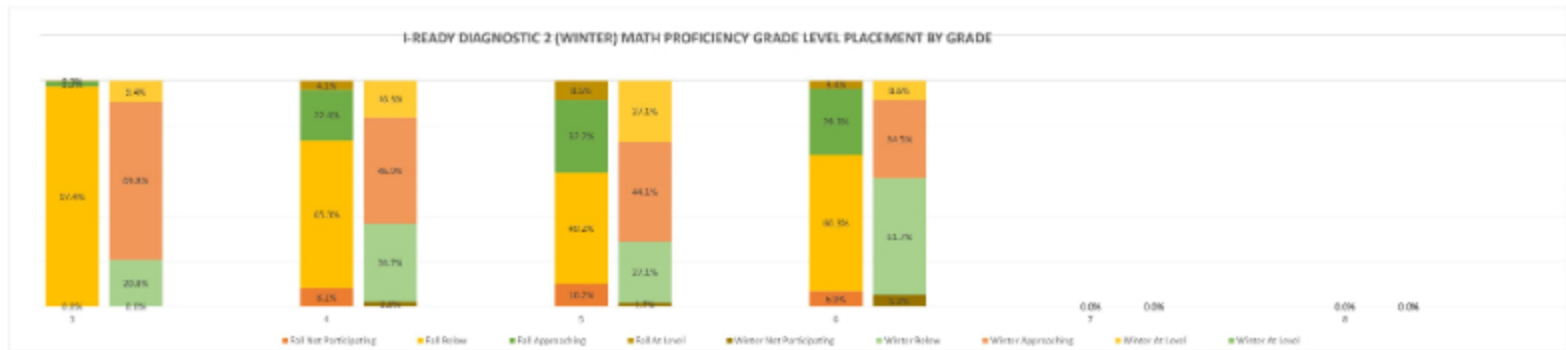| Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	219	14	115	77	13	5	74	106	34				
Black/African Am.	19	3	13	3	0	1	9	7	2				
Hispanic or Latino	100	3	60	32	5	2	34	53	11				
White	89	6	38	38	7	2	25	44	18				
EL	55	4	40	11	0	1	26	26	2				
RFEP	14	0	3	9	2	1	1	8	4				
Low SES	138	11	74	47	6	3	48	67	20				
SWD	48	1	31	13	3	1	25	15	7				
FY	1	0	0	0	1	0	0	0	1				
Homeless	15	4	7	4	0	1	5	7	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	219	6.4%	52.5%	35.2%	5.9%	2.3%	33.8%	48.4%	15.5%				
Black/African Am.	19	15.8%	68.4%	15.8%	0.0%	5.3%	47.4%	36.8%	10.5%				
Hispanic or Latino	100	3.0%	60.0%	32.0%	5.0%	2.0%	34.0%	53.0%	11.0%				
White	89	6.7%	42.7%	42.7%	7.9%	2.2%	28.1%	49.4%	20.2%				
EL	55	7.3%	72.7%	20.0%	0.0%	1.8%	47.3%	47.3%	3.6%				
RFEP	14	0.0%	21.4%	64.3%	14.3%	7.1%	7.1%	57.1%	28.6%				
Low SES	138	8.0%	53.6%	34.1%	4.3%	2.2%	34.8%	48.6%	14.5%				
SWD	48	2.1%	64.6%	27.1%	6.3%	2.1%	52.1%	31.3%	14.6%				
FY	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%				
Homeless	15	26.7%	46.7%	26.7%	0.0%	6.7%	33.3%	46.7%	13.3%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below – Two grade levels or more below standard
**Approaching – One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Northridge Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0	19	30	4	0	11	37	5				
4	49	4	32	11	2	1	17	23	8				
5	59	6	29	19	5	1	16	26	16				
6	58	4	35	17	2	3	30	20	5				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0.0%	35.8%	56.6%	7.5%	0.0%	20.8%	69.8%	9.4%				
4	49	8.2%	65.3%	22.4%	4.1%	2.0%	34.7%	46.9%	16.3%				
5	59	10.2%	49.2%	32.2%	8.5%	1.7%	27.1%	44.1%	27.1%				
6	58	6.9%	60.3%	29.3%	3.4%	5.2%	51.7%	34.5%	8.6%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. Text Level Winter Assessment:
   Students at or above grade level in grades K-2:
   READING
   Kinder 17% of students at or above grade level
   1st grade 30% of students at or above grade level
   2nd grade 19% of students at or above grade level
   English Learners 12% of students at or above grade level
   Low SES 18% of students at or above grade level
   Students with Disabilities 25% of students at or above grade level

   iReady Winter Assessment Data:
   Students at or above grade level in grades 3-6:
   READING
   3rd grade 36% of students at or above grade level
   4th grade 47% of students at or above grade level
   5th grade 18% of students at or above grade level
   6th grade 23% of students at or above grade level
   English Learners 13% of ELLs at or above grade level
   Low SES 23% of students at or above grade level
   Students with Disabilities (SWD) 29% of students at or above grade level

   Students at or above grade level in grades 3-6:
   MATH
   3rd grade 11% of students at or above grade level
   4th grade 23% of students at or above grade level
   5th grade 10% of students at or above grade level
   6th grade 13% of students at or above grade level
   English Learners 5% of students at or above grade level
   Low SES 10% of students at or above grade level
   Students with Disabilities (SWD) 0% of students at or above grade level

   Based on this data, there is a need to examine instructional practices and supports for math instruction, specifically in how we support our English Learners and Students with Disabilities. There is a need to examine instructional practices and supports for Reading, specifically for our English Language Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

We used the Winter Survey Data provided to students (grades 4-6), families (all grades) and staff. This is an annual survey provided by San Juan Unified.

What worked and didn't work? Why? (monitoring)

We nearly met our goal in the area of High Expectations/Caring Relationships: "School has resources to help each student do his/her best." Our baseline from the year prior was 84% with a goal of 89% of families in agreement. We nearly met that goal with 88.76% of families agreeing with the aforementioned statement.

We also nearly met our goal in the area of Academic Progress: "Staff at my school provides resources or ideas that help parents support their students at home." Our baseline from the year prior was 84% with a goal of 89% of families in agreement. We nearly met that goal with 88.43% of families agreeing with the aforementioned statement.

The following actions supported the above data: Providing intentional intervention support for students, intentional time set aside for teachers to collaborate with one another and share best practices and resources, and opportunities to engage with families face to face (now that COVID restrictions have lifted) through conversations during drop off and pick up, during IEP/SST/504 meetings and parent conferences. This has allowed teachers and families to connect and discuss concerns and supports in a more timely way in comparison to the last few years (due to COVID restrictions).

What modification(s) did you make based on the data? (evaluation)

While we see that our families feel connected and part of the decision making, we see areas for growth in the areas of parents feel as though there are opportunities to engage in supporting their student at school. In addition, there is a need to be more inclusive when making site-wide decisions by intentionally including diverse perspectives through the decision making process.

2022-23
Identified Need

Data collected from surveys indicates a need to provide families opportunities to engage in supporting their student at school. In addition, there is a need to be more inclusive when making site-wide decisions by intentionally including diverse perspectives through the decision making process.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter Survey Data: FAMILY AND STAFF ENGAGEMENT "The school offers opportunities to be involved in school and classroom activities."	Parent Rating: 86%	Parent Rating of 90%
Winter Survey Data: SCHOOL DECISION MAKING "Important school decisions reflect diverse input."	Parent Rating: 80%	Parent Rating of 85%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Neighborhood Liaison to coordinate communication, support for and provide resources for families.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	3413 11010	School Year 2023-24
1.2	Provide materials and programs to support parent involvement and connectedness.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	800	School Year 2023-24
1.3	Opportunities for families to engage with school (eg. coffee chats	All Students X English Learners X Low-Income Students X Foster Youth X Other	Principal	Title I Part A Site Allocation	200	School Year 2023-24

	with principal, engagement in House meetings and rallies)						
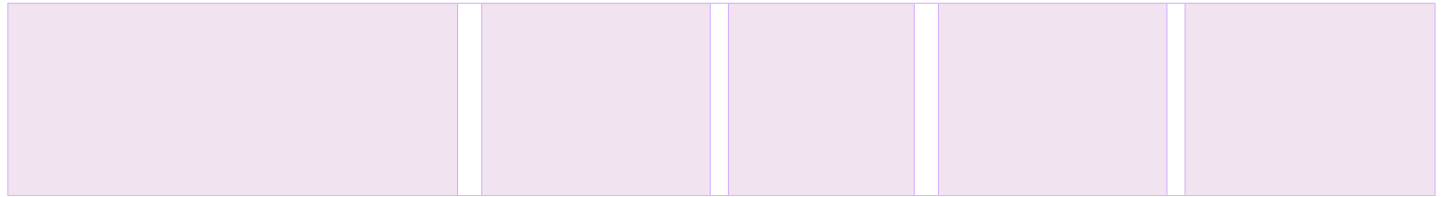
Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being of each student.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

Suspension rate, Chronic Absenteeism Rate and Winter Survey Data

What worked and didn't work? Why? (monitoring)

Our suspension rate increased. Since returning from COVID distance learning/hybrid learning, there has been a significant increase in racist and harassing language as well as physical aggression. Knowing our students had over a year of time away from their peers in person as well as access to adults to support in solving issues appropriately, we believe these are reasons for the uptick in these behaviors. There is a need to develop common agreements and understanding around ways to appropriately handle conflict and disagreements outside of using racist/abusive language and/or physical aggression. We did not see an increase in attendance or a decrease in chronic absenteeism, but rather, these rates stayed consistent from the year prior. There is a need to connect with families, specifically families of incoming kindergarten and 1st graders to share the importance of regular attendance.

What modification(s) did you make based on the data? (evaluation).

Alternatives to suspension and restorative practices, attendance incentives (daily and weekly incentives for being to school on time), support from our full time counselor (whole class lessons, 1:1 discussions, small social skills groups and peer mediation), and ongoing implementation of our House System.

2022-23
Identified Need

Welcoming and Healthy school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension rate	1.78%	1.25%
Attendance Rate	90%	92%
Chronic Absenteeism	36%	30%
Winter Survey (Sense of Belonging: Students are respectful to each other at school.) - Overall Student response % strongly agree/agree overall	28%	40%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide resources to support the Northridge House System.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2023-24

2.2	Provide incentives that promote regular attendance.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School Year 2023-24
2.3	Provide before and after school academic opportunities for students to engage outside the classroom.	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1034 1000	School Year 2023-24
2.4	Provide opportunities for students to engage outside of academics	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services	7000	School Year 2023-24

	at school, including but not limited to guest speakers and performances.			And Other Operating Expenditures		

2.5	Provide additional Rec Aides for supervision.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, Staff	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	3,412
					
					13,638
					
					2,032
						School Year 2023-24

2.6	Provide full time counselor to support	X All Students
		  English Learners
		  Low-Income Students
			Principal, Counselor	Title I Part A Site Allocation	102615
					
					52078
						School Year 2023-24

	students academic growth, engagement with school.	Foster Youth Other			1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.7	Clerk to make follow up phone calls on attendance, analyze data and attend conference meetings, events coordination. Meet with principal monthly to share data analysis and plan improvement strategies.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Attendance Clerk, Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	8,561 9,897	School Year 2023-24
2.8		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each other in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic-minded.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

As a team, we looked at the following data points: iReady Fall and Winter data (including growth), Text Levels and Winter Survey Data.

What worked and didn't work? Why? (monitoring)

We did make some growth (between 3-5% growth) in Math and ELA as measured by iReady diagnostic assessments and Text Level assessments. Having students back in person for a full year has supported students in academic growth. Our teachers focused on intentionally teaching and supporting students with academic vocabulary, specifically in the area of ELA. The intentional implementation of Project GLAD strategies supported students in their growth in the area of ELA. Teachers also closely collaborated with our Intervention teacher to best determine which students needed specific supports. Alongside our Intervention teacher, we completed cycles of intervention, where we looked at student data to determine which students needed which supports and moved

students accordingly. Through the Winter Survey, less than half of our students indicated they are interested in what they are learning.

What modification(s) did you make based on the data? (evaluation)

There is a need to continue with Intervention support next year. There is also a need to provide students opportunities and voice in what they are learning at school. It will be important to meet with various groups of students to hear about different ways we can engage them during instruction.

2022-23
Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady Winter Data (grades 3-6)	READING: 32% at or above grade level MATH: 15% at or above grade level	READING: 35% at or above grade level MATH: 23% at or above grade level
Text Level Winter Data (grades K-2)	23% at or above grade level	32% at or above grade level
Winter Survey Data (Student Engagement: Students are interested in what they are learning.) Student Response Strongly agree/agree	47%	57%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide professional development	X All Students X English Learners X Low-Income Students	Principal, Teachers	Title I Part A Site Allocation	2110 3116	School Year 2023-24

	opportunities for teachers, including, but not limited to conferences and online trainings.	X Foster Youth Other		5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
3.2	Compensate teachers for collaboration around effective instruction and intervention supports.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1,000 3000	School Year 2023-24

3.3	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	150,135	School Year 2023-24
3.4	Provide primary language support to EL students, and/or the targeted student population at emerging and expanding levels to support core content instruction in collaboration with classroom teachers. .75 FTE BIA	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	46,545	School Year 2023-24

| 3.5 | Provide in school experiences or off site field trips, including but not limited to on site academic focused field trips, guest speakers, art docents, student council, and elective opportunities during the day). | X All Students X English Learners X Low-Income Students X Foster Youth Other | Principal | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 5000 1,456 | School Year 2023-24 |
| 3.6 | Provide supplemental resources and materials to support ELA and Math Instruction and promote student engagement. | X All Students English Learners Low-Income Students Foster Youth Other | Principal, Teachers | Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2000 2000 | School Year 2023-24 |

| 3.7 | Provide full time Intervention Teacher to support students in mitigating learning loss for all students. | X All Students
English Learners
Low-Income Students
Foster Youth
Other | Principal, Intervention Teacher | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries
Title I Part A Site Allocation 3000-3999: Employee Benefits | 81,770

29,296 | School Year 2023-24 |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

Winter Survey Data as well as the number of programs offered to students before and after school.

What worked and didn't work? Why? (monitoring)

We were able to provide College & Career Day after the Winter Survey was administered, so we are not sure what the impact of this was outside of this data. We did collect some informal data around College & Career Day and received feedback that the majority of students agreed that they learned about a career that interested them. We also implemented before and after school programs to support our students including: homework club, tutoring, support for our English Learners before school, Girls on the Run, Boys Track & Field club and Art club.

What modification(s) did you make based on the data? (evaluation)

This year, we implemented College & Career Day, inviting our families and community members to come and speak to our students about their careers, backgrounds and the education/skills required to be successful in that career. This was met by enthusiasm by our staff, students and community. Next year, we will shift to College & Career Week and expand opportunities for students to learn about different career paths.

2022-23
Identified Need

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter Survey (College & Career Readiness: Students participate in programs to learn about different jobs, careers and colleges). Student % who agree/strongly agree	27%	30%
Number of enrichment opportunities offered before, during or after school.	7	9

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide tools for students to understand their strengths, potential, and possible career choices. This includes, but is	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000 522	School Year 2023-24

				Title I Part A Site Allocation 4000-4999: Books And Supplies		
	not limited to tools such as the Gallup Clifton Strength Finder.					
4.2	Provide resources around different college and career opportunities. This includes, but is not limited to texts, resources for College & Career Day/Week, etc.	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	School Year 2023-24

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$549,640.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental Centralized Services (District Only)	$3,412.00
LCFF Supplemental English Learner Central	$196,680.00
LCFF Supplemental Site Allocation	$47,200.00
Title I Part A Parent Involvement	$3,413.00
Title I Part A Site Allocation	$298,935.00

Subtotal of state or local funds included for this school: $549,640.00

Total of federal, state, and/or local funds for this school: $549,640.00

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
LCFF Supplemental Site Allocation	47,200	0.00
LCFF Supplemental English Learner Central	196,680	0.00
LCFF Supplemental Centralized Services (District Only)	3,412	0.00
Title I Part A Site Allocation	298,935	0.00
Title I Part A Parent Involvement	3,413.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	196,680.00
LCFF Supplemental Site Allocation	47,200.00
Title I Part A Parent Involvement	3,413.00
Title I Part A Site Allocation	298,935.00

Expenditures by Budget Reference

Budget Reference	Amount
	200.00
1000-1999: Certificated Personnel Salaries	340,554.00
2000-2999: Classified Personnel Salaries	86,579.00
3000-3999: Employee Benefits	93,303.00
4000-4999: Books And Supplies	10,322.00
5000-5999: Services And Other Operating Expenditures	13,456.00
5800: Professional/Consulting Services And Operating Expenditures	5,226.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	150,135.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	46,545.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	22,199.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	11,929.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,456.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	3,116.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,413.00
	Title I Part A Site Allocation	200.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	188,419.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	11,010.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	81,374.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	3,822.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	2,110.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,423.00
Goal 2	204,767.00
Goal 3	327,428.00
Goal 4	2,022.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Hidey McLeod	Parent or Community Member
Wendy Weir	Parent or Community Member
Amanda Ortiz	Parent or Community Member
Marta Pineda	Parent or Community Member
VACANT	Parent or Community Member
Mary Durbrow	Classroom Teacher
Ashley Hanna	Classroom Teacher
Angel Wurtzer	Classroom Teacher
Annette Silva	Other School Staff
Petra Luhrsen	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/16/2023.

Attested:

[signature] on file	Principal, Petra Luhrsen on 5/17/2023
	SSC Chairperson, Ashley Hanna on 5/17/2023

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 process.

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

   A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1.   The comprehensive needs assessment of the entire school shall:

         a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

   A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Northridge Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only)   **$3,412.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional Rec Aides for supervision.	2000-2999: Classified Personnel Salaries	$3,412.00	Healthy Environments for Socio-Emotional Growth	

	Amount
LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$3,412.00
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00

Funding Source: LCFF Supplemental English Learner Central   **$196,680.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	$150,135.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population at emerging and expanding levels to support core content instruction in collaboration with classroom teachers. .75 FTE BIA	2000-2999: Classified Personnel Salaries	$46,545.00	Engaging Academic Programs	

	Amount
LCFF Supplemental English Learner Central Total Expenditures:	$196,680.00
LCFF Supplemental English Learner Central Allocation Balance:	$0.00

Northridge Elementary School

Funding Source: LCFF Supplemental Site Allocation   **$47,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	$3,116.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	$1,456.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs	
Provide tools for students to understand their strengths, potential, and possible career choices. This includes, but is not limited to tools such as the Gallup Clifton Strength Finder.	4000-4999: Books And Supplies	$1,000.00	Clear Pathways to Bright Futures	
Compensate teachers for collaboration around effective instruction and intervention supports.	1000-1999: Certificated Personnel Salaries	$1,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$9,897.00	Healthy Environments for Socio-Emotional Growth	
	3000-3999: Employee Benefits	$2,032.00	Healthy Environments for Socio-Emotional Growth	
Clerk to make follow up phone calls on attendance, analyze data and attend conference meetings, events coordination. Meet with principal monthly to share data analysis and plan improvement strategies.	2000-2999: Classified Personnel Salaries	$8,561.00	Healthy Environments for Socio-Emotional Growth	
	1000-1999: Certificated Personnel Salaries	$1,000.00	Healthy Environments for Socio-Emotional Growth	

Northridge Elementary School

	2000-2999: Classified Personnel Salaries	$13,638.00	Healthy Environments for Socio-Emotional Growth
Provide resources to support the Northridge House System.	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Socio-Emotional Growth
Provide incentives that promote regular attendance.	4000-4999: Books And Supplies	$1,500.00	Healthy Environments for Socio-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures:	$47,200.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement $3,413.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Neighborhood Liaison to coordinate communication, support for and provide resources for families.	2000-2999: Classified Personnel Salaries	$3,413.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures:	$3,413.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation $298,935.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide materials and programs to support parent involvement and connectedness.	4000-4999: Books And Supplies	$800.00	Connected School Communities	

Opportunities for families to engage with school (eg. coffee chats with principal, engagement in House meetings and rallies)		$200.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	$11,010.00	Connected School Communities
Provide before and after school academic opportunities for students to engage outside the classroom.	1000-1999: Certificated Personnel Salaries	$1,034.00	Healthy Environments for Socio-Emotional Growth
Provide opportunities for students to engage outside of academics at school, including but not limited to guest speakers and performances.	5000-5999: Services And Other Operating Expenditures	$7,000.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	$52,078.00	Healthy Environments for Socio-Emotional Growth
Provide professional development opportunities for teachers, including, but not limited to conferences and online trainings.	5800: Professional/Consulting Services And Operating Expenditures	$2,110.00	Engaging Academic Programs
Provide full time counselor to support students academic growth, engagement with school.	1000-1999: Certificated Personnel Salaries	$102,615.00	Healthy Environments for Socio-Emotional Growth
Provide resources around different college and career opportunities. This includes, but is not limited to texts, resources for College & Career Day/Week, etc.	4000-4999: Books And Supplies	$500.00	Clear Pathways to Bright Futures
	4000-4999: Books And Supplies	$522.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	$29,296.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	$3,000.00	Engaging Academic Programs

Northridge Elementary School

Provide in school experiences or off site field trips, including but not limited to on site academic focused field trips, guest speakers, art docents, student council, and elective opportunities during the day).	5000-5999: Services And Other Operating Expenditures	$5,000.00	Engaging Academic Programs
Provide supplemental resources and materials to support ELA and Math Instruction and promote student engagement.	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs
Provide full time Intervention Teacher to support students in mitigating learning loss for all students.	1000-1999: Certificated Personnel Salaries	$81,770.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: $298,935.00

Title I Part A Site Allocation Allocation Balance: $0.00

Northridge Elementary School Total Expenditures: $549,640.00