School Year: **2024-25**

NORTHRIDGE WILDCATS

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 21, 2024	July 30, 2024

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)

X Schoolwide Program

X Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Northridge met the criteria for ATSI or the following indicators and/or student groups: Suspension for Two or More Races

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

The planning process for the SPSA involved school staff at staff meetings, parents, community members, and staff at School Site Council Meetings, and parents at ELAC meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.61%	0.81%	0.25%	2	3	1
African American	6.12%	5.95%	5.28%	20	22	21
Asian	0.92%	1.62%	2.51%	3	6	10
Filipino	1.53%	1.08%	1.26%	5	4	5
Hispanic/Latino	49.24%	47.84%	42.96%	161	177	171
Pacific Islander	1.22%	1.35%	1.76%	4	5	7
White	32.72%	32.7%	35.68%	107	121	142
Multiple/No Response	7.65%	8.65%	10.30%	25	32	41
			Total Enrollment	327	370	398

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	51	53	47
Grade 1	39	59	52
Grade 2	54	38	62
Grade3	47	53	47
Grade 4	45	50	59
Grade 5	50	58	50
Grade 6	41	59	61
Total Enrollment	327	370	398

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	83	85	105	21.30%	25.4%	26.4%
Fluent English Proficient (FEP)	16	20	12	9.40%	4.9%	3.0%
Reclassified Fluent English Proficient (RFEP)				6.8%		

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
370	**73.5**	**23**	**1.6**
Total Number of Students enrolled in Northridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	85	23
Foster Youth	6	1.6
Homeless	16	4.3
Socioeconomically Disadvantaged	272	73.5
Students with Disabilities	58	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	5.9
American Indian	3	0.8
Asian	6	1.6
Filipino	4	1.1
Hispanic	177	47.8
Two or More Races	32	8.6
Pacific Islander	5	1.4
White	121	32.7

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
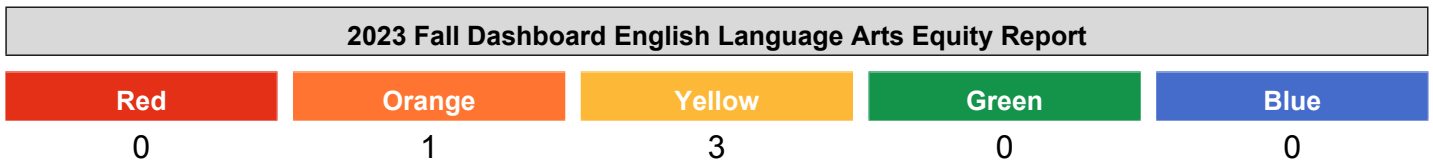## English Language Arts

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
36 points below standard	54.3 points below standard	
Increased +13.9 points	Increased Significantly +30.4 points	3 Students
190 Students	55 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
76.2 points below standard	Yellow	94.5 points below standard
Increased Significantly +42.7 points	41.8 points below standard	Decreased -12.7 points
12 Students	Increased Significantly +24.1 points	39 Students
	145 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
10 Students	1 Student	2 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	29.9 points below standard	Less than 11 Students	Orange
42.7 points below standard	Increased Significantly +35.1 points	3 Students	31.1 points below standard
Increased Significantly +23.8 points	16 Students		Decreased -11.7 points
93 Students			66 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74.4 points below standard	26.2 points above standard	29.7 points below standard
Increased Significantly +22.2 points	11 Students	Increased +3.5 points
44 Students		128 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 36 points below standard. The lowest performing student groups are students with disabilities at 94.5 points below standard, our homeless population at 76.2 points below standard, and our EL population at 54.3 points below standard. The lowest performing group by race or ethnicity is our Hispanic students at 42.7 points below standard.

Our students are still struggling with chronic absenteeism and the impact of new students enrolling and students leaving throughout the year. We also had an increase of English Learners enroll, specifically non-English speakers. This challenged our programs and created a bigger need for effective intervention.

We are increasing our attendance supports, including working the attendance plan, analyzing data, and holding attendance meetings to improve attendance. Funds are being allocated to our ELD program for additional resources to meet EL student needs. We're adding a .8 FTE intervention teacher to support ELA and Math.

School and Student Performance Data
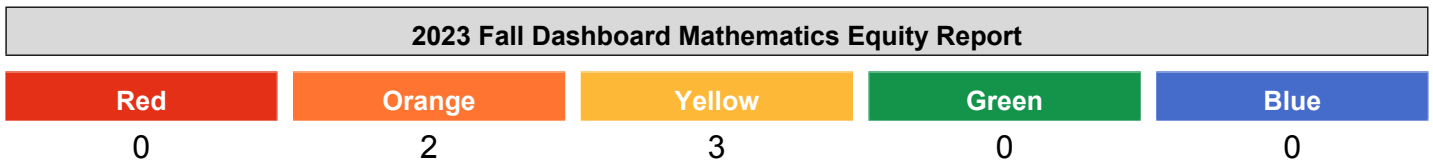
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
65.5 points below standard	70.4 points below standard	
Increased Significantly +16 points	Increased Significantly +28.7 points	3 Students
191 Students	56 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
84.2 points below standard	Yellow	Orange
Increased Significantly +60.7 points	69.1 points below standard	112.2 points below standard
12 Students	Increased Significantly +22.2 points	Increased +7.2 points
	145 Students	39 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
10 Students	1 Student	2 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	99.8 points below standard	Less than 11 Students	Orange
64.6 points below standard	Increased Significantly +34.7 points	3 Students	59.2 points below standard
Increased Significantly +23.6 points	16 Students		Maintained +2.6 points
93 Students			66 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.1 points below standard	39 points below standard	64.8 points below standard
Increased Significantly +26.5 points	11 Students	Increased +8.6 points
45 Students		128 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 65.5 points below standard. The lowest performing student groups are students with disabilities at 112.2 points below standard, our homeless population at 84.2 points below standard, and our EL population at 70.4 points below standard. The lowest performing group by race or ethnicity is two or more races students at 99.8 points below standard.

Our students are still struggling with chronic absenteeism and the impact of new students enrolling and students leaving throughout the year. We also had an increase of English Learners enroll, specifically non-English speakers. This challenged our programs and created a bigger need for effective intervention. Our intervention program addressed ELA needs, and we determined we also need math intervention.

We are increasing our attendance supports, including working the attendance plan, analyzing data, and holding attendance meetings to improve attendance. Funds are being allocated to our ELD program for additional resources to meet EL student needs. We're adding a .8 FTE intervention teacher to support ELA and Math. Math intervention outside of the classroom is a needed support and we're addressing it by adding another intervention teacher.

School and Student Performance Data

Academic Performance
## English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
0.597% making progress towards English language proficiency
Number of EL Students: 67 Students
Performance Level: 4
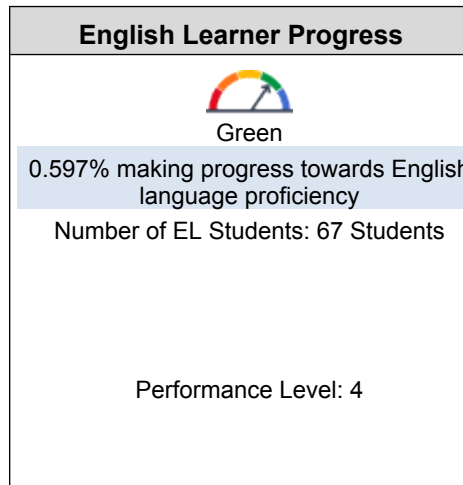
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	20	0	40

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

The greatest growth was that 40 students progressed at least one ELPI level. An area for improvement is supporting the 7 students who decreased one ELPI level.

The supports for the ELPI groups were effective and we should continue to provide those supports while continuing to monitor progress. Our GLAD strategies in the classroom, our ELD program, including pull out small group instruction by the ELD teacher have been effective. Tutoring before and after school by the ELD teacher has been effective.

Moving forward, we will continue to provide the supports mentioned above, monitor their progress by progress notices, report cards, and the ELPAC, and modify instruction as needed using GLAD strategies.

School and Student Performance Data

Academic Performance
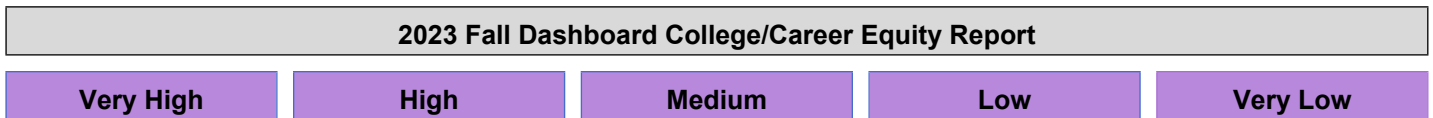## College/Career Report

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

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Academic Engagement
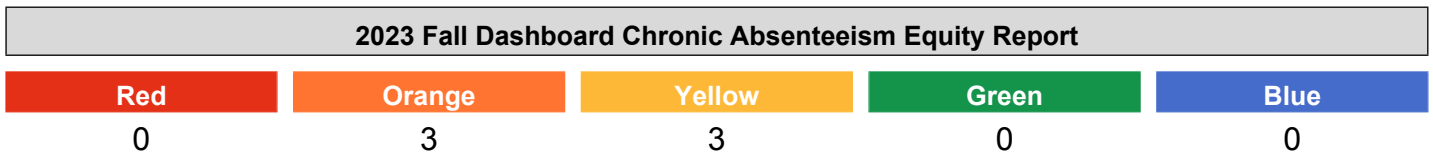## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	3	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
35.4% Chronically Absent	19.6% Chronically Absent	
Declined Significantly -4.4	Declined -6.9	6 Students
401 Students	102 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
69.6% Chronically Absent	Yellow	Orange
Increased 21.9	42.7% Chronically Absent	39.7% Chronically Absent
23 Students	Declined Significantly -5	Declined -16.2
	300 Students	78 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
64% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
Increased 2.5	5 Students	6 Students	4 Students
25 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	Less than 11 Students	Orange
31% Chronically Absent	36.1% Chronically Absent	5 Students	36% Chronically Absent
Declined Significantly -7.7	Declined -3.9		Declined -3.6
184 Students	36 Students		136 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The chronic attendance rate for all students is 35.4%. The lowest student group for chronic attendance is Homeless students at 69.6%, SED in yellow at 42.7% and SWD in orange at 39.7%.

The supports provided need to be increased to meet the needs of our students and families to improve attendance. Progress monitoring of student attendance needs to be improved. Attendance concerns, ideas, and supports weren't as effective as we need or as consistent as we need, and should include weekly meetings with attendance clerk, AIP meetings, PBIS meetings, LST meetings, and the use of our school community specialist.

Some increased supports include, strengthening our PBIS system, increasing incentives, adding a School Community Specialist, strengthening our House System, continue to increase hours for the attendance clerk, creating a Wellness Center, and strengthening our LST. As we analyze attendance data, we need to catch absenteeism concerns quickly and begin addressing them as soon as possible. Providing resources and supports to students and families will be included in the interventions.
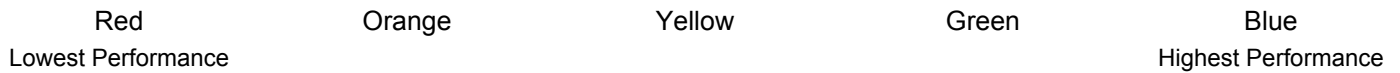
School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Conditions & Climate
Suspension Rate

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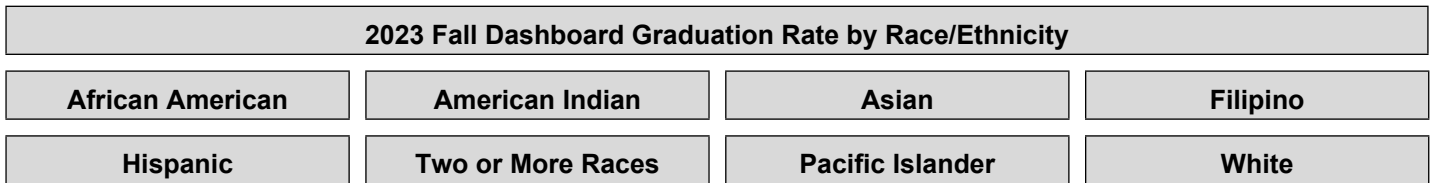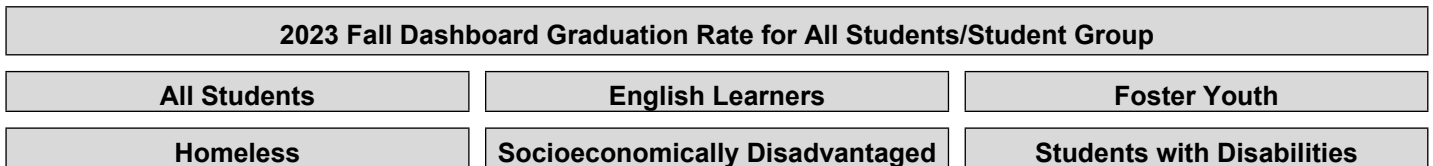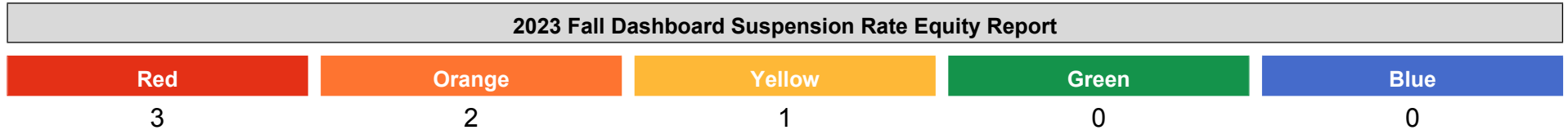
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	1	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

3.5% suspended at least one day

Increased 1.3

427 Students

English Learners

Orange

2.8% suspended at least one day

Increased 2.8

109 Students

Foster Youth

Less than 11 Students

6 Students

Homeless

0% suspended at least one day

Maintained 0

27 Students

Socioeconomically Disadvantaged

Red

3.8% suspended at least one day

Increased Significantly 2.4

318 Students

Students with Disabilities

Red

6.9% suspended at least one day

Increased 0.3

87 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
3.8% suspended at least one day Increased 3.8 26 Students	Less than 11 Students 5 Students	Less than 11 Students 6 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 2.5% suspended at least one day Maintained 0.2 199 Students	Red 8.1% suspended at least one day Increased 1.7 37 Students	Less than 11 Students 5 Students	Orange 4.1% suspended at least one day Increased 2.5 145 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The suspension rate for all students is at 3.5%. The lowest performing student groups for suspension are SED, SWD, and TOM, which all landed in red.

The site had focused on the House System and put less efforts into the PBIS system. The staff recognized the increase in behavior problems. Rec aides, the campus representative, and the MTSS team needed to be trained and work together preventing and addressing behavior problems, as well as improving restorative practices . Tier 1 practices, including creating a welcoming, inclusive environment needed to be strengthened. There was also a need for more community involvement, such as joining committees, family events, and school functions.

Some increased supports include, strengthening our PBIS system, increasing incentives, increasing community involvement, adding a School Community Specialist, strengthening our House System, creating a Wellness Center, and strengthening our LST.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Different academic data was used to monitor progress throughout the year. We used universal screeners, BPST, reading levels, and other data for our 8 week intervention cycles. Weekly meetings with our LST monitored the progress and was able to drive our academic supports for students. Regular meetings with the intervention teacher were held to plan, monitor, and implement interventions. iReady and CAASPP data were analyzed at monthly staff meetings and weekly teacher collaboration. Teachers also used classroom data for progress monitoring and reporting to families.

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

Purposeful meetings to plan, monitor, and implement academic supports were effective. Our students are performing in the yellow and our EL progress is in the green. What worked was getting the teachers and IAs trained for screeners and creating a schedule to provide interventions and meeting times. Having an intervention teacher has been highly effective.

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

Moving forward, we will continue with our academic supports and we're adding another .8 intervention teacher for additional academic supports.

2023-24
Identified Need

Our students landed in the yellow for both ELA and Math. Our ELA progress was green. However, all students scored 36 points below standard in ELA and 65.5 points below in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	36 points below standard	+3 scale score points
	English Learners	54.3 points below standard	
	Foster Youth		
	Homeless	76.2 points below standard	
	Socioeconomically Disadvantaged	41.8 points below standard	
	Students with Disabilities	94.5 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	42.7 points below standard	
	Two or More Races	29.9 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Pacific Islander		
	White	31.1 points below standard	
Math State Assessment: Change in scale score	All Students	65.5 points below standard	+3 scale score points
	English Learners	70.4 points below standard	
	Foster Youth		
	Homeless	84.2 points below standard	
	Socioeconomically Disadvantaged	69.1 points below standard	
	Students with Disabilities	112.2 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	64.6 points below standard	
	Two or More Races	99.8 points below standard	
	Pacific Islander		
	White	59.2 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.597%		+2%
English Learner Reclassification:	7.34%		+1%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of English language learners who are reclassified to Fluent English Proficient		

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide supplemental resources and materials, including technology, to support ELA and Math instruction, and promote student engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	15000	School Year 2024-25
1.2	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, career day, and elective opportunities during the school day.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	9228	School Year 2024-25

1.3	Provide professional development (principally directed toward Math) opportunities and/or resources to teachers, including but not limited to conferences, trainings, and books.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5000	School Year 2024-25
1.4	Compensate teachers for collaboration around effective instruction and intervention supports.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	9997	School Year 2024-25
1.5	Compensate teachers for intervention supports for students before or after the school day.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	9997	School Year 2024-25

1.6	Provide .4 Intervention Teacher to provide targeted support to students. PC 36083	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	36,400 17,250	School Year 2024-25
1.7	Provide supplemental resources and materials, including technology, to support our EL students with ELA and Math instruction, and promote engagement.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	School Year 2024-25

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Daily, weekly, and monthly attendance reports were analyzed throughout the year to monitor progress.

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

Reports from Q can be difficult to generate and analyze, but was able to be used for monitoring. Meetings with families and the supervisor from AIP were effective.

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

We will continue with analyzing data, implementing attendance interventions and incentives, and monitoring progress. Chronically absent is still very high at 35.4% for all students. We will increase the involvement of the PBIS team in supporting attendance. Training in our new data system for staff will help ease working with the data.

2023-24
Identified Need

35% of all students are chronically absent. The percentages nearly double for homeless and African American students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	35.4% Chronically Absent	-0.5%
	English Learners	19.6% Chronically Absent	
	Foster Youth		
	Homeless	69.6% Chronically Absent	
	Socioeconomically Disadvantaged	42.7% Chronically Absent	
	Students with Disabilities	39.7% Chronically Absent	
	African American	64% Chronically Absent	
	American Indian		
	Asian		
	Filipino		
	Hispanic	31% Chronically Absent	
	Two or More Races	36.1% Chronically Absent	
	Pacific Islander		
	White	36% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.70%		+1%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide interventions, and supports to	X All Students English Learners Low-Income Students	Title I Part A Site Allocation	3000	School Year 2024-25

	address attendance concerns and promote regular attendance.	Foster Youth Lowest Performing	4000-4999: Books And Supplies		
2.2	Increase Attendance Clerk hours by .25 to provide interventions and supports for regular attendance and chronic absenteeism.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	1000-1999: Certificated Personnel Salaries	18375	School Year 2024-25
2.3		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

SWIS and Q data were used monthly to analyze behavior and suspensions. The climate survey is another source of data used.

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

Strengthening our PBIS system and interventions, such as check in check out helped track and ultimately lower negative behaviors. Adding the School Community specialist to our staff to increase relationships, supervision, and safety was highly effective. We also created a Wellness Center to strengthen our SEL program. We also worked on increasing student and community voice through the House System, adding student leadership, PTA and events, ELAC meetings, and through Site Council.

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

We are going to continue strengthening our PBIS system, increase the hours of our school community specialist, and expand our SEL program.

2023-24
Identified Need

3.5% of all students were suspended for at least one day. SWD and two or more races had higher rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	3.5% suspended at least one day	-0.3%
	English Learners	2.8% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	3.8% suspended at least one day	
	Students with Disabilities	6.9% suspended at least one day	
	African American	3.8% suspended at least one day	
	American Indian		
	Asian		
	Filipino		
	Hispanic	2.5% suspended at least one day	
	Two or More Races	8.1% suspended at least one day	
	Pacific Islander		
	White	4.1% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.00%	0
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	63.5%	+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	64%	+2%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	4%	+.5%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide resources, such as materials for incentives, and supplies needed to support the Northridge House System.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2655	School Year 2024-25
3.2	Provide resources to support PBIS,	All Students English Learners	LCFF Supplemental	2656	School Year 2024-25

	such as incentives, or supplemental materials or supplies.	X Low-Income Students Foster Youth X Lowest Performing SWD and Two or more Races	Site Allocation 4000-4999: Books And Supplies		
3.3	Provide a full time counselor to support students' academic growth and school engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	105000 51439	School Year 2024-25
3.4	Provide additional Rec Aides for safety and supervision. PC 35366 PC 34898 PC 37972	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	30,140 11269 3933	School Year 2024-25

			3000-3999: Employee Benefits LCFF Rec Aide Allocation		
3.5	Provide opportunities for students to engage in supplemental activities and resources needed including but not limited to guest speakers, materials, performances, and events.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4,689	School Year 2024-25
3.6	Provide opportunities, resources, and staff compensation for parent and community engagement, including, but not limited to family events or meetings.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Parent Involvement 4000-4999: Books And Supplies	1000 3228	School Year 2024-25

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:
Student Achievement and Implementation of Standards

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
ELD Instruction and Support		ELD Teacher	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits		
Supplemental primary language support		BIA - Spanish	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		

SCHOOL GOAL #2:
Student Engagement and Course Access

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
Attendance Supports		Attendance Clerk (four hours)	2000-2999: Classified Personnel Salaries		

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
			3000-3999: Employee Benefits		

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
School Safety and Support		School Community Specialist (six hours)	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		
SEL Needs		Counselor	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits		

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	$272,228.00
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	$341,256.00

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 ($)
	$18,375.00
LCFF Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$46,720.00
Title I Part A Parent Involvement	$3,228.00
Title I Part A Site Allocation	$269,000.00

Subtotal of state or local funds included for this school: $341,256.00

Total of federal, state, and/or local funds for this school: $341,256.00

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	46,720	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	269,000	0.00
Title I Part A Parent Involvement	3,228	0.00

Expenditures by Funding Source

Funding Source	Amount
	18,375.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	46,720.00
Title I Part A Parent Involvement	3,228.00
Title I Part A Site Allocation	269,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	179,769.00
2000-2999: Classified Personnel Salaries	30,140.00
3000-3999: Employee Benefits	79,958.00
4000-4999: Books And Supplies	28,539.00
5000-5999: Services And Other Operating Expenditures	13,917.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries		18,375.00
	LCFF Rec Aide Allocation	3,933.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	30,140.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	11,269.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,311.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,228.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	161,394.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	68,689.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	20,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	13,917.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	103,872.00
Goal 2	21,375.00
Goal 3	216,009.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hidey McLeod	Parent or Community Member
Wendy Weir	Parent or Community Member
Amanda Ortiz	Parent or Community Member
Melvin Green	Parent or Community Member
David McClair	Parent or Community Member
Whitney Webb	Classroom Teacher
Ashley Hanna	Classroom Teacher
Angel Wurtzer	Classroom Teacher
Annette Silva	Other School Staff
Jeannie Broyles	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 5/21/2024.

Attested:

Signature	
	Principal, Jeannie Broyles on 5/21/2024
	SSC Chairperson, Ashley Hanna on 5/21/2024

Budget By Expenditures

Northridge Elementary School

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase Attendance Clerk hours by .25 to provide interventions and supports for regular attendance and chronic absenteeism.	1000-1999: Certificated Personnel Salaries	$18,375.00	Healthy Environments for Socio-Emotional Growth	

	Total Expenditures:	$18,375.00		
	Allocation Balance:	$0.00		

Funding Source: LCFF Rec Aide Allocation   **$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,933.00	Engaging Academic Programs	

	LCFF Rec Aide Allocation Total Expenditures:	$3,933.00		
	LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation   **$46,720.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	

Northridge Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$11,269.00	Engaging Academic Programs	
Provide resources, such as materials for incentives, and supplies needed to support the Northridge House System.	4000-4999: Books And Supplies	$2,655.00	Engaging Academic Programs	
Provide resources to support PBIS, such as incentives, or supplemental materials or supplies.	4000-4999: Books And Supplies	$2,656.00	Engaging Academic Programs	
Provide additional Rec Aides for safety and supervision. PC 35366 PC 34898 PC 37972	2000-2999: Classified Personnel Salaries	$30,140.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $47,720.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $3,228.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$3,228.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $3,228.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation $269,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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
Provide opportunities for students to engage in supplemental activities and resources needed including but not limited to guest speakers, materials, performances, and events.	5000-5999: Services And Other Operating Expenditures	$4,689.00	Engaging Academic Programs
Provide opportunities, resources, and staff compensation for parent and community engagement, including, but not limited to family events or meetings.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$51,439.00	Engaging Academic Programs
Provide a full time counselor to support students' academic growth and school engagement.	1000-1999: Certificated Personnel Salaries	$105,000.00	Engaging Academic Programs
Provide supplemental resources and materials, including technology, to support ELA and Math instruction, and promote student engagement.	4000-4999: Books And Supplies	$15,000.00	Connected School Communities
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, career day, and elective opportunities during the school day.	5000-5999: Services And Other Operating Expenditures	$9,228.00	Connected School Communities
Provide professional development (principally directed toward Math) opportunities and/or resources to teachers, including but not limited to conferences, trainings, and books.	5800: Professional/Consulting Services And Operating Expenditures	$5,000.00	Connected School Communities
Compensate teachers for collaboration around effective instruction and intervention supports.	1000-1999: Certificated Personnel Salaries	$9,997.00	Connected School Communities
Compensate teachers for intervention supports for students before or after the school day.	1000-1999: Certificated Personnel Salaries	$9,997.00	Connected School Communities
Provide .4 Intervention Teacher to provide targeted support to students. PC 36083	1000-1999: Certificated Personnel Salaries	$36,400.00	Connected School Communities

Northridge Elementary School

Provide supplemental resources and materials, including technology, to support our EL students with ELA and Math instruction, and promote engagement.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities
	3000-3999: Employee Benefits	$17,250.00	Connected School Communities
Provide interventions, and supports to address attendance concerns and promote regular attendance.	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Socio-Emotional Growth

Title I Part A Site Allocation Total Expenditures: $270,022.00

Title I Part A Site Allocation Allocation Balance: $0.00

Northridge Elementary School Total Expenditures: $343,278.00