



## School Plan for Student Achievement (SPSA)

| School Name      |            | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------|------------|-----------------------------------|----------------------------------------|---------------------------|
| Northmead School | Elementary | 50712176052955                    | April 21, 2026                         | June 1, 2026              |

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

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

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

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

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

Schoolwide Program

Targeted Support and Improvement

Northmead was identified as a Targeted Support and Improvement (TSI) school as a result of very Low Performance: Chronic Absenteeism- Homeless student subgroup.

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

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# Plan Description

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

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

Schoolwide Program

Targeted Support and Improvement

Northmead was identified as a Targeted Support and Improvement (TSI) school as a result of very Low Performance: Chronic Absenteeism- Homeless student subgroup.

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

Schoolwide Program

Targeted Support Improvement

Northmead was identified as a Targeted Support and Improvement (TSI) school as a result of very Low Performance: Chronic Absenteeism- Homeless student subgroup. The 2026/27 plan focuses on implementing strategies that support the needs of the homeless sub group by implementing proactive, supportive, and equity-driven interventions to increase attendances

Northmead's school plan is aligned to the requirements of ESSA and the District's Local Control and Accountability Plan (LCAP). The school's goals and metrics are identical to the goals and metrics outlined in the LCAP. The development of the plan includes a comprehensive needs assessment, taking into account information on the academic achievement of students, particularly the needs of students who are failing or at-risk of failing to meet the challenging state academic standards. The plan includes a description of the strategies that will be used to bring about school improvement, including how the strategies will provide opportunities for all students and each subgroup to meet the state standards. Additionally, the plan will describe how Northmead Elementary will strengthen the academic program, improve learning time, and support enriched and accelerated curriculum as well as address the needs of all students in the school, particularly those at-risk or not meeting the state standards.

In reviewing the budget, Northmead Elementary educational partners determined a greater emphasis shall be placed on developing the collective efficacy of teachers with a focus on equity for all students through the structure of Multi-tiered Systems of Support (MTSS). This will be supported through coaching and professional development, with on emphasis on literacy and effective Tier 1 instruction.

## Educational Partner Involvement

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

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

Northmead Elementary engages the school's Multi-tiered System of Support teams (MTSS), Positive Behavior Intervention Support (PBIS), School Site Council (SSC), English Language Advisory Committee (ELAC), staff, input collected from student and parent surveys for feedback on Single Plan or Student Achievement (SPSA) and Annual Review Update. Throughout the 2025/26 school year, staff collaborated regularly to analyze school/student data and provide feedback as part of the planning process for this SPSA, such as during monthly Faculty meetings, grade level and/or PLC meetings, monthly Leadership meetings, monthly PBIS Tier 1 and Tier 2/3 meetings and at least twice a year during individual teacher Cycle of Inquiry/Academic Conferences with administration. In addition, this information was shared during regularly scheduled SSC and ELAC meetings and feedback solicited and utilized as part of the SPSA process. Data reviewed by all educational partners included student academic performance data such as CAASPP scores for English Language Arts, Mathematics and Science, iReady diagnostic scores for Reading and Math, attendance rates, and more. This data was made available to all educational partners and presented to SSC members during the planning and writing of the SPSA.

SPSA Engagement Planned Meetings include:

SSC: 9/16/25, 11/18/25, 1/27/26, 3/17/26, 4/21/26

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

In the 2025 school year, overall, Northmead Elementary School performed average (green) English and Language Arts (ELA), low (orange) in Mathematics (Math), English Language Learner Progress and very low (red) in Chronic Absenteeism and according to the California Dashboard (Dashboard) indicators. For Math, overall Northmead Elementary, performed 51.1 points below standard, and decreased .4 points from the 2025 school year. English Language Learner Progress, overall, Northmead Elementary performed 43.6%, a decline of 3.5% points low (orange). Additionally, one performance groups performed low (orange) in ELA, three performance groups in Math, and four performance groups performed low (red) for chronic absenteeism. In the 2025 school year, overall, Northmead performed very low (red) in Chronic Absenteeism, and performed low (orange) or very low (red) in no areas in suspension rate.

In the 2025 school year, one subgroups performed low (orange) in ELA and three subgroups performed low (orange) Math. Students identified as Socioeconomically disadvantaged performed 61.5 points below standard in Math, a decrease in .6 points compared to the previous year. Students identified with Disabilities performed 104.6 points below standard in Math, a decrease of 18 points compared to the previous year. Students identified as Hispanic/Latino performed low (orange) 58.8 points below standard in Math, a decrease of 6.1 points compared to the previous year and performed low (orange) 12.7 points below standard in ELA, an increase of 2.7 points compared to the previous year.

In the 2025 school year, four subgroups performed low (red) in Chronic Absenteeism. Students identified as English Learners had 17.6% chronic rate, an increase of 3.4%, Homeless had 23.3% chronic rate, an increase of 1.8%, Socioeconomically Disadvantage had 17.8% chronic rate an increase of 3.8%, Students With Disabilities had 24.7% chronic rate an increase of 7.5%, and students identified as Hispanic/Latino had 16.2% chronic rate, an increase of 2.6%. Students in this performance group performed above very low or low in chronic absenteeism.

In analyzing this data, Northmead Elementary staff and educational partners identified areas that need improvement (orange): Math performance and English Learner Progress performance and subgroup performance in ELA, Math and chronic absenteeism. In order to address achievement gaps, the SPSA strategies will target improvements in Tier 1 instruction, integrated academic language development, and expanding Tier II Interventions programs. Performance of English Learners in language acquisition indicates a strong need for a more robust English Language Development (ELD) academic program. High rates of chronic absenteeism in two sub performance groups indicates the needs for greater outreach to improve family engagement with school.

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

Referring to the California School Dashboard, Hispanic/Latino students performed two performance levels below the “All Students” group in English Language Arts (ELA), with All Students performing at the Green level and Hispanic/Latino students performing low (orange). While overall school performance reflects strong outcomes, this indicates an achievement gap that requires targeted support.

To address this need, Northmead Elementary will strengthen Tier 1 instruction through Professional Learning Communities (PLCs) focused on identifying essential standards and developing aligned unit planning. Teachers will utilize i-Ready diagnostic data to identify students in need of additional support and provide targeted small group instruction during the instructional day. Supplemental intervention programs, including SIPPS and Corrective Reading, will be implemented to address foundational literacy gaps.

Student progress will be monitored through regular data cycles, grade-level collaboration, and ongoing analysis of i-Ready and CAASPP data. These actions are intended to increase the percentage of Hispanic/Latino students meeting or exceeding standards in ELA and ensure more equitable outcomes across student groups.

## Other Needs

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

In addition to Dashboard data, staff and educational partners of Northmead Elementary examined locally controlled data from based in iReady and Star assessment results to determine site needs and determined Northmead Elementary will focus on bolstering student's foundational literacy skills through more robust Tier I instruction and Tier II interventions.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 23-24                 | 24-25  | 25-26  | 23-24              | 24-25 | 25-26 |
| American Indian                | 0.35%                 | 0.19%  | 0.36%  | 2                  | 1     | 2     |
| African American               | 3.35%                 | 3.03%  | 3.74%  | 19                 | 16    | 21    |
| Asian                          | 1.59%                 | 1.70%  | 1.60%  | 9                  | 9     | 9     |
| Filipino                       | 1.06%                 | 1.14%  | 1.07%  | 6                  | 6     | 6     |
| Hispanic/Latino                | 78.31%                | 79.55% | 80.60% | 444                | 420   | 453   |
| Pacific Islander               | 1.06%                 | 1.52%  | 1.42%  | 6                  | 8     | 8     |
| White                          | 9.52%                 | 9.47%  | 8.36%  | 54                 | 50    | 47    |
| Multiple/No Response           | 2.12%                 | 1.33%  | 1.25%  | 12                 | 7     | 7     |
| Total Enrollment               |                       |        |        | 567                | 528   | 562   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 23-24              | 24-25 | 25-26 |
| Transitional Kindergarten         |                    | 39    | 40    |
| Kindergarten                      | 56                 | 66    | 67    |
| Grade 1                           | 82                 | 68    | 65    |
| Grade 2                           | 82                 | 83    | 77    |
| Grade3                            | 77                 | 70    | 75    |
| Grade 4                           | 81                 | 82    | 72    |
| Grade 5                           | 90                 | 80    | 85    |
| Grade 6                           | 99                 | 85    | 81    |
| Total Enrollment                  | 567                | 574   | 562   |

#### Conclusions based on this data:

- During the 2024/2025 school year there were no significant changes to any one student group with Hispanic/Latino remaining the highest demographic increasing slightly to 79.55% in 2024/25 from 78.31% in 2023/24. The Two or More Races demographic had the largest change with a .79%% decrease in enrollment in 2024/25 to 1.33% compared to 2.12% in 2023/24. All other sub groups remained within a .30% change over the previous year.

2. Total enrollment in 2024/25 decreased by 39 students to 528 from 567 in 2023/24.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|                                               | 23-24              | 24-25 | 25-26 | 23-24               | 24-25 | 25-26 |
| English Learners                              | 153                | 143   | 148   | 32.2%               | 24.3% | 26.3% |
| Fluent English Proficient (FEP)               | 81                 | 59    | 58    | 6.4%                | 14.3% | 10.3% |
| Reclassified Fluent English Proficient (RFEP) | 22                 | 15    | 8     | 14.4%               | 11.5% | 6%    |

### Conclusions based on this data:

1. Educational partners reviewed data for three years and noted that the increase in overall student enrollment due to intra district transfers and overflow students remaining at Northmead impacted EL enrollment with an increase of 5 students from 138 in 2023/25 to 143 students in 2024/25.
2. Students who were designated Fluent English Proficient increased for the past two years, dropping to 11.2% in 2024/25 a decrease of 3.1% the previous year at 11.2% in 2024/25.
3. Educational partners noted a decline in the number of students reclassified as Fluent English Proficient (RFEP) over the past three years, decreasing from 44 students in 2022–23 to 22 students in 2023–24, and 9 students in 2024–25. This trend reflects a decrease in both the number and percentage of English Learners being reclassified, indicating a need to strengthen supports and instructional strategies to promote English language development and reclassification outcomes.

# School and Student Performance Data

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

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 3                                | 94                     | 75    | 70    | 94                   | 74    | 69    | 94                        | 74    | 69    | 100.0                         | 98.7  | 98.6  |
| Grade 4                                | 95                     | 79    | 82    | 92                   | 79    | 81    | 92                        | 79    | 81    | 96.8                          | 100   | 98.8  |
| Grade 5                                | 94                     | 87    | 80    | 93                   | 84    | 79    | 93                        | 84    | 79    | 98.9                          | 96.6  | 98.8  |
| Grade 6                                | 90                     | 101   | 85    | 89                   | 98    | 82    | 88                        | 98    | 82    | 98.9                          | 97    | 96.5  |
| All Grades                             | 373                    | 342   | 317   | 368                  | 335   | 311   | 367                       | 335   | 311   | 98.7                          | 98    | 98.1  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 3                              | 2417.            | 2451. | 2417. | 25.53               | 31.08 | 17.39 | 20.21          | 28.38 | 28.99 | 25.53                 | 24.32 | 31.88 | 28.72              | 16.22 | 21.74 |
| Grade 4                              | 2471.            | 2476. | 2478. | 30.43               | 26.58 | 28.40 | 20.65          | 25.32 | 23.46 | 16.30                 | 21.52 | 27.16 | 32.61              | 26.58 | 20.99 |
| Grade 5                              | 2454.            | 2482. | 2509. | 16.13               | 17.86 | 21.52 | 15.05          | 21.43 | 32.91 | 17.20                 | 25.00 | 22.78 | 51.61              | 35.71 | 22.78 |
| Grade 6                              | 2490.            | 2501. | 2509. | 6.82                | 11.22 | 9.76  | 30.68          | 24.49 | 30.49 | 22.73                 | 34.69 | 29.27 | 39.77              | 29.59 | 30.49 |
| All Grades                           | N/A              | N/A   | N/A   | 19.89               | 20.90 | 19.29 | 21.53          | 24.78 | 28.94 | 20.44                 | 26.87 | 27.65 | 38.15              | 27.46 | 24.12 |

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                          | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                  | 12.77            | 22.97 | 13.04 | 61.70                 | 62.16 | 66.67 | 25.53            | 14.86 | 20.29 |
| Grade 4                                                                                  | 20.65            | 20.25 | 24.69 | 53.26                 | 65.82 | 65.43 | 26.09            | 13.92 | 9.88  |
| Grade 5                                                                                  | 13.98            | 22.62 | 16.46 | 54.84                 | 51.19 | 65.82 | 31.18            | 26.19 | 17.72 |
| Grade 6                                                                                  | 12.50            | 16.33 | 13.41 | 53.41                 | 51.02 | 56.10 | 34.09            | 32.65 | 30.49 |
| All Grades                                                                               | 14.99            | 20.30 | 17.04 | 55.86                 | 57.01 | 63.34 | 29.16            | 22.69 | 19.61 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                         | 28.72            | 27.03 | 15.94 | 41.49                 | 54.05 | 57.97 | 29.79            | 18.92 | 26.09 |
| Grade 4                                                         | 17.58            | 13.92 | 13.58 | 53.85                 | 65.82 | 66.67 | 28.57            | 20.25 | 19.75 |
| Grade 5                                                         | 16.13            | 11.90 | 22.78 | 36.56                 | 58.33 | 55.70 | 47.31            | 29.76 | 21.52 |
| Grade 6                                                         | 8.05             | 12.24 | 8.54  | 44.83                 | 54.08 | 60.98 | 47.13            | 33.67 | 30.49 |
| All Grades                                                      | 17.81            | 15.82 | 15.11 | 44.11                 | 57.91 | 60.45 | 38.08            | 26.27 | 24.44 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                 | 8.51             | 14.86 | 4.35  | 77.66                 | 77.03 | 81.16 | 13.83            | 8.11  | 14.49 |
| Grade 4                                                                 | 13.04            | 13.92 | 12.35 | 75.00                 | 70.89 | 72.84 | 11.96            | 15.19 | 14.81 |
| Grade 5                                                                 | 19.35            | 19.05 | 8.86  | 56.99                 | 61.90 | 81.01 | 23.66            | 19.05 | 10.13 |
| Grade 6                                                                 | 11.36            | 12.24 | 15.85 | 69.32                 | 73.47 | 69.51 | 19.32            | 14.29 | 14.63 |
| All Grades                                                              | 13.08            | 14.93 | 10.61 | 69.75                 | 70.75 | 75.88 | 17.17            | 14.33 | 13.50 |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                | 12.77            | 18.92 | 8.70  | 63.83                 | 68.92 | 71.01 | 23.40            | 12.16 | 20.29 |
| Grade 4                                                                                | 16.30            | 17.72 | 12.35 | 72.83                 | 64.56 | 79.01 | 10.87            | 17.72 | 8.64  |
| Grade 5                                                                                | 10.75            | 14.29 | 13.92 | 53.76                 | 63.10 | 79.75 | 35.48            | 22.62 | 6.33  |
| Grade 6                                                                                | 11.36            | 8.16  | 17.07 | 64.77                 | 71.43 | 67.07 | 23.86            | 20.41 | 15.85 |
| All Grades                                                                             | 12.81            | 14.33 | 13.18 | 63.76                 | 67.16 | 74.28 | 23.43            | 18.51 | 12.54 |

#### Conclusions based on this data:

1. Glow: 2024/25 scores in ELA show an increase of 5.3 points in combined 48.2% above standards and standards met compared to 45.7% in 2024/25 with 5th grade scoring highest at 54.43% combined above standard and met standard for 2024/25.

2. Grow: 2024/25 scores show that writing to be the area with the highest need for improvement with 27.97% of students scoring below standard. However, this is an 1% improvement from 2023/24.
3. Equity: 6th grade continues to be the grade level that has the lowest percentage (40.25%) of students above standard in reading as well as the highest percentage (30.49%%) of students below standard in 2024/25. This represents an area of focus and attention on strategies and use of district approved curriculum to ensure equitable outcomes for this grade level of students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 3                                | 94                     | 75    | 70    | 94                   | 74    | 70    | 94                        | 74    | 70    | 100.0                         | 98.7  | 100   |
| Grade 4                                | 95                     | 79    | 82    | 92                   | 79    | 81    | 92                        | 79    | 81    | 96.8                          | 100   | 98.8  |
| Grade 5                                | 94                     | 87    | 80    | 93                   | 85    | 79    | 93                        | 85    | 79    | 98.9                          | 97.7  | 98.8  |
| Grade 6                                | 90                     | 101   | 85    | 89                   | 99    | 82    | 89                        | 99    | 82    | 98.9                          | 98    | 96.5  |
| All Grades                             | 373                    | 342   | 317   | 368                  | 337   | 312   | 368                       | 337   | 312   | 98.7                          | 98.5  | 98.4  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 3                              | 2421.            | 2438. | 2406. | 14.89               | 22.97 | 10.00 | 31.91          | 31.08 | 22.86 | 23.40                 | 29.73 | 32.86 | 29.79              | 16.22 | 34.29 |
| Grade 4                              | 2437.            | 2447. | 2461. | 8.70                | 10.13 | 12.35 | 19.57          | 20.25 | 28.40 | 38.04                 | 34.18 | 34.57 | 33.70              | 35.44 | 24.69 |
| Grade 5                              | 2440.            | 2451. | 2462. | 4.30                | 11.76 | 8.86  | 13.98          | 4.71  | 13.92 | 20.43                 | 35.29 | 29.11 | 61.29              | 48.24 | 48.10 |
| Grade 6                              | 2466.            | 2465. | 2456. | 8.99                | 7.07  | 3.66  | 21.35          | 8.08  | 9.76  | 20.22                 | 38.38 | 28.05 | 49.44              | 46.46 | 58.54 |
| Grade 11                             |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
| All Grades                           | N/A              | N/A   | N/A   | 9.24                | 12.46 | 8.65  | 21.74          | 15.13 | 18.59 | 25.54                 | 34.72 | 31.09 | 43.48              | 37.69 | 41.67 |

| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                          | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                  | 26.60            | 29.73 | 8.57  | 42.55                 | 50.00 | 64.29 | 30.85            | 20.27 | 27.14 |
| Grade 4                                                                                  | 11.96            | 10.13 | 17.28 | 40.22                 | 51.90 | 49.38 | 47.83            | 37.97 | 33.33 |
| Grade 5                                                                                  | 5.38             | 11.76 | 12.66 | 45.16                 | 41.18 | 43.04 | 49.46            | 47.06 | 44.30 |
| Grade 6                                                                                  | 7.87             | 6.06  | 3.66  | 42.70                 | 39.39 | 34.15 | 49.44            | 54.55 | 62.20 |
| Grade 11                                                                                 |                  |       |       |                       |       |       |                  |       |       |
| All Grades                                                                               | 13.04            | 13.65 | 10.58 | 42.66                 | 45.10 | 47.12 | 44.29            | 41.25 | 42.31 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                                                                            | 10.64            | 21.62 | 14.29 | 55.32                 | 55.41 | 51.43 | 34.04            | 22.97 | 34.29 |
| Grade 4                                                                                                                                            | 9.78             | 10.13 | 14.81 | 53.26                 | 55.70 | 51.85 | 36.96            | 34.18 | 33.33 |
| Grade 5                                                                                                                                            | 7.53             | 8.24  | 3.80  | 43.01                 | 56.47 | 56.96 | 49.46            | 35.29 | 39.24 |
| Grade 6                                                                                                                                            | 3.37             | 6.06  | 3.66  | 48.31                 | 43.43 | 50.00 | 48.31            | 50.51 | 46.34 |
| All Grades                                                                                                                                         | 7.88             | 10.98 | 8.97  | 50.00                 | 52.23 | 52.56 | 42.12            | 36.80 | 38.46 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                    | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                            | 20.21            | 25.68 | 12.86 | 62.77                 | 63.51 | 62.86 | 17.02            | 10.81 | 24.29 |
| Grade 4                                                                                            | 11.96            | 16.46 | 16.05 | 56.52                 | 60.76 | 60.49 | 31.52            | 22.78 | 23.46 |
| Grade 5                                                                                            | 4.30             | 4.71  | 7.59  | 49.46                 | 56.47 | 59.49 | 46.24            | 38.82 | 32.91 |
| Grade 6                                                                                            | 10.11            | 7.07  | 2.44  | 55.06                 | 56.57 | 53.66 | 34.83            | 36.36 | 43.90 |
| All Grades                                                                                         | 11.68            | 12.76 | 9.62  | 55.98                 | 59.05 | 58.97 | 32.34            | 28.19 | 31.41 |

#### Conclusions based on this data:

1. Glow: 2024/25 scores in Math show an increased year over year in 4th and 5th grade. Although overall all scores remained at 27% proficient, Northmead surpassed PJUSD percentages for meet and exceeding standards overall in math in 2024/25. 4th grade had highest with 40.75% at or above standard.
2. Grow: 2024/25 scores show that problem solving and modeling/data analysis to be the areas with the highest need for improvement with 31.41% of students scoring below standard. However, this is a 6.28% improvement from 2024/25.
3. Equity: 6th grade continues to be the grade level that has the lowest percentage (2.44%) of students above standard in math as well as the highest percentage (43.90%) of students below standard in 2024/25. This represents an area of focus and attention on strategies and use of district approved curriculum to ensure equitable outcomes for this grade level of students.

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24  | 24-25  | 22-23         | 23-24  | 24-25  | 22-23            | 23-24  | 24-25  | 22-23                     | 23-24 | 24-25 |
| <b>K</b>                                                                                     | 1396.2  | 1404.7 | 1360.4 | 1404.2        | 1417.6 | 1375.7 | 1377.6           | 1374.5 | 1324.6 | 17                        | 23    | 20    |
| <b>1</b>                                                                                     | 1411.6  | 1407.7 | 1426.4 | 1420.0        | 1430.7 | 1426.5 | 1402.8           | 1384.1 | 1425.6 | 38                        | 20    | 25    |
| <b>2</b>                                                                                     | 1456.9  | 1456.6 | 1440.2 | 1467.2        | 1462.1 | 1458.6 | 1446.0           | 1450.6 | 1421.4 | 29                        | 25    | 25    |
| <b>3</b>                                                                                     | 1492.0  | 1489.6 | 1488.3 | 1496.7        | 1487.0 | 1484.7 | 1486.7           | 1491.8 | 1491.5 | 35                        | 16    | 23    |
| <b>4</b>                                                                                     | 1543.1  | 1532.9 | 1499.6 | 1557.5        | 1545.9 | 1499.5 | 1528.3           | 1519.4 | 1499.2 | 18                        | 20    | 18    |
| <b>5</b>                                                                                     | 1552.6  | 1510.3 | 1527.5 | 1567.1        | 1515.2 | 1541.4 | 1537.7           | 1504.8 | 1513.3 | 20                        | 11    | 11    |
| <b>6</b>                                                                                     | 1535.4  | 1557.8 | 1531.3 | 1531.1        | 1580.3 | 1567.3 | 1539.2           | 1534.9 | 1494.8 | 16                        | 19    | 11    |
| <b>All Grades</b>                                                                            |         |        |        |               |        |        |                  |        |        | 173                       | 134   | 133   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| <b>K</b>                                                                              | 11.76   | 8.70  | 0.00  | 29.41   | 39.13 | 25.00 | 35.29   | 26.09 | 30.00 | 23.53   | 26.09 | 45.00 | 17                       | 23    | 20    |
| <b>1</b>                                                                              | 5.26    | 0.00  | 8.00  | 34.21   | 40.00 | 28.00 | 23.68   | 30.00 | 44.00 | 36.84   | 30.00 | 20.00 | 38                       | 20    | 25    |
| <b>2</b>                                                                              | 17.24   | 4.00  | 4.00  | 41.38   | 44.00 | 44.00 | 20.69   | 36.00 | 24.00 | 20.69   | 16.00 | 28.00 | 29                       | 25    | 25    |
| <b>3</b>                                                                              | 20.00   | 18.75 | 8.70  | 40.00   | 37.50 | 43.48 | 20.00   | 25.00 | 39.13 | 20.00   | 18.75 | 8.70  | 35                       | 16    | 23    |
| <b>4</b>                                                                              | 44.44   | 45.00 | 5.56  | 33.33   | 30.00 | 44.44 | 16.67   | 20.00 | 33.33 | 5.56    | 5.00  | 16.67 | 18                       | 20    | 18    |
| <b>5</b>                                                                              | 45.00   | 9.09  | 27.27 | 40.00   | 63.64 | 36.36 | 15.00   | 9.09  | 27.27 | 0.00    | 18.18 | 9.09  | 20                       | 11    | 11    |
| <b>6</b>                                                                              | 43.75   | 47.37 | 27.27 | 25.00   | 26.32 | 45.45 | 6.25    | 15.79 | 9.09  | 25.00   | 10.53 | 18.18 | 16                       | 19    | 11    |
| <b>All Grades</b>                                                                     | 23.12   | 18.66 | 9.02  | 35.84   | 38.81 | 37.59 | 20.23   | 24.63 | 31.58 | 20.81   | 17.91 | 21.80 | 173                      | 134   | 133   |

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                      | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                  | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                                | 17.65   | 13.04 | 0.00  | 29.41   | 39.13 | 30.00 | 23.53   | 21.74 | 20.00 | 29.41   | 26.09 | 50.00 | 17                       | 23    | 20    |
| 1                                                                                                | 18.42   | 20.00 | 20.00 | 23.68   | 35.00 | 32.00 | 26.32   | 25.00 | 28.00 | 31.58   | 20.00 | 20.00 | 38                       | 20    | 25    |
| 2                                                                                                | 34.48   | 24.00 | 20.00 | 34.48   | 40.00 | 44.00 | 13.79   | 20.00 | 16.00 | 17.24   | 16.00 | 20.00 | 29                       | 25    | 25    |
| 3                                                                                                | 45.71   | 31.25 | 21.74 | 22.86   | 43.75 | 47.83 | 14.29   | 12.50 | 17.39 | 17.14   | 12.50 | 13.04 | 35                       | 16    | 23    |
| 4                                                                                                | 66.67   | 50.00 | 16.67 | 27.78   | 40.00 | 66.67 | 0.00    | 5.00  | 11.11 | 5.56    | 5.00  | 5.56  | 18                       | 20    | 18    |
| 5                                                                                                | 70.00   | 54.55 | 63.64 | 30.00   | 27.27 | 27.27 | 0.00    | 0.00  | 0.00  | 0.00    | 18.18 | 9.09  | 20                       | 11    | 11    |
| 6                                                                                                | 62.50   | 52.63 | 72.73 | 6.25    | 36.84 | 9.09  | 12.50   | 5.26  | 9.09  | 18.75   | 5.26  | 9.09  | 16                       | 19    | 11    |
| All Grades                                                                                       | 41.62   | 32.84 | 24.81 | 25.43   | 38.06 | 39.10 | 14.45   | 14.18 | 16.54 | 18.50   | 14.93 | 19.55 | 173                      | 134   | 133   |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                     | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                                   |         | 4.35  | 0.00  |         | 21.74 | 5.00  |         | 52.17 | 55.00 |         | 21.74 | 40.00 |                          | 23    | 20    |
| 1                                                                                                   |         | 0.00  | 4.00  |         | 25.00 | 36.00 |         | 25.00 | 32.00 |         | 50.00 | 28.00 |                          | 20    | 25    |
| 2                                                                                                   |         | 0.00  | 8.00  |         | 40.00 | 28.00 |         | 40.00 | 28.00 |         | 20.00 | 36.00 |                          | 25    | 25    |
| 3                                                                                                   |         | 18.75 | 4.35  |         | 12.50 | 17.39 |         | 50.00 | 65.22 |         | 18.75 | 13.04 |                          | 16    | 23    |
| 4                                                                                                   |         | 15.00 | 0.00  |         | 30.00 | 33.33 |         | 35.00 | 44.44 |         | 20.00 | 22.22 |                          | 20    | 18    |
| 5                                                                                                   |         | 0.00  | 0.00  |         | 9.09  | 27.27 |         | 63.64 | 36.36 |         | 27.27 | 36.36 |                          | 11    | 11    |
| 6                                                                                                   | 12.50   | 5.26  | 0.00  | 37.50   | 42.11 | 36.36 | 18.75   | 26.32 | 36.36 | 31.25   | 26.32 | 27.27 | 16                       | 19    | 11    |
| All Grades                                                                                          | 9.25    | 5.97  | 3.01  | 28.32   | 27.61 | 25.56 | 32.37   | 40.30 | 42.86 | 30.06   | 26.12 | 28.57 | 173                      | 134   | 133   |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                                     | 5.88           | 13.04 | 15.00 | 52.94               | 65.22 | 50.00 | 41.18     | 21.74 | 35.00 | 17                       | 23    | 20    |
| 1                                                                                                     | 28.95          | 15.00 | 37.50 | 47.37               | 65.00 | 45.83 | 23.68     | 20.00 | 16.67 | 38                       | 20    | 24    |
| 2                                                                                                     | 31.03          | 12.00 | 37.50 | 58.62               | 76.00 | 41.67 | 10.34     | 12.00 | 20.83 | 29                       | 25    | 24    |
| 3                                                                                                     | 28.57          | 25.00 | 13.64 | 51.43               | 62.50 | 68.18 | 20.00     | 12.50 | 18.18 | 35                       | 16    | 22    |
| 4                                                                                                     | 50.00          | 55.00 | 37.50 | 44.44               | 45.00 | 62.50 | 5.56      | 0.00  | 0.00  | 18                       | 20    | 16    |
| 5                                                                                                     | 50.00          | 9.09  | 44.44 | 50.00               | 81.82 | 55.56 | 0.00      | 9.09  | 0.00  | 20                       | 11    | 9     |
| 6                                                                                                     | 25.00          | 36.84 | 40.00 | 50.00               | 52.63 | 50.00 | 25.00     | 10.53 | 10.00 | 16                       | 19    | 10    |
| All Grades                                                                                            | 31.21          | 23.88 | 30.40 | 50.87               | 63.43 | 52.80 | 17.92     | 12.69 | 16.80 | 173                      | 134   | 125   |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                      | 23.53          | 26.09 | 0.00  | 41.18               | 34.78 | 35.00 | 35.29     | 39.13 | 65.00 | 17                       | 23    | 20    |
| 1                                                                                      | 28.95          | 15.00 | 8.00  | 36.84               | 65.00 | 64.00 | 34.21     | 20.00 | 28.00 | 38                       | 20    | 25    |
| 2                                                                                      | 48.28          | 40.00 | 20.83 | 27.59               | 44.00 | 58.33 | 24.14     | 16.00 | 20.83 | 29                       | 25    | 24    |
| 3                                                                                      | 60.00          | 31.25 | 25.00 | 17.14               | 43.75 | 60.00 | 22.86     | 25.00 | 15.00 | 35                       | 16    | 20    |
| 4                                                                                      | 77.78          | 75.00 | 17.65 | 16.67               | 20.00 | 76.47 | 5.56      | 5.00  | 5.88  | 18                       | 20    | 17    |
| 5                                                                                      | 90.00          | 72.73 | 88.89 | 10.00               | 9.09  | 11.11 | 0.00      | 18.18 | 0.00  | 20                       | 11    | 9     |
| 6                                                                                      | 73.33          | 84.21 | 75.00 | 6.67                | 10.53 | 12.50 | 20.00     | 5.26  | 12.50 | 15                       | 19    | 8     |
| All Grades                                                                             | 54.07          | 47.01 | 23.58 | 23.84               | 34.33 | 52.03 | 22.09     | 18.66 | 24.39 | 172                      | 134   | 123   |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                     | 11.76          | 0.00  | 0.00  | 70.59               | 82.61 | 50.00 | 17.65     | 17.39 | 50.00 | 17                       | 23    | 20    |
| 1                                                                                     | 15.79          | 10.00 | 8.00  | 36.84               | 45.00 | 56.00 | 47.37     | 45.00 | 36.00 | 38                       | 20    | 25    |
| 2                                                                                     | 13.79          | 0.00  | 12.00 | 55.17               | 80.00 | 56.00 | 31.03     | 20.00 | 32.00 | 29                       | 25    | 25    |
| 3                                                                                     | 0.00           | 6.25  | 4.55  | 54.29               | 50.00 | 63.64 | 45.71     | 43.75 | 31.82 | 35                       | 16    | 22    |
| 4                                                                                     | 27.78          | 5.00  | 0.00  | 44.44               | 60.00 | 61.54 | 27.78     | 35.00 | 38.46 | 18                       | 20    | 13    |
| 5                                                                                     | 15.00          | 9.09  | 0.00  | 75.00               | 63.64 | 70.00 | 10.00     | 27.27 | 30.00 | 20                       | 11    | 10    |
| 6                                                                                     | 12.50          | 10.53 | 9.09  | 43.75               | 57.89 | 45.45 | 43.75     | 31.58 | 45.45 | 16                       | 19    | 11    |
| All Grades                                                                            | 12.72          | 5.22  | 5.56  | 52.60               | 64.18 | 57.14 | 34.68     | 30.60 | 37.30 | 173                      | 134   | 126   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                     | 17.65          | 17.39 | 5.00  | 35.29               | 60.87 | 40.00 | 47.06     | 21.74 | 55.00 | 17                       | 23    | 20    |
| 1                                                                                     | 5.41           | 0.00  | 8.33  | 64.86               | 55.00 | 62.50 | 29.73     | 45.00 | 29.17 | 37                       | 20    | 24    |
| 2                                                                                     | 24.14          | 8.00  | 21.74 | 51.72               | 76.00 | 30.43 | 24.14     | 16.00 | 47.83 | 29                       | 25    | 23    |
| 3                                                                                     | 31.43          | 12.50 | 0.00  | 45.71               | 68.75 | 90.00 | 22.86     | 18.75 | 10.00 | 35                       | 16    | 20    |
| 4                                                                                     | 33.33          | 25.00 | 0.00  | 55.56               | 65.00 | 82.35 | 11.11     | 10.00 | 17.65 | 18                       | 20    | 17    |
| 5                                                                                     | 15.00          | 0.00  | 0.00  | 75.00               | 63.64 | 75.00 | 10.00     | 36.36 | 25.00 | 20                       | 11    | 8     |
| 6                                                                                     | 37.50          | 21.05 | 14.29 | 43.75               | 63.16 | 71.43 | 18.75     | 15.79 | 14.29 | 16                       | 19    | 7     |
| All Grades                                                                            | 22.09          | 12.69 | 7.56  | 54.07               | 64.93 | 61.34 | 23.84     | 22.39 | 31.09 | 172s                     | 134   | 119   |

#### Conclusions based on this data:

1. Glow: 2024/25 ELPAC scores show a 2.91% decrease in students scoring level 1 overall with 4th and 6th grade scoring highest in level 4 proficiencies with 45% and 47.7%, respectively.

2. Grow: 2024/25 ELPAC scores show a decrease in written language domain with the lowest level 4 score of 3.01% overall which is a decrease in proficiency of 2.96% overall with all grades showing low scores.
3. Equity: Kindergarten through 2nd grade all scored lower in the percentage of students reaching level compared to the other grade levels representing an area of focus and attention on strategies, use of adopted curriculum and increased time in designated ELD.

# School and Student Performance Data

## Student Population

The 2025 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.

| 2024-25 Student Population                                        |                                                                                                                                  |                                                                                                                                                              |                                                             |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                  | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 528                                                               | 77.3%                                                                                                                            | 27.1%                                                                                                                                                        | 0.0%                                                        |
| Total Number of Students enrolled in Northmead 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. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 143   | 27.1%      |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless                                          | 17    | 3.2%       |
| Socioeconomically Disadvantaged                   | 408   | 77.3%      |
| Students with Disabilities                        | 140   | 26.5%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 16    | 3%         |
| American Indian              | 1     | 0.2%       |
| Asian                        | 9     | 1.7%       |
| Filipino                     | 6     | 1.1%       |
| Hispanic                     | 420   | 79.5%      |
| Two or More Races            | 7     | 1.3%       |
| Pacific Islander             | 8     | 1.5%       |
| White                        | 50    | 9.5%       |

**Conclusions based on this data:**

- 1. 2024/25 data shows: The largest subgroup by race/ethnicity is Hispanic/Latino students with 79.5% of total population of 528 which also makes up the largest group of our English Learners who represent 27.1% of the school population.
- 2. 2024/25 data shows: 77.3% of Northmead students are considered "socioeconomically disadvantaged". 26.5% of Northmead students are receiving Special Education Services which is a slight increase from the 2024/25 school year. 0% of students are in the foster care program which is similar to the previous year of .2%.
- 3. 2024/25 data shows: 26.5% of students are designated as a student with a disability.

# 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.”



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                 | Academic Engagement                                                                                                                         | Conditions & Climate                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Green</div>      | <div>Chronic Absenteeism</div> <div></div> <div>Red</div> | <div>Suspension Rate</div> <div></div> <div>Green</div> |
| <div>Mathematics</div> <div></div> <div>Orange</div>              |                                                                                                                                             |                                                                                                                                             |
| <div>English Learner Progress</div> <div></div> <div>Orange</div> |                                                                                                                                             |                                                                                                                                             |

#### Conclusions based on this data:

- Glow: 2025 Dashboard shows that Northmead is Green in the area of English and Language Arts and Suspension Rate.
- Grow: 2025 Dashboard shows that Northmead needs to continue to monitor Chronic Absenteeism to better support students and families by removing barriers and ensuring equitable access to daily learning. Northmead needs to

continue to support English Learners as well as to review strategies and curriculum used for ELD since these areas are in Orange- low performance.

3. Equity: 2025 Dashboard shows that ELs scored lower compared to other subgroups representing an area of focus and attention on strategies and/or use of adopted curriculum to ensure equitable outcomes for this subgroup of students.

# School and Student Performance Data

## Academic Performance English Language Arts

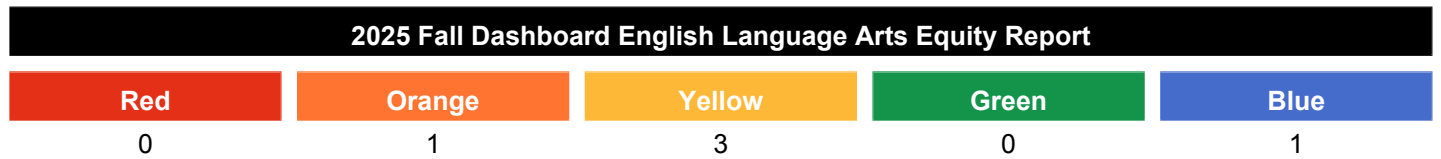
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This section provides number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                                 |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>2.7 points below standard</div> <div>Increased 5.3 points</div> <div>297 Students</div> | <div>English Learners</div> <div></div> <div>Yellow</div> <div>25.4 points below standard</div> <div>Increased 12.4 points</div> <div>110 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>        |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>8 Students</div>            | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>15.3 points below standard</div> <div>Increased 7.2 points</div> <div>230 Students</div> |

|                                                                                                                                                                                                        |                                                                                                                                                                                                    |                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>64.3 points below standard<br>Increased 12.8 points<br>71 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                     |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students                | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students         | <b>Hispanic</b><br><br>Orange<br>12.7 points below standard<br>Maintained 2.7 points<br>233 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students    | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | <b>White</b><br><br>Blue<br>45.9 points above standard<br>Increased 7.8 points<br>34 Students        |

#### Conclusions based on this data:

1. Glow: Northmead increased ELA scores in almost every subcategory. One significant gain was by students with disabilities who increased scores by 12.8 points.
2. Grow: Hispanic Latino population maintained in ELA scores by 2.7 points. This group needs to be more closely monitored and provided ELD or intervention supports to ensure students meet or exceed standards.
3. Equity: Hispanic/Latino sub group performed below standard in Math and ELA. This subgroup increased 2.7 points with 37.8% below standard in ELA and Math decreased 18.4 points performing 75.1% below standard, representing an area of focus and attention on strategies and/or use of adopted curriculum to ensure equitable outcomes for this subgroup of students.

# School and Student Performance Data

## Academic Performance Mathematics

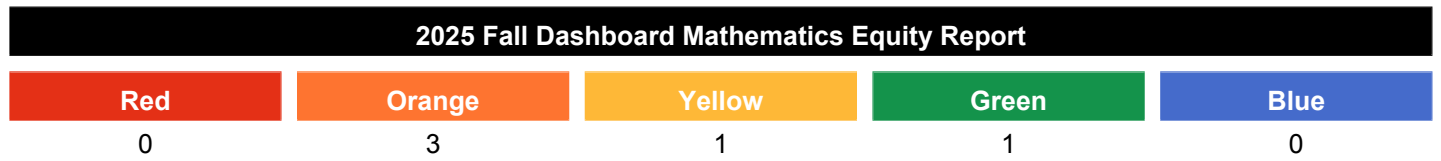
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                               |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Orange</div> <div>51.1 points below standard</div> <div>Maintained -0.3 points</div> <div>297 Students</div> | <div>English Learners</div> <div></div> <div>Yellow</div> <div>68 points below standard</div> <div>Increased 7.2 points</div> <div>110 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>          |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                             | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>8 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>61.5 points below standard</div> <div>Maintained -0.6 points</div> <div>230 Students</div> |

|                                                                                                                                                                                                       |                                                                                                                                                                                                    |                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>104.6 points below standard<br>Increased 18 points<br>71 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                   |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students               | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students         | <b>Hispanic</b><br><br>Orange<br>58.8 points below standard<br>Declined 6.1 points<br>233 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students   | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | <b>White</b><br><br>Green<br>4 points below standard<br>Increased 27.8 points<br>34 Students       |

#### Conclusions based on this data:

1. Glow: Students with disabilities increased by 18 points and students classified as White increased 27.8 points.
2. Grow: Hispanic Latino scores decreased 6.1 points
3. Equity: English Learners did not increase their scores compared to other subgroups that maintained or increased scores representing an area of focus and attention on strategies and/or use of adopted curriculum to ensure equitable outcomes for this subgroup of students.

# School and Student Performance Data

## Academic Performance Science

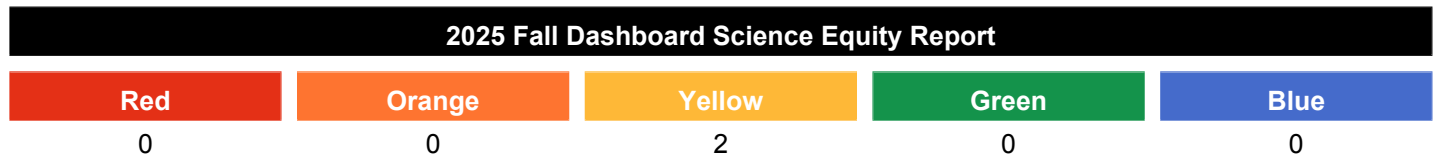
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                                                                                                                                   |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Yellow</div> <div>51.1 science points</div> <div>Maintained 0.6 points</div> <div>77 Students</div> | <div>English Learners</div> <div><br/>No Performance Color</div> <div>48.2 science points</div> <div>Increased 3.3 points</div> <div>35 Students</div> | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                         |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                    | <div>Homeless</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>                 | <div>Socioeconomically Disadvantaged</div> <div><br/>Yellow</div> <div>47.7 science points</div> <div>Maintained 1.3 points</div> <div>64 Students</div> |

|                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>35.1 science points<br>Increased 2.3 points<br>19 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                        |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                      | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                         | <b>Hispanic</b><br><br>Yellow<br>48.4 science points<br>Maintained 1.5 points<br>62 Students            |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student           | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students |

#### Conclusions based on this data:

1. **Glow:** Science performance maintained in Yellow overall, with positive movement for key student groups including Hispanic and Socioeconomically Disadvantaged students. Many students are performing near standard, showing they are building the foundational skills needed to reach proficiency.
2. **Grow:** Northmead needs to continue increasing the number of students meeting or exceeding standards in Science. A focus on hands-on inquiry, academic vocabulary, and student explanation of scientific thinking will help move students from nearly met to met.
3. **Equity:** Northmead will continue ensuring all student groups have access to rigorous, standards-aligned Science instruction. Staff will use data to identify gaps, provide targeted support, and strengthen opportunities for students to engage in scientific thinking, discussion, and writing.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2025 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2025 Fall Dashboard English Learner Progress Indicator                                      |                                                                                                             |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                    | Long-Term English Learner Progress                                                                          |
| <br>Orange | <br>No Performance Color |
| 43.6 making progress.                                                                       | making progress.                                                                                            |
| Number Students: 110 Students                                                               | Number Students: 4 Students                                                                                 |

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

| 2025 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 |
| 14.5%                                                            | 41.8%                                      | 1.8%                    | 41.8%                              |

### Conclusions based on this data:

1. Glow: 41.8% of English Learners at Northmead Elementary are making progress towards English language proficiency progressing at lease one ELPI level
2. Grow: 46 students maintained the same ELPI level they attained from the previous year.
3. Equity: 56.3% of students who are ELs either maintained or decreased one ELPI level in 2025 scores compared to other ELs representing an area of focus and attention on strategies and/or use of adopted curriculum to ensure equitable outcomes for this subgroup of students.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Red

15.9% Chronically Absent

Increased 3.5

553 Students

#### English Learners



Red

17.6% Chronically Absent

Increased 3.4

159 Students

#### Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

#### Foster Youth



No Performance Color

0 Students

#### Homeless



Red

23.3% Chronically Absent

Increased 1.9

30 Students

#### Socioeconomically Disadvantaged



Red

17.8% Chronically Absent

Increased 3.7

428 Students

|                                                                                                                                                                                                |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>24.7% Chronically Absent<br>Increased 7.5<br>154 Students     | <b>African American</b><br><br>No Performance Color<br>23.5% Chronically Absent<br>Increased 13.5<br>17 Students  | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>18.2% Chronically Absent<br>0<br>11 Students                      | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students         | <b>Hispanic</b><br><br>Orange<br>16.2% Chronically Absent<br>Increased 2.6<br>437 Students                      |
| <b>Two or More Races</b><br><br>No Performance Color<br>25% Chronically Absent<br>Increased 20<br>20 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students | <b>White</b><br><br>Green<br>3.8% Chronically Absent<br>Declined 4.1<br>52 Students                             |

#### Conclusions based on this data:

1. Glow: Chronic absenteeism declined in the white subgroup by 4.1%.
2. Five subgroups increased chronic absenteeism rates, representing an immediate need for targeted intervention and focused attendance support.
3. Equity: Our Homeless (23.3%) and Students With Disabilities (24.7%) have the highest chronic absenteeism percentage compared to other subgroups representing an area of focus and attention on strategies to ensure equitable outcomes for this subgroup of students.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

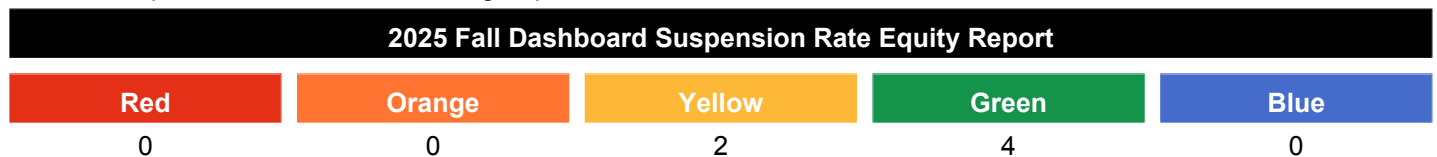
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This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                           |                                                                                                          |                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>2.6% suspended at least one day<br>Declined 1.3%<br>586 Students         | <b>English Learners</b><br><br>Green<br>1.7% suspended at least one day<br>Declined 2.4%<br>172 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>Green<br>2.8% suspended at least one day<br>Declined 8.9%<br>36 Students          | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>2.9% suspended at least one day<br>Declined 1.3%<br>453 Students     |

|                                                                                                                                                                                                        |                                                                                                                                                                                                          |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>5% suspended at least one day<br>Declined 2.1%<br>159 Students     | <b>African American</b><br><br>No Performance Color<br>5.6% suspended at least one day<br>Declined 19.4%<br>18 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>0% suspended at least one day<br>11 Students                              | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students               | <b>Hispanic</b><br><br>Green<br>2.8% suspended at least one day<br>Declined 0.6%<br>464 Students                |
| <b>Two or More Races</b><br><br>No Performance Color<br>0% suspended at least one day<br>Declined 4.5%<br>20 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>0% suspended at least one day<br>11 Students                     | <b>White</b><br><br>Yellow<br>1.8% suspended at least one day<br>Maintained 0.2%<br>55 Students                 |

#### Conclusions based on this data:

1. **Glow:** Northmead suspension scores for 2025 show green on the Dashboard for a majority of student subgroups and two subgroup as Yellow- Low Performance (Students With Disabilities & White). Our Homeless subgroup had a 8.9% decline, English Learners 2.4% decline, Socioeconomically Disadvantaged 2.9% decline, and Hispanic .6% decline in suspensions.
2. **Grow:** Focus on reducing suspension for students in the White subgroup.
3. **Equity:** Suspension of students experiencing homelessness and students with disabilities dramatically declined year over year compared to other subgroups that have also decrease scores representing an area of focus and attention on strategies to ensure equitable outcomes continue for this subgroup of students. (Note: in this category the goal is to decrease percentages.)

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Academic Achievement

Northmead Elementary School will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

### Identified Need

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

When looking at the California Dashboard and CALPADS for 2024, there was a clear indication Northmead Elementary needs to focus on English Language Arts, Math, Science, and English Language Learner Progress.

\*48.23% of students at Northmead Met or Exceeded Standard for ELA.

\*27.24% of students at Northmead Met or Exceeded Standard for Math.

\*15.63% Students With Disabilities (SWD) Met or Exceeded Standards on ELA, and 14.06% of SWD Met or Exceeded Standards on Math.

\*10.94% of English Learners (ELs) Met or Exceeded Standards for ELA, and 9.23% of ELs Met or Exceed standards in Math.

\*NPC of Homeless students Met or Exceeded Standards in ELA, and NPC of Homeless students Met or Exceeded Standards in Math.

\*37.06% of students at Northmead Met or Exceeded Standard for CAST

\*43.6% of EL students at Northmead increased on ELPi.

The SPSA includes metrics to monitor very low academic performance as well as includes strategies and activities to address schoolwide needs and the needs of students performing below grade level.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                              | Baseline/Actual Outcome                                                                                     | Expected Outcome                                                                                      |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Percentage of Pupils with Access to Standards-aligned Instructional Materials (Source: Williams Report, 2025) | 100%                                                                                                        | 100%                                                                                                  |
| CAASPP ELA: Percentage of Students in Grades 3-6 scoring level 3 or 4 (Source: California Dashboard, 2025)    | *All Students- 48.23%<br>*English Learners- 10.94%<br>*Homeless- NPC<br>*Students with Disabilities- 15.63% | *All Students- 56.23%.<br>*English Learners- 19%<br>*Homeless- NPC<br>*Students with Disabilities-23% |
| CAASPP MATH: Percentage of Students in Grades 3-6 scoring level 3 or 4 (Source: California Dashboard, 2025)   | *All Students- 27.24%<br>*English Learners-9.23%<br>*Homeless-NPC<br>*Students with Disabilities- 14.06%    | *All Students- 35%<br>*English Learners- 17%<br>*Homeless- NPC%<br>*Students with Disabilities- 22%   |

|                                                                                                                                                          |                                                 |                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------|
| CAST: Percentage of Students in Grade 5 Scoring Level 3 or 4 (Source: California Dashboard, 2025)                                                        | *All Students - 37.06%<br>*English Learners- 0% | *All Students - 36%<br>*English Learners- 7.0% |
| English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 Level OR Remained at ELPAC Level 4 (Source: CA Dashboard, 2025) | *All Students (ELs)- 43.6%                      | *All Students (ELs)- 55.0%                     |
| English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) (Source: CALPADS REFEP List, 2025)   | *All EL Students- 7.27%                         | *All Students- 15%                             |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                     | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                     | Commit with fidelity to utilize benchmarks and assessment tools to monitor student progress, set goals, align curriculum and reflect to inform practices to meet the specific needs of all student with an emphasis on student subgroups scoring very low on 2025 CA Dashboard. | All                   | 7,400.50<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Portion of Assistant Principal Salary                                                                                                                                                                                                                                                                                                                                        |
| 1.2                     | Provide intervention support for students who do not meet or exceed standards based on 2025 CAASPP or on IReady Diagnostic given in Fall or Winter of 2025.                                                                                                                     | All                   | 27,299<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Salaries for 1 intervention paraeducators                                                                                                                                                                                                                                                                                                                                        |
| 1.3                     | Provide extracurricular activities that support Common Core Standards to supplement student learning and development (ie. field trips)                                                                                                                                          | All                   | 2,000<br>LCFF: Local Control Funding Formula<br>5000-5999: Services And Other Operating Expenditures (G105) College & Career Day Supplies<br>10,000<br>LCFF: Local Control Funding Formula<br>5000-5999: Services And Other Operating Expenditures Fieldtrips and Assemblies (G303)<br>2,000<br>LCFF: Local Control Funding Formula<br>5000-5999: Services And Other Operating Expenditures (G107) Visual and Performing Arts (Classroom Lessons) |
| 1.4                     | Provide students with motivational incentives to promote and acknowledge academic achievement. (Lexile and Quantile Challenge, Honor Roll)                                                                                                                                      | All                   | 5,000<br>Title I<br>4000-4999: Books And Supplies                                                                                                                                                                                                                                                                                                                                                                                                 |

|            |                                                                                                                                                                                                                                               |     |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                                                                                                                               |     | Incentives to promote and acknowledge academic achievement                                                                                                                                                                                                                                                                                                                                                            |
| <b>1.5</b> | Provide extra curricular and in school academic assemblies and hands on classroom lessons that support Common Core to supplement student learning and development to improve academic achievement for Career and College Readiness. (Science) | All | 3,000<br>LCFF: Local Control Funding Formula<br>5000-5999: Services And Other Operating Expenditures<br>Science Hands On In Class Lessons (G101)<br>1,407<br>LCFF: Local Control Funding Formula<br>5000-5999: Services And Other Operating Expenditures<br>Science Assemblies and Science Night (G101)<br>20,008.28<br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>Field Trips and Assemblies |
| <b>1.6</b> | Support improvement on academic achievement as reflected on CAASPP, ELPAC, iReady Diagnostic, or other assessment platforms. Schoolwide testing initiatives and classroom initiatives such as CAASPP Challenge.                               | All | 1,000<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>(G101) Testing Initiative<br>Incentives                                                                                                                                                                                                                                                                                              |
| <b>1.7</b> | CAASPP/ELPAC (Snacks)                                                                                                                                                                                                                         | ALL | 2,730<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>G108 (CAASPP/ELPAC<br>Snacks                                                                                                                                                                                                                                                                                                         |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

Northmead Elementary School completed eight of the eight strategies originally outlined in the 2025/26 SPSA Goal 1. Focused attention was made on improving ELA scores as measured on the CAASPP. The goal of increasing by 10 points the total percentage of students who met or exceeded grade level standards was not met; however, with an increase of 5.3 points from 45.7% in 2023/24 to 48.2% in 2024/25 represents a positive change. Strategy 1 was fully implemented with all teachers participating in Cycle of Inquiry with focus on students who were not meeting grade level expectations being reviewed for reading intervention supports. Strategy 2 was fully implemented with ongoing progress monitoring through data analysis meetings, and coaching cycles/classroom observations to support equitable teaching practices and student support. Strategy 3 was fully implemented with paraeducators trained and used in reading intervention program. Strategy 4 The implementation of motivational incentives, such as the Lexile and Quantile Challenge and Honor Roll recognition, contributed to maintaining strong academic performance, as reflected by CAASPP results in the green. These efforts supported student engagement and reinforced a culture of achievement; however, continued refinement is needed to ensure all student subgroups benefit equitably. Strategy 5 was fully implemented with purchase of cubicles to provide separate workstations for paraeducators and teacher to deliver

lessons to small groups of students in reading intervention program. Strategy 5 was fully implemented with every grade level receiving field trips to expand background knowledge and vocabulary. Strategy 6 was a continuum of Strategy 5. Strategy 7 was a continuation of Strategy 4. Strategy 8 Funds were allocated to provide substitute coverage for ELPAC testing to ensure timely and efficient administration of the assessment. This support allowed for minimal disruption to instructional time and ensured that English Learners were assessed in accordance with state requirements.

Northmead Elementary School met 4 of the 6 metrics identified in the 2025/2026 SPSA. Northmead continues a reading intervention program that served every student in grades 1st-6th who were 2-3 years below grade level as measured by iReady reading diagnostics, students served in Resource or Special Day Class settings also attended. The 5.3 point increase in students reaching at or above grade level as measured by the CAASPP show that the program was successful in producing year of year increases based on CAASPP scores. In addition, the iReady diagnostic 3 scores maintained from 51% to 51% for students who were early on grade level or above grade level comparing 2023/24 to 2024/25 results. The final percentage of students 2 or more years below grade level as measured by iReady diagnostic 3 for 2023/24 was 19% and continues as the current Winter 2025 diagnostic was 16%.

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

There were not major differences in the intended implementation.

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

There are no major changes to made to this goal, metrics, or strategies/activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Student and Staff Safety and Wellness

Northmead Elementary School will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

### Identified Need

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

When looking at the California Healthy Kids Survey data for 2025 as well as the California Dashboard and Aeries 2025 there was a clear indication that Northmead Elementary needs to continue focusing on Chronic Absenteeism, Suspension Rates, and School Connectedness/Staff Working Environment. According to the California Dashboard for 2024/25, Chronic Absenteeism was 15.9% for all students at Northmead. Students experiencing Homelessness had a chronic absenteeism rate of 23.3%.. According to the same 2024/25 Dashboard, Suspension Rates for all students at Northmead were 2.6% with students with disabilities at 5.0%. Northmead Elementary had no school expulsions during the 2024/25 school year.

The SPSA includes metrics to monitor very low academic performance as well as includes strategies and activities to address schoolwide needs and the needs of students performing below grade level.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                                                                                                                                                                      | Baseline/Actual Outcome                                                                                   | Expected Outcome                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Attendance Rate: Percent of Students Attending School on a Daily Basis (Source: AERIES ADA Report, 2025)                                                                                                                                              | *All Students; 94.33%<br>*Homeless: 91.9%                                                                 | *All Students- 95%<br>*Homeless- 95%                                                                      |
| Chronic Absenteeism Rate: Percent of Students Chronically Absent from School (Source: CA Dashboard, 2025)                                                                                                                                             | *All students- 15.9%<br>* Homeless- 23.3%                                                                 | *All students- 10.0% or lower<br>* Homeless- 10.0% or lower                                               |
| Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2025)                                                                                                                                                          | *All Students- 2.6%<br>*Homeless- 2.8%                                                                    | *All Students-2.3%<br>*Homeless- 2.5%                                                                     |
| Expulsion Rate: Percent of Students Expelled in Academic Year (Source: AERIES, 2025)                                                                                                                                                                  | *All Students- 0%                                                                                         | *All Students- 0%                                                                                         |
| California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Yes, most of the time" or "Yes, all of the time" on School Connectedness, Social and Emotional Learning Supports, and Anti Bullying Climate (Source: CHKS, 2025/26) | *School Connectedness: 73%<br>*Social and Emotional Learning Supports: 85%<br>*Anti Bullying Climate: 78% | *School Connectedness: 78%<br>*Social and Emotional Learning Supports: 87%<br>*Anti Bullying Climate: 80% |

|                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment (Source: CSSS, 2025/26)                                         | Staff Working Environment:<br>*Supportive and inviting place for staff to work. 95%<br>*Promotes trust and collegiality among staff. 94%<br>*Is a safe place for staff. 83%<br>*Promotes personnel participation in decision-making that affects school practices and policies. 84%      | Staff Working Environment:<br>*Supportive and inviting place for staff to work. 95% or higher<br>*Promotes trust and collegiality among staff. 94% or higher<br>*Is a safe place for staff. 95% or higher<br>*Promotes personnel participation in decision-making that affects school practices and policies. 95% or higher |
| California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports (Source: CSPS, 2025/26) | Student Learning Environment:<br>*This school is a supportive and inviting place for students to learn. 94%<br>*This school is a safe place for my child. 93%<br><br>Social and Emotional Supports:<br>*My child's teachers are responsive to my child's social and emotional needs. 83% | Student Learning Environment:<br>*This school is a supportive and inviting place for students to learn. 95% or higher<br>*This school is a safe place for my child. 93% or higher<br><br>Social and Emotional Supports:<br>*My child's teachers are responsive to my child's social and emotional needs. 90% or higher      |
| Tiered Fidelity Inventory (TFI) (Source: TFI, 2025/26)                                                                                                                                | Tier 1: 93%<br>Tier 2: 100%<br>Tier 3: 97%                                                                                                                                                                                                                                               | Tier 1: 95% or greater<br>Tier 2: 92% or greater<br>Tier 3: 85% or greater                                                                                                                                                                                                                                                  |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                              | Students to be Served              | Proposed Expenditures                                                                                                                        |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1                     | Increase behavior support for students with a focus on restorative practices and targeted interventions for bullying for all students with an emphasis on student subgroups scoring very low on 2025 CA Dashboard. Follow MTSS and PBIS model. Character Count - Good Behavior, Classroom incentives for meeting expectations                                                            | All with focus on homeless and SWD | 2,000<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>Incentives for behavior (G204)                              |
| 2.2                     | Provide culturally relevant and inclusive classrooms to positively impact social and emotional well-being, behavior, and attendance for all students with an emphasis on student subgroups scoring very low on the 2025 CA Dashboard. To make the classrooms more inviting to all students.                                                                                              | All students                       | 8,000<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>G202 (PBIS, SEL, Weekly Incentive Prizes/Big Buddy Program) |
| 2.3                     | Improve attendance for all students with target on subgroup that were chronically absent on 2025 CA Dashboard by recognizing students who have good attendance or improved attendance at classroom or in schoolwide initiatives. Perfect Attendance (Spell out), Brag Tags, Attendance Awareness Events, Incentives                                                                      | All students                       | 8,000<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>(G204)Incentives for attendance                             |
| 2.4                     | Provide comprehensive programs that meet the wellness needs of both students and staff, including timely access and opportunities for those supports. This goal includes staff wellness efforts that promote morale, connectedness, positive affirmation, and a supportive school climate. Examples include staff appreciation and wellness activities designed to strengthen belonging, | All students and staff             | 2,000<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>SEL Initiatives for staff and students (G202)               |

|            |                                                                                                                                                                                                                                                                                          |                                                       |                                                                                                                                                                                                            |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | encouragement, and overall social-emotional well being.                                                                                                                                                                                                                                  |                                                       |                                                                                                                                                                                                            |
| <b>2.5</b> | Provide Assistant Principal to monitor and provide students and families with support if attendance or behavior is of concern including SART, SARB. Focus on subgroup that is listed as very low on 2025 CA Dashboard.                                                                   | Students with low attendance and/or behavior concerns | 7,400.50<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Portion of Assistant Principal Salary                                                                                                 |
| <b>2.6</b> | Provide a coherent multi-Tiered system of support that focuses on academic success for all students, with an emphasis on student subgroups scoring very low on the 2025 CA Dashboard.<br><br>Provide student support specialist to support SEL needs of all students including homeless. | All students                                          | 26,400.31<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Portion of Salary for Student Support Specialist<br>22,906.00<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Staff Benefits |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

### Analysis

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

Northmead Elementary School completed 3 of the 3 strategies identified in the 2025/26 SPSA. Incentives for attendance were purchased and used to help reduce chronic absences and spotlight behavior that met CUBS Way of being respectful, responsible, safe and kind. PBIS and Social Emotional Learning was enhanced through Counselor and Student Support Specialist providing classroom lessons on coping skills, personal space, feelings and identifications, and Wellness Wednesday activities. Monthly attendance campaigns/competitions and rallies were also implemented. The activities were effective in increasing overall daily attendance but did not impact chronic absentee rate as expected.

Northmead Elementary School did meet its metrics identified in the 2025/26 SPSA for reducing chronically absent rate by 8.4% but did not meet 1 out of the 3 areas outlined for improvement in Goal 3. Suspension rate decreased overall, students with disabilities decreased to 5% in 2024/25 from 7.1% in 2023/24 and homeless students decreased to 2.8% in 2024/25 from 11.6% in 2023/24. Attendance rate slightly decreased overall, chronically absent rate increase for student homeless population to 23.3 in 2024/25 from 21.4% in 2023/24 as reported by the California Dashboard.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

There are no major changes to be made to this goal, annual outcomes, metrics, or strategies/activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Facilities and Resources

Northmead Elementary School will maximize resources for students and staff to support educational excellence.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Maximize resources for students and staff to support educational excellence.

### Identified Need

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

Northmead Elementary needs to continue strengthening the condition, cleanliness, and appearance of school facilities and ensuring adequate resources are available to support student learning and staff effectiveness. Survey and facility data indicate a continued need to improve stakeholder perceptions of campus cleanliness and maintenance, while also addressing the demands created by increased classroom space and program expansion.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                                                                                                                                                                                                                                                   | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                | Expected Outcome                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2025)                                                                                                                                                                                                             | Good                                                                                                                                                                                                                                                                                                                                                   | Good or Exemplary                                                                                                                                                                                                                                                                                                                                       |
| Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported "Yes, most of the time" or "Yes, all of the time" on Clean and Well-Maintained Facilities and Properties (Source: CA Healthy Kids Survey, 2025; CA School Staff Survey, 2024; CA School Parent Survey, 2024/25) | Clean and Well-Maintained Facilities and Properties: <ul style="list-style-type: none"> <li>Elementary Students: Is your school building neat and clean 77%</li> <li>Staff: This school has clean and well-maintained facilities and property. 91%</li> <li>Parents: This school has clean and well-maintained facilities and property. 86%</li> </ul> | Clean and Well-Maintained Facilities and Properties: <ul style="list-style-type: none"> <li>Elementary Students: Is your school building neat and clean? 95%</li> <li>Staff: This school has clean and well-maintained facilities and property. 95%</li> <li>Parents: This school has clean and well-maintained facilities and property. 95%</li> </ul> |

### Strategies/Activities

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

| Strategy/Activity # | Description                        | Students to be Served | Proposed Expenditures                                                       |
|---------------------|------------------------------------|-----------------------|-----------------------------------------------------------------------------|
| 3.1                 | School-wide cleanliness campaigns. | All                   | 500<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies |

|            |                                                                                                                                                                                                                   |     |                                                                                                                                              |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                                                                                                   |     | (G301) Supplies to help clean campus                                                                                                         |
| <b>3.2</b> | Use the results from the 2025 CA Healthy Kids Survey (CHKS), CA School Staff Survey (CSSS), and CA School Parent Survey (CSPS) to assess satisfaction levels and implement strategies for improvement facilities. | All | 1,000<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>(G301) initiatives to improve results from CHKS, CSSS, CSPS |
| <b>3.3</b> | Improve site with beautification of staff facilities.                                                                                                                                                             |     | 8,500<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>(G301) Furniture                                            |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

### Analysis

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

Northmead Elementary School partially implemented the strategies identified in the 2025/26 SPSA related to cleanliness, facilities, and site beautification. A formal school-wide cleanliness campaign was not fully implemented; however, students did participate on several occasions in cleaning playground areas. The school also improved staff facilities by purchasing new tables and chairs for the multi-purpose room for staff meetings and professional development. In addition, two new classrooms were added during the school year, including a TK classroom and a Pre-Formal Autism classroom, which impacted site space and facilities.

Overall, the strategies were partially effective in meeting the articulated goal. The school maintained a Good rating on the Williams FIT Report, meeting the expected outcome. Staff (91%) and parents (86%) reported positive perceptions of clean and well-maintained facilities, but student responses were lower at 77%. The school did not meet the expected outcome of 95% across all survey groups. While some improvements were made to site facilities, the lack of a fully implemented cleanliness plan and the addition of classrooms during the year limited the school's ability to fully meet the identified goal.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

There are no major changes to made to this goal, annual outcomes, metrics, or strategies/activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Communications and Collaboration

Northmead Elementary School will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

### Identified Need

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

Northmead Elementary School will continue to strengthen family engagement by building on the recent establishment of the school's PTO, which began in January. Because the PTO was only recently formed, additional time is needed to build parent leadership, increase volunteer participation, and expand family involvement opportunities. While parent engagement remained strong through workshops and events, the school did not meet its goal for increasing the number of parent/community volunteers. There is also a continued need to strengthen parents' sense of feeling welcome and connected to the school community. Next steps include continuing parent education opportunities such as PIQE, Science Night, and SEL workshops, partnering with the new PTO to increase family involvement, expanding outreach to families who are not yet engaged, and creating more structured opportunities for parents to volunteer and participate in school decision-making.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                                                                                                                     | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                      | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School (Source: CSPS, 2024/25) | Promotion of Parental Involvement:<br>School encourages me to be an active partner with the school in educating my child. 93%<br>School actively seeks the input of parents before making important decisions. 77%<br>Parents feel welcome to participate at this school. 91%<br><br>Communication with Parents About School:<br>*School keeps me well informed about school activities. 98% | Promotion of Parental Involvement:<br>School encourages me to be an active partner with the school in educating my child. 90% or more<br>School actively seeks the input of parents before making important decisions. 79%<br>Parents feel welcome to participate at this school. 95%<br><br>Communication with Parents About School:<br>*School keeps me well informed about school activities. 98% or more |
| Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2025)                                                                               | Number of Parent Education Events: 87                                                                                                                                                                                                                                                                                                                                                        | Number of Parent Education Events: 8                                                                                                                                                                                                                                                                                                                                                                         |
| Parent and Community Volunteers: Number of Parent/Community                                                                                                                                          | Number of Level 1 and 2 Volunteers: 39                                                                                                                                                                                                                                                                                                                                                       | Number of Level 1 and 2 Volunteers: 50                                                                                                                                                                                                                                                                                                                                                                       |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                             | Students to be Served | Proposed Expenditures                                                                                                                                                                      |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1                     | Offer cohesive parent education programs that provide essential tools to address the ever changing needs of students. (Parent Classes/Science Night)                                                    | All                   | 5,000<br>LCFF: Local Control Funding Formula<br>5800: Professional/Consulting Services And Operating Expenditures<br>G403 Parent Education                                                 |
| 4.2                     | Provide parent education workshops (SEL)                                                                                                                                                                | All                   | 460<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>(G403) Parent education nights                                                                              |
| 4.3                     | Provide opportunities for parents to participate in site engagement events either during school day or after school. (Coffee with the Principal, Parent Nights (Math/ELA), ELAC, Carnival/School Dance) | All                   | 2,500<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>G404 Parent Engagement<br>880<br>Title I<br>4000-4999: Books And Supplies<br>Parent Engagement Activities |
| 4.5                     |                                                                                                                                                                                                         |                       |                                                                                                                                                                                            |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

Northmead Elementary School completed 3 of the 3 strategies identified in the 2025/26 SPSA. The school offered cohesive parent education programs designed to provide families with tools and support to address the ever-changing needs of students. These strategies included PIQE, Science Night, and SEL parent workshops. More than 25 parents graduated from PIQE, Science Night had over 65 participants, and over 30 parents participated in SEL workshops. These activities provided families with meaningful opportunities to engage with the school and build their capacity to support students academically, socially, and emotionally.

Overall, the strategies were mostly effective in helping the school work toward the articulated goal of strengthening parent involvement and communication. Parent survey results showed improvement in several key areas. The percentage of parents who agreed that the school encourages them to be active partners in educating their child increased from 89% to 93%, exceeding the expected outcome of 90%. The percentage of parents who agreed that the school actively seeks parent input before making important decisions increased from 74% to 77%, also exceeding the expected outcome of 75%. While the percentage of parents who reported feeling welcome to participate at school

decreased slightly from 93% to 91%, and the percentage of parents who felt well informed about school activities decreased from 100% to 98%, both indicators remained high overall.

In implementation measures, the school held 7 parent education events, which was slightly below the baseline and expected outcome of 8 events. The number of Level 1 and 2 parent/community volunteers remained at 39, which did not meet the expected outcome of 60 volunteers. While family participation in workshops and events remained strong, growth in volunteerism did not increase as anticipated.

Overall, Northmead was successful in implementing the identified strategies and made positive progress in several parent involvement and communication measures. Continued focus should be placed on increasing volunteer participation and strengthening parents' sense of connection and involvement in the school community.

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

There are no major changes to made to this goal, annual outcomes, metrics, or strategies/activities.

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

There are no major changes to made to this goal, annual outcomes, metrics, or strategies/activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Employee Success and Leadership Development

Northmead Elementary School will build the capacity of all staff to improve academic achievement for all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students.

### Identified Need

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

In order to meet the academic and social-emotional needs of all students, Northmead will provide site PD to ensure teachers have adequate training to fully implement District initiatives including Professional Learning Communities and Teacher Clarity by July 2027 . Northmead will provide classified staff with training on schoolwide initiatives and job specific trainings including PBIS by June 2027.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                                                                                                                           | Baseline/Actual Outcome                                                                 | Expected Outcome                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Teacher Misassignment/ Vacancies:<br>Number and Percent of Misassignment<br>and Vacancies (Source: SARC,<br>2025/26- Section: Conditions of<br>Learning: Teachers)                                         | Mis-assignments: 3<br>Mis-assignments for English Learners:<br>3<br>Vacant Positions: 0 | Mis-assignments: 2<br>Mis-assignments for English Learners:<br>2<br>Vacant Positions: 0 |
| 1st and 2nd Year Teacher Retention:<br>Percent of 1st and 2nd Year Teacher<br>Retention (Source: PJUSD Staff<br>Retention Data, 2025/26)                                                                   | 1st Year Teacher Retention: 100%<br>2nd Year Teacher Retention: 100%                    | 1st Year Teacher Retention: 100%<br>2nd Year Teacher Retention: 100%                    |
| Teacher Participation in Professional<br>Development and Coaching: Percent<br>of Teachers Who Participate in PD or<br>Coaching (Source: PJUSD<br>Professional Development & Coaching<br>Calendar, 2025/26) | 100%                                                                                    | 100%                                                                                    |

### Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                          | Students to be Served | Proposed Expenditures                        |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------|
| 5.1                     | Develop and implement a comprehensive professional development plan for teachers and support staff, in order to accelerate student achievement and reduce disparities in achievement | All                   | 4,300<br>LCFF: Local Control Funding Formula |

|     |                                                                                                                                                                                                                                                                                                                                                                                           |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | for students scoring very low on 2025 CA Dashboard. PBIS, Restorative Practices, Academic Achievement                                                                                                                                                                                                                                                                                     |     | 1000-1999: Certificated Personnel Salaries Substitutes (G501) 1,700<br>LCFF: Local Control Funding Formula<br>5000-5999: Services And Other Operating Expenditures PBIS Conference and Lodging (G501)                                                                                                                                                                                                                                                                                                                                                                                    |
| 5.2 | Collaborate in data-driven decision-making to determine viable curriculum, help support common formative assessments and analyze results to inform and modify instruction for all students to strengthen Tier 1 instruction by providing ongoing Professional Learning Community support, instructional coaching, data-analysis support, and structured feedback cycles for all teachers. | All | 14,200<br>Title I<br>5000-5999: Services And Other Operating Expenditures Solution Tree (2 Days): Professional Development 2,100<br>Title I<br>5000-5999: Services And Other Operating Expenditures Solution Tree (Subs) 17,605.41<br>Title I<br>5000-5999: Services And Other Operating Expenditures Subs and Teacher Training (Data Analysis, Instructional Coaching 4,593<br>LCFF: Local Control Funding Formula<br>5000-5999: Services And Other Operating Expenditures (G101) STAR Program 1,800<br>Title I<br>5000-5999: Services And Other Operating Expenditures Mystery Science |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

Northmead Elementary School completed 1 of the 1 strategy identified in the 2025/26 SPSA. The school developed and implemented a comprehensive professional development plan for teachers and support staff focused on PBIS, Restorative Practices, and Academic Achievement in order to accelerate student achievement and reduce disparities for students scoring very low on the 2025 California Dashboard. Implementation included sending several staff members to the PBIS Conference, providing six Solution Tree professional development sessions focused on Professional Learning Communities, engaging K-6 teachers in one Cycle of Inquiry to identify supports for students performing 2–3 grade levels below standard, and holding data analysis/implementation planning meetings using i-Ready data. K-2 teachers participated in one data analysis meeting, while 3rd-6th grade teachers participated in two meetings. In addition, all teachers implementing 95% Group ELA participated in one half-day professional development/coaching, and all

teachers participated in six site-based professional development sessions focused on 95% instruction and academic discourse.

Overall, the strategy was implemented successfully and provided teachers and support staff with multiple opportunities to strengthen instructional practices, collaboration, and intervention planning. The required district metrics partially reflect progress in this area. Northmead reported 3 teacher misassignments, including 3 misassignments for English Learners, and 0 vacant positions, which reflect staffing conditions more than the effectiveness of professional development. The school also reported 100% first-year teacher retention and 100% second-year teacher retention, which may suggest that staff support systems, including professional development and collaboration structures, contributed positively to retaining newer teachers. The most closely aligned metric, teacher participation in professional development and coaching, is the strongest indicator of implementation for this strategy. Based on the school's development and implementation of multiple professional learning opportunities throughout the year, the strategy supported staff growth in key focus areas and strengthened systems intended to improve outcomes for students requiring additional academic and behavioral support.

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

There were some differences between the intended implementation and the budgeted expenditures for this strategy. The school implemented the overall professional development plan in the areas of PBIS, Restorative Practices, and Academic Achievement; however, two additional Solution Tree professional development days were added to bring the total to six sessions, and the 95% professional development day was also provided during the year. These added professional development opportunities were paid for by the district rather than site SPSA funds. Additionally, data analysis and implementation planning meetings were incorporated based on site i-Ready data and the need to provide more targeted support for students. These changes did not alter the overall goal, but instead strengthened implementation by making the work more responsive to staff and student needs while leveraging both district and site resources.

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

No significant changes to the goals, annual outcomes, metrics, or strategies to achieve this goal.

# Budget Summary

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

## Budget Summary

| DESCRIPTION                                                             | AMOUNT       |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$223,690.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I          | \$153,000.00    |

Subtotal of additional federal funds included for this school: \$153,000.00

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

| State or Local Programs             | Allocation (\$) |
|-------------------------------------|-----------------|
| LCFF: Local Control Funding Formula | \$70,690.00     |

Subtotal of state or local funds included for this school: \$70,690.00

Total of federal, state, and/or local funds for this school: \$223,690.00

# 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 |
|-------------------------------------|---------|---------|
| Title I                             | 153,000 | 0.00    |
| LCFF: Local Control Funding Formula | 70,690  | 0.00    |

## Expenditures by Funding Source

| Funding Source                      | Amount     |
|-------------------------------------|------------|
| LCFF: Local Control Funding Formula | 70,690.00  |
| Title I                             | 153,000.00 |

## Expenditures by Budget Reference

| Budget Reference                                                  | Amount    |
|-------------------------------------------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | 19,101.00 |
| 2000-2999: Classified Personnel Salaries                          | 76,605.31 |
| 4000-4999: Books And Supplies                                     | 42,570.00 |
| 5000-5999: Services And Other Operating Expenditures              | 80,413.69 |
| 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                        | LCFF: Local Control Funding Formula | 4,300.00  |
| 4000-4999: Books And Supplies                                     | LCFF: Local Control Funding Formula | 36,690.00 |
| 5000-5999: Services And Other Operating Expenditures              | LCFF: Local Control Funding Formula | 24,700.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF: Local Control Funding Formula | 5,000.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title I                             | 14,801.00 |
| 2000-2999: Classified Personnel Salaries                          | Title I                             | 76,605.31 |

|                                                      |         |           |
|------------------------------------------------------|---------|-----------|
| 4000-4999: Books And Supplies                        | Title I | 5,880.00  |
| 5000-5999: Services And Other Operating Expenditures | Title I | 55,713.69 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 81,844.78          |
| Goal 2      | 76,706.81          |
| Goal 3      | 10,000.00          |
| Goal 4      | 8,840.00           |
| Goal 5      | 46,298.41          |

# 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                       |
|----------------------|----------------------------|
| Zachary Atchison     | Principal                  |
| Kristi Alton         | Classroom Teacher          |
| Brian Southerland    | Classroom Teacher          |
| Andrea Austin        | Classroom Teacher          |
| Irma Olvera          | Other School Staff         |
| Ciera Green          | Parent or Community Member |
| Janet Mohler         | Parent or Community Member |
| Katie Wheeland-LeVea | Parent or Community Member |
| Korinda Vannatta     | Parent or Community Member |
| Arianna Alfaro       | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name



English Learner Advisory Committee

Other: Leadership

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 April 21, 2026.

Attested:



Principal, Zachary Atchison on 4/21/2026



SSC Chairperson, Korinda Vannatta on 4/21/26