School Year:	**2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northridge Elementary School	34-67447-6034755	May 19, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The planning process for the SPSA involved school staff at staff meetings and School Site Council Meetings, parents at School Site Council Meetings and English Learner Advisory Committee Meetings, students during student leadership meetings, and community members.

School and Student Performance Data

Student Enrollment
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	0.25%	0.24%	0.25%	1	1	1
African American	5.28%	5.91%	6.65%	21	25	27
Asian	2.51%	4.73%	5.42%	10	20	22
Filipino	1.26%	1.18%	1.23%	5	5	5
Hispanic/Latino	42.96%	39.01%	40.39%	171	165	164
Pacific Islander	1.76%	2.13%	1.23%	7	9	5
White	35.68%	37.35%	35.96%	142	158	146
Multiple/No Response	10.30%	9.46%	8.87%	41	40	36
			Total Enrollment	398	423	406

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		14	23
Kindergarten	47		47
Grade 1	52		53
Grade 2	62		52
Grade3	47		62
Grade 4	59		67
Grade 5	50		51
Grade 6	61		51
Total Enrollment	398		406

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	105	123	107	23.0%	26.4%	26.4%
Fluent English Proficient (FEP)	12	15	16	5.4%	3.0%	3.9%
Reclassified Fluent English Proficient (RFEP)	11				7.38%	

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**
423	**60.5%**	**29.1%**	**2.1%**
Total Number of Students enrolled in Northridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	123	29.1%
Foster Youth	9	2.1%
Homeless	22	5.2%
Socioeconomically Disadvantaged	256	60.5%
Students with Disabilities	88	20.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	5.9%
American Indian	1	0.2%
Asian	20	4.7%
Filipino	5	1.2%
Hispanic	165	39%
Two or More Races	40	9.5%
Pacific Islander	9	2.1%
White	158	37.4%

School and Student Performance Data

Overall Performance

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
4	1	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
62.1 points below standard	101.9 points below standard	Fewer than 11 students - No Data for Privacy
Declined 20.2 points	Declined 35.5 points	1 Student
214 Students	69 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	122 points below standard	76.1 points below standard
8 Students	Declined 72.7 points	Declined 21 points
	13 Students	156 Students

Students with Disabilities

Red

103 points below standard

Declined 7.3 points

60 Students

African American

No Performance Color

89.3 points below standard

15 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Hispanic

Red

80.2 points below standard

Declined 31.6 points

92 Students

Two or More Races

No Performance Color

74.5 points below standard

Maintained -2.6 points

14 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

White

Orange

42.6 points below standard

Declined 14.6 points

76 Students

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

English Learners scored 101.9 points below standard and experienced the most significant decline of 35.5 points, with 69 students in this group. Socioeconomically Disadvantaged students performed at 76.1 points below standard with a decline of 21 points across 156 students. Students with Disabilities scored 103 points below standard and declined 7.3 points, representing 60 students. Hispanic students performed at 80.2 points below standard with a decline of 31.6 points among 92 students.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our School Site Council, Site Leadership Team, and staff acknowledge there were many mid year changes in staff last year which contributed to these results as students had interrupted learning experiences. Interruptions to systems in place to support student growth was an unfortunate side effect as new staff did their best to continue supporting student need. All student groups' results show that Tier 1 instruction needs some revision to include additional Science of Reading strategies to increase literacy rates.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Strengthening of curriculum implemented to support students at a Tier 1 and Tier 2 level to accelerate their progress(specifically with word recognitionUFLI)
-Fund a 0.6 intervention teacher to support our WIN time at each grade level and provide targeted intervention
-Decodable readers that align with the Science of Reading

-Provide professional learning and collaboration to support Tier 1 instruction specifically in the area of literacy
-Supplemental materials in the classrooms for reading and writing instruction and intervention
-Professional development in a word study program for our upper grade students

School and Student Performance Data

Academic Performance
Mathematics

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
61.2 points below standard	73.9 points below standard	Fewer than 11 students - No Data for Privacy
Declined 7.6 points	Declined 17.7 points	1 Student
218 Students	76 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	108.2 points below standard	76 points below standard
8 Students	Declined 48.8 points	Declined 12.4 points
	13 Students	159 Students

Students with Disabilities

Red

108.9 points below standard

Declined 4.8 points

59 Students

African American

No Performance Color

85.2 points below standard

15 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Hispanic

Orange

72.6 points below standard

Declined 18.1 points

92 Students

Two or More Races

No Performance Color

74.1 points below standard

Increased 3.2 points

14 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

White

Orange

55 points below standard

Declined 5 points

80 Students

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

Our lowest performing student group continues to be Students with Disabilities scoring at 108.9 below standard which is a decline of 4.8 points from the prior year. Students overall declined 7.6 points from the prior year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

School Site Council, Site Leadership Team and staff contribute a decline in student performance partially due to the mid year change of several key staff members including one intervention teacher and a sixth grade teacher in addition to a school leadership change. Staff particularly struggles with curriculum that doesn't best support student progress and has worked to supplement and provide students with experiences to better meet their needs using pieces of the aging adopted curriculum along with some Building Thinking Classrooms concepts, Interventions were not put into place with fidelity due to the intervention teacher change. Substantial work remains to support student achievement across campus.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Release time for teachers to collaborate around effective math instruction
-Supplemental materials and supplies to support effect math instruction and intervention
-Professional development for teachers to best implement a new math curriculum including release time to collaborate and share what works and what needs tweaking
-Common grade level assessments to better understand student progress and plan for next steps

-Appropriate responses to student outcomes in an effort to move more students towards proficiency(small group instruction, one on one instruction, reteaching, etc)

School and Student Performance Data

Academic Performance
Science

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
47.3 science points	44.6 science points	0 Students
Increased 4.3 points	Increased 9.6 points	
60 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	42.2 science points
1 Student	4 Students	Maintained 0.4 points
		41 Students

Students with Disabilities	African American	American Indian
No Performance Color 40.5 science points Increased 9.7 points 18 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 46.5 science points Increased 4.9 points 19 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	No Performance Color 45.7 science points Declined 8.7 points 30 Students

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

Socioeconomically Disadvantaged students are scoring at the lowest performing level with an Orange performance color and 42.2 science points. Of note, all student groups increased by 4.3 points.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

These results are an increase to the prior year's results. The fifth grade teachers put in a lot of work trying to integrate science along with other subjects to give students more exposure to concepts and to build on knowledge from prior grade levels. Grade levels leading up to 5th grade are also being more mindful to fold science concepts into instruction.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Continued integration of science concepts into all grade levels prior to fifth grade
-Professional development for teachers on how to access the curriculum in an effective manner
-Access to supplies and materials that provide students to hands on opportunities to develop their science knowledge.

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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	No Performance Color
43.2 making progress.	making progress.
Number Students: 88 Students	Number Students: 1 Student

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
11.4%	45.5%	0%	43.2%

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

43.2% of students advanced at least one ELPI level. An area for improvement is the 45.5% of our EL students who merely maintained their ELPI levels.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

There was another rise in English learners enrolled to the school with no additional staffing provided. Adopted curriculum does not appear to be meeting the current student needs in order to accelerate progress.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Supplemental materials and supplies for Designated ELD
-Professional development to implement strategies for student acceleration
-Supplemental supplies to support use of GLAD strategies

School and Student Performance Data

Academic Performance
College/Career Report

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.

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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				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	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
29.2% Chronically Absent	22.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 5.3	Declined 3.6	1 Student
459 Students	131 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
8.3% Chronically Absent	60.7% Chronically Absent	32.6% Chronically Absent
0	Increased 1.9	Declined 7.1
12 Students	28 Students	325 Students

Students with Disabilities

Orange

32.4% Chronically Absent

Declined 4.7

111 Students

African American

No Performance Color

40.7% Chronically Absent

Declined 18.5

27 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

11.1% Chronically Absent

Declined 6.5

27 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Hispanic

Yellow

30.3% Chronically Absent

Declined 3

178 Students

Two or More Races

Orange

34% Chronically Absent

Declined 1.4

47 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

White

Yellow

26.7% Chronically Absent

Declined 6.9

165 Students

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

English Learners had a chronic absenteeism rate of 22.9% and experienced a decline of 3.6 percentage points among 131 students. Students with Disabilities showed a chronic absenteeism rate of 32.4% with a decline of 4.7 percentage points across 111 students. Students identifying as Two or More Races had a chronic absenteeism rate of 34% with a smaller decline of 1.4 percentage points among 47 students. Of note, All Students were chronically absent 29.2% which is a decline from the prior year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Transition of leadership led to a more active watch over student absences. Families are more aware of post Covid illness policies leading to better attendance. Transportation continues to be a struggle for many of our families which is a factor in their ability to attend especially in difficult weather.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Increased attendance clerk hours to provide interventions and supports
-Supplies and materials to incentive increased attendance
-Site license for Character Strong character traits curriculum
-Supplies and materials to recognize positive behaviors and student desire to attend school
-In school experiences such as assemblies to support student desire to attend

School and Student Performance Data

Academic Engagement
Graduation Rate

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

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

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	2	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
3.1% suspended at least one day	2.9% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.9%	Increased 2.9%	1 Student
479 Students	138 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Green	Orange
8.3% suspended at least one day	3% suspended at least one day	3.2% suspended at least one day
12 Students	Declined 5.5%	Increased 0.3%
	33 Students	343 Students

Students with Disabilities

Red

7.1% suspended at least one day

Increased 0.9%

113 Students

African American

No Performance Color

3.6% suspended at least one day

Declined 3.3%

28 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

3.6% suspended at least one day

Declined 2.3%

28 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Hispanic

Orange

2.7% suspended at least one day

Increased 1.7%

187 Students

Two or More Races

Green

2% suspended at least one day

Declined 1.9%

50 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

White

Orange

4.1% suspended at least one day

Increased 1.9%

171 Students

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

Students with Disabilities are performing at the Red level with a 7.1% suspension rate. This is more than double the All Students rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

There was an increase in suspension rate likely due to the loss of several key teachers mid year as suspensions were mainly assigned to a specific student group. Positively, behavior strategies along with the Northridge House System work to provide students with a sense of community as well as explicit instruction around behavior expectations that mitigate suspension worthy incidents. Additional supervision during unstructured times helps to mitigate student conflict that might result in suspension. Incentives for students have shown to support students in making positive choices.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-House System resources such as t-shirts for all students, meeting/rally materials and supplies, and House point incentives for students
-Rec aide hours to support student supervision and safety
-After school community and family engagement events to support the home-school connection

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

CAASPP-once a year
iReady-each trimester
mCLASS-each trimester
Local Assessments-every six to eight weeks
ELPAC-once a year

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

What worked:
-Student access to field trip opportunities

-Teacher collaboration/release time provided teachers the ability to observe best practices, share ideas, and use data to plan and support growth. It also allowed for the implementation of WIN(What I Need) time to better differentiate instruction and support student progress.
-Access to materials and supplies for designated ELD and the use of GLAD strategies.
-Supplemental materials and supplies.
-.50 Counselor supported student's academic growth and school engagement.
-Access to site licenses and technology to support academic achievement through additional instructional opportunities.

What did not work:
-After school tutoring was difficult due to lack of staff availability.
-6 hour site funded Instructional Assistant I received a promotion and the position was left vacant.

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

Due to this being the first year of implementation for many of our actions many tweaks were made.
Groupings for student WIN time were adjusted based on dated several times.
Materials to support the science of reading were increased in classrooms to support literacy.

2025-26

Identified Need

-Fund a 0.6 FTE intervention teacher to support our intervention program and WIN(What I Need) Time to accelerate student growth.
-Professional learning, collaboration, and release time to support Tier I literacy utilizing the Science of Reading.
-Supplemental materials in the classrooms for reading, writing, and math instruction.
-Professional learning, collaboration, and release time to support math alignment as we implement a newly adopted curriculum.
-Supplemental materials in the classrooms for math instruction.
-Student access to educational experiences and field trips
-Site licenses and technology to support academic achievement.
-Supplemental materials, supplies, and traing for designated ELD and GLAD.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	62.1 points below standard	+3 scale score points
	English Learners	101.9 points below standard	
	Foster Youth		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Homeless	122 points below standard	
	Socioeconomically Disadvantaged	76.1 points below standard	
	Students with Disabilities	103 points below standard	
	African American	89.3 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	80.2 points below standard	
	Two or More Races	74.5 points below standard	
	Pacific Islander		
	White	42.6 points below standard	
Math State Assessment: Change in scale score	All Students	61.2 points below standard	+3 scale score points
	English Learners	73.9 points below standard	
	Foster Youth		
	Homeless	108.2 points below standard	
	Socioeconomically Disadvantaged	76 points below standard	
	Students with Disabilities	108.9 points below standard	
	African American	85.2 points below standard	
	American Indian		
	Asian		
	Filipino		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Hispanic: 72.6 points below standard Two or More Races: 74.1 points below standard Pacific Islander White: 55 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	43.2	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.38%	+1%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	District Initiated Absences/Release Time: Provide opportunities for teachers to participate in activities designed to enhance instructional practices, including days for	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20,000	School Year 2026-27

	data analysis, professional development, professional conferences, collaboration supporting best practices, and opportunities to observe exemplar instructional strategies. Increase as funds allow.				
1.2	Glad Materials and Supplies: Provide supplementary training and supplies for Designated English Language Development and GLAD strategies including but not limited to color printer cartridges, chart paper, markers, paper, etc	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000 1000	School Year 2026-27
1.3	Designated Materials, Supplies and PD: Supplemental materials and supplies for Designated ELD	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000 1000	School Year 2026-27

			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
1.4	Technology: Provide technology accessories, and software applications to support academic achievement, intervention, and acceleration, including but not limited to hardware and software: Chromebooks, iPads, document cameras, and headphones.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	8113	School Year 2026-27
1.5	Supplemental Materials and Supplies: Purchase materials to supplement core instruction including but not limited to supplies, books,	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	31440 4786	School Year 2026-27

	manipulatives, etc for all academic areas. Increase the budget for this item, if additional funding becomes available.		4000-4999: Books And Supplies		
1.6	Field Trips: Provide funding for academic field trips at each grade level to enhance and supplement academic standards that can only be met through real life experiences. Increase as funding allows.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	19000	School Year 2026-27
1.7	0.6 FTE Intervention Teacher: Fund a 0.6 intervention teacher to support with academic differentiation.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	79,668 31,288	School Year 2026-27

1.8	Books: Increase culturally relevant and diverse literature available to students by expanding school and classroom libraries. Increase as funds allow.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1531	

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

Daily, weekly, and monthly attendance reports were analyzed throughout the year to monitor progress in addition to the School Climate Survey to monitor progress

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

What Worked:
-Increased attendance clerk hours to provide interventions and supports for regular attendance and chronic absenteeism.
-Intervention and supports to promote regular attendance.
-Education for families regarding the importance of good attendance.
-Clear messaging around current illness policies.
-In school experiences were motivating.

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

Created additional opportunities for students to have fun experiences at school to encourage attendance.
Personalized phone calls to families to encourage better attendance.

2025-26

Identified Need

-Increased attendance clerk hours to provide interventions and supports.
-Supplies and materials to incentive increased attendance.
-Supplies and materials to recognize positive behaviors
-Curriculum to support student behavior and promote positive character traits.
-In school experiences such as assemblies to promote a sense of community and develop social and leadership skills

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	29.2% Chronically Absent	-0.5%
	English Learners	22.9% Chronically Absent	
	Foster Youth	8.3% Chronically Absent	
	Homeless	60.7% Chronically Absent	
	Socioeconomically Disadvantaged	32.6% Chronically Absent	
	Students with Disabilities	32.4% Chronically Absent	
	African American	40.7% Chronically Absent	
	American Indian		
	Asian	11.1% Chronically Absent	
	Filipino		
	Hispanic	30.3% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races 34% Chronically Absent Pacific Islander White 26.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.2%	+1%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Attendance Clerk Hours: Provide increased attendance clerk hours by .25 to provide interventions and supports for regular attendance and decreased chronic absenteeism PC # 31604	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	9,692 12,222	School Year 2026-27
2.2	Attendance Incentives: Provide supplies and materials including but not limited to: certificates, prizes, treats, etc. to increase attendance and decrease chronic absenteeism.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2026-27
2.3	Positive Behavior:	X All Students English Learners	LCFF Supplemental	5000	School Year 2026-27

	Provide positive character trait curriculum (Character Strong), supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treat, etc. for recognizing positive behaviors.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
2.4	In School Experiences/Assemblies: Provide in school experiences to promote a sense of community, celebrate achievements, learn important values, or give students opportunities to develop social and leadership skills through participation and engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	3000	School Year 2026-27
2.5		All Students English Learners Low-Income Students			

		Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

Q data was used monthly to analyze behavior and suspensions.
The climate survey is used yearly.

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

What Worked
-Resources to support positive behavior such as incentives, materials, and supplies
-Resources such as materials, incentives, and supplies to support the House System
-Rec Aides supported student safety and supervision

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

Additional boosters were put into place to support student behaviors such as behavior bingo during traditionally challenging points in the year.

2025-26

Identified Need

Resources to support the House System such as t-shirts for all students, materials, and supplies to build community.
Rec aide hours to support student supervision and safety.
Supplies and resources for meetings.
After school community and family engagement events to support the home-school connection.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	3.1% suspended at least one day	-0.3%
	English Learners	2.9% suspended at least one day	
	Foster Youth	8.3% suspended at least one day	
	Homeless	3% suspended at least one day	
	Socioeconomically Disadvantaged	3.2% suspended at least one day	
	Students with Disabilities	7.1% suspended at least one day	
	African American	3.6% suspended at least one day	
	American Indian		
	Asian	3.6% suspended at least one day	
	Filipino		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Hispanic: 2.7% suspended at least one day Two or More Races: 2% suspended at least one day Pacific Islander White: 4.1% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	61.8%	+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	63.5%	+2%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	1%	+5%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	House System: Provide resources such as t-shirts, materials, incentives and supplies needed to support the	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000	School Year 2026-27

	Northridge House System.				
3.2	Rec Aide Additional Hours: Provide additional rec aide time to support with safety and student supervision.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4130 3000	School Year 2026-27
3.3	Meetings: Provide supplies, books, resources, and light refreshments for ELAC and School Site Council meetings held 4-6 times per year	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2026-27
3.4	Family Events: Provide family and community engagement events including but not limited to	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5800: Professional/ Consulting	2531 1000	School Year 2026-27

	family events or meetings to strengthen the school-home connection. Events target math and/or literacy and will provide games, practice materials, books and manipulatives students can take home to increase confidence and understanding in class. Increase if additional funding becomes available.		Services And Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures		

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
ELD Instruction and Support		ELD Teacher	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits		
Supplemental primary language support		BIA - Spanish	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Attendance Supports		Attendance Clerk (four hours)	2000-2999: Classified Personnel Salaries		

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
			3000-3999: Employee Benefits		

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
School Safety and Support		Rec Aides	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		
SEL Needs		Counselor	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits		

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	47,200	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	194,040	0.00
Title I Part A Parent Involvement	2,531	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	47,200.00
Title I Part A Parent Involvement	2,531.00
Title I Part A Site Allocation	194,040.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	99,668.00
2000-2999: Classified Personnel Salaries	16,822.00
3000-3999: Employee Benefits	43,510.00
4000-4999: Books And Supplies	62,370.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,531.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	12,692.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	12,222.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19,286.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	2,531.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	99,668.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	31,288.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	43,084.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	199,826.00
Goal 2	30,914.00
Goal 3	17,161.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sara Cate	Parent or Community Member
Adrianna Foster	Parent or Community Member
Ashleh Rychen	Parent or Community Member
Kim Zignago	Parent or Community Member
Jessica Olazaba	Parent or Community Member
Lindsey Corrigan	Classroom Teacher
Ashley Hanna	Classroom Teacher
Angel Wurtzer	Classroom Teacher
Tanya Sorenson	Other School Staff
Jana Conli	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[illegible]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2026.

Attested:

Jana Conli	Principal, Jana Conli on 5/19/2026
Ashley Hanna	SSC Chairperson, Ashley Hanna on 5/19/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

    1. Ensure that those students' difficulties are identified on a timely basis; and

    2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Northridge Elementary School

Funding Source: LCFF Rec Aide Allocation **$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Rec Aide Additional Hours: Provide additional rec aide time to support with safety and student supervision.	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		$4,130.00		
LCFF Rec Aide Allocation Allocation Balance:		$0.00		

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Meetings: Provide supplies, books, resources, and light refreshments for ELAC and School Site Council meetings held 4-6 times per year	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$3,000.00	Engaging Academic Programs	
Provide tools for students to understand their strengths, potential, and possible career choices. This includes, but is not limited to tools such as the Gallup Clifton Strength Finder.	4000-4999: Books And Supplies	$1,000.00	Clear Pathways to Bright Futures	
	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	

	4000-4999: Books And Supplies	$4,786.00	Connected School Communities
Attendance Clerk Hours: Provide increased attendance clerk hours by .25 to provide interventions and supports for regular attendance and decreased chronic absenteeism PC # 31604	2000-2999: Classified Personnel Salaries	$9,692.00	Healthy Environments for Socio-Emotional Growth
Attendance Incentives: Provide supplies and materials including but not limited to: certificates, prizes, treats, etc. to increase attendance and decrease chronic absenteeism.	4000-4999: Books And Supplies	$1,000.00	Healthy Environments for Socio-Emotional Growth
Positive Behavior: Provide positive character trait curriculum (Character Strong), supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treat, etc. for recognizing positive behaviors.	4000-4999: Books And Supplies	$5,000.00	Healthy Environments for Socio-Emotional Growth
In School Experiences/Assemblies: Provide in school experiences to promote a sense of community, celebrate achievements, learn important values, or give students opportunities to develop social and leadership skills through participation and engagement.	5800: Professional/Consulting Services And Operating Expenditures	$3,000.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	$12,222.00	Healthy Environments for Socio-Emotional Growth
House System: Provide resources such as t-shirts, materials, incentives and supplies needed to support the Northridge House System.	4000-4999: Books And Supplies	$6,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures:	$48,200.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Northridge Elementary School

Funding Source: Title I Part A Parent Involvement **$2,531.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Events: Provide family and community engagement events including but not limited to family events or meetings to strengthen the school-home connection. Events target math and/or literacy and will provide games, practice materials, books and manipulatives students can take home to increase confidence and understanding in class. Increase if additional funding becomes available.	5800: Professional/Consulting Services And Operating Expenditures	$2,531.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$2,531.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$194,040.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Engaging Academic Programs	
Provide resources around different college and career opportunities. This includes, but is not limited to texts, resources for College & Career Day/Week, etc.	4000-4999: Books And Supplies	$500.00	Clear Pathways to Bright Futures	
	4000-4999: Books And Supplies	$522.00	Clear Pathways to Bright Futures	
	3000-3999: Employee Benefits	$31,288.00	Connected School Communities	

Northridge Elementary School

District Initiated Absences/Release Time: Provide opportunities for teachers to participate in activities designed to enhance instructional practices, including days for data analysis, professional development, professional conferences, collaboration supporting best practices, and opportunities to observe exemplar instructional strategies. Increase as funds allow.	1000-1999: Certificated Personnel Salaries	$20,000.00	Connected School Communities
Glad Materials and Supplies: Provide supplementary training and supplies for Designated English Language Development and GLAD strategies including but not limited to color printer cartridges, chart paper, markers, paper, etc	4000-4999: Books And Supplies	$1,000.00	Connected School Communities
Designated Materials, Supplies and PD: Supplemental materials and supplies for Designated ELD	4000-4999: Books And Supplies	$1,000.00	Connected School Communities
Technology: Provide technology accessories, and software applications to support academic achievement, intervention, and acceleration, including but not limited to hardware and software: Chromebooks, iPads, document cameras, and headphones.	4000-4999: Books And Supplies	$8,113.00	Connected School Communities
Supplemental Materials and Supplies: Purchase materials to supplement core instruction including but not limited to supplies, books, manipulatives, etc for all academic areas. Increase the budget for this item, if additional funding becomes available.	4000-4999: Books And Supplies	$31,440.00	Connected School Communities
Field Trips: Provide funding for academic field trips at each grade level to enhance and supplement academic standards that can only be met through real life experiences. Increase as funding allows.	5000-5999: Services And Other Operating Expenditures	$19,000.00	Connected School Communities

Northridge Elementary School

0.6 FTE Intervention Teacher: Fund a 0.6 intervention teacher to support with academic differentiation.	1000-1999: Certificated Personnel Salaries	$79,668.00	Connected School Communities
Books: Increase culturally relevant and diverse literature available to students by expanding school and classroom libraries. Increase as funds allow.	4000-4999: Books And Supplies	$1,531.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$195,062.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Northridge Elementary School Total Expenditures:	$249,923.00