



# 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		November 17, 2020

## Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

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

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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

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# Comprehensive Needs Assessment Components

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

## Data Analysis

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

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

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on Trimester 3 Engagement data from the 2019-2020 school year.
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data shows:

Attendance rate: 94%

Synchronous learning weekly percentage rate: 91%

Asynchronous engagement - weekly assignment completion rate: 79%

Learning loss - to be determined.

Analysis prior to Distance Learning:

Text Level Data - 2nd Trimester 2019-2020

41% of all Students K-6 who were assessed either Exceeded or were At Grade Level Standards (decrease of 12%)

47% K-2 Exceeded or At Grade Level Standards

25% of all K-6 English Language Learners who were assessed either Exceeded or were At Grade Level Standards (decrease of 9%)

20% of all K-6 McKinney-Vento who were assessed either Exceeded or were At Grade Level Standards (NA)

40% of all K-6 Low SES who were assessed either Exceeded or were At Grade Level Standards (decrease of 9%)

MAP data:

Reading Fall to Winter Growth:

48% of all students either met the Growth Target or had Accelerated Growth (no change from prior year)

60% of ELL students either met the Growth Target or had Accelerated Growth (increase of 15%)

63% of McKenney-Vento students either met the Growth Target or had Accelerated Growth (increase of 3%)

50% of Low SES students either met the Growth Target or had Accelerated Growth (no change from prior year)

39% of Students with Disabilities either met the Growth Target or had Accelerated Growth (decrease of 6%)

Reading Performance:

25% of all students scored At or Exceeding Standard (decrease of 1%)

5% of ELL students scored At or Exceeding Standard (increase of 1%)

26% of McKinney-Vento students scored At or Exceeding Standard (decrease of 4%)

22% of Low SES students scored At or Exceeding Standard (increase of 1%)

15% of Students with Disabilities scored At or Exceeding Standard (decrease of 7%)

Math Fall to Winter Growth:

48% of all students either met the Growth Target or had Accelerated Growth (increase of 9%)

68% of ELL students either met the Growth Target or had Accelerated Growth (increase of 18%)  
36% of McKinney-Vento students either met the Growth Target or had Accelerated Growth (increase of 14%)  
46% of Low SES students either met the Growth Target or had Accelerated Growth (increase of 24%)  
48% of Students with Disabilities either met the Growth Target or had Accelerated Growth (increase of 4%)

**Math Performance:**

17% of all students scored At or Exceeding Standard (increase of 5%)  
5% of ELL students scored At or Exceeding Standard (increase of 3%)  
6% of McKinney-Vento students scored At or Exceeding Standard (decrease of 1%)  
38% of Low SES students scored At or Exceeding Standard (25% increase)  
7% of Students with Disabilities scored At or Exceeding Standard (decrease of 2%)

**Attendance (through 3/13/20):**

94.4% Overall Attendance Rate (decrease of .01%)  
96.4% ELL Attendance Rate (increase of .07%)  
92.1% McKinney-Vento Attendance Rate (decrease of 1.4%)  
94.2% Low SES Attendance Rate (decrease of .02%)  
93.8% Students with Disabilities Rate (decrease of .5%)

**Chronic Absentee Rate (through 3/13/20):**

16.8% Overall Rate (increase of .03%)  
7% ELL Rate (decrease of 4.2%)  
26% McKinney-Vento Rate (increase of 5.1%)  
18% Low SES Rate (increase of .04%)  
18% Students with Disabilities Rate (decrease of 3.9%)

**Suspension Rate:**

2.42% Overall Rate (decrease of 3.8%)  
0% ELL Rate (no change from prior year)  
0% McKinney-Vento Rate (decrease of 10%)  
2.85% Low SES Rate (decrease of 3.51%)  
11.11% Students with Disabilities Rate (decrease of 1.39%)

**Winter Survey Data:**

**High Expectations/Caring Relationships:**

Parents 93% (increase of 5%)  
Student 94% (decrease of 2%)  
Staff 90% (increase of 9%)

**Meaningful Participation:**

Parents 88% (increase of 2%)  
Students 76% (decrease of 2%)  
Staff 95% (increase of 19%)

**School Culture:**

Parents 91% (increase of 5%)  
Students 87% (increase of 4%)  
Staff 100% (increase of 22%)

**Safety:**

Parents 92% (increase of 6%)  
Students 91% (increase of 3%)  
Staff 100% (increase of 17%)

**Engagement During Distance Learning:**

71% of all students Met or Exceeded in Engagement  
52% of K-2 ELL students Met or Exceeded in Engagement  
57% of 3-6 ELL students Met or Exceeded in Engagement  
66% of K-2 Low SES students Met or Exceeded in Engagement  
68% of 3-6 Low SES students Met or Exceeded in Engagement  
66% of K-2 Students with Disabilities Met or Exceeded in Engagement  
68% of 3-6 Students with Disabilities Met or Exceeded in Engagement

## Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Yellow	None	None	Yellow	Orange
English Learners	Orange	Green	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Red	Red	None	None	None	None
Socioeconomically Disadvantaged	Red	Yellow	None	None	Yellow	Yellow
Students with Disabilities	Red	Red	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Yellow	None	None	Yellow	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Red	None	None	Yellow	Yellow
Two or More Races	None	Green	None	None	None	None

**LEARN MORE**  
**English Language Arts**

All Students State

Yellow

**37.6 points below standard**

**Increased 14.5 Points** ⬆️

**EQUITY REPORT**  
Number of Student Groups in Each Color

0	0	4	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

**LEARN MORE**  
**Mathematics**

All Students State

Orange

**65 points below standard**

**Maintained -1 Points**

**EQUITY REPORT**  
Number of Student Groups in Each Color

0	1	3	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

**LEARN MORE**  
**English Learner Progress**

All Students State

**63.9% making progress towards English language proficiency**

**Number of EL Students: 61**

**Progress Levels**

Very High = 65% or higher  
 High = 55% to less than 65%  
 Medium = 45% to less than 55%  
 Low = 35% to less than 45%  
 Very Low = Less than 35%

[View More Details](#) →

## Root Cause Analysis

What did your root causes analysis reveal?

	<b>Guidance</b>
<b>Root Cause Analysis</b>	Root cause analysis follows directly from areas identified during data analysis.

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

We can attribute a lack of attendance and engagement from our students to the following factors: unstable housing for our homeless students and lack of access for support for our English Language Learners and their families. The pandemic has forced our low income families to relocate and unfortunately, quite a few families have lost their jobs. This has impacted our students as the focus at home may not be on academics, but on making sure families have the food, clothing and shelter needed. This has hit our Low Income and McKinney-Vento families the hardest. Because the families of our English Language Learners are not able to support with instruction and because of the lack of supports, learning loss is anticipated to be greater among our English Language Learners.

Many of our families must work during the day and due to the shut down, students were then working at home with little guidance or support. In addition to having to work independently on content, students also had to navigate new technologies, platforms and devices, primary grades being impacted the most. Shifting to new platforms, technologies and ways to deliver instruction for teachers took some time to navigate as well. Another challenge with technology in both the spring and the fall has been inconsistency with things such as internet connectivity and working technology.

For some students, working through distance learning in the spring was novel so some students were more engaged than they have been in the fall. Because of this, we will need to be intentional in engaging our students through distance learning.

**Prior to Distance Learning:**

With the implementation of our House System, we have seen a dramatic increase in the way parents and students feel with engaging at school. Parents, students and staff report an increase in feelings of connectedness, school climate and school safety. Within our House System, students feel a sense of belonging within their school community. This has led to students having regular opportunities to engage with other staff members outside of their classroom teacher. Students also engage with others across the school site outside of the students in their classroom and grade level.

Implementing Restorative Practices across campus has also led to a decrease in our suspension rate. There was an increase in the suspension rate of Students with Disabilities. This is attributed to lacking adequate resources on site to support student's needs in terms of an Individualized Education Plan. Because our program could not offer the needed supports, other avenues and resources were being explored and examined to support student needs.

## Resource Inequities

What resource inequities did you discover?

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss. The resources include, but are not limited to:

1. Providing additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.
2. Providing prizes and incentives for student attendance and engagement.
3. Providing incentives and rewards through the House System to promote engagement.
4. Providing digital materials or platforms to support instruction.
5. Providing hands on materials for students to use from home.

# Stakeholder Involvement

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

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

Site Leadership Team met weekly August-October to review and discuss:

- data compared to 2019-2020
- how to best support teachers and students through a distance learning model
- professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction

Staff engaged during staff meetings in September and October to review and discuss:

- data compared to 2018-2019
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning

School Site Council met in September and October to review/discuss:

- data compared to 2018-2019
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning

English Language Advisory Committee (ELAC) met in September and October to review and discuss:

- data compared to 2018-2019
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning.

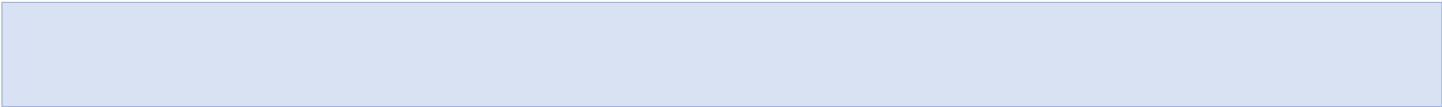
# Resource Inequities

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

Based on data analysis, root cause analysis and review of budgets, the following resources inequities were identified:

1. Providing additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.
2. Providing prizes and incentives for student attendance and engagement.
3. Providing incentives and rewards through the House System to promote engagement.
4. Providing digital materials or platforms to support instruction.
5. Providing hands on materials for students to use from home.
6. Identifying and continually engaging in our homeless students. Providing resources and support for identified homeless students and families.





# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

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

## SPSA/Goal 1

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

## Annual Review

### SPSA Year Reviewed: 2019-20

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

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

The implementation of the actions described in the 2019-20 SPSA were mostly interrupted in March due to the conversion to distance learning in response to COVID-19. Prior to moving to distance learning, we provided support for our families through keeping our Parent/Neighborhood Liaison position. Our Parent/Neighborhood Liaison was able to connect with families and provide them resources in the community such as clothing, food and transportation. Our Parent/Neighborhood Liaison has built strong relationships with our community partners such as the Fair Oaks Rotary, the Orangevale/Fair Oaks Food Bank, Fair Oaks Church and About Kidz.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

**2020-21**

**Identified Need**

Given the nature of this school year and all the unknowns that come with the format of what instruction will look like, it is imperative that we reach out to our families to determine what their needs are for their student/s. Further, because we know that our English Language Learners struggle to engage in instruction, it will be crucial to provide resources for families to access translation and support for student learning.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Overall rating of Parent Involvement: 94%	Overall rating of 95%
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	Overall rating of School Decision Making: 87%	Overall rating of 88%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Neighborhood Liaison to coordinate	X All Students English Learners Low-Income Students	Principal	Title I Part A Parent	3,203 13,575	2020-2021

	communication and support for families.	Foster Youth Other		Involvement		
				Title I Part A Site Allocation		

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Socio-Emotional Growth

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

## Annual Review

### SPSA Year Reviewed: 2019-20

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

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

The implementation of the actions described in the 2019-2020 SPSA were mostly interrupted in March due to the conversion of distance learning in response to COVID-19. Prior to the shift to distance learning, we provided mental health support for our students as well as additional staff to support students (counselor, rec aides and a campus representative). We also implemented Restorative Practices and a House System, designed to give students a stronger sense of belonging.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in action are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

**2020-21  
Identified Need**

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

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Suspension rate	2.42%	1%
Attendance Rate	94.4%	95%
Chronic Absenteeism	16.8%	15%
District Survey - School Culture Parent. Percent strongly agree/agree overall.	91%	93%
District Survey - Safety Staff. Percent strongly agree/agree overall.	92%	95%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide resources to support the Northridge House System.	All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation	7000	School year 2020-21

2.2	Provide incentives that promote regular attendance.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	5000	School year 2020-21
2.3	Provide equipment and materials to support students in physical wellness and exercise.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	3000	School year 2020-21
2.4	Provide additional Rec Aides for supervision.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Staff	LCFF Supplemental Centralized Services (District Only)  LCFF Supplemental Site Allocation	2972  13386	School year 2020-21
2.5	Provide full time counselor	All Students English Learners	Principal, Counselor	Title I Part A	122017	School year 2020-21

	to support restorative practices and social-emotional learning for all students.	Low-Income Students Foster Youth Other		Centralized Services (District Only)		
2.6	Resources and materials for professional learning related to Social Emotional Learning, Anti-Bias Provide culturally relevant educational materials that represent our student population.	All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	3918	School year 2020-21
2.7		All Students English Learners Low-Income Students Foster Youth Other				
2.8	Provide 7 hour campus representative to support students in engagement with distance	All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation  LCFF Supplemen	44979  2351	School year 2020-21



	and hybrid learning and de-escalation, reflection and readiness to return to instruction during in person instruction. Provide connection between school site and the community.			tal Site Allocation		
2.9	Materials to support students wellness and overall health.	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	1000	School year 2020-21
2.10	Clerk to make follow up phone calls on attendance, analyze data and attend conference meetings, events coordination. Meet with principal monthly to	All Students English Learners Low-Income Students Foster Youth Other	Attendance Clerk, Principal	Title I Part A Site Allocation	15169	School year 2020-21

	share data analysis and plan improvement strategies.					
2.11	Provide before and after school activities to support student's social and emotional growth and increase feeling of connectedness	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	4655	School year 2020-21

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

# Annual Review

## SPSA Year Reviewed: 2019-20

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

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

The implementation of the actions described in the 2019-2020 SPSA were mostly interrupted in March due to the conversion to distance learning in response to COVID-19.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in action are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

**2020-21**

**Identified Need**

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

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
SBAC ELA Scores Overall 2019 CA School Dashboard	27%	28%
SBAC Math Scores Overall 2019 CA School Dashboard	20%	21%
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall.	Student 91%	Student 93%

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide digital resources and supports to supplement ELA and Math instruction, and create	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation	5200 6500	School year 2020-21

	engagement in on line learning.			Title I Part A Site Allocation		
3.2	Compensate teachers for collaboration around effective instruction, best practice, utilizing synchronous and asynchronous learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	Title I Part A Site Allocation	23345	School year 2020-21
3.3	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	LCFF Supplemental English Learner Central	140050	School year 2020-21
3.4	Provide primary language support to EL students, and/or the targeted	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental English Learner Central	47574	School year 2020-21

	<p>student population at emerging and expanding levels to support core content instruction in collaboration with classroom teachers. .75 FTE BIA</p>					
3.5	<p>Provide technology to support student achievement and access to instruction. This includes, but is not limited to laptops, Chromebooks and headphones.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Teachers</p>	<p>Title I Part A Site Allocation</p>	<p>20000</p>	<p>School year 2020-21</p>
3.6	<p>Provide resources and materials to support ELA and Math Instruction, mitigate learning loss and promote student engagement. .</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Teachers</p>	<p>Title I Part A Site Allocation</p>	<p>17200</p>	<p>School year 2020-21</p>



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

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

## SPSA/Goal 4

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

## Annual Review

### SPSA Year Reviewed: 2019-20

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

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

The implementation of 2019-2020 were mostly interrupted in March due to the conversion to distance learning in response to COVID-19.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.



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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

**2020-21**

**Identified Need**

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

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	Parent: 58% Student: 57%	Parent: 59% Student: 58%
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	Parent: 61%	Parent: 62%
Number of enrichment opportunities offered before, during or after school.	3	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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Virtual field trips to colleges to provide students exposure to	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	Title I Part A Site Allocation	200	School year 2020-21

	novel experiences and learning opportunities.					
4.2	Provide school library and classroom libraries with texts featuring different career opportunities.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	7000	School year 2020-21
4.3	Provide tools for students to understand their strengths, potential, and possible career choices.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	Title I Part A Site Allocation	1500	School year 2020-21

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$510,794.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$2,972.00
LCFF Supplemental English Learner Central	\$187,624.00
LCFF Supplemental Site Allocation	\$41,592.00
Title I Part A Centralized Services (District Only)	\$122,017.00
Title I Part A Parent Involvement	\$3,203.00
Title I Part A Site Allocation	\$153,386.00

Subtotal of state or local funds included for this school: \$510,794.00

Total of federal, state, and/or local funds for this school: \$510,794.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	42,192	600.00
LCFF Supplemental English Learner Central	187,624	0.00
LCFF Supplemental Centralized Services (District Only)	2,972	0.00
Title I Part A Site Allocation	153,386	0.00
Title I Part A Parent Involvement	3,203	0.00
Title I Part A Centralized Services (District Only)	122,017	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	2,972.00
LCFF Supplemental English Learner Central	187,624.00
LCFF Supplemental Site Allocation	41,592.00
Title I Part A Centralized Services (District Only)	122,017.00
Title I Part A Parent Involvement	3,203.00
Title I Part A Site Allocation	153,386.00

## Expenditures by Budget Reference

Budget Reference	Amount
	446,082.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	2,972.00
	LCFF Supplemental English Learner Central	187,624.00

	LCFF Supplemental Site Allocation	18,737.00
	LCFF Supplemental Site Allocation	22,855.00
	Title I Part A Centralized Services (District Only)	122,017.00
	Title I Part A Parent Involvement	3,203.00
	Title I Part A Site Allocation	45,975.00
	Title I Part A Site Allocation	107,411.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,778.00
Goal 2	225,447.00
Goal 3	259,869.00
Goal 4	8,700.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Hidey McLeod	Parent or Community Member
Wendy Weir	Parent or Community Member
Lindsay Dilloway	Parent or Community Member
David Lopez	Parent or Community Member
Kitty Flannagan	Other School Staff
Carlotta Rohrbacker	Classroom Teacher
Jill Soto	Classroom Teacher
Carissa Enriquez	Classroom Teacher
Mary Durbrow	Classroom Teacher
Petra Luhrsen	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/27/2020.

Attested:



Principal, Petra Luhrsen on 10/27/20

SSC Chairperson, Hidey McLeod on 10/27/20

# Budget By Expenditures

## Northridge Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$2,972.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional Rec Aides for supervision.		\$2,972.00	Healthy Environments for Socio-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$2,972.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental English Learner Central \$187,624.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher		\$140,050.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population at emerging and expanding levels to support core content instruction in collaboration with classroom teachers. .75 FTE BIA		\$47,574.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$187,624.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		



# Northridge Elementary School

**Funding Source: LCFF Supplemental Site Allocation**      **\$42,192.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide resources to support the Northridge House System.		\$7,000.00	Healthy Environments for Socio-Emotional Growth	
Provide incentives that promote regular attendance.		\$5,000.00	Healthy Environments for Socio-Emotional Growth	
Provide equipment and materials to support students in physical wellness and exercise.		\$3,000.00	Healthy Environments for Socio-Emotional Growth	
Provide before and after school activities to support student's social and emotional growth and increase feeling of connectedness.		\$4,655.00	Healthy Environments for Socio-Emotional Growth	
		\$13,386.00	Healthy Environments for Socio-Emotional Growth	
		\$2,351.00	Healthy Environments for Socio-Emotional Growth	
Provide digital resources and supports to supplement ELA and Math instruction, and create engagement in on line learning.		\$5,200.00	Engaging Academic Programs	
Materials to support students wellness and overall health.		\$1,000.00	Healthy Environments for Socio-Emotional Growth	
LCFF Supplemental Site Allocation Total Expenditures:		\$41,592.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$600.00		

## Northridge Elementary School

### Funding Source: Title I Part A Centralized Services (District Only) \$122,017.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide full time counselor to support restorative practices and social-emotional learning for all students.		\$122,017.00	Healthy Environments for Socio-Emotional Growth	

Title I Part A Centralized Services (District Only) Total Expenditures: \$122,017.00

Title I Part A Centralized Services (District Only) Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement \$3,203.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Neighborhood Liaison to coordinate communication and support for families.		\$3,203.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$3,203.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

### Funding Source: Title I Part A Site Allocation \$153,386.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$13,575.00	Connected School Communities	
Resources and materials for professional learning related to Social Emotional Learning, Anti-Bias Provide culturally relevant educational materials that represent our student population.		\$3,918.00	Healthy Environments for Socio-Emotional Growth	

## Northridge Elementary School

Provide 7 hour campus representative to support students in engagement with distance and hybrid learning and de-escalation, reflection and readiness to return to instruction during in person instruction. Provide connection between school site and the community.	\$44,979.00	Healthy Environments for Socio-Emotional Growth
Provide technology to support student achievement and access to instruction. This includes, but is not limited to laptops, Chromebooks and headphones.	\$20,000.00	Engaging Academic Programs
Provide resources and materials to support ELA and Math Instruction, mitigate learning loss and promote student engagement. .	\$17,200.00	Engaging Academic Programs
	\$6,500.00	Engaging Academic Programs
Virtual field trips to colleges to provide students exposure to novel experiences and learning opportunities.	\$200.00	Clear Pathways to Bright Futures
Provide school library and classroom libraries with texts featuring different career opportunities.	\$7,000.00	Clear Pathways to Bright Futures
Provide tools for students to understand their strengths, potential, and possible career choices.	\$1,500.00	Clear Pathways to Bright Futures
Clerk to make follow up phone calls on attendance, analyze data and attend conference meetings, events coordination. Meet with principal monthly to share data analysis and plan improvement strategies.	\$15,169.00	Healthy Environments for Socio-Emotional Growth
Compensate teachers for collaboration around effective instruction, best practice, utilizing synchronous and asynchronous learning.	\$23,345.00	Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$153,386.00

Title I Part A Site Allocation Allocation Balance: \$0.00

## Northridge Elementary School

Northridge Elementary School Total Expenditures: \$510,794.00