



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 18th, 2021	September 28, 2021

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.

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Stakeholder Involvement 3
- Resource Inequities 4
- Goals, Strategies, & Proposed Expenditures..... 5
 - SPSA/Goal 1 5
 - SPSA/Goal 2 8
 - SPSA/Goal 3 14
 - SPSA/Goal 4 19
- Budget Summary 22
 - Budget Summary 22
 - Other Federal, State, and Local Funds 22
- Budgeted Funds and Expenditures in this Plan 23
 - Funds Budgeted to the School by Funding Source..... 23
 - Expenditures by Funding Source 23
 - Expenditures by Budget Reference 23
 - Expenditures by Budget Reference and Funding Source 23
 - Expenditures by Goal..... 24
- School Site Council Membership 25
- Recommendations and Assurances 26
 - Appendix A: Plan Requirements 27
 - Appendix B: 30
 - Appendix C: Select State and Federal Programs 32

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 March-May to review and discuss:

- how to best support students with mental health support
- how to address learning loss of students as we welcome students back to in-person instruction

Staff engaged during staff meetings in January, February and May to review and discuss:

- Comprehensive Needs Assessment
- Site Budget and Resources
- Resources needed to support students with mental health support

- Resources needed to address learning loss of students as we welcome students back to in-person instruction

School Site Council met in January-May to review/discuss:

- Comprehensive Needs Assessment
- Site Budget and Resources
- Resources needed to support students with mental health support
- Resources needed to address learning loss of students as we welcome students back to in-person instruction

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

- Comprehensive Needs Assessment
- Site Budget and Resources
- Resources needed to support students with mental health support
- Resources needed to address learning loss of students as we welcome students back to in-person instruction

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 incentives and rewards through the House System to promote a sense of belonging for all students.
3. Providing intervention support for students falling below grade level standards.
4. Providing mental health support for all students.
5. Identifying and continually engaging in our homeless students and English Language Learners. Providing resources and support for identified homeless students and families and English Language Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2020-21

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 2020-21 SPSA were impacted due to switching to a hybrid schedule two-thirds of the way through the year. 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**

Data collected from surveys indicates a continual need to focus on connected school communities

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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 communication	X All Students English Learners Low-Income Students Foster Youth	Principal	Title I Part A Parent Involvement	3203 5489	2021-2022

	and support for families.	Other		Title I Part A Site Allocation		
1.2	Provide materials and programs to support parent involvement and connectedness .	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	2000	2021-2022

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: 2020-21

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 proved challenging due to the both models of distance learning and hybrid in-person instruction. Prior to the shift to distance learning in Spring 2020, we provided mental health support for our students as well as additional staff to support students (counselor, rec aides and a campus representative).

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 moving between distance learning and hybrid models throughout the year.

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.

Changes in action are largely related to supporting our students as they shift back to in person learning. Addressing learning loss and creating a safe learning environment for all students will be paramount, with a heavy focus on mental health and academic interventions.

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 2020-21	Expected Outcome 2021-22
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	1100	2021-2022

2.2	Provide incentives that promote regular attendance.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	500	2021-2022
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	821	2021-2022
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	3000 13386	2021-2022

2.5	Provide full time counselor to support students academic growth, engagement with school.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Counselor	Title I Part A Site Allocation	122744	2021-2022
2.6	Resources and materials for professional learning related to culturally relevant educational materials that represent our student population.	X All Students English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	2000	2021-2022
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 and hybrid learning and de-escalation, reflection and readiness to	X All Students English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	41254	2021-2022

	return to instruction during in person instruction. Provide connection between school site and the community.					
2.9	Clerk to make follow up phone calls on attendance, analyze data and attend conference meetings, events coordination. Meet with principal monthly to share data analysis and plan improvement strategies.	X All Students X English Learners X Low-Income Students Foster Youth Other	Attendance Clerk, Principal	LCFF Supplemental Site Allocation	15169	2021-2022
2.10	Provide before and after school activities to support student's social and emotional growth and increase	All Students X English Learners X Low-Income Students Foster Youth Other		Title I Part A Site Allocation	1214	2021-2022

feeling of
connectedness

.

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: 2020-21

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 proved challenging due to shifts in distance learning and hybrid learning models.

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 moving between full time distance learning to in person hybrid instruction during the school year.

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.

Changes in action are largely related to shifting from hybrid in-person learning to addressing learning loss as we return to full time in person learning.

**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 2020-21	Expected Outcome 2021-22
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 engagement in	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	Title I Part A Site Allocation Title I Part A Site Allocation	1500 5000	2021-2022

	on line learning.					
3.2	Compensate teachers for collaboration around effective instruction and intervention supports.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	Title I Part A Site Allocation	5519	2021-2022
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 Supplemen tal English Learner Central	137,818	2021-2022
3.4	Provide primary language support to EL students, and/or the targeted student population at emerging and expanding levels to support core content instruction in	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemen tal English Learner Central	46,545	2021-2022

	collaboration with classroom teachers. .75 FTE BIA					
3.5	Provide technology to support student achievement and access to instruction. This includes, but is not limited to laptops, Chromebooks and headphones.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation Title I Part A Site Allocation	4360 12525	2021-2022
3.6	Provide supplemental resources and materials to support ELA and Math Instruction, mitigate learning loss and promote student engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	Title I Part A Site Allocation LCFF Supplemental Site Allocation	5000 5000	2021-2022
3.7	Provide full time Intervention Teacher to support students in mitigating	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Intervention Teacher	Title I Part A Site Allocation	113,364	2021-2022

learning loss
for all students.

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: 2020-21

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 was interrupted by a shift in models between full time distance learning to hybrid in person instruction.

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

Resources were re-allocated to supporting students and families through distance learning and a shift to in-person hybrid instruction.

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.

Changes in actions are largely related to supporting students as we shift from distance learning and hybrid learning to full time in person instruction.

**2020-21
Identified Need**

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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	Field trips to colleges to provide students exposure to novel experiences	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	Title I Part A Site Allocation	200	2021-2022

	and learning opportunities.					
4.2	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	2500	2021-2022
4.3	Provide guest speakers to share experiences and opportunities for all students.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	2000	2021-2022

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	\$553,211.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,000.00
LCFF Supplemental English Learner Central	\$184,363.00
LCFF Supplemental Site Allocation	\$42,336.00
Title I Part A Parent Involvement	\$3,203.00
Title I Part A Site Allocation	\$320,309.00

Subtotal of state or local funds included for this school: \$553,211.00

Total of federal, state, and/or local funds for this school: \$553,211.00

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	42,336	0.00
LCFF Supplemental English Learner Central	184,363	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00
Title I Part A Site Allocation	320309	0.00
Title I Part A Parent Involvement	3,203	0.00
Title I Part A Centralized Services (District Only)	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental English Learner Central	184,363.00
LCFF Supplemental Site Allocation	42,336.00
Title I Part A Parent Involvement	3,203.00
Title I Part A Site Allocation	320,309.00

Expenditures by Budget Reference

Budget Reference	Amount
	387,926.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,000.00
	LCFF Supplemental English Learner Central	184,363.00
	LCFF Supplemental Site Allocation	19,207.00

	LCFF Supplemental Site Allocation	23,129.00
	Title I Part A Parent Involvement	3,203.00
	Title I Part A Site Allocation	146,078.00
	Title I Part A Site Allocation	174,231.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,692.00
Goal 2	201,188.00
Goal 3	336,631.00
Goal 4	4,700.00

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
Carlotta Rohrbacker	Classroom Teacher Other School Staff
Jill Soto	Classroom Teacher
Carissa Enriquez	Classroom Teacher
Mary Durbrow	Classroom Teacher
Petra Luhrsen	Principal
	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

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 05/18/2021.

Attested:



On file

Principal, Petra Luhrsen on 5/18/2021

SSC Chairperson, Hidey McLeod on 5/18/2021

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 Stakeholder 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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Northridge Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional Rec Aides for supervision.		\$3,000.00	Healthy Environments for Socio-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,000.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$184,363.00 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		\$137,818.00	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		\$46,545.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$184,363.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Northridge Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$42,336.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide technology to support student achievement and access to instruction. This includes, but is not limited to laptops, Chromebooks and headphones.		\$4,360.00	Engaging Academic Programs	
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	
		\$13,386.00	Healthy Environments for Socio-Emotional Growth	
Provide materials and programs to support parent involvement and connectedness.		\$2,000.00	Connected School Communities	
Provide resources to support the Northridge House System.		\$1,100.00	Healthy Environments for Socio-Emotional Growth	
Provide incentives that promote regular attendance.		\$500.00	Healthy Environments for Socio-Emotional Growth	
Provide equipment and materials to support students in physical wellness and exercise.		\$821.00	Healthy Environments for Socio-Emotional Growth	
		\$5,000.00	Engaging Academic Programs	
LCFF Supplemental Site Allocation Total Expenditures:		\$42,336.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

Northridge Elementary School

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 **\$320,309.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Field trips to colleges to provide students exposure to novel experiences and learning opportunities.		\$200.00	Clear Pathways to Bright Futures	
Provide tools for students to understand their strengths, potential, and possible career choices.		\$2,500.00	Clear Pathways to Bright Futures	
Provide guest speakers to share experiences and opportunities for all students.		\$2,000.00	Clear Pathways to Bright Futures	
		\$5,489.00	Connected School Communities	
Provide full time counselor to support students academic growth, engagement with school.		\$122,744.00	Healthy Environments for Socio-Emotional Growth	
Resources and materials for professional learning related to culturally relevant educational materials that represent our student population.		\$2,000.00	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.	\$41,254.00	Healthy Environments for Socio-Emotional Growth
Provide digital resources and supports to supplement ELA and Math instruction, and create engagement in on line learning.	\$1,500.00	Engaging Academic Programs
Compensate teachers for collaboration around effective instruction and intervention supports.	\$5,519.00	Engaging Academic Programs
Provide before and after school activities to support student's social and emotional growth and increase feeling of connectedness.	\$1,214.00	Healthy Environments for Socio-Emotional Growth
Provide supplemental resources and materials to support ELA and Math Instruction, mitigate learning loss and promote student engagement.	\$5,000.00	Engaging Academic Programs
Provide full time Intervention Teacher to support students in mitigating learning loss for all students.	\$113,364.00	Engaging Academic Programs
	\$5,000.00	Engaging Academic Programs
	\$12,525.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$320,309.00

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

Northridge Elementary School Total Expenditures: \$553,211.00