

The Single Plan for Student Achievement

School: Northridge Elementary School
CDS Code: 34-67447-6034755
District: San Juan Unified School District
Principal: Petra Luhrsen
Revision Date: 10/23/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The Single Plan for Student Achievement is aligned to the Local Control and Accountability Plan approved by the San Juan Unified School District Board of Education. It includes actions and services, resource allocations, and expected outcomes which align with the eight state priority areas as appropriate to the context and needs of the school site. This includes, but is not limited to, ensuring the conditions of learning are consistently met and parents/students/staff are fully engaged creating a positive school environment which lead to student success on achievement indicators.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on Dec. 12, 2017.

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School Mission

Northridge Elementary School's Mission Statement

"Valuing individuality and excellence, the mission of Northridge Elementary School is to ensure that each student becomes a caring, creative, confident, critical thinker through balanced, rigorous, student centered instruction with the support of a dedicated community."

School Profile

Northridge Elementary is one of 35 elementary schools in the San Juan Unified School District. The 415 students attending Northridge Elementary School are 49.16% white, 39.52% Hispanic/Latino, 6.75% Black/African American, 2.17% Asian and 2.4% other ethnicities. 31% of students are English Language Learners, with Spanish as a primary language. Other languages spoken by students at Northridge include: Amharic, Armenian, Punjabi, Russian, Cebuano (Visayan), Farsi, Telugu, and Ukrainian. 64% of students are socioeconomically disadvantaged. The curriculum provided is aligned to Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

Northridge Elementary School has an academic focus and stresses balance. We work hard to provide both basic skills and thinking, reasoning curriculum which will prepare students to meet their world of advanced education, work and citizenship.

Northridge Elementary School is implementing district-adopted curriculum Benchmark Advance (for grades K-5) and Amplify (grade 6). Kindergarten, first and second grade teachers are participating in specialized professional development this year to improve instructional practices in early literacy strategies, specifically in leveled guided reading groups. All students are assessed to find their "just right" reading level - children need to be exposed to a great deal of text or written words at their own reading level to improve and become better readers.

Northridge Elementary School is a place where:

- Parents, staff, and students have mutual respect, work together to solve problems, and take responsibility for our actions.
- Parents, staff, and students work collaboratively with the best interest of our students in mind.
- Parents and community are involved in the learning process.
- Students feel psychologically and physically safe.
- Students have multiple opportunities to succeed.
- Teachers teach grade level, standards-based curriculum.
- Teachers use multiple learning modalities.
- Teachers hold students to high academic, social, and behavioral standards.
- Staff works toward continual improvement in the educational process.

Our school program includes, but is not limited to, the following components:

- Four hour Kindergarten
- Discovery Club (before and after school program)
- Bridges After School Program (creative and supportive enrichment)
- Classes for special needs students from across the district
- Student Council
- Before school Sunrise Reading Club/Computer Club
- Northridge Choir & Strings Program
- Read Across America celebration in the spring
- Art Docent Program
- Northridge Garden
- Ben Carson Reading Room
- Makerspace
- Afterschool STEM enrichment class
- Safe Schools Ambassador Program (grades 4-6)

Students at Northridge Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Family

Handbook which is sent home at the beginning of the school year. The school rules at Northridge Elementary School are "PAWS: Practice Respect, Act Responsibly, Work Together and Stay Safe." School rules assemblies are conducted monthly to review rules and procedures. School wide rules "boosters" (positive reinforcement/recognition) are conducted as needed. We have a PBIS (Positive Behavior Intervention and Supports) that meets regularly to analyze and respond to behavior data. Northridge students are taught to Recognize, Refuse, and Report bullying behaviors. Northridge maintains and runs the PAWS Patrol, a weekly prize cart, where earned "PAWS" may be spent.

Comprehensive Needs Assessment Components

Introduction

Acknowledging the importance of using data and research to make decisions around school improvement, the Northridge Leadership Team and Site Council rely on a wide variety of school and district data in conversations around student achievement.

The district provides information, special help, and access to resources including Title I Alternative Supports for eligible students and public school choice transportation will continue for eligible students who are attending their school of choice. Title I schools receive technical assistance in analyzing various data reports for revising the school plan, strengthening core academic instruction, collaborating with parents to increase student academic achievement, assistance with the development of the single plan for student achievement.

Data Analysis

The Northridge Leadership Team and Site Council look at school enrollment by year, enrollment by ethnicity, ELL enrollment, a 3 year trend analysis of economic status, CAASPP results for ELA and Math, and MAP testing scores. When looking at data, the teams are careful to pay particular attention to the scores of economically disadvantaged students, Black or African American students, students with disabilities, ELL students (CELDT scores), and the Spring 2017 Parent Survey results.

Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The planning teams also reviewed and discussed trends in enrollment, available financial and volunteer resources, parent/staff/student surveys, enrollment trends, demographics, and attendance and found that our enrollment had declined and that volunteerism, resources, and family engagement continued to be limited. The planning team felt that motivating our families and community to be involved/engaged in our school was critical to increasing achievement for all students and eliminating the achievement gap. As a result of this conversation, a key focus was to increase parent engagement, voice, and participation in their child's learning at Northridge. We co-developed a Parent Involvement Plan and School Parent Compact outlining expectations and engagement supports to nurture, support, and sustain a strong parent/school partnership.

Description of Barriers and Related School Goals

A discussion of critical issues arose among the planning team while reviewing the data. In particular the team remains concerned about the persistent achievement gap between white students, and each of the following subgroups: low socio-economic status, English Learners, and Latino students, as well as, an Increase in the number of students identified as Not At Standard, Nearly At Standard, Proficient and Exceeding Proficient on the 2016 CAASPP. These areas of concern led the team to reaffirm, with revisions, the goals designed to support improvements in student outcomes, alignment of curriculum and instruction to Common Core State Standards (CCSS), and increase student, family and community engagement and connectedness to Northridge:

We will ensure students receive rigorous, effective, balanced, and differentiated instruction resulting in increase student achievement and goal attainment - this goal is designed to directly address Northridge's persistent achievement gap. As indicated in the data, targeted subgroups, particularly English learners continue to struggle due to language barriers, lack of prior knowledge, and lack of engagement and connectedness to the school community. Configurations will be determined through review of relevant data and analysis of student work in order to ensure that we are able to personalize the instructional environment and support goal attainment by each student. This work will be supported by special education staff, English learner support staff, and our Title 1 Intervention Teacher.

To better impact student achievement and close the achievement gap, we will expand and strengthen our alignment of common assessments and practices in the areas of English Language Arts and Math. Spending time as a team studying the elements of effective instruction through district-adopted curriculum: Benchmark Advance (grades K-5), Amplify (grade 6), enVision Math (grades K-5) and GO Math! (grade 6) will ensure our practices are aligned and assessments accurate in measuring student achievement. This data will also allow for differentiated groupings of students grades K-6.

With an end goal of creating and fostering a caring and culturally responsive learning environment, we will integrate character education and service learning throughout our curriculum to help our students become contributing responsible and caring members of our diverse community. Research on school connectedness demonstrates that children who feel connected to school want to come to school each morning. Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued, respected, and supported by them (Goodenow, 1993). Increased school connectedness naturally leads to improved attendance rates, positive classroom behavior, and academic achievement.

Through clear and effective communication, we will actively increase the engagement of families and community members as valued partners of our students' education- parent and community engagement in the education of children is critical to improving the outcomes of all students. This goal is designed to effectively communicate and engage the Northridge community to support student learning through mentoring programs, workshops to build parent capacity to support at home learning and engage in decision making activities on the school campus, and use of community resources to expand learning opportunities beyond the school day for students in our Northridge community.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	63	67	67	61	66	66	61	66	97.1	96.8	98.5
Grade 4	64	67	65	61	64	64	60	64	64	95.3	95.5	98.5
Grade 5	59	74	75	59	70	70	59	70	70	100.0	94.6	93.3
Grade 6	71	58	67	71	57	67	71	57	67	100.0	98.3	100
All Grades	263	262	274	258	252	267	256	252	267	98.1	96.2	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2370.9	2360.4	2369.5	7	5	6.06	12	15	13.64	33	16	28.79	46	64	51.52
Grade 4	2393.7	2391.5	2382.3	5	2	4.69	15	14	7.81	18	22	18.75	61	63	68.75
Grade 5	2432.5	2417.2	2410.8	2	1	4.29	17	19	15.71	27	16	10.00	54	64	70.00
Grade 6	2478.4	2463.3	2458.7	6	5	1.49	18	16	22.39	37	30	25.37	39	49	50.75
All Grades	N/A	N/A	N/A	5	3	4.12	16	16	14.98	29	21	20.60	50	60	60.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	13	4.55	41	31	37.88	48	56	57.58
Grade 4	5	6	6.25	37	31	42.19	58	63	51.56
Grade 5	5	9	2.86	32	29	42.86	63	63	54.29
Grade 6	3	9	10.45	49	40	31.34	48	51	58.21
All Grades	6	9	5.99	40	33	38.58	54	58	55.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	5	6.06	32	25	43.94	64	70	50.00
Grade 4	0	0	7.81	42	34	26.56	58	66	65.63
Grade 5	10	1	8.57	37	31	30.00	53	67	61.43
Grade 6	7	5	5.97	52	26	32.84	41	68	61.19
All Grades	5	3	7.12	41	29	33.33	54	68	59.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	10	6.06	70	62	69.70	24	28	24.24
Grade 4	10	11	0.00	60	63	48.44	30	27	51.56
Grade 5	3	6	8.57	59	59	44.29	37	36	47.14
Grade 6	15	7	7.46	59	67	58.21	25	26	34.33
All Grades	9	8	5.62	62	62	55.06	29	29	39.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	5	12.12	44	44	42.42	45	51	45.45
Grade 4	5	8	6.25	45	50	39.06	50	42	54.69
Grade 5	3	6	4.29	61	56	30.00	36	39	65.71
Grade 6	4	11	7.46	63	56	50.75	32	33	41.79
All Grades	6	7	7.49	54	52	40.45	41	41	52.06

Conclusions based on this data:

- 19.1% of all students met or exceeded standards in 2016-2017 which is a .1% decrease from the previous year.
19.7% of all 3rd grade students met or exceeded standards in 2016-2017 which is a 2.7% increase from the previous year.
12.5% of all 4th grade students met or exceeded standards in 2016-2017 which is a 3.5% decrease from the previous year.
20% of all 5th grade students met or exceeded standards in 2016-2017 which is a 0% increase from the previous year.
23.88% of all 6th grade students met or exceeded standards in 2016-2017 which is a 2.88% increase from the previous year.
- Based on trends, we found overall there was not significant movement across any of the grade levels, but that 3rd and 6th grade students improved in ELA, while 4th grade student scores declined. There was no movement in 5th grade ELA scores.
- Based on claim data, we found an overall decrease of .1% in our ELA scores across grades 3-6.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	63	68	67	62	68	67	62	68	97.1	98.4	100
Grade 4	64	67	65	62	64	65	61	64	65	96.9	95.5	100
Grade 5	59	74	75	59	71	75	59	71	75	100.0	95.9	100
Grade 6	71	59	67	71	58	67	71	58	67	100.0	98.3	100
All Grades	263	263	275	259	255	275	258	255	275	98.5	97	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2382.9	2385.0	2403.1	1	5	8.82	24	21	22.06	18	24	35.29	57	50	33.82
Grade 4	2407.1	2423.4	2397.0	0	2	4.62	11	19	7.69	42	36	32.31	45	44	55.38
Grade 5	2442.4	2429.8	2404.0	5	1	2.67	5	6	8.00	31	30	14.67	59	63	74.67
Grade 6	2463.6	2480.1	2467.3	3	5	7.46	10	19	14.93	34	34	32.84	54	41	44.78
All Grades	N/A	N/A	N/A	2	3	5.82	13	16	13.09	31	31	28.36	54	50	52.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	13	20.59	28	29	35.29	61	58	44.12
Grade 4	5	5	4.62	23	30	20.00	72	66	75.38
Grade 5	5	3	4.00	29	21	10.67	66	76	85.33
Grade 6	7	7	8.96	25	45	32.84	68	48	58.21
All Grades	7	7	9.45	26	31	24.36	67	63	66.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	10	8.82	40	50	61.76	51	40	29.41
Grade 4	2	6	1.54	39	50	38.46	59	44	60.00
Grade 5	3	0	5.33	34	32	25.33	63	68	69.33
Grade 6	1	10	7.46	45	43	44.78	54	47	47.76
All Grades	4	6	5.82	40	44	42.18	56	50	52.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	8	13.24	36	47	55.88	57	45	30.88
Grade 4	0	6	3.08	36	31	40.00	64	63	56.92
Grade 5	3	0	4.00	37	42	26.67	59	58	69.33
Grade 6	6	9	8.96	51	45	37.31	44	47	53.73
All Grades	4	5	7.27	40	41	39.64	55	53	53.09

Conclusions based on this data:

1. 18.91% of all students met or exceeded standards in 2016-2017 which is a .09% decrease from the previous year.
30.88% of all 3rd grade students met or exceeded standards in 2016-2017 which is a 4.88% increase from the previous year.
12.31% of all 4th grade students met or exceeded standards in 2016-2017 which is 8.69% decrease from the previous year.
10.67% of all 5th grade students met or exceeded standards in 2016-2017 which is a 3.67% increase from the previous year.
22.39% of all 6th grade students met or exceeded standards in 2016-2017 which is a 1.61% decrease from the previous year.
2. Based on trends, we found growth in 3rd and 5th grades with a decrease in 4th and 6th grade scores.
3. Based on claim data, we found that practices and alignment in grade 3 and 5 may have produced higher results.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	#						*****							*****	
1	#	1	1	2	3	6	5	5	6	2	5	5	1	1	1
	%	9	7	18	20	33	45	33	33	18	33	28	9	7	6
2	#		2	2	3	3	4	4	5	9	2	7	1	2	2
	%		13	13	27	18	25	36	29	56	18	41	6	18	12
3	#		0	3	1	3	4	8	4	5	7	3	4	1	2
	%		0	19	10	25	25	50	33	31	44	25	25	6	17
4	#		2	1	3		8	6	11	2	8	3	2	2	1
	%		15	8	23		62	46	69	15	50	19	15	15	6
5	#	1	0	4	2	4	7	9	5	3	3	1		2	4
	%	7	0	27	13	29	47	56	36	20	19	7		13	29
6	#		0	3	3	5	2	5	7	1	1	3		1	1
	%		0	50	33	31	33	56	44	17	11	19		6	6
Total	#	2	3	15	14	21	31	37	38	22	18	22	8	9	11
	%	3	4	19	17	23	40	46	41	28	22	24	10	11	12

Conclusions based on this data:

- Based on the data, 12% of our ELD students are at the beginning level, 24% at early intermediate level, 41% at intermediate, 23% at early advanced, and 1% at advanced. Currently, we service these students with a designated 30 minutes a day, 5 days per week pull out intervention to support English Language acquisition.
- Of our 93 EL students, 36 are at the 1 and 2 level, 57 are at the 3-5 level.

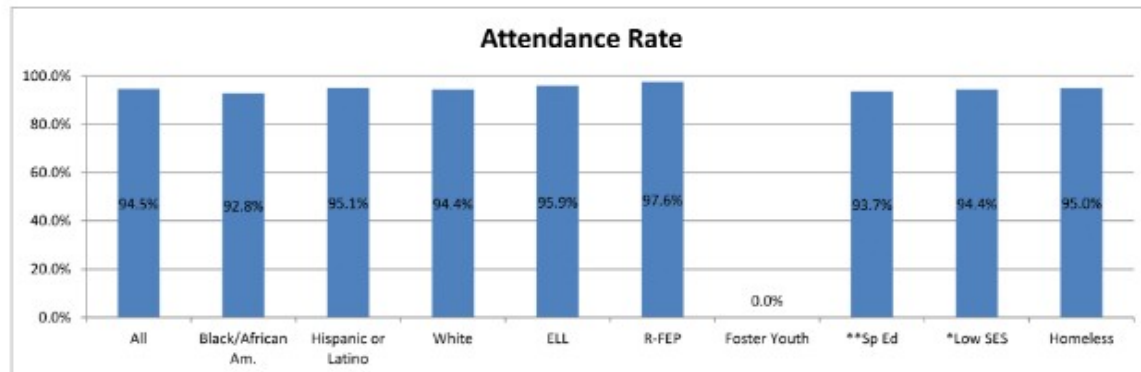
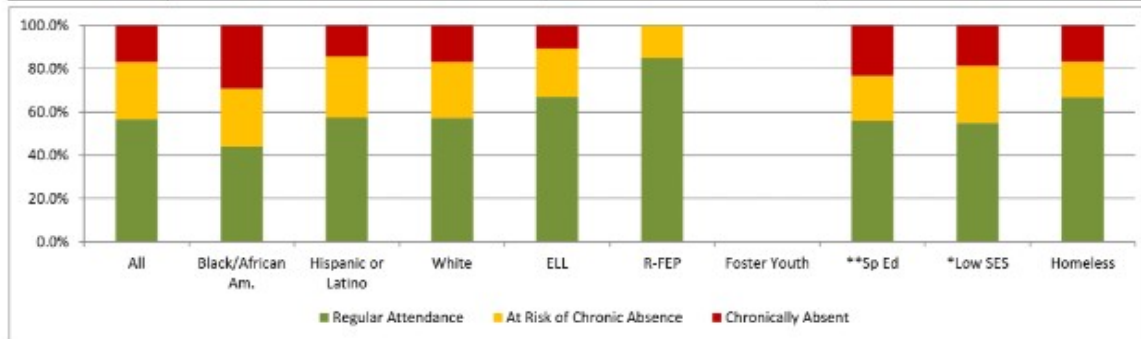
School and Student Performance Data

Local Assessment Data

Northridge Elementary Attendance Data

Report Period: 8/18/2016 to 6/8/2017

Group	Number of Students				Percent of Students			TK-Gr 8		
	Total Enrolled	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	# Days Poss	# Days Absent	Attendance Rate
All	487	82	129	276	16.8%	26.5%	56.7%	77,081	4,210	94.5%
Black/African Am.	41	12	11	18	29.3%	26.8%	43.9%	6,228	447	92.8%
Hispanic or Latino	199	29	56	114	14.6%	28.1%	57.3%	32,643	1,594	95.1%
White	219	37	57	125	16.9%	26.0%	57.1%	34,344	1,925	94.4%
ELL	121	13	27	81	10.7%	22.3%	66.9%	19,596	808	95.9%
R-FEP	20	-	3	17	0.0%	15.0%	85.0%	3,402	80	97.6%
Foster Youth	5									
**Sp Ed	77	18	16	43	23.4%	20.8%	55.8%	12,806	810	93.7%
*Low SES	373	70	98	205	18.8%	26.3%	55.0%	59,416	3,350	94.4%
Homeless	36	6	6	24	16.7%	16.7%	66.7%	5,844	293	95.0%



* Low SES: Low SES includes low income students and students whose parents have not completed High School.

** Sp Ed: Special Education includes any student with an active IEP, which includes SDC, RSP and DIS.

At Risk of Chronic Absence defined as students who have missed 5% or more of the report enrollment period

Chronic Absence defined as students who have missed 10% or more days of the enrollment period

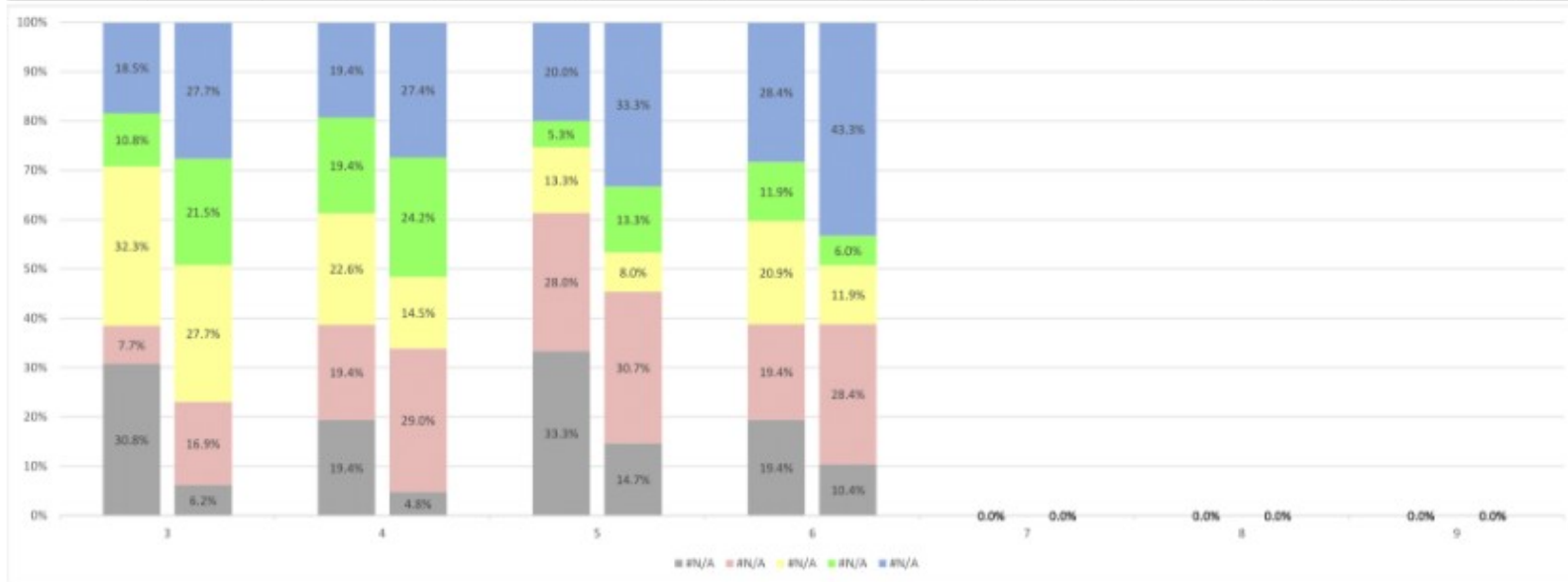
Conclusions based on this data:

1. Based on the Attendance data, in 2016-17, 94.5 % is the overall attendance rate which is a .55% decrease from the previous year.

Northridge Elementary - 2016-17 MAP Growth - ELA by Grade

Grade	Total Enrolled	Fall to Fall Growth					Fall to Winter Growth				
		Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth	Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth
3	65	20	5	21	7	12	4	11	18	14	18
4	62	12	12	14	12	12	3	18	9	15	17
5	75	25	21	10	4	15	11	23	6	10	25
6	67	13	13	14	8	19	7	19	8	4	29
7											
8											
9											

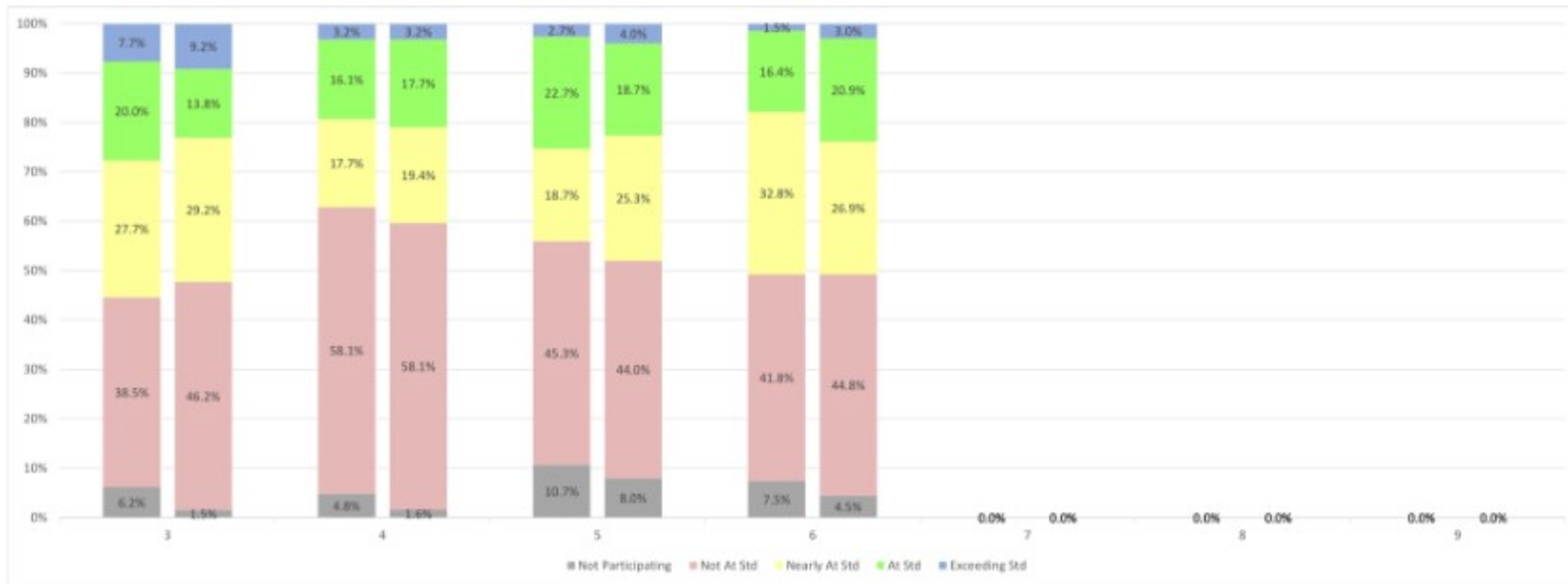
Grade		Fall to Fall Growth					Fall to Winter Growth				
		Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth	Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth
3		30.8%	7.7%	32.3%	10.8%	18.5%	6.2%	16.9%	27.7%	21.5%	27.7%
4		19.4%	19.4%	22.6%	19.4%	19.4%	4.8%	29.0%	14.5%	24.2%	27.4%
5		33.3%	28.0%	13.3%	5.3%	20.0%	14.7%	30.7%	8.0%	13.3%	33.3%
6		19.4%	19.4%	20.9%	11.9%	28.4%	10.4%	28.4%	11.9%	6.0%	43.3%
7		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
8		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Northridge Elementary - 2016-17 MAP Performance - ELA by Grade

Grade	Total Enrolled	Fall Projected Performance on SBAC					Winter Projected Performance on SBAC				
		Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std	Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std
3	65	4	25	18	13	5	1	30	19	9	6
4	62	3	36	11	10	2	1	36	12	11	2
5	75	8	34	14	17	2	6	33	19	14	3
6	67	5	28	22	11	1	3	30	18	14	2
7											
8											
9											

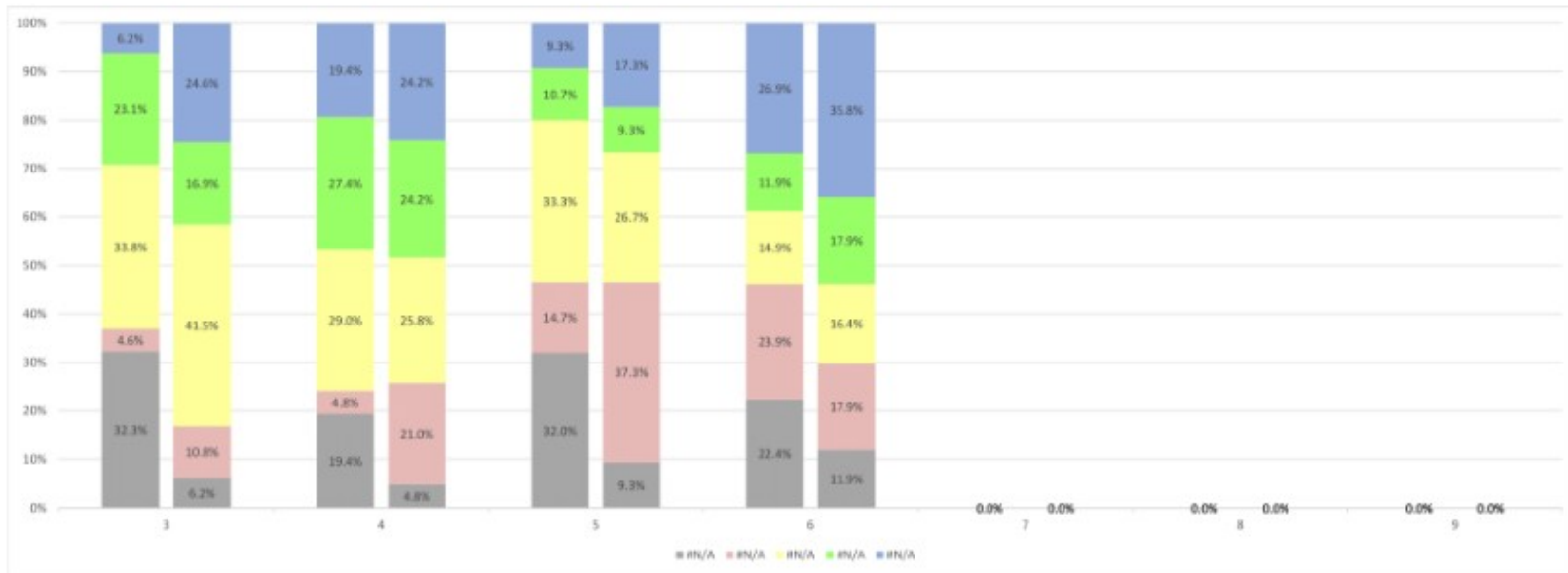
Grade		Fall Projected Performance on SBAC					Winter Projected Performance on SBAC				
		Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std	Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std
3		6.2%	38.5%	27.7%	20.0%	7.7%	1.5%	46.2%	29.2%	13.8%	9.2%
4		4.8%	58.1%	17.7%	16.1%	3.2%	1.6%	58.1%	19.4%	17.7%	3.2%
5		10.7%	45.3%	18.7%	22.7%	2.7%	8.0%	44.0%	25.3%	18.7%	4.0%
6		7.5%	41.8%	32.8%	16.4%	1.5%	4.5%	44.8%	26.9%	20.9%	3.0%
7		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
8		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Northridge Elementary - 2016-17 MAP Growth - Math by Grade

Grade	Total Enrolled	Fall to Fall Growth					Fall to Winter Growth				
		Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth	Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth
3	65	21	3	22	15	4	4	7	27	11	16
4	62	12	3	18	17	12	3	13	16	15	15
5	75	24	11	25	8	7	7	28	20	7	13
6	67	15	16	10	8	18	8	12	11	12	24
7											
8											
9											

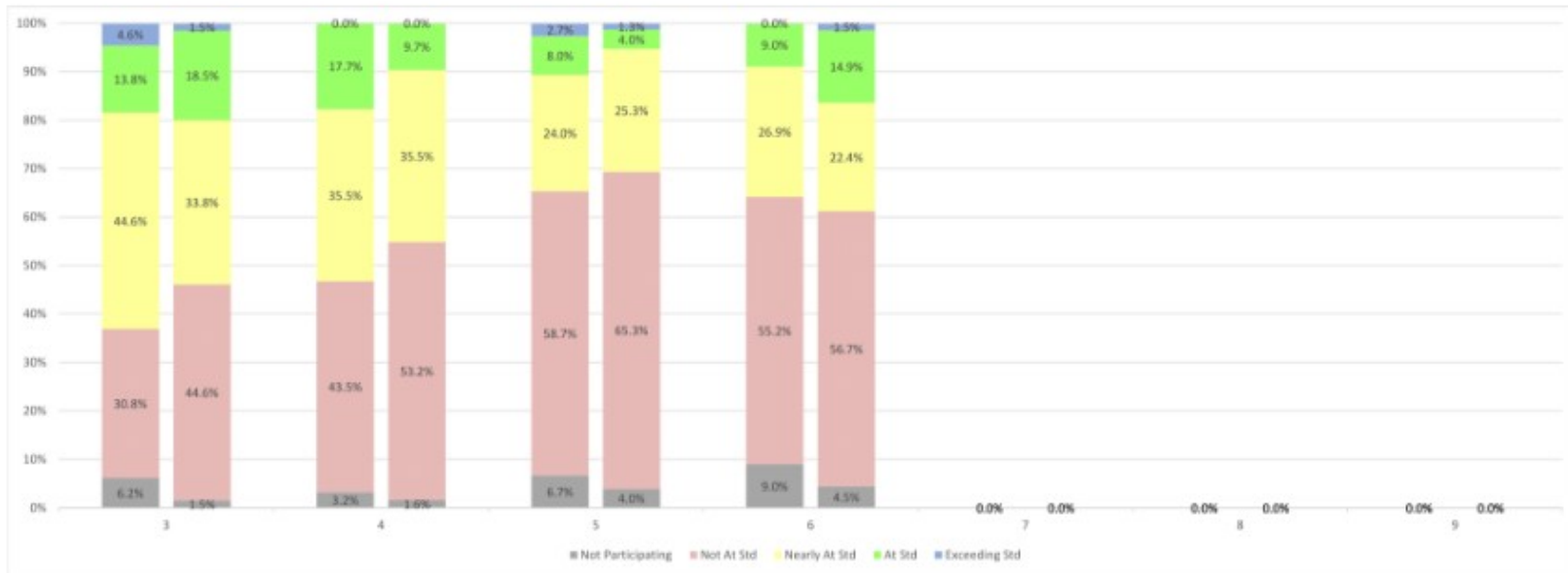
Grade		Fall to Fall Growth					Fall to Winter Growth				
		Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth	Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth
3		32.3%	4.6%	33.8%	23.1%	6.2%	6.2%	10.8%	41.5%	16.9%	24.6%
4		19.4%	4.8%	29.0%	27.4%	19.4%	4.8%	21.0%	25.8%	24.2%	24.2%
5		32.0%	14.7%	33.3%	10.7%	9.3%	9.3%	37.3%	26.7%	9.3%	17.3%
6		22.4%	23.9%	14.9%	11.9%	26.9%	11.9%	17.9%	16.4%	17.9%	35.8%
7		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
8		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Northridge Elementary - 2016-17 MAP Performance - Math by Grade

Grade	Total Enrolled	Fall Projected Performance on SBAC					Winter Projected Performance on SBAC				
		Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std	Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std
3	65	4	20	29	9	3	1	29	22	12	1
4	62	2	27	22	11		1	33	22	6	
5	75	5	44	18	6	2	3	49	19	3	1
6	67	6	37	18	6		3	38	15	10	1
7											
8											
9											

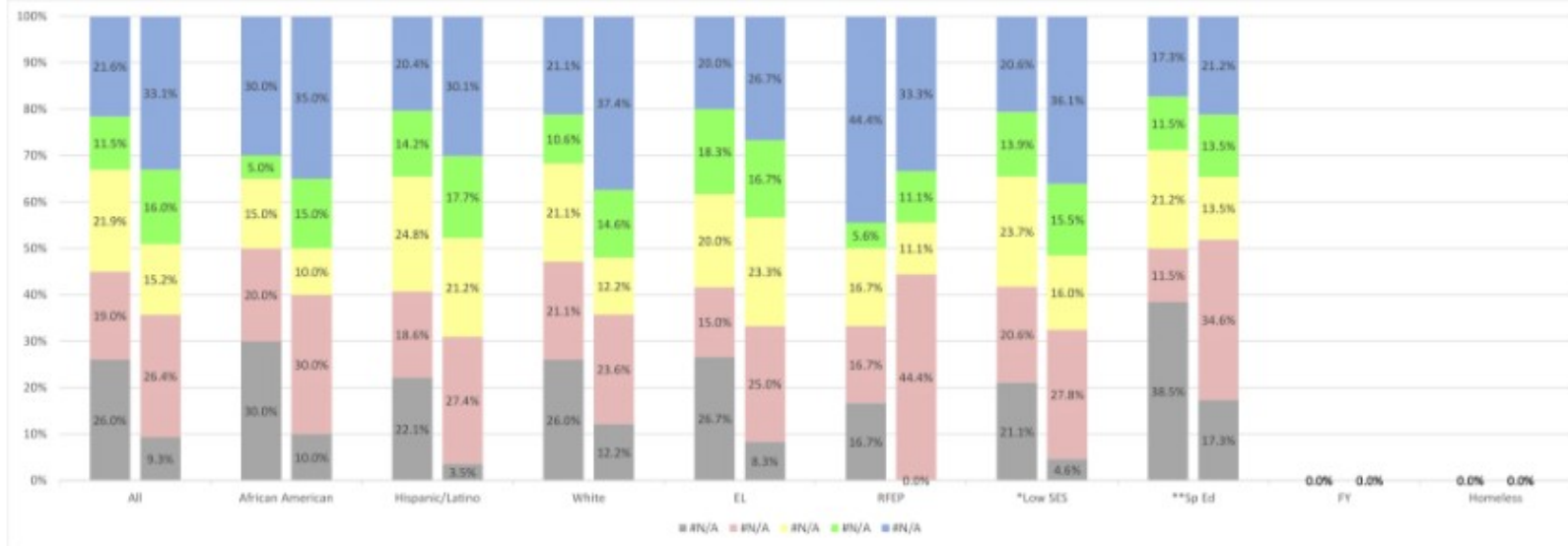
Grade		Fall Projected Performance on SBAC					Winter Projected Performance on SBAC				
		Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std	Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std
3		6.2%	30.8%	44.6%	13.8%	4.6%	1.5%	44.6%	33.8%	18.5%	1.5%
4		3.2%	43.5%	35.5%	17.7%	0.0%	1.6%	53.2%	35.5%	9.7%	0.0%
5		6.7%	58.7%	24.0%	8.0%	2.7%	4.0%	65.3%	25.3%	4.0%	1.3%
6		9.0%	55.2%	26.9%	9.0%	0.0%	4.5%	56.7%	22.4%	14.9%	1.5%
7		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
8		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Northridge Elementary - 2016-17 MAP Growth - Reading by Group

Group	Total Enrolled	Fail to Fall Growth					Fail to Winter Growth				
		Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth	Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth
All	269	70	51	59	31	58	25	71	41	43	89
African American	20	6	4	3	1	6	2	6	2	3	7
Hispanic/Latino	113	25	21	28	16	23	4	31	24	20	34
White	123	32	26	26	13	26	15	29	15	18	46
EL	60	16	9	12	11	12	5	15	14	10	16
RFEP	18	3	3	3	1	8		8	2	2	6
*Low SES	194	41	40	46	27	40	9	54	31	30	70
**Sp Ed	52	20	6	11	6	9	9	18	7	7	11
FY	1										
Homeless	7	5	1		1		1	2	1	2	1

Group		Fail to Fall Growth					Fail to Winter Growth				
		Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth	Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth
All		26.0%	19.0%	21.9%	11.5%	21.6%	9.3%	26.4%	15.2%	16.0%	33.1%
African American		30.0%	20.0%	15.0%	5.0%	30.0%	10.0%	30.0%	10.0%	15.0%	35.0%
Hispanic/Latino		22.1%	18.6%	24.8%	14.2%	20.4%	3.5%	27.4%	21.2%	17.7%	30.1%
White		26.0%	21.1%	21.1%	10.6%	21.1%	12.2%	23.6%	12.2%	14.6%	37.4%
EL		26.7%	15.0%	20.0%	18.3%	20.0%	8.3%	25.0%	23.3%	16.7%	26.7%
RFEP		16.7%	16.7%	16.7%	5.6%	44.4%	0.0%	44.4%	11.1%	11.1%	33.3%
*Low SES		21.1%	20.6%	23.7%	13.9%	20.6%	4.6%	27.8%	16.0%	15.5%	36.1%
**Sp Ed		38.5%	11.5%	21.2%	11.5%	17.3%	17.3%	34.6%	13.5%	13.5%	21.2%
FY											
Homeless											



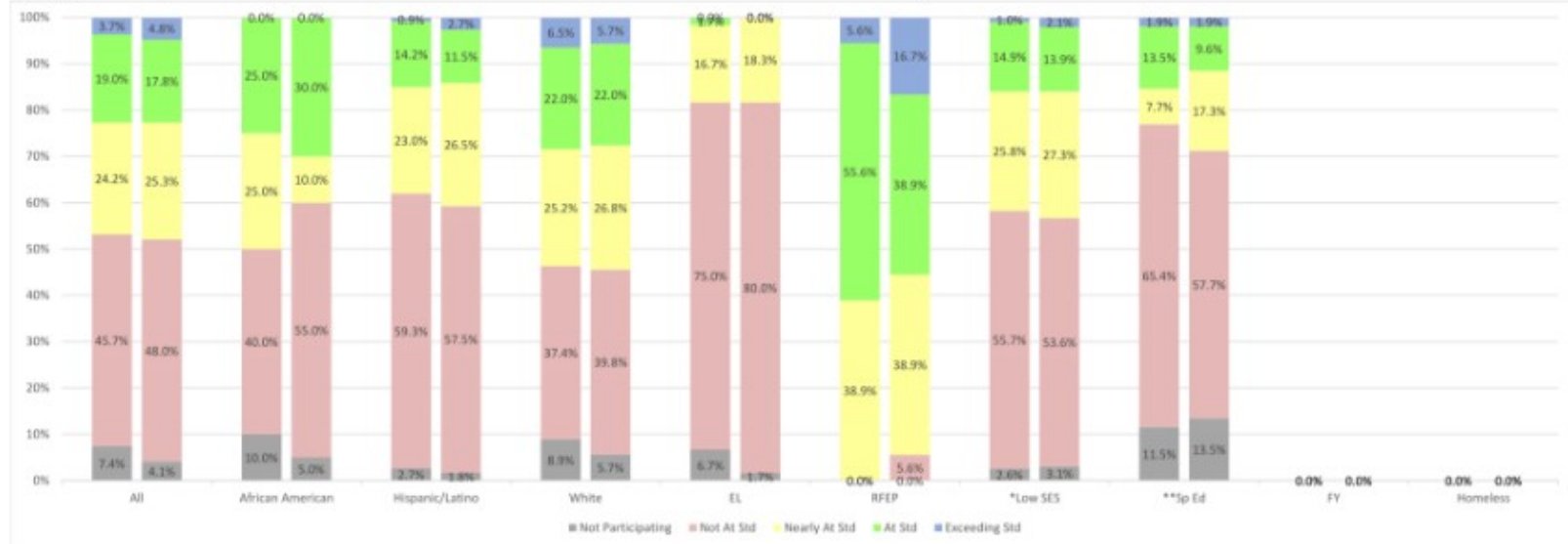
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** Sp Ed: Special Education includes any student with an active IEP, which includes SDC, RSP and DIS.

Northridge Elementary - 2016-17 MAP Performance - Reading by Group

Group	Total Enrolled	Fall Projected Performance on SBAC					Winter Projected Performance on SBAC				
		Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std	Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std
All	269	20	123	65	51	10	11	129	68	48	13
African American	20	2	8	5	5		1	11	2	6	
Hispanic/Latino	113	3	67	26	16	1	2	65	30	13	3
White	123	11	46	31	27	8	7	49	33	27	7
EL	60	4	45	10	1		1	48	11		
RFEP	18			7	10	1		1	7	7	3
*Low SES	194	5	108	50	29	2	6	104	53	27	4
**Sp Ed	52	6	34	4	7	1	7	30	9	5	1
FY	1										
Homeless	7	1	5		1			5	1	1	

Group	Fall Projected Performance on SBAC					Winter Projected Performance on SBAC				
	Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std	Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std
All	7.4%	45.7%	24.2%	19.0%	3.7%	4.1%	48.0%	25.3%	17.8%	4.8%
African American	10.0%	40.0%	25.0%	25.0%	0.0%	5.0%	55.0%	10.0%	30.0%	0.0%
Hispanic/Latino	2.7%	59.3%	23.0%	14.2%	0.9%	1.8%	57.5%	26.5%	11.5%	2.7%
White	8.9%	37.4%	25.2%	22.0%	6.5%	5.7%	39.8%	26.8%	22.0%	5.7%
EL	6.7%	75.0%	16.7%	1.7%	0.0%	1.7%	80.0%	18.3%	0.0%	0.0%
RFEP	0.0%	0.0%	38.9%	55.6%	5.6%	0.0%	5.6%	38.9%	38.9%	16.7%
*Low SES	2.6%	55.7%	25.8%	14.9%	1.0%	3.1%	53.6%	27.3%	13.9%	2.1%
**Sp Ed	11.5%	65.4%	7.7%	13.5%	1.9%	13.5%	57.7%	17.3%	9.6%	1.9%
FY										
Homeless										



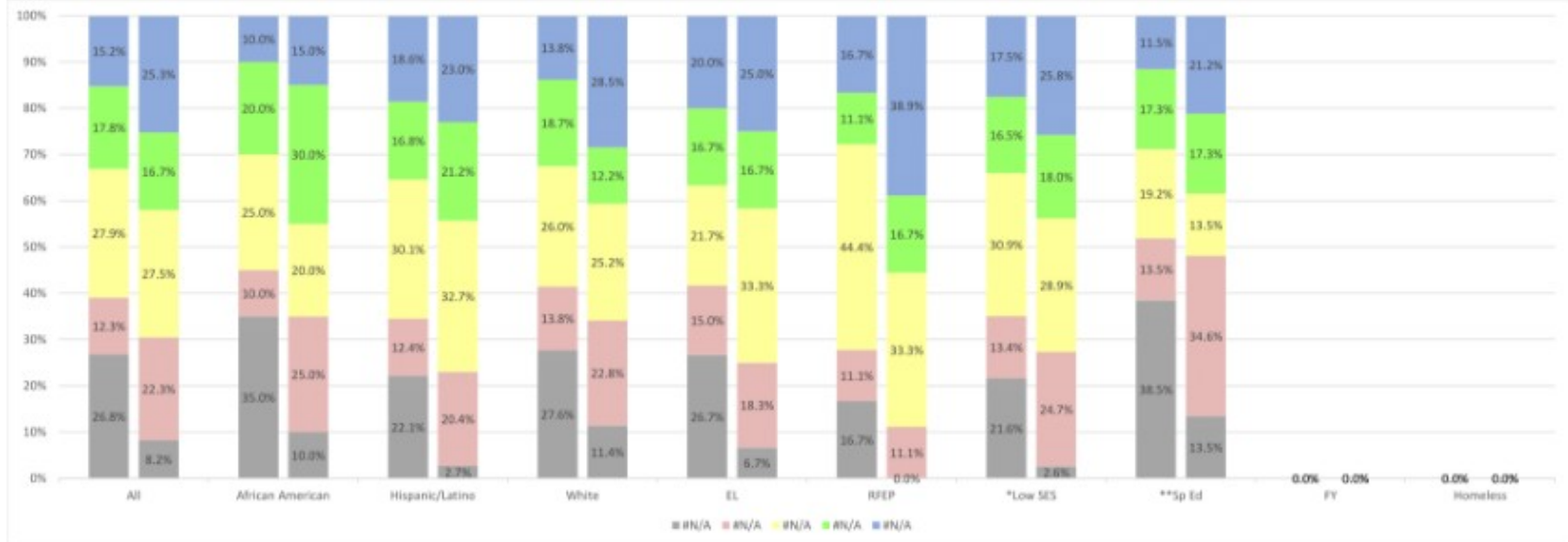
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Northridge Elementary - 2016-17 MAP Growth - Math by Group

Group	Total Enrolled	Fail to Fall Growth					Fail to Winter Growth				
		Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth	Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth
All	269	72	33	75	48	41	22	60	74	45	68
African American	20	7	2	5	4	2	2	5	4	6	3
Hispanic/Latino	113	25	14	34	19	21	3	23	37	24	26
White	123	34	17	32	23	17	14	28	31	15	35
EL	60	16	9	13	10	12	4	11	20	10	15
RFEP	18	3	2	8	2	3		2	6	3	7
*Low SES	194	42	26	60	32	34	5	48	56	35	50
**Sp Ed	52	20	7	10	9	6	7	18	7	9	11
FY	1										
Homeless	7	5		1	1		1	2	2		2

Group		Fail to Fall Growth					Fail to Winter Growth				
		Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth	Not Participating	Did Not Grow	Did Not Meet Target	Met Target	Accelerated Growth
All		26.8%	12.3%	27.9%	17.8%	15.2%	8.2%	22.3%	27.5%	16.7%	25.3%
African American		35.0%	10.0%	25.0%	20.0%	10.0%	10.0%	25.0%	20.0%	30.0%	15.0%
Hispanic/Latino		22.1%	12.4%	30.1%	16.8%	18.6%	2.7%	20.4%	32.7%	21.2%	23.0%
White		27.6%	13.8%	26.0%	18.7%	13.8%	11.4%	22.8%	25.2%	12.2%	28.5%
EL		26.7%	15.0%	21.7%	16.7%	20.0%	6.7%	18.3%	33.3%	16.7%	25.0%
RFEP		16.7%	11.1%	44.4%	11.1%	16.7%	0.0%	11.1%	33.3%	16.7%	38.9%
*Low SES		21.6%	13.4%	30.9%	16.5%	17.5%	2.6%	24.7%	28.9%	18.0%	25.8%
**Sp Ed		38.5%	13.5%	19.2%	17.3%	11.5%	13.5%	34.6%	13.5%	17.3%	21.2%
FY											
Homeless											



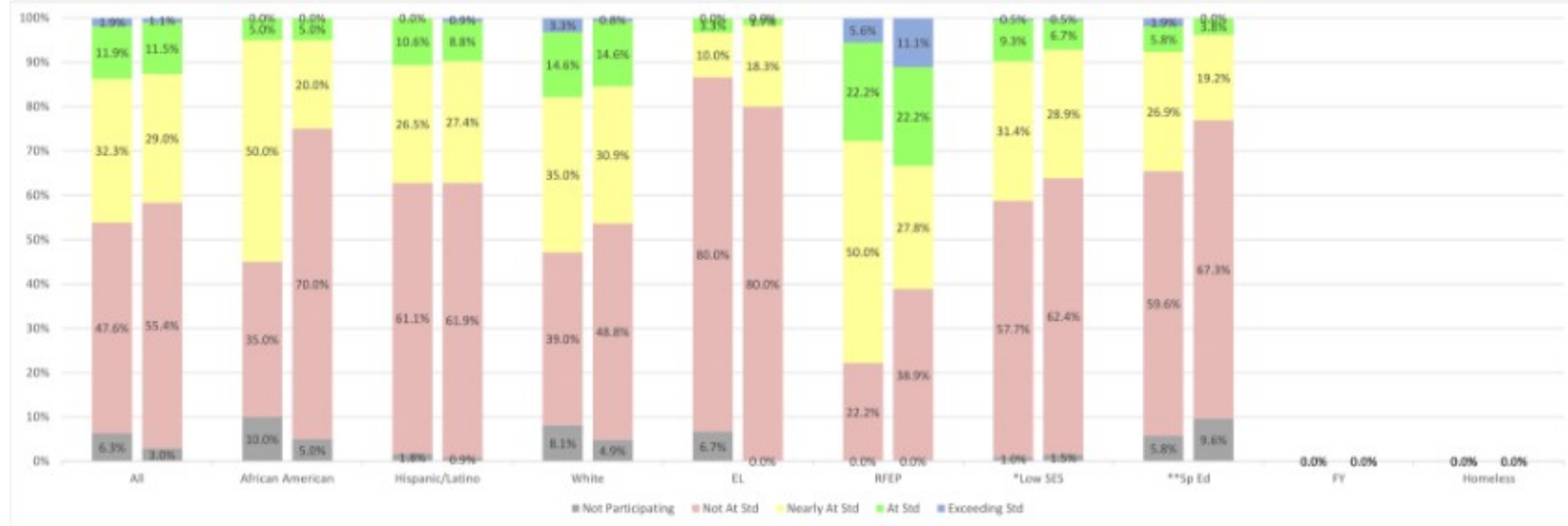
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Northridge Elementary - 2016-17 MAP Performance - Math by Group

Group	Total Enrolled	Fall Projected Performance on SBAC					Winter Projected Performance on SBAC				
		Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std	Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std
All	269	17	128	87	32	5	8	149	78	31	3
African American	20	2	7	10	1		1	14	4	1	
Hispanic/Latino	113	2	69	30	12		1	70	31	10	1
White	123	10	48	43	18	4	6	60	38	18	1
EL	60	4	48	6	2			48	11	1	
RFEP	18		4	9	4	1		7	5	4	2
*Low SES	194	2	112	61	18	1	3	121	56	13	1
**Sp Ed	52	3	31	14	3	1	5	35	10	2	
FY	1										
Homeless	7	1	5	1				6	1		

Group		Fall Projected Performance on SBAC					Winter Projected Performance on SBAC				
		Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std	Not Participating	Not At Std	Nearly At Std	At Std	Exceeding Std
All		6.3%	47.6%	32.3%	11.9%	1.9%	3.0%	55.4%	29.0%	11.5%	1.1%
African American		10.0%	35.0%	50.0%	5.0%	0.0%	5.0%	70.0%	20.0%	5.0%	0.0%
Hispanic/Latino		1.8%	61.1%	26.5%	10.6%	0.0%	0.9%	61.9%	27.4%	8.8%	0.9%
White		8.1%	39.0%	35.0%	14.6%	3.3%	4.9%	48.8%	30.9%	14.6%	0.8%
EL		6.7%	80.0%	10.0%	3.3%	0.0%	0.0%	80.0%	18.3%	1.7%	0.0%
RFEP		0.0%	22.2%	50.0%	22.2%	5.6%	0.0%	38.9%	27.8%	22.2%	11.1%
*Low SES		1.0%	57.7%	31.4%	9.3%	0.5%	1.5%	62.4%	28.9%	6.7%	0.5%
**Sp Ed		5.8%	59.6%	26.9%	5.8%	1.9%	9.6%	67.3%	19.2%	3.8%	0.0%
FY											
Homeless											



* Low SES: Low SES includes low income students and students whose parents have not completed High School.

** Sp Ed: Special Education includes any student with an active IEP, which includes SDC, RSP and DIS.



WINTER 2016-2017 SCHOOL SURVEY RESULTS

Northridge

Effective Instructional Strategies

	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
Improved ability to read and understand complex text		186	81.2%	84	69.0%	19	63.2%
Improved written communication skills		185	82.2%	83	67.5%	20	65.0%
Improved spoken/oral communication skills		184	83.2%	82	72.0%	20	85.0%
Improved ability to solve complex problems		184	71.7%	83	69.9%	19	63.2%
Improved ability to use technology to find information/solve problems		185	66.5%	82	85.4%	15	33.3%
Improved ability at working with other students on problems/projects		185	73.0%	83	72.3%	20	75.0%
Improved leadership skills		185	78.9%	83	60.2%	18	44.4%
Improved ability to support judgments with reason and evidence		186	82.3%	84	65.5%	20	60.0%
Encouraged to share knowledge/ideas in a creative way		185	81.6%	84	56.0%	20	95.0%
Curiosity/imagination is fostered		186	82.3%	83	66.3%	20	90.0%
Students are challenged at school through high standards of academic performance		186	81.7%	81	87.7%	20	100.0%

Educational Experience

	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
Quality classes/activities offered that meet each child's/student's interests and talents		184	68.5%	83	62.7%	20	45.0%
Extra help beyond class time is available to students.		186	72.6%	84	40.5%	20	30.0%
Students are motivated/engaged in what they are learning		185	84.3%	83	78.3%	20	100.0%

School Community/Safety

	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
School promotes academic success of all students		184	79.9%	84	81.0%	20	65.0%
The school staff respects cultural, ethnic and gender differences		177	83.1%	82	75.6%	20	85.0%
Student feels a like a part of a school community		184	84.8%	84	56.0%	20	95.0%
School climate is positive, nurturing and caring		181	83.4%	83	65.1%	20	85.0%
Parents and staff collaborate in promoting positive behavior		178	78.1%			20	45.0%
This school is a safe place for all students		180	84.4%	84	64.3%	20	65.0%
Concerns about student safety are addressed in an appropriate and timely manner		177	75.1%			20	60.0%

Positive Character Traits

	<i>Pct Most/All of the Time (character)</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
Students take responsibility for their OWN LEARNING		161	45.3%	82	47.6%	20	5.0%
Students take responsibility for their OWN BEHAVIOR		161	62.7%	81	39.5%	20	15.0%
Students take responsibility for their OWN TREATMENT OF OTHERS		161	51.6%	80	52.5%	20	5.0%
Students take responsibility for their OWN PHYSICAL WELL-BEING		159	54.7%	80	66.3%	20	15.0%

Parent/Family Involvement

	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school		179	82.1%	82	68.3%	18	72.2%
Teachers provide information about a child's performance to parents who speak a language other than English		94	89.4%			18	77.8%
Teachers promptly contact parents when he/she is concerned about their child's progress		180	75.0%			18	83.3%
Teachers are responsive to parents when they call or want to meet		180	81.7%			18	94.4%
Teachers are helpful when I come to school or call		178	88.8%			19	100.0%

Staff, parents and students in grades 5-11 at all schools were surveyed in winter 2016

Parent/Family Involvement	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
Teachers send home work or ideas that help parents support their students at home		179	80.4%			18	88.9%
The principal and staff are responsive to parent concerns about issues		180	80.6%			20	80.0%
Adults/staff in the office are helpful when parents/students come in or call		180	91.7%	82	73.2%		
Translated materials (or a translator) for my language are available when parents come to school		91	75.8%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact)		176	85.2%			20	80.0%
The school keeps parents well-informed about school activities		176	86.9%				
I speak a language other than English and I receive general information from my student's school in my language		95	91.6%				
This school offers parents opportunities to be involved in school and classroom activities		179	82.7%			20	95.0%
Parents are invited to meetings where the school's academic performance is discussed		177	79.7%				
This school actively seeks the input of parents before making important decisions		177	67.2%				
The school offers parents opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc		175	81.7%				
Parents are welcomed at meetings where discussions and decisions are occur about school programs and funding.		177	76.8%				
Online resources help parents monitor student progress		177	50.8%			17	11.8%
Family Resource Center provides useful resources and services to parents		178	78.1%				

Staff, parents and students in grades 5-11 at all schools were surveyed in winter 2016

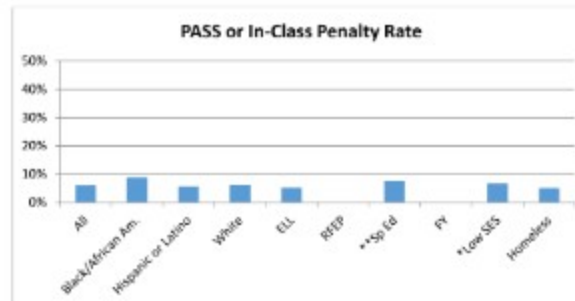
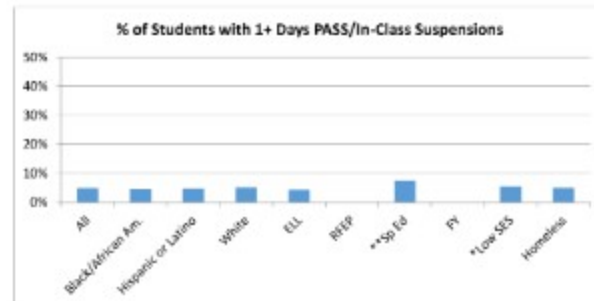
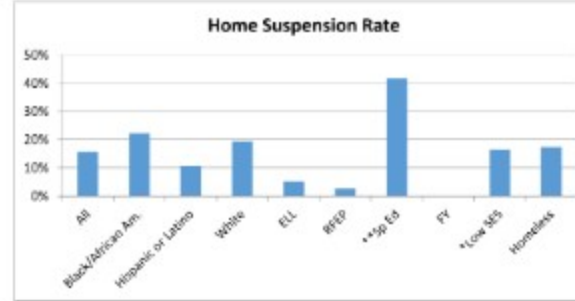
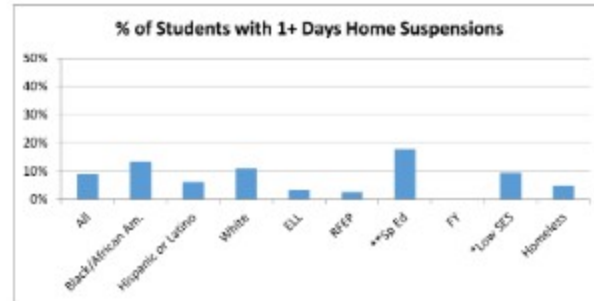
Conclusions based on this data:

1. Based on School Survey Results:
In the area of School Safety it was found that 75.6% of students feel that staff respects student's cultural, ethnic and gender differences. 56% of students feel that they are a part of the school community. 84.4% of the parents feel that school is a safe place for students. 75.1% of the parents feel that student concerns are addressed in a timely manner.
2. In the area of parent involvement, it was found that 81.7% of parents feel that teachers are responsive to parents when they call or want to meet. 80.4% of parents feel that teachers send homework home that help parents support their students at home.

2016-17 Suspension Data for Northridge Elementary

Date Range: 8/18/2016 to 6/8/2017

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	517	46	8.90%	106	81	15.67%	25	4.84%	31	6.00%
Black/African Am.	45	6	13.33%	16	10	22.22%	2	4.44%	4	8.89%
Hispanic or Latino	212	13	6.13%	28	23	10.85%	10	4.72%	12	5.66%
White	230	25	10.87%	59	45	19.57%	12	5.22%	14	6.09%
ELL	115	4	3.48%	7	6	5.22%	5	4.35%	6	5.22%
R/EP	38	1	2.63%	1	1	2.63%	0	0.00%	0	0.00%
**Sp Ed	79	14	17.72%	45	33	41.77%	6	7.59%	6	7.59%
FY	5	-	-	-	-	-	0	0.00%	0	0.00%
*Low SES	399	37	9.27%	87	66	16.54%	22	5.51%	27	6.77%
Homeless	40	2	5.00%	9	7	17.50%	2	5.00%	2	5.00%



* Low SES: Low SES includes low income students and students whose parents have not completed High School.

** Sp Ed: Special Education includes any student with an active IEP, which includes SDC, RSP and DIS.

Conclusions based on this data:

1. Based on Suspension data, in 2016-17 15.67% % is the overall suspension rate which is a 13.63% increase from the previous year.

Northridge Elementary - 2016-17 Trimester 3 Text Level Performance by Group

Group	Total Enrolled	Beginning of Year (BOY)				Trimester 1				Trimester 2****				Trimester 3				Growth***		
		Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	BOY to Tri 1 Met Growth	Tri 1 to 2 Met Growth	Tri 2 to 3 Met Growth
All	160	15	29	13	53	60	44	11	45	3	58	32	67	2	53	30	75	56	57	57
African American	16	4	4	0	7	4	4	0	8	1	3	3	9	0	5	2	9	10	8	11
Hispanic/Latino	67	5	17	10	33	26	24	5	12	1	34	16	16	1	29	12	25	19	20	41
White	68	6	8	3	27	27	13	6	22	1	18	12	37	0	18	14	36	25	27	39
EL	50	3	13	9	11	16	18	6	10	1	24	12	13	0	21	11	18	13	17	29
RRP	0																			
*Low SES	123	12	26	11	39	43	39	9	32	2	52	24	45	0	44	24	55	45	47	75
**Sp Ed	18	1	5	3	5	5	10	2	1	1	10	4	3	1	9	3	5	4	6	11
FF	0																			
Homeless	8	2	3	2	0	0	6	3	1	0	7	0	1	0	6	1	1	5	4	2

Group	Not Participating	Beginning of Year (BOY)			Trimester 1			Trimester 2****			Trimester 3			Growth***		
		Below	Approaching	At or Above	Below	Approaching	At or Above	Below	Approaching	At or Above	Below	Approaching	At or Above	BOY to Tri 1 Met Growth	Tri 1 to 2 Met Growth	Tri 2 to 3 Met Growth
All	9.4%	18.1%	8.1%	33.1%	37.5%	27.5%	6.9%	28.1%	1.9%	36.9%	20.0%	41.9%	1.3%	33.1%	18.8%	46.9%
African American	25.0%	25.0%	0.0%	43.8%	25.0%	25.0%	0.0%	50.0%	6.3%	18.8%	18.8%	56.3%	0.0%	31.3%	12.5%	56.3%
Hispanic/Latino	7.5%	25.4%	14.9%	19.4%	36.8%	35.8%	7.5%	17.9%	1.5%	50.7%	23.9%	23.9%	1.5%	43.3%	17.9%	37.3%
White	8.8%	11.8%	4.4%	39.7%	39.7%	19.1%	8.8%	32.4%	1.5%	26.5%	17.6%	54.4%	0.0%	26.3%	20.6%	52.9%
EL	6.0%	26.0%	18.0%	22.0%	32.0%	36.0%	12.0%	20.0%	2.0%	48.0%	24.0%	26.0%	0.0%	42.0%	22.0%	36.0%
RRP																
*Low SES	9.8%	21.1%	8.9%	31.7%	35.0%	31.7%	7.3%	26.0%	1.6%	42.3%	19.5%	36.6%	0.0%	35.8%	19.5%	44.7%
**Sp Ed	5.6%	27.8%	16.7%	27.8%	27.8%	55.6%	11.1%	5.6%	5.6%	55.6%	22.2%	36.7%	5.6%	50.0%	16.7%	27.8%
FF																
Homeless																

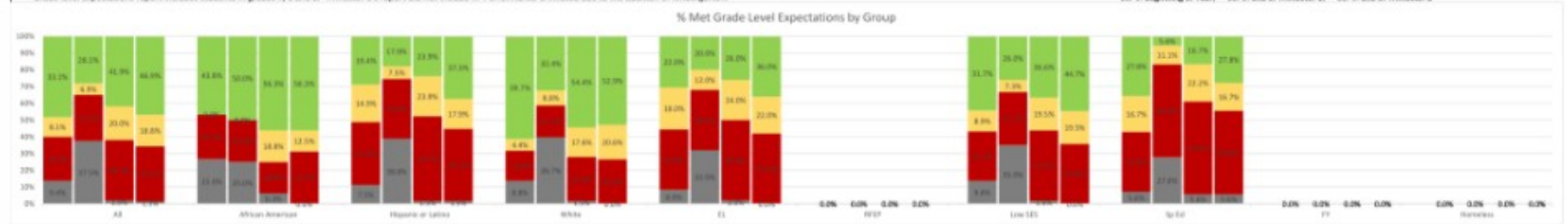
*Low SES: Low SES includes low-income students and students whose parents have not completed high school.

**Sp Ed: Special Education includes any student with an active IEP, which includes SDC, RSP and DIS.

***Growth report only includes students in grades 1 and 2.



****Grade level expectations report includes students in grades K, 1 and 2. Trimester 1's report did not include K. Performance is inflated due to the addition of Kindergarten.



Northridge Elementary - 2016-17 Trimester 2 Text Level Performance by Grade

Grade	Total Enrolled	Beginning of Year (BOY)				Trimester 1				Trimester 2**				Trimester 3				Growth*		
		Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	BOY to Tri 1 Met Growth	Tri 1 to 2 Met Growth	Tri 2 to 3 Met Growth
K	53	3	0	0	0	53	0	0	0	0	14	17	22	0	2	14	37	0	0	50
1	49	8	1	10	30	4	16	8	21	1	19	9	20	2	31	6	10	18	20	6
2	58	4	28	3	23	3	28	3	24	2	25	6	25	0	20	10	28	38	37	41

Grade	Total Enrolled	Beginning of Year (BOY)				Trimester 1				Trimester 2				Trimester 3				Growth*		
		Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	BOY to Tri 1 Met Growth	Tri 1 to 2 Met Growth	Tri 2 to 3 Met Growth
K		5.7%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	26.4%	32.1%	41.5%	8.0%	3.8%	26.4%	69.8%	0.0%	0.0%	94.3%
1		16.3%	2.0%	20.4%	61.2%	8.2%	32.7%	16.3%	42.9%	2.0%	38.8%	18.4%	40.8%	4.1%	63.3%	12.2%	20.4%	36.7%	40.8%	12.2%
2		6.9%	48.3%	5.2%	39.7%	5.2%	48.3%	5.2%	41.4%	3.4%	43.3%	10.3%	43.1%	0.0%	34.5%	17.2%	48.3%	65.5%	63.8%	70.7%

*Growth not calculated for grade K.



**Trimester 2 was the first time that Kindergarten was required to report.



Conclusions based on this data:

1. Based on the Attendance data, in 2016-17, 94.5 % is the overall attendance rate which is a .55% decrease from the previous year.

Based on Suspension data, in 2016-17 15.67% % is the overall suspension rate which is a 13.63% increase from the previous year.

2. Based on MAP Data:

In ELA, 43.1% of students in grades 3-6 met or exceeded growth targets.

In ELA, 19.4% of students in grades 3-6 were at or exceeding standards.

In Math, 37% of students in grades 3-6 met or exceeded growth targets.

In Math, 11.6% of students in grades 3-6 were at or exceeding standards.

3. Based on School Survey Results:

In the area of School Safety it was found that 75.6% of students feel that staff respects student's cultural, ethnic and gender differences. 56% of students feel that they are a part of the school community. 84.4% of the parents feel that school is a safe place for students. 75.1% of the parents feel that student concerns are addressed in a timely manner.

In the area of parent involvement, it was found that 81.7% of parents feel that teachers are responsive to parents when they call or want to meet. 80.4% of parents feel that teachers send homework home that help parents support their students at home.

Planned Improvements in Student Performance

Planned Improvements: Goal #1

LCAP Goal:			
LCAP Goal #1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.			
Site Goal:			
We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.-----			
Metric categories used to form this goal (Select all that apply):			
<u>ELA Proficiency Rates</u> <input checked="" type="checkbox"/> K-2 Text level <input checked="" type="checkbox"/> 3-9 Reading MAP <input checked="" type="checkbox"/> 3-8,11 ELA CAASPP	<u>Math Proficiency Rates</u> <input checked="" type="checkbox"/> 3-9 Math MAP <input checked="" type="checkbox"/> 3-8,11 Math CAASPP	<u>English Learners</u> <input checked="" type="checkbox"/> ELD Growth <input checked="" type="checkbox"/> ELD Fluency <input checked="" type="checkbox"/> EL Reclassification Rates <input checked="" type="checkbox"/> CELDT Proficiency	<u>Standards Implementation</u> <input checked="" type="checkbox"/> Training on Standards <input checked="" type="checkbox"/> CCSS Implementation
<u>Course Access</u>	<u>Pupil Outcomes</u> <input checked="" type="checkbox"/> Elementary Report Card Grades	<u>College Readiness</u>	
<u>Climate</u>	<u>Attendance</u>	<u>Parent Engagement</u>	<u>Student Engagement</u>
Findings from the analysis of overall metric categories listed above:			
CAASPP 1. We found that our ELA Proficiency Rates were 16% of students in grades 3-6 met or exceeded grade level standards as measured by CAASPP, 2017. 2. We found that our Math Proficiency Rates were 19% of students tested in grades 3-6 met or exceeded grade level standards as measured by CAASPP scores, 2017.			
MAP 3. We found that 43.1% of students tested in grades 3-6 met or showed accelerated growth in ELA as measured by Fall-Winter, 2017 MAP scores. 4. We found that 37% of students tested in grades 3-6 met or showed accelerated growth in Math as measured by Fall-Winter, 2017 MAP scores.			
Text Level 5. We found that 53% of students in grades K-2 were at or above grade level proficiency as measured by text level data in June, 2017.			
CELDT 6. We found that 38% of EL students grew one or more CELDT levels as measured by the spring CELDT exam 2017.			

Process for monitoring progress of each metric category for this goal: Measurable Outcome

ELA

By February 2018, students in grades 3-5/8 will show a 5% increase in ELA as evidenced by the MAP Fall /Winter Growth Scores.

By June 2018, students in grades 3-6 who meet or exceed standards will increase by 5% as measured by the ELA CAASPP.

By June 2018, 58% of students in grades K-2 will be at or above grade level proficiency as measured by Text Level Data.

MATH

By February 2018, students in grades 3-6 will show a 5% increase in Math as evidenced by the MAP Fall /Winter Growth Scores.

By June 2018, students in grades 3-6 who meet or exceed standards will increase by 5% as measured by the Math CAASPP.

ELD

By the of 2018, 10% of students will increase CELDT levels by at least 1 proficiency level.

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
Focus 1: Ensure a high level of literacy skills for all students.	K-2 Text level, 3-9 Reading MAP, 3-8,11 ELA CAASPP	ELA	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1.1	Implement effective instructional strategies school-wide through professional development and supports in Comprehensive Balanced Literacy (Shared Reading and Guided Reading, Word Work, Phonics, Writing Instruction, etc.) in order to support students toward successful independent reading.	Principal, Leadership Team, Teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4000		Fall 2017- June 2018
				1.1.2	Provide grade level planning time for grade levels to collaborate and align practice in Language Arts instruction.	Principal, Leadership Team, Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	4000		Fall 2017- June 2018
				1.1.3	Provide digital programs to support student independence.	Principal	4000-4999: Books And Supplies	Title I Part A Site Allocation	11000		Fall 2017- June 2018
				1.1.4	Provide supplemental classroom reading materials to support reading,	Principal, Teachers	4000-4999: Books And Supplies	Title I Part A Site Allocation	6000		Fall 2017- June 2018

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
					science and social studies.						
				1.1.5	Provide supplies to support English Language Arts instruction.	Principal, Teachers, ELD teacher	4000-4999: Books And Supplies	Title I Part A Site Allocation	5000		Fall 2017- June 2018
				1.1.6	Provide 6 hour Instructional Aide for Kindergarten and 1st grade to support guided reading and small group instruction.	Principal	2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	22,920		Fall 2017- June 2018
Focus 2: Ensure a high level of math skills for all students.	3-9 Math MAP, 3-8,11 ELA CAASPP, Completion of IM 1 (K-2 math assmt)	MATH	X All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2.1	Provide professional development and supports to implement Common Core math pedagogy/effective instructional practices in all grade levels.	Principal, Leadership Team	1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	18000		Fall 2017- June 2018
				1.2.2	Provide professional development and supplemental supports for STEAM instructional practices for all grade levels.	Principal, Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	3500		Fall 2017- June 2018
				1.2.3	Provide supplies to support Math instruction.	Principal, Teachers	4000-4999: Books And Supplies	Title I Part A Site Allocation	1250		Fall 2017- June 2018

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
Focus 3: Ensure the development of English language proficiency among English learners.	ELD growth, ELD fluency, Reclassification rates	ELD	_ All OR: _ Low Income pupils X English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3.1	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	ELD Teacher(s)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	102,926	102,926	Fall 2017-June 2018
				1.3.2	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .75 FTE BIAs	Bilingual Instructional Assistant/Ins tructional Assistant	2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	34,747	34,747	Fall 2017-June 2018
				1.3.3	Provide teachers information, research and best practices (books and supplies) in the area of supporting English Language Learners.	Principal, ELD Teacher and Leadership Team	4000-4999: Books And Supplies	Title I Part A Site Allocation	2000		Fall 2017-June 2018
				1.3.4	Provide teachers materials needed	Principal	4000-4999: Books And	Title I Part A Site	2000		Fall 2017-June 2018

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
					to support implementation of Project GLAD strategies.		Supplies	Allocation			
				1.3.5	Provide teachers time to collaborate and plan Project GLAD units	Principal, ELD teacher, Site Instructional Coach	1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	3500		Fall 2017-June 2018
Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.	Sufficient instructional materials, training on standards, implementation of standards	ELA	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4.1	Support students across the subject areas in all grade levels based on data (text level, MAP, BPST and Sight Words). 1.0 FTE Intervention Teacher	Intervention Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A Centralized Services (District Only)	114,294	114,294	Fall 2017-June 2018
				1.4.2	Hold cyclical PRIM (Pre-Referral Intervention Meetings) with each grade level. Use universal screening and data collection to maintain ongoing cycle of data analysis to identify students needing differentiated instruction and Tier 2 intervention. Provide release	PRIM Team, Teachers, Intervention Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	5000		Fall 2017-June 2018

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
					time for teachers and support staff.						
				1.4.3	Field trips to reinforce Common Core State Standards in Social Studies and Science.	Principal, Teachers	5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	3000		Fall 2017-June 2018
Focus 7: Ensure site resources are allocated to meet the unique academic and social-emotional needs of students at each site.	Site defined	ELA	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5.1	Provide, implement and infuse the use of technology as a tool for learning.	Principal	4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19400		Fall 2017-June 2018
				1.5.2	Provide before and after school enrichment programs.	Principal, Parent Liaison	2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	32920 6000		Fall 2017-June 2018
	Site defined	ELA	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient _ Other	1.6.1	Hire Kinder and first grade Instructional Assistants to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing	Principal, Teachers, IAs	2000-2999: Classified Personnel Salaries	Title I Part A Centralized Services (District Only)	29,171	29,171	Fall 2017-June 2018

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
			Subgroups: (Specify)		content standards and providing quality instruction. Instructional Assistant will provide daily support in Kindergarten and first grade Classes. .75 FTE Kinder IAs						

Planned Improvements in Student Performance

Planned Improvements: Goal #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP Goal:			
LCAP Goal #2: Foster respectful, collaborative and reflective school and district cultures that ensure academic success and social/emotional well-being for each student.			
Site Goal:			
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 for each student.			
Metric categories used to form this goal (Select all that apply):			
<u>ELA Proficiency Rates</u>	<u>Math Proficiency Rates</u>	<u>English Learners</u>	<u>Standards Implementation</u>
<u>Course Access</u>	<u>Pupil Outcomes</u>	<u>College Readiness</u>	
<u>Climate</u>	<u>Attendance</u>	<u>Parent Engagement</u>	<u>Student Engagement</u>
<input checked="" type="checkbox"/> Home/class suspensions	<input checked="" type="checkbox"/> Attendance Rates	<input checked="" type="checkbox"/> Parent input in School Programs	<input checked="" type="checkbox"/> Student input in School Programs
<input checked="" type="checkbox"/> Expulsion Rates	<input checked="" type="checkbox"/> Chronic Absence	<input checked="" type="checkbox"/> Parent participation of student learning offerings	
<input checked="" type="checkbox"/> District Parent, Staff, Student Survey		<input checked="" type="checkbox"/> Participation in Parent Activities	
<input checked="" type="checkbox"/> Site defined: Teacher Surveys			
Findings from the analysis of overall metric categories listed above:			
<p>District Parent Staff Student Survey</p> <p>In the area of School Safety, it was found that 75% of students feel that staff respects student's cultural, ethnic and gender differences. 56% of students feel that they are a part of the school community. 84% of the parents feel that school is a safe place for students. 75% of the parents feel that student concerns are addressed in a timely manner.</p> <p>In the area of parent involvement, it was found that 81% of parents feel that teachers are responsive to parents when they call or want to meet. 80% of parents feel that teachers send homework home that help parents support their students at home.</p> <p>Attendance Rates</p>			

Based on the Attendance data, in 2016-17 94.5% is the overall attendance rate.

Behavior (Suspensions/ Referrals)

Based on Suspension data, in 2016-17 15 % is the overall suspension rate.

Process for monitoring progress of each metric category for this goal: Measurable Outcome

The process for monitoring progress of our School Climate:

By May of 2018, the percentage of students reporting they strongly agree/ agree that the students feel staff respects student's cultural, ethnic and gender differences will increase from 75% to 85% (10% increase) as measured by the Spring 2018 Student Survey Results

By May of 2018, the percentage of students reporting they strongly agree/ agree that the students feel that they are a part of the school community will increase from 56% to 66% (10% increase) as measured by the Spring 2018 Student Survey Results

By May of 2018, the percentage of parents reporting they strongly agree/ agree that the parents feel that school is a safe place for students will increase from 84% to 94% (10% increase) as measured by the Spring 2018 Student Survey Results

By May of 2018, the percentage of parents reporting they strongly agree/ agree that the parents feel that teachers are responsive to parents when they call or want to meet will increase from 81% to 91% (10% increase) as measured by the Spring 2018 Student Survey Results

The process for monitoring progress of our Attendance:

By May of 2018, the percentage of students who attend school will increase by .05%, bringing the daily average for the 2017-18 school year to 95.76%.

The process for monitoring Student Behavior:

By May of 2018, behaviors referrals to the office will decrease from 192 referrals to 150 referrals as measured in Q and/ or teacher reports.

By May of 2018, home suspensions will decrease from 15% to 10% as measured in Q and/ or teacher reports.

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
Focus 1: Increase students' engagement in and connectedness to school	Connectedness/meaningful participation, connectedness/high expectations-caring relationships	School Climate	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1.1	Schedule, promote and hold school gatherings and boosters throughout the year that celebrate positive character trait and community expectations.	Principal and counselor	4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	4400		Fall 2017- June 2018
Focus 3: Improve school climate by providing behavioral and social-emotional support	Home/class suspensions, expulsion rates	Student Behavior	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2.1	Provide active supervision for sheltered recess.	Principal, Staff	2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3800		Fall 2017- June 2018
				2.2.2	.5 counselor brought on site to support individual student needs as well as supporting targeted small groups to develop social-emotional skills.	Principal	1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	17000		Fall 2017- June 2018
								LCFF Supplemental Site Allocation	8000		
				2.2.3	Provide on-going coaching and support for implementation of PBIS Framework including Tier 1, 2 and 3 interventions.	Principal, Leadership Team, PBIS	1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	7500		Fall 2017- June 2018

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
				2.2.4							
Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites	Safety perceptions, facilities	Student Behavior	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3.1	Provide 8 hour campus monitor to support students in de-escalation, reflection and readiness to return to instruction.	Principal	2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	30000		Fall 2017- June 2018
				2.3.2	Provide additional recess equipment to engage students in activities.	Principal	4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2500		Fall 2017- June 2018
							4000-4999: Books And Supplies	Title I Part A Site Allocation	1000		
				2.3.3	Provide additional Rec Aides for supervision in the cafeteria and playground.	Principal	2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6000		Fall 2017- June 2018
							2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3500		
				2.3.4	Implement Safe Schools Ambassador program (grades 4-6)	Principal, counselor	1000-1999: Certificated Personnel Salaries	Title I Part A Carryover	1000		Fall 2017- June 2018
Focus 6: Increase parent engagement in schools, particularly for parents of students in	Parent support of learning (district, school)-offerings, participatio	School Climate	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster	2.4.1	Community Parent Liaison to coordinate communication and support for families.	Principal, Community Parent Liaison	2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4800		Fall 2017- June 2018

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
targeted groups	n in parent activities		Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4.2	Implement two-way communication between home and school through newsletters and digital updates.	Principal, Staff, Community Parent Liaison	4000-4999: Books And Supplies	Title I Part A Parent Involvement	1000		Fall 2017- June 2018
				2.4.3	Provide translations for information going from school to home.	Principal, Community Parent Liaison	2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1000		Fall 2017- June 2018
				2.4.4	Provide childcare for families participating in eVibe program.	Principal, Staff	2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	500		Fall 2017
				2.4.5	Expand family engagement by offering planned family nights (includes math night and science night)	Principal, Parent Liaison, PTA, Leadership Team	1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	3000		Fall 2017- June 2018
				2.4.6	Support volunteer programs	Staff, Principal, volunteer coordinator		Other	500		Fall 2017- June 2018
				2.4.7	Provide Art Docent program to engage families in working with students on site.	Principal, Staff, volunteer coordinator	5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	500		Fall 2017- June 2018
							5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	480		

LCAP/SPSA Focus	LCAP/SPSA Metric	Measurable Outcome	Pupils to be Served	Actions/Services & Proposed Expenditures							
				SPSA #	Action/Service	Person(s) Responsible	Object Type	Funding Source	Proposed Allocation	Current Spent	Implementation Timeline
Focus 2: Develop and support patterns of regular attendance for all students	Attendance rates, Chronic absence	Attendance	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	2.5.1	Provide booster activities that foster regular attendance. Recognition of 100% attendance and improved attendance.	Principal, Staff	4000-4999: Books And Supplies	Title I Part A Site Allocation	3000		Fall 2017- June 2018
			Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5.2	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.	Attendance Clerk, Principal	2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	5000		Fall 2017- June 2018

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF Supplemental Site Allocation	51,600	51,600.00
LCFF Carryover	9,481	9,481.00
Title I Part A Site Allocation	177,450	177,450.00
Title I Part A Carryover	7,823	7,823.00
Title I Part A Parent Involvement	4,215	4,215.00
Title I Part A Centralized Services (District Only)	143,465	0.00
LCFF Supplemental English Learner Central	137,673	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	102,926.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	34,747.00
1000-1999: Certificated Personnel Salaries	Title I Part A Centralized Services (District Only)	114,294.00
2000-2999: Classified Personnel Salaries	Title I Part A Centralized Services (District Only)	29,171.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pete De Toro				X	
Beth Gordon				X	
Judie Stone				X	
Mike Clark				X	
Rose Cooper				X	
Marci Ortega		X			
Olivia Rios-Acuna		X			
Sabrina Parsley		X			
Jessica Norton			X		
Petra Luhrsen	X				
Numbers of members of each category:	1	3	1	5	

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/19/2017.

Attested:

Petra Luhrsen

Typed Name of School Principal

Signature of School Principal

Date

Pete De Toro

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Title I School-Level Parental Involvement Policy

Northridge Elementary School has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students.

[Describe how the school distributes the policy.]

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Northridge Elementary School, the following practices have been established:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Parents are informed of the school wide program, including parent rights at the annual Back to School Night meeting.
 - Information is also distributed with the ELAC and SSC meetings.
 - During the Annual Title I meetings, parents are informed about the school/grade Academic scores via State, District, and Site assessments.
 - During Back-to-School Night, each teacher provides information to the parent as to grade level, Common Core State Standards, the district approved, and research-based curriculum.
 - During scheduled teacher-parent conferences, teachers will inform parents of their child's progress on reaching grade level proficiency, performance on school-based assessments, district assessments, and state assessments.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Parents are invited to schedule an appointment with the teachers, principal and/or counselor at any time throughout the year.
 - Parents are invited to attend monthly School Site Council meetings.
 - Parents of English Language Learners are also encouraged to participate in ELAC, which meets a minimum of four times a year, and are provided with the same information provided at SSC, including information about Title I programs.
 - The school's website is another venue parents can access. All meeting minutes and programs are listed in the school's website.
 - Parents are informed and invited to participate in the School Site Council which meets a minimum of seven times throughout the year. Parents are informed of each meeting by an annual school calendar, fliers, and phone messages.
3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - The Academic Program is reviewed and input is provided during School Site Council meetings.
 - The Parent Involvement policy and SPSA is reviewed jointly with parents during the Annual parent meeting.
 - In the annual and revision of the SPSA, parents are invited to the SSC / ELAC meetings to provide input.
 - Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.
4. The school provides parents of Title I students with timely information about Title I programs.
 - Parents are provided information about school wide programs at Back to School Night, School Site Council meetings, ELAC Meetings, and are welcomed to schedule an appointment with the teachers and/or principal at any time throughout the year.
 - The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:
 - The State's academic content standards
 - The State's student academic achievement standards
 - The State and local academic assessments including alternate assessments

- How to monitor their child's progress
5. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. The school does this during the following:
 - Teachers explain the curriculum, assessment and proficiency to all students during the first week of school and to parents at the Back to School Night.
 - Other opportunities for discussing curriculum, assessment and proficiency levels include:
 - o The annual Title I parent meeting
 - o Regular parent/teacher conferences
 - o Title I meetings
 6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - Monthly School Site Council meetings are public and parents are invited to attend.
 - Parents are encouraged to become involved in the joint development and review of the Single School Plan for Achievement through participation in School Site Council meetings and the English Language Advisory Committee.
 - The school will build capacity and increase parent/community involvement in the planning and implementation of school programs and activities to improve student academic achievement and school performance through their participation in the School Site Council (SSC), Family and Community Engagement Committee (FACE), English Language Advisory Committee (ELAC), special school events and as classroom volunteers.
 - Parents are invited to schedule an appointment with the teachers and/or principal at any time throughout the year.
 - Parent feedback will continue to be incorporated through surveys (ex: bi-annual District Parent and Student Survey) and discussions at meetings.
 - Assemblies, fund-raising events, Parent/Teacher conferences, Back to School Night, student study trips and field trips, Read Across America, field day and other special events.
 - Two-way communication between parents and the school is vital to the success of students. Parents are informed about important school wide events, meetings and schedules. The school newsletter is sent home monthly, and a calendar of important dates and events is on the school website. Letters, phone calls, progress reports and informal and formal conferences are held concerning students' behavior, student progress and, classroom standards, test scores, work samples, and instructional goals. The administrators, staff and parents work effectively toward achieving our long-range goals.
 - The annual Title I parent meeting is held in the fall.
 - Regular parent/teacher conferences are held in November and March.

School-Parent Compact

Northridge Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The importance of ongoing communication is crucial between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

[Briefly describe how the school developed the policy with Title I parent input and how the school distributes the policy to Title I

parents. Attach a copy of the compact to this policy.]

Building Capacity for Involvement

Northridge Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

1. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Annual Title 1 meeting occurring every fall.

2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Back to School Night, School Smarts program, and eVibe.

3. With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

School Site Council Meetings, English Language Advisory Committee Meetings, monthly staff meetings, Parent/Teacher conferences held twice each year.

4. The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Family Resource Center on site, Neighborhood and Community Liaison on site every morning, Clothing Closet open daily.

5. The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

All communication, including phone calls and documents sent home are translated into Spanish.

6. The school provides support for parental involvement activities requested by Title I parents.

School Site Council Meetings, English Language Advisory Committee Meetings, Parent/Teacher conferences held twice each year.

Accessibility

Northridge Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

All communication, including phone calls and documents sent home are translated into Spanish.

Northridge Elementary School's Parent Compact

Northridge Elementary School San Juan Unified School District, 5150 Cocoa Palm Way Fair Oaks CA, 95628, (916) 867-2066

Petra Luhrsens, Principal

SCHOOL/TEACHER RESPONSIBILITIES

Northridge Elementary School will: Provide high quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards by:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher:

Date:

PARENT/GUARDIAN RESPONSIBILITIES

I, as parent or guardian, will support my child/children's learning in the following ways:.

- Provide a quiet time and place for homework.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern, suggestion or idea.
- Ensure that my child attends school on time every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian:

Date:

STUDENT RESPONSIBILITIES

I will take responsibility to do my best at all times in order to improve my academic achievement and learn how to become a productive citizen. Specifically, I will:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Read every day after school.
- Respect the school, classmates, staff and families

Student:

Date:

Budget By Expenditures

Northridge Elementary School

Funding Source: LCFF Supplemental English Learner Central **\$137,673.00 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	1000-1999: Certificated Personnel Salaries	\$102,926.00	School Climate/Culture	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA)..75 FTE BIAs	2000-2999: Classified Personnel Salaries	\$34,747.00	School Climate/Culture	

LCFF Supplemental English Learner Central Total Expenditures: \$137,673.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: Title I Part A Centralized Services (District Only) **\$143,465.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support students across the subject areas in all grade levels based on data (text level, MAP, BPST and Sight Words). 1.0 FTE Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$114,294.00	School Climate/Culture	

Northridge Elementary School

Hire Kinder and first grade Instructional Assistants to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support in Kindergarten and first grade Classes. .75 FTE Kinder IAs	2000-2999: Classified Personnel Salaries	\$29,171.00	School Climate/Culture
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Title I Part A Centralized Services (District Only) Total Expenditures:	\$143,465.00
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Title I Part A Centralized Services (District Only) Allocation Balance:	\$0.00
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Northridge Elementary School Total Expenditures:	\$281,138.00
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