Northlake TK-8

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/19/2026 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/84935545081

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Eric Telles	Year 1	
Parent	JoAnn Parayo	Year 1	
Parent	Cathy Pham Nguyen	Year 1	
Parent	Manpreet Kaur	Year 2	
Parent	Josh Cotton	Year 2	
Alternates *(Alternativos)*:			

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Megan Burke		
Teacher: *Maestro(a):*	Lacy Lilly	Year 1	
Teacher: *Maestro(a):*	Casey Swoboda	Year 2	
Teacher: *Maestro(a):*	Nichole Smith	Year 1	
Other Staff*:Otro Personal:*	Kristy Nguyen	Year 1	
Alternates: *Alternativos:*	Julie Ulrich (other staff), Danell Braun (teacher)		

***Teachers must be the majority** **Los maestros deben ser mayoría*

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* Total Members in Attendance: *Total de Miembros Presentes:* Quorum: *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* 1 📎 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Title I Evaluation (Evaluación de Título I) 1 📎 Attachment	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
SPSA Addendum 1 📎 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* Topics Included ELAC and DELAC Training, The Importance of Attendance, and ELD for My Student. Voting forms went out to elect a president, a DELAC representative, and an alternate DELAC representative.	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)*
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)*
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Northlake recently accepted the Educational Results Partnership (ERP) and the campaign for Business and Education Excellence (CBEE) Honor Roll Award, which recognizes top-performing public schools, charter schools, and school districts that excel in student achievement and closing achievement gaps.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:*

Next meeting date: 01/28/2027 4:00 PM
Fecha de próxima reunión:

Northlake TK-8

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/08/2026 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/84935545081

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Eric Telles	Year 1	Present
Parent	JoAnn Parayo	Year 1	Present
Parent	Cathy Pham Nguyen	Year 1	Present
Parent	Manpreet Kaur	Year 2	Absent
Parent	Josh Cotton	Year 2	Absent
Alternates *(Alternativos)*:			

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Megan Burke		Present
Teacher: *Maestro(a):*	Lacy Lilly	Year 1	Present
Teacher: *Maestro(a):*	Casey Swoboda	Year 2	Present
Teacher: *Maestro(a):*	Nichole Smith	Year 1	Present
Other Staff*:Otro Personal:*	Kristy Nguyen	Year 1	Present
Alternates: *Alternativos:*			

***Teachers must be the majority** **Los maestros deben ser mayoría*

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:00 PM Total Members in Attendance: 8 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Tara Jacobs shares that she is present to offer support.
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Agenda Items reviewed.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Eric Telles Second *Se secundó*: Casey Swoboda In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros) Introductions	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Kristy Nguyen entered at 4:11 PM. We now have 8 members present.
Member Training (Formación de Miembros Review Training Slides	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed slides.
Elect Officers (Elegir a Funcionarios) Review the duties of each office and elect officers: Chairperson, Vice Chairperson, and Secretary.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Eric Telles moved to be chairperson. Casey Swoboda seconded it. The motion passed 8-0. Casey Swoboda moved to be vice chairperson. Nichole Smith seconded. The motion passed 8-0. Megan Burke moved to be secretary. JoAnn Parayno seconded. The motion passed 8-0.

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) Review Bylaws 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Bylaws Person *Persona:* Eric Telles Second *Se secundó*: Casey Swoboda In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
Parent Involvement (Participación de Padres) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Parent Involvement Policy Person *Persona:* Eric Telles Second *Se secundó*: Nichole Smith In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
School Compact (Compacto Escolar 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* School Compact Person *Persona:* Casey Swoboda Second *Se secundó*: JoAnn Parayno In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
Site Safety Plan (Plan de Seguridad del Centro) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Site Safety Plan Person *Persona:* Eric Telles Second *Se secundó*: Casey Swoboda In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*

Other Review Terms of Office and Vote	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Terms of office were reviewed. Casey Swoboda moved to approve the terms of office. Kristy Nguyen seconds. The motion passed 8-0.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

SPSA Addendum 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* SPSA Addendum Person *Persona:* Eric Telles Second *Se secundó*: Casey Swoboda In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* N/A: We have not had an ELAC meeting yet.	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* N/A	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* N/A
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 5:37 PM

Next meeting date: 11/19/2026 4:00 PM
Fecha de próxima reunión:

Northlake TK-8

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

05/20/2026 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/83602766969

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		**Present / Absent** *Presente/ Ausente*
Parent	Cheryl Coronia	Present
Parent	Kayode Diji	Absent
Parent	Pavandeep Goraya	Present
Parent	Nneoma Ojiaku	Present
Parent	Jennifer Chawla	Present
Alternates *(Alternativos)*:		

Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)

Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Megan Burke	Present
Teacher: *Maestro(a):* Elle Hassani	Present
Teacher: *Maestro(a):* Timothy Keys	Present
Teacher: *Maestro(a):* Sonia Borja	Present
Other Staff*:Otro Personal:* Julie Ulric	Present
Alternates: *Alternativos:*	
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:03 PM Total Members in Attendance: 9 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* No Public Comment
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* No Comments
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* January SSC Meeting Notes 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Sonia Borja Second *Se secundó*: Cheryl Coronia In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
School Compact (Compacto Escolar) Response to Uniform Complaint regarding January 2025 SSC meeting - January 2025 SSC Minutes 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* January 2025 SSC Minutes Person *Persona:* Megan Burke Second *Se secundó*: Sonia Borja In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Minutes passed as amended to satisfy corrective actions.
Other Response to Uniform Complaint regarding January 2025 SSC meeting - Review Title 1 Monitoring and Evaluation vote in minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Title 1 Monitoring and Evaluation Person *Persona:* Megan Burke Second *Se secundó*: Sonia Borja In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Item re-voted on with quorum to satisfy corrective actions.
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*

Other District Cell Policy Draft 1 Attachment	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed draft of district cell phone policy. Opened for suggestions. No suggestions were shared.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

Approve 26-27 SPSA 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* 2026-2027 SPSA Person *Persona:* Elle Tubbs Second *Se secundó*: Cheryl Coronia In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* N/A
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 5:03 PM

Next meeting date: 10/14/2026 4:00 PM
Fecha de próxima reunión:

Northlake TK-8

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

01/28/2026 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/2131277723?omn=83088970895

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		**Present / Absent** *Presente/ Ausente*
Parent	Cheryl Coronia	Present
Parent	Kayode Diji	Present
Parent	Pavandeep Goraya	Present
Parent	Nneoma Ojiaku	Absent
Parent	Jennifer Chawla	Present
Alternates *(Alternativos)*:		

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

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Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Stacey Firpo	Present
Teacher: *Maestro(a):* Elle Hassani	Present
Teacher: *Maestro(a):* Timothy Keys	Present
Teacher: *Maestro(a):* Sonia Borja	Present
Other Staff:*Otro Personal:* Julie Ulrich	Present
Alternates: *Alternativos:* Megan Burke	Present
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:03 PM Total Members in Attendance: 9 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* No public comments
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Agenda reviewed
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* December 2025 agenda and minutes document attached. 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Stacey Firpo Second *Se secundó*: Julie Ulrich In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Site Safety Plan (Plan de Seguridad del Centro) Site plan attached 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Site Safety Plan Person *Persona:* Megan Burke Second *Se secundó*: Kayode Diji In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Needs Assessment (Evaluación de Necesidades) Title 1 Needs Assessment will be shared during the zoom to review and discuss.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed Title 1 document; no questions
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* n/a Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* No information shared
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* No additional presenters	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* No information shared
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* no new business
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:18 PM

Next meeting date: 03/18/2026 4:00 PM
Fecha de próxima reunión:

Northlake TK-8

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

12/02/2025 4:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/2131277723?omn=83088970895

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Parent	Cheryl Coronia	Absent
Parent	Kayode Diji	Absent
Parent	Pavandeep Goraya	Present
Parent	Nneoma Ojiaku	Present
Parent	Jennifer Chawla	Absent
Alternates *(Alternativos)*:		

Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)

Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).

Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Stacey Firpo	Present
Teacher: *Maestro(a):* Elle Hassani	Present
Teacher: *Maestro(a):* Timothy Keys	Present
Teacher: *Maestro(a):* Sonia Borja	Present
Other Staff:*Otro Personal:* Julie Ulrich	Absent
Alternates: *Alternativos:* Megan Burke	Present
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:05 PM Total Members in Attendance: 7 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Tara Jacobs again stated that she feels our Northlake SSC did not have a quorum to vote on Title 1 Monitoring item in the 24-25 school year and stated that she was misquoted in the minutes. Ms. Jacobs wants us to revote and revise the School Site Council APPROVED minutes from the 24-25 meeting.
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* No comments.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* October 2025 agenda and minutes document attached. 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Pavandeep Goraya Second *Se secundó*: Nneoma Ojiaku In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Site Safety Plan (Plan de Seguridad del Centro) Site plan will be projected and shared at meeting.	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada* Reviewed and will share out with SSC for final approval in January 2025.
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*

Title I Evaluation (Evaluación de Título I) Title 1 Evaluation will be shared during the zoom to review and discuss.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed Title 1 evaluation. Suggestion made to include robotics competition mats and robotics books. Estimation of $500. No other modifications were made.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

SPSA Addendum Addendum attached for review and approval. 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada* Did not have a quorum to approve the SPSA Addendum due to a parent leaving early. Will put on the agenda for January 28, 2026 meeting for approval.

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* No additional presenters	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* N/A
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:45 PM

Next meeting date: 01/28/2026 4:00 PM
Fecha de próxima reunión:

Northlake TK-8

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/08/2025 4:00 PM

Location *(Ubicación)*

Northlake Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/2131277723?omn=84852695974

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Parent	Cheryl Coronia	Yes (Si)
Parent	Kayode Diji	No
Parent	Pavandeep Goraya	Yes (Si)
Parent	Nneoma Ojiaku	Yes (Si)
Parent	Jennifer Chawla	Yes (Si)
Alternates *(Alternativos)*:		

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Stacey Firpo	Yes (Si)
Teacher: *Maestro(a):* Elle Hassani - Tubbs	Yes (Si)
Teacher: *Maestro(a):* Tim Keys	Yes (Si)
Teacher: *Maestro(a):* Sonia Borja	Yes (Si)
Other Staff:*Otro Personal:* Julie Ulrich	Yes (Si)
Alternates: *Alternativos:* Megan Burke	Yes (Si)
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	Facilitator *Facilitador(a)*	Minutes *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 4:03 PM Total Members in Attendance: 9 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Tara Jacobs shared that Principal Firpo continues to document that a vote done in the 24-25 school year regarding the Title 1 Monitoring and Evaluation had a quorum of 5 and stated the vote was done inaccurately. She stated that Mrs. Firpo has been reprimanded by the district and the school board. She wants her comment to be her comment and not be rewritten to suit the principal's agenda. Also stated that she had not been attending Firpo's SSC meetings for the last 7 years but since 2022.
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* No questions regarding agenda.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Cheryl Coronia Second *Se secundó*: Nneoma Ojiaku In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros) Welcome to Jennifer Chawla - newly elected parent to SSC.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Introduced Jennifer Chawla to the site council.
Elect Officers (Elegir a Funcionarios) Elect Chairperson for the 2025-2026 school year Elect Secretary for the 2025-2026 school year	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Pavandeep Goraya voted as chairperson, Cheryl Coronia voted as vice chairperson and Stacey Firpo voted as secretary for the 25-26 school year. All members in favor.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) Bylaws to be reviewed. 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Bylaws Person *Persona:* Pavandeep Goraya Second *Se secundó*: Megan Burke In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada* Update date for the 25-26 school year now that it has been approved.
Parent Involvement (Participación de Padres) Parent Involvement policy to be reviewed. 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Parent Involvement Policy Person *Persona:* Megan Burke Second *Se secundó*: Sonia Borja In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada* Correct typo prior to submission. SSC approved.
School Compact (Compacto Escolar School Compact to be reviewed. 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* School Compact Person *Persona:* Nneoma Ojiaku Second *Se secundó*: Megan Burke In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A No changes to the SPSA at this time. 2025-2026 SPSA was approved by our SSC at the May 21, 2025 meeting. 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada* nothing to approve

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* No meeting held yet
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* Upcoming Trunk or Treat Event on October 31, 2025 shared with the group and shared that we are encouraging PTC membership.
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Field trip inquiries and clarification regarding district provided field trips versus school site field trips. Verified that if students are unable to pay for donation requests that school covers the cost and does not deny a student the field trip. Shade structure inquiry for the TK./K and 1st/2nd grade playgrounds. Shared that school district is aware of the request and that they have been on site to review the spaces. Next steps will be to determine type of structure, get bids, and then fundraising options.
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:43 PM

Next meeting date: 12/10/2025 4:00 PM
Fecha de próxima reunión:

Northlake TK-8
School Site Council Agenda

Date & Time: May 21, 2025 4:00 PM
Location: ZOOM

https://zoom.us/j/2131277723?omn=93386701775

2024 - 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent: *Cheryl Coronia*	Present
Parent: *Kayode Diji*	Absent
Parent: *Pavandeep Kaur Goraya*	Present
Parent: *Nneoma Ojiaku*	Absent
Community Member: *Michael LaForm*	Absent
Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)	

Staff: Principal or Designee/Teachers/Other Staff	Present
Principal/Designee: *Stacey Firpo*	Present
Teacher: Elle Hassani	Present
Teacher: Tim Keys	Present
Teacher: Sonia Borja	Present
Other Staff: *Julie Ulrich*	Present
Teachers must be the majority	

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet **Quorum (50% +1)**	**Chairperson**	This meeting is called to order at May 21, 2025 4:05 pm Total Members in Attendance: 7 Quorum: Yes

Public Comment (2 minutes per speaker)	**Chairperson**	**Summary of Discussion** Tara Jacobs stated she has a complaint regarding the approval of the Title 1 Monitoring and Evaluation in January 2025 because a parent voted and then needed to leave the meeting. Ms. Jacobs stated that our vote took place prior to the end of the principal's presentation and that when the parent was called on the phone it became an absentee vote and was not a quorum. Ms. Jacobs also stated she was removed from the March zoom meeting intentionally, so that the meeting was no longer public. At the conclusion of her two minutes, Stacey Firpo stated that the January Title 1 Monitoring presentation was fully completed prior to voting and that we called the parent to verify that she had indeed voted yes with the group prior to her departure. Pavandeep Goraya stated that yes, the presentation was done and that she voted yes prior to leaving. Sonia Borja, Elle Hassani, and Cheryl Coronia all stated that they were present at the January 2025 meeting and that the presentation was over, the SSC members voted, and the Title 1 monitoring and Evaluation was approved by the SSC. In regards to the March meeting, Stacey Firpo stated that no one is ever removed from any meetings and inquired if Tara had made the attempt to sign back into the meeting. It sounded as if Ms. Jacobs lost connectivity. Mrs. Firpo does not use a waiting room in her ZOOM meeting room, so she could have logged back into the meeting. Tara stated she tried but was unsuccessful. Ms. Firpo stipulated that Tara has been attending her SSC meetings for 7 years, why would she intentionally remove her as an attendee?
Review Agenda	**Chairperson**	**Agenda was reviewed**
Review / approve minutes from last meetings **March 2025 Northlake TK-8 SSC Minutes** **January 2025 Northlake TK-8 SSC Minutes**	**Chairperson**	I move to approve the January 2025 minutes: Elle Hassani Second: Cheryl Coronia In favor: 7 Oppose: 0 Abstain: 0 Motion: Passed I move to approve the March 2025 minutes: Stacey Firpo Second: Julie Ulrich In favor: 7 Oppose: 0 Abstain: 0 Motion: Passed

• **School Plan For Student Achievement (SPSA)**		
Review & Approve: • 2025-2026 SPSA **Northlake TK-8 2025-2026 SPSA (pending approval)**	**Chairperson**	I move to approve the 2025-2026 SPSA: Stacey Firpo Second: Julie Ulrich In favor: 7 Oppose: 0 Abstain: 0 Motion: Passed
• **Other Business:**		
Thank you for your time and input		Stacey Firpo thanked the SSC for the time and input over our inaugural year.
Additional Information/New Business/Discussion	**Chairperson**	Tim Keys shared the success of the C-Stem program at Northlake. He communicated about the training of 6 staff members, the coding and robotics projects completed in our GATE program and that 202 student hours were logged. He also mentioned the completion of over 40 math assignments and 21 robotics assignments utilizing C-STEM. Mr. Keys also communicated about Makerspace and students programming robots to narrate stories. Stacey Firpo shared that we are excited to see the results of our end of year benchmarks and CAASPP results so we can celebrate our success in our inaugural year.
Adjournment	**Chairperson**	Time: May 21, 2025 4:42 pm
Next meeting date: 2025 - 2026 School Year - September		

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2024-2025 Northlake TK-8 School Site Council Bylaws

Article I: Duties of the SSC

The SSC of Northlake TK-8, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed School Plan for Student Achievement (SPSA) from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members

New members will be voted into office during the August and September Elections. Elections will be administered via electronic ballot when possible and will follow the laws outlined in EdCode Section 65000
Section A: Composition

The SSC shall be composed of 10 members, selected by their peers, as follows:

- 3 Classroom teachers (Provide definition of classroom teacher)
- 1 Other school staff members
- 5 Parents or community members

- The school principal or designee shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district **so long as they are not employed at this school.**

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable. The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: district compliance folder
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the 1st meeting of the SSC and shall serve for two years, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly on the following dates: 9/25, 11/20, 1/29, 3/19, 5/21. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places, or virtual platforms such as ZOOM, may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: district website, school website, Parent Square and Class Dojo.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than seven days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least seven days prior to the meeting at which the amendment is to be considered for adoption.

TITLE I PARENT INVOLVEMENT POLICY
Northlake TK-8
2025 - 2026

Northlake TK-8 has developed a written Title I parental involvement policy with input from Title I parents, parent members of the School Site Council and English Learner Advisory Committee groups who have reviewed and discussed the policy. This policy is distributed and explained at our Annual Back to School Night. The policy describes the means for carrying out the following Title 1 parental involvement requirements.

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

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

Northlake TK-8 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.
The parents at Northlake TK-8 are informed about the school's Title 1 requirements and the right to be involved in the Title 1 program at our annual Back-to-School Night, which is held prior to the first day of school or within the first two weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a PowerPoint presentation in the school multi-purpose room or gym.

Northlake TK-8 offers a flexible number of meetings for Title 1 parents.
Five meetings are held throughout the school year. Parents participate in the School Site Council and the English Learner Advisory Committee meetings. Parents are also encouraged to reach out to the principal at any time to convey concerns or suggestions.

Northlake TK-8 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.
Information is gathered at parent input meetings regarding the needs of the Title 1 students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

Northlake TK-8 provides parents of Title I students with timely information about Title I programs.
Northlake will be working diligently to update our website with curriculum information, after school information, intervention information and other programs that assist tin the development of all learning. In addition, we will utilize our automated messaging system, flyers, our marque and our app to advertise upcoming program changes or additions.

Northlake 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.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Night, mid-trimester progress reports, parent conferences, report cards, and Open House. Student Study Team and IEP meetings are also held for at-risk and special needs students.

Northlake has an open-door policy. Parents may pre-arrange meetings or phone calls with site administration or staff. Parents may submit comments in writing regarding the school site plan and attend regular SSC and ELAC meetings.

BUILDING CAPACITY FOR INVOLVEMENT:

Northlake TK-8 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:

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.
The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night, Parent Conferences, and at Family Nights - such as STEAM Night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents via mid trimester progress reports and reports cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community collaboration meetings.

Northlake provides Title 1 parents with materials and training to help them work with their children to improve their children's achievement.
Title 1 parents are provided with training and materials to work with their students at Back-to-School Night, Family Nights, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.
Parent Involvement is a priority at Northlake. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer in the classroom and on campus. Parents are informed that they are an integral part of their child's education.

Northlake coordinates and integrates the Title 1 parent involvement program with other programs, and conducts other activities, such as Parent Teacher Club (PTC), to encourage and support parents to fully participate in the education of their children.

Parents of Title 1 students are some of the same parents that are part of the School Site Council and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus.

The school distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that the parents understand.
Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language is explained. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

Northlake and Twin Rivers Unified School District provides support for parental involvement activities requested by Title 1 parents.
The school provides many parent involvement activities requested by Title 1, School Site Council, English Language Advisory Committee parents, such as Family STEAM Night, Art Night, as well as many daytime students assemblies that parents are invited to attend.

ACCESSIBILITY

Northlake provides opportunities for the participation of all Title 1 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 parents are provided opportunities to participate in our many evening events, family nights, classroom activities, field trips, and festivals. Translators are available to assist parents in communicating with school staff, teachers, and the principal. The district office provides translators upon request. Our district office is also available to translate any forms or booklets to enhance school to home communications. Northlake TK-8 is a family-friendly school, where parent involvement, input and access is highly valued.



SCHOOL-PARENT-STUDENT COMPACT

Northlake TK-8 School Staff Pledge:

To help each student meet or exceed the state's high academic standards, Northlake TK-8 Staff agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Motivate students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Student Pledge:

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- 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 be successful in school
- Limit my phone and device time and instead study or read every day after school
- Respect the school, classmates, staff and families
- Cell phones off and stored in backpacks during the school day

Family/Parent Pledge:

To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's phone and device usage
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
- Communicate the importance of education, proper behavior, and using appropriate language.
- Respect the school, staff, students, and families

Together we can make a difference in the lives of all of our Northlake students. We are focused on educating the next generation and preparing them for college and career opportunities.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northlake TK-8	34765050142380	May 21, 2025	

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

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

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

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

This plan is being used by Northlake TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 5
Educational Partner Involvement 5
Resource Inequities 6
Comprehensive Needs Assessment Components 6
- California School Dashboard (Dashboard) Indicators 6
- Other Needs 6

School and Student Performance Data 7
- Student Enrollment 7
- CAASPP Results 9
- ELPAC Results 13
- Student Population 15
- Overall Performance 16
- Academic Performance 17
- Academic Engagement 21
- Conditions & Climate 23

Goals, Strategies, & Proposed Expenditures 24
- Goal 1 24
- Goal 2 26
- Goal 3 28
- Goal 4 30
- Goal 5 32

Budget Summary 33
- Budget Summary 33
- Other Federal, State, and Local Funds 33

Budgeted Funds and Expenditures in this Plan 34
- Funds Budgeted to the School by Funding Source 34
- Expenditures by Funding Source 34
- Expenditures by Budget Reference 34
- Expenditures by Budget Reference and Funding Source 34
- Expenditures by Goal 34

School Site Council Membership 35
Recommendations and Assurances 36
Instructions 37
Appendix A: Plan Requirements 44

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 47
Appendix C: Select State and Federal Programs 50

Plan Description

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

This plan is being used by Northlake TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

∑ Schoolwide Program

This plan is being used by Northlake TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs: Schoolwide Program

Northlake TK-8 welcomed 400 students for our inaugural year and we are projected to reach enrollment of 560 students for the 2025-2026 school year. As housing progresses, additional classrooms will be opened each year thereafter to support the growing community.

Northlake TK-8 will be setting the district standard for flexible seating, student collaboration, in addition to student leadership and will showcase a heightened focus on academics, STEAM (science, technology, engineering, art, mathematics), social emotional learning and character building.

Northlake TK-8's SPSA focuses on four main goals: academic achievement, college and career readiness, culture and climate and parent engagement.

Northlake TK-8 will utilize standards-based instruction utilizing research-based instructional practices. Direct support will be provided to staff around instructional planning, developing professional learning communities, instructional coaching in math and English language arts, and professional development in STEAM focus areas.
In addition to our focus on academic excellence, Northlake will integrate STEAM (science, technology, engineering, arts, and mathematics) concepts within our daily curriculum. Students will participate in hands on lessons within their classrooms, as well as our Makerspace, to cultivate a passion for learning and inquiry. Students will also benefit from community partnerships in the STEAM fields. Culture and climate will also be a priority, as we focus on establishing a warm and inviting culture, where students feel valued and supported while learning how to self regulate, express feelings and thrive. Students will have a better understanding of social emotional learning, how to appropriately communicate their thoughts and feelings, and feel comfortable using restorative practices in classrooms and on the campus. Parent engagement will be of utmost importance, as we establish a community focused on the success and well being of our student body.

The currently allocated funding for the 2025-2026 school year includes: Title 1 Basic funding is $57,119.00, Title 1 Parent Engagement is $1,562.00 and LCAP/site funding is $78,917. The SPSA details how Title 1 funding is allocated.

Educational Partner Involvement

How, when, and with whom did Northlake TK-8 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Local Control Funding Formula (LCFF) is California's formula for determining the level of state funding provided to K-12 school districts. It provides districts with base funding - the same per pupil amount for all students - as well as supplemental and concentration grants for low-income students, English learners and foster youth.

The Local Control and Accountability Plan (LCAP) is a companion piece to the Local Control Funding Formula. It is the state's vehicle for assuring transparency, engagement and accountability in district funding decisions. Under the LCFF, all districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. Each school district must engage parents, educators, employees, and the community to establish these plans. Parental and community engagement of all stakeholders is critical to the develop of the district LCAP. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

Student data and LCAP survey results, gathered during this process, can help develop student achievement goals that are expressed as actions in our school's Single Plan for Student Achievement (SPSA). Once these priorities are

developed, the SPSA can then be aligned to initial projected budget allocations for our site using a template provided by the district. Individual school priorities created by School Site Councils (SSC) will help decide district wide LCAP goals. School sites have been given local control and flexibility to deliver an equitable education to all students.

LCAP funds will enable Northlake TK-8 to provide services to enable students to meet grade level standards.

Northlake TK-8 opened its doors to the community in August 2024. The 2024-2025 school year served as the baseline for all future decisions. Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. The SPSA will be shared with school-site level advisory groups who will reflect on the progress made by the school site throughout our inaugural year. Northlake TK-8's School Site Council and English Learner Advisory Committee are the two critical school site level advisory committees that serve as stakeholders engaged in the ongoing and annual process of designing, analyzing, refining, and revising the Single Plan for Student Achievement.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Not applicable

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Currently no data reflected for Northlake TK-8 on the California School Dashboard.

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

Currently no data reflected for Northlake TK-8 on the California School Dashboard.

Other Needs

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

Current Northlake TK-8 suspension rate, as of May 13, 2025 is 2.95%. District suspension rate is 6.96%. Current attendance rate as of May 13, 2025 is 94.13%. District attendance rate is 91.69%. Chronic absenteeism rate as of May 13, 2025 is 21.09%. District chronic absenteeism rate is 28.22%.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Northlake TK-8. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
	Total Enrollment					

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11															
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11									
All Grades									

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
Total Number of Students enrolled in Northlake TK-8.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
making progress.	making progress.
Number Students:	Number Students:

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. not applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. not applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Academic Achievement and Decrease Disproportionalities
Northlake TK-8 will see 70% of all students reach grade level standards as measured by iReady Reading Diagnostics, ELA and math district benchmarks and state testing (CAASPP for students in grades 3rd - 8th) in English Language Arts and mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement and Decrease Disproportionalities

Identified Need

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

Our ELA and math goals are to be school-wide, with specific strategies and actions focused on all subgroups for the 25-26 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic Assessment (grades K-8)	During the inaugural 2024-2025 school year Northlake TK-8 scored the following: i-Ready Diagnostic #1 67% below grade level and 33% on or above grade level and i-Ready Diagnostic #2: 42% below grade level and 58% on or above grade level.	70%+ of kindergarten through eighth grade students will reach their typical growth benchmarks in ELA, as measured by the iReady Diagnostic 1 Assessment to the iReady Diagnostic 3 Assessment.
Trimester 2 ELA district benchmark assessments (grades TK-8)	During the inaugural 2024-2025 school year, Northlake TK-8 had an overall ELA benchmark #1 score of 66.5% and an overall ELA benchmark #2 score of 73.81%.	70%+ of transitional kindergarten through eighth grade students will meet grade level expectations in ELA as measured by Trimester 2 district benchmark assessment.
Trimester 2 math district benchmark assessments (grades TK-8)	During the inaugural 2024-2025 school year, Northlake TK-8 had an overall math benchmark #1 score of 70.8% and an overall math benchmark #2 score of 68.41%.	70%+ of transitional kindergarten through eighth grade students will meet grade level expectations in math as measured by Trimester 2 district benchmark assessment.
CAASPP ELA assessment (grades 3 - 8)	Due to the fact that the 2024-2025 school year is the the year of inception for Northlake TK-8, there is no baseline/actual outcome data to report at this time.	70%+ of third through eighth grade students will meet grade level expectations in ELA as measured by the CAASPP state assessment in Spring 2025.
CAASPP math assessment (grades 3 - 8)	Due to the fact that the 2024-2025 school year is the the year of inception for Northlake TK-8, there is no	70%+ of third through eighth grade students will meet grade level expectations in math as measured by

	baseline/actual outcome data to report at this time.	the CAASPP state assessment in Spring 2025.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide supplies to support classroom instruction and intervention above and beyond basic necessities.	All students will be served.	20012 Title I Basic 4000-4999: Materials and Supplies academic support
1.2	Provide substitute coverage for educators to collaborate and mentor.	All students will be served	7,787 Title I Basic 1000-1999: Certificated Personnel Salaries collaboration 263 Title I Basic 3000-3999: Employee Benefits collaboration

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Northlake TK-8 has scored 70% or greater on district ELA and math benchmarks and are predicted to score 70%+ on CAASPP testing in the Spring of 2025.

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

No discrepancy in budgeted expenditures to implement strategies.

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 to this goal will be made as necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ensure all students graduate college and career ready.
To ensure that all students are college and career ready by integrating STEAM materials into the curriculum, leadership building opportunities, 21st Century Skills course work and providing professional development for educators in these subject areas.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all students graduate college and career ready.

Identified Need

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

This goal was established to provide students with the necessary skills, knowledge, and experiences to thrive in the 21st century workforce by providing access to resources, tools and partnerships to specifically increase state scores in mathematics and science.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Trimester 2 ELA district benchmark assessments (grades TK-8)	During the inaugural 2024-2025 school year, Northlake TK-8 had an overall ELA benchmark #1 score of 66.5% and an overall ELA benchmark #2 score of 73.81%.	70% of transitional kindergarten through eighth grade students will meet grade level expectations in ELA as measured by Trimester 2 district benchmark assessment.
Trimester 2 math district benchmark assessments (grades TK-8)	During the inaugural 2024-2025 school year, Northlake TK-8 had an overall ELA benchmark #1 score of 66.5% and an overall ELA benchmark #2 score of 73.81%.	70% of transitional kindergarten through eighth grade students will meet grade level expectations in math as measured by Trimester 2 district benchmark assessment.
CAASPP ELA assessment (grades 3 - 8)	Due to the fact that the 2024-2025 school year is the the year of inception for Northlake TK-8, there is no baseline/actual outcome data to report at this time.	70% of third through eighth grade students will meet grade level expectations in ELA as measured by the CAASPP state assessment in Spring 2025.
CAASPP math assessment (grades 3 - 8)	Due to the fact that the 2024-2025 school year is the the year of inception for Northlake TK-8, there is no baseline/actual outcome data to report at this time.	70% of third through eighth grade students will meet grade level expectations in math as measured by the CAASPP state assessment in Spring 2025.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide materials and supplies to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	English Learners, Foster youth, low income. All students.	16057 Title I Basic 4000-4999: Materials and Supplies academic support
2.2	Provide profession development to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	English Learners, foster youth, low income. All students.	5000 Title I Basic 5000-5999: Operating Expenditures professional development
2.3	Software for student academic enrichment, student celebrations and recognition of academic and STEAM success.	English Learners, foster youth, low income. All students.	5000 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Northlake TK-8 is in the first year of implementing this goal, therefore, an analysis is not required at this time.

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

No discrepancy in budgeted expenditures to implement strategies.

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 to this goal will be made as necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve culture and climate through increased student engagement
Northlake TK-8 will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. Positive Behavior Interventions and Supports (PBIS) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Social emotional learning will also be utilized to teach self regulation and encourage appropriate student behaviors and responses. Northlake TK-8 will reflect on baseline suspension and chronic absenteeism data established during the 2024-2025 inaugural year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Improve Culture and Climate through Increased Student Engagement

Identified Need

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

This goal was established to use the positive influence of PBIS and social emotional learning on our school site to maintain a reduced suspension rate and chronic absenteeism rate on our campus.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Northlake TK-8 year end suspension rate	2024-2025 inaugural year suspension rate is 2.95%	Maintain a suspension rate below 4%
Northlake TK-8 year end chronic absentee rate	2024-2025 inaugural year chronic absentee rate is 21.09%	Reduce chronic absentee rate by 5%
Northlake TK-8 PBIS TFI (Tiered Fidelity Inventory)	2024-2025 PBIS TFI results for Tier 1 and Tier 2 implementation was 100%. Achieved Gold status for our inaugural year.	Continue to maintain full implementation of Tier 1 and Tier 2 supports and implement Tier 3 intervention in the 25-26 school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The following actions will be implemented and funded with site-based resources and Title 1 funding. Provide materials and incentives for behavior interventions and academic achievements. Provide classroom materials for social emotional learning.	All students will be served. Students with disabilities, English learners, foster youth, low income.	3000 Title I Basic 4000-4999: Materials and Supplies PBIS and social emotion materials and supplies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Northlake TK-8 is in the first year of implementing this goal, therefore, an analysis is not required at this time. as of May 8, 2025 our chronic attendance is 19.9%. Our two grade levels with the highest chronic attendance is kindergarten at 32.8% and our 8th grade at 26.7%.

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

No discrepancy in budgeted expenditures to implement strategies.

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 to this goal will be made as necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Increase parent engagement.
Provide support, services and trainings to strengthen families as an integral part of their students' education. Feedback from parent and staff LCAP, SSC/ELAC meetings, surveys and informal parent conversations show an interest in parent training opportunities and family support services to support their children's academic success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

Identified Need

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

Northlake TK-8 would like to establish a baseline of parent involvement at the following school events: Back to School Night, Parent-Teacher Conferences, Open House, and Parent Academy events.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Establish baseline for Back to School Night attendance	2024-2025 Northlake TK-8 Back to School Night had a 60% attendance rate.	Northlake TK-8 will strive for a 5% attendance increase for the 2025-2026 Back to School Night.
Establish baseline for Parent-Teacher Conferences attendance	2024-2025 Northlake TK-8 Parent Teacher Conferences had a 66% attendance rate.	Northlake TK-8 will strive for a 5% increase in attendance for the 2025-2026 Parent Teacher Conferences
Establish baseline for Open House attendance	2024-2025 Northlake TK-8 Open House had a 66% attendance rate.	Northlake tk-8 will strive for a 5% increase in attendance for the 2025-2026 Open House.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Parent involvement activities, assemblies, and trainings.	All students. English Learners, foster youth, low income	1562 Title I Parent and Family Engagement 4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Northlake TK-8 had a strong show of attendance at our various events, but would like to strive to have 70-75% attendance rate at our 3 main events listed above.

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

No discrepancy in budgeted expenditures to implement strategies.

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 to this goal will be made as necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Provide Facilities that are clean, safe, and conducive to student learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Title 1 funds are not utilized for facility improvements.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

not applicable

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

not applicable

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.

not applicable

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$58,681.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$58,681.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Basic	$57,119.00
Title I Parent and Family Engagement	$1,562.00

Subtotal of additional federal funds included for this school: $58,681.00

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

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $58,681.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	57,119.00
Title I Parent and Family Engagement	1,562.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,787.00
3000-3999: Employee Benefits	263.00
4000-4999: Materials and Supplies	40,631.00
5000-5999: Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	7,787.00
3000-3999: Employee Benefits	Title I Basic	263.00
4000-4999: Materials and Supplies	Title I Basic	39,069.00
5000-5999: Operating Expenditures	Title I Basic	10,000.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	1,562.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,062.00
Goal 2	26,057.00
Goal 3	3,000.00
Goal 4	1,562.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Stacey Firpo	Principal
Elle Hassani	Classroom Teacher
Tim Keys	Classroom Teacher
Sonia Borja	Classroom Teacher
Julie Ulrich	Other School Staff
Cheryl Coronia	Parent or Community Member
Kayode Diji	Parent or Community Member
Pavandeep Kaur Goraya	Parent or Community Member
Nneoma Ojiaku	Parent or Community Member
Michael LaForm	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2025.

Attested:

Principal, Stacey Firpo on May 21, 2025

SSC Chairperson, Pavandeep Kaur Goraya on May 21, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

2025-26 School Plan for Student Achievement Addendum #1

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
Northlake TK-8	34765050142380	11-20-24	

Table of Contents

SPSA Modified Actions and/or Expenditures to Goal 1 2
SPSA Modified Actions and/or Expenditures to Goal 2 3
SPSA Modified Actions and/or Expenditures to Goal 3 4
SPSA Modified Actions and/or Expenditures to Goal 4 5
SPSA Modified Actions and/or Expenditures to Goal 5 6
Budgeted Funds and Expenditures in this Plan 7
Approval/Attested 9

SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
Northlake TK-8 will see 70% of all students reach grade level standards as measured by iReady Reading Diagnostics, ELA and math district benchmarks and state testing (CAASPP for students in grades 3rd - 8th) in English Language Arts and mathematics.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Provide supplies to support classroom instruction and intervention above and beyond basic necessities.	4000-4999:	Title I Basic	20012	4000-4999: Books	Title I Basic	239.00	27239.00
Provide substitute coverage for educators to collaborate and mentor.	1000-1999: 3000-3999:	Title I Basic Title I Basic	7,787 263				

SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement
To ensure that all students are college and career ready by integrating STEAM materials into the curriculum, leadership building opportunities, 21st Century Skills course work and providing professional development for educators in these subject areas.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Provide materials and supplies to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	4000-4999:	Title I Basic	16057				15121
Provide profession development to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	5000-5999:	Title I Basic	5000				
Software for student academic enrichment, student celebrations and recognition of academic and STEAM success.	5000-5999:	Title I Basic	5000				

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
Northlake TK-8 will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. Positive Behavior Interventions and Supports (PBIS) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Social emotional learning will also be utilized to teach self regulation and encourage appropriate student behaviors and responses. Northlake TK-8 will reflect on baseline suspension and chronic absenteeism data established during the 2024-2025 inaugural year.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
The following actions will be implemented and funded with site-based resources and Title 1 funding. Provide materials for behavior interventions and academic achievements. Provide classroom materials for social emotional learning.	4000-4999:	Title I Basic	3000				6416

SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement
Provide support, services and trainings to strengthen families as an integral part of their students' education. Feedback from parent and staff LCAP, SSC/ELAC meetings, surveys and informal parent conversations show an interest in parent training opportunities and family support services to support their children's academic success.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Parent involvement activities, assemblies, and trainings.	4000-4999:	Title I Parent and	1562	4000-4999: Books	Title I Parent and	7.00	1520

SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

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.

Expenditures by Funding Source

Approved Expenditures

Funding Source	Amount
Title I Basic	57,119.00
Title I Parent and Family Engagement	1,562.00

+/- Proposed Changes

Funding Source	Amount
Title I Basic	239.00
Title I Parent and Family Engagement	7.00

New Total

Funding Source	Amount
	57,358
	1,569

Expenditures by Goal

Approved Expenditures

+/- Proposed Changes

Goal Number	Total Expenditures	Goal Number	Total Expenditures
Goal 1	28,062.00	Goal 1	239.00
Goal 2	26,057.00		
Goal 3	3,000.00		
Goal 4	1,562.00	Goal 4	7.00

Approval/Attested

Title	Signature	Date
SSC Chair		11-20-24
Principal		11-20-24

Twin Rivers Unified School District
Comprehensive School Safety Plan
SB 187 Compliance Document
(Education Code Section 32280-32289.5 and 49390-49395)

2025-2026

School: Northlake TK-8
CDS Code: 34 76505 0142380
School Address: 3651 Oyster Point Way Sacramento, CA 95838
School Phone: 916-566-1920

Principal's Name: Stacey Firpo
Principal's Email: stacey.firpo@trusd.net

Date of Adoption by Board of Trustees: _____

2 Attach evac map & aerial view

Signatures:

Stacey Firpo	Principal	
	SSC Chairperson	
	Executive Director	

Table of Contents

Part I: Comprehensive School Safety Plan Purpose and Vision (pages 3-4)

- ✓ *Per California Education Code § 32280 & § 32281(b)*

Part II: School Safety Committee and Plan Review, Evaluation, Amendment Procedures (pages 4-5)

- ✓ *Per California Education Code § 32281(b), § 32282(c)-(d), § 32286, § 3228*

Part III: Site Demographics and Assessment of School Safety (pages 5-6)

- ✓ *Per California Education Code § 32282(a)(1)*

Part IV: Key Safety Personnel – Incident Command System (pages 7-15)

- ✓ *Per California Education Code § 32282.1*

Part V: Firearm Safety Notification Procedures (page 16)

- ✓ *Per California Education Code § 49392*

Part VI: Threat Reporting Procedures (pages 16-17)

- ✓ *Per California Education Code Ed Code §§ 49390, 49393, 49394*

Part VII: Emergency Response Protocols from District Master EOP (page 18)

- ✓ *Per California Education Code § 32282(a)(2)(B)(i), (I)-(K)*

Part VIII: Strategies and Procedures for School Safety

- ✓ *Per California Education Code § 32282(a)(2)(A)-(N)*

Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:

- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
    A) Child abuse reporting procedures
    B) Disaster and emergency procedures, including adaptations for pupils with disabilities
    C) Earthquake emergency procedures
    D) Use of facilities during emergencies
    E) Suspension and expulsion policies
    F) Notification of dangerous pupils
    G) Discrimination, harassment, hate crime reporting
    H) Dress code policies
    I) Safe ingress and egress
    J) School discipline procedures
    K) Tactical response to criminal incidents
    L) Prohibition of high-intensity drills
    M) Reporting dangerous or unlawful activity
    N) Sudden cardiac arrest response
    O) Opioid overdose protocol
    P) Instructional continuity plan
    Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

Comprehensive School Safety Plan Vision

The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures

List names and place an X in the column representing each person's role.

School Safety Planning Committee Members (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	**Principal or designee**	**Teacher Rep. of Cert. Employees**	**Parent**	**Classified Employee**	**Other School Staff**	**Law Enforcement**
Name						
Twin Rivers Police						X
Stacey Firpo	X					
Elle Hassani - Tubbs		x				
Julie Ulrich				x		
Jill Ballard		x				
Nicole Godwin		x				
Sonia Borja		x				
Joseph Williams				x		

Date reviewed/amended: _____

Date communicated to the public: _____

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

A) A representative of the local school employee organization
B) A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
C) A representative of each teacher organization at the school site
D) A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

Part III: Site Demographics and Assessment of School Safety

Number of Students	586
Number of Staff	68
Number of Disabled Students	0
Number of Disabled Staff	0
Site Square Acreage / Square Footage	31688
Number of Classrooms	52
Number of Other Rooms	23
Number of Parking Lots	2
Campus Safety Specialist (CSS) On-Site (Y/N)	N
Health Assistant On-Site (Y/N)	Y

2024 California School Dashboard	**% of Students**
Suspensions	n/a
Chronic absence rates	n/a
2024-25 School Climate Report Card (Elementary)	**% of Students**
School Connectedness	84
Academic Motivation	79

Meaningful Participation	45
Facilities Upkeep	71
Parent Involvement in Schooling	78
Social and Emotional Learning Supports	72
Antibullying Climate	69
Feel Safe at School	88
Cyberbullying	11
Rule Clarity	78

At Northlake TK-8_____, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student's mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District's Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

Part IV: Key Safety Personnel – Incident Command System

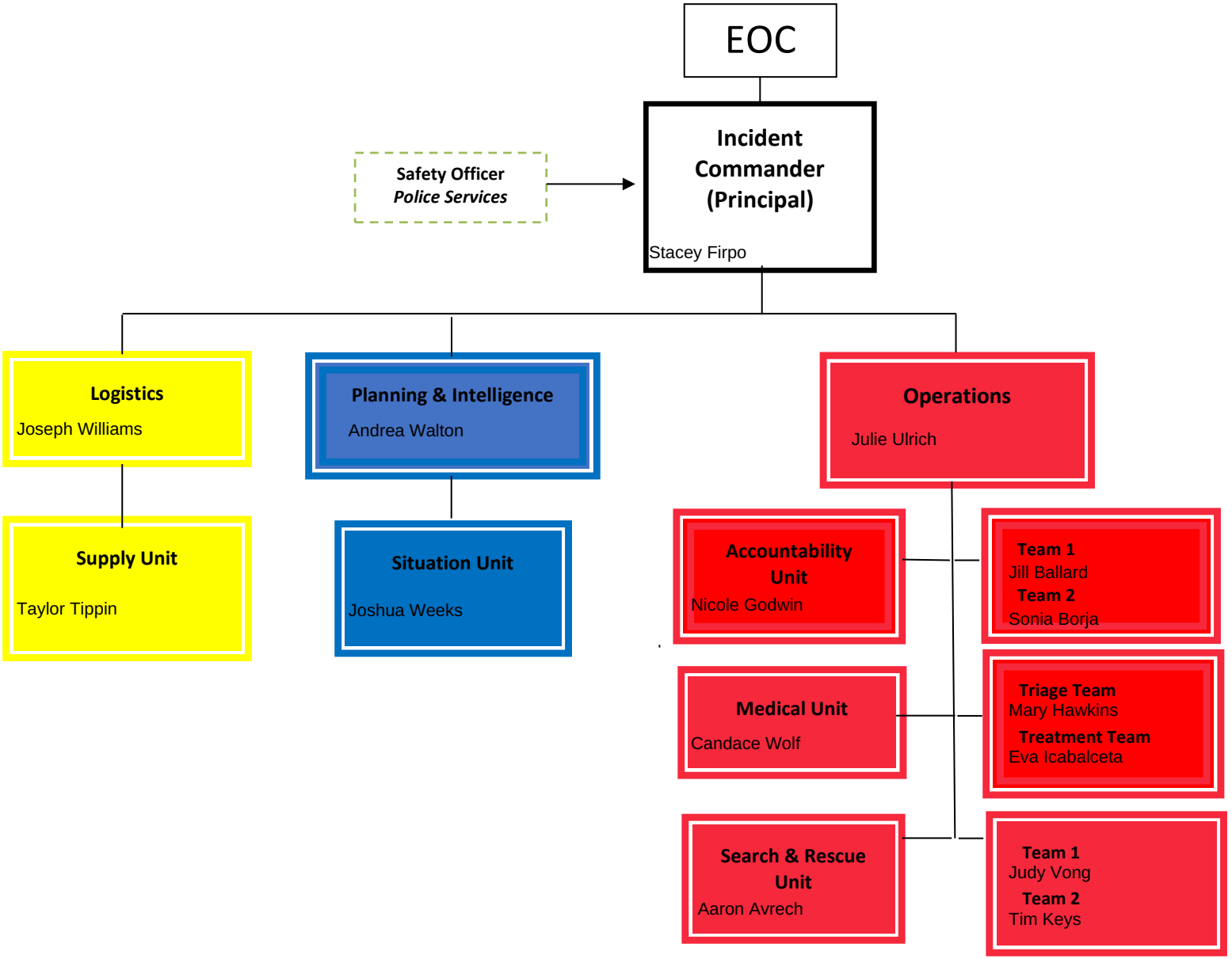
Northlake TK-8

Incident Command System
Year: 2025-2026

Name	Work Phone	Cell Phone
COMMAND STAFF		
Incident Commander (Principal)		
Primary: Stacey Firpo	916-566-1920	
Alternate: Megan Burke	916-566-1920	
GENERAL STAFF		
OPERATIONS SECTION		
Section Leader: Julie Ulrich	916-566-1920	
Alternate: Liz Escamilla-Ashe	916-566-1920	
Accountability Unit		
Unit Leader: Nicole Godwin	916-566-1920	
Team 1: Jill Ballard	916-566-1920	
Team 2:		
Medical Unit		
Unit Leader: Candace Wolf	916-566-1920	
Triage Team: Mary Hawkins	916-566-1920	
Treatment Team: Eva Icabalceta	916-566-1920	
Search & Rescue Unit		
Unit Leader: Aaron Avrech	916-566-1920	
Team 1: Judy Vong	916-566-1920	
Team 2: Tim Keys	916-566-1920	
PLANNING & INTEL SECTION		
Section Leader: Andrea Walton	916-566-1920	
Alternate: Elle Hassani - Tubbs	916-566-1920	
Situation Unit		
Unit Leader: Joshua Weeks	916-566-1920	
Alternate: Casey Swoboda	916-566-1920	

LOGISTICS SECTION			
Section Leader: Joseph Williams	916-566-1920	[redacted]	
Alternate: Megan Burke	916-566-1920		
Supply Unit			
Unit Leader: Taylor Tippin	916-566-1920		
Alternate: Mechelle Hicks	916-566-1920		

Incident Command System
Year: 2025-2026



RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
Priorities	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	What are the most important things to focus on immediately? Gain accountability of all students and staff within 10 minutes of the onset of the incident.
Objectives	Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available. Objectives can be thought of as the "big picture" response mechanisms that allow the Incident Commander to address the defined priorities.	How do I address the identified priorities? 1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area. 2) Conduct Search and Rescue Operations
Strategies	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	What are the specific resources I need to deploy in order to accomplish the stated objectives? 1) Deploy Accountability Team to the Evacuation Assembly Area. 2) Deploy Search and Rescue Teams to selected areas.
Tactics and Tasks	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	What are the specific task directives? 1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name. 2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point. 3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.

INCIDENT COMMAND SYSTEM
POSITION DESCRIPTIONS

COMMAND STAFF

The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

Incident Commander (IC) (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- Establishing the incident objectives and priorities that guide incident action planning and operations
- Approving all response plans and strategies based on expert advice
- Approving all external messages
- Determining the operational cycle
- Assessing the situation
- Establishing an Incident Command Post (ICP)
- Establishing or modifying an appropriate organization
- Ensuring planning meetings are scheduled as required
- Coordinating activity for all Command and General Staff
- Coordinating with key people and District officials
- Approving requests for additional resources or for the release of resources
- Keeping District administration informed of incident status
- Approving the use of trainees, volunteers, and auxiliary personnel
- Order the demobilization of the incident when appropriate.

UNIFIED COMMAND

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

GENERAL STAFF SECTION

OPERATIONS

The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

OPERATIONS SECTION CHIEF:

- ☐ Manage tactical operations at the site / Incident Command Post level.
- ☐ Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- ☐ Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- ☐ Assist in the development of the operations portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan for Operations
- ☐ Ensure safe tactical operations
- ☐ Request additional resources to support tactical operations
- ☐ Approve release of resources from assigned status (not release from the incident)
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

ACCOUNTABILITY UNIT LEADER

- ☐ Gain accountability of all students, staff, visitors, and contractors at the Incident site
- ☐ Report accountability status to the Incident Command Post
- ☐ Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- ☐ Track movement of personnel to off-site reunification and conduct on-site parent release operations.

MEDICAL UNIT LEADER

- ☐ At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- ☐ Oversee the triage and medical treatment of all casualties
- ☐ Report casualty status and fatalities to the Incident Command Post
- ☐ Track movement of casualties and recommend mitigation strategies to the Incident Commander
- ☐ Liaise with medical first responder upon arrival and provide casualty status
- ☐ Request additional personnel and supplies as needed
- ☐ Liaise with the Coroner's Office on scene

SEARCH AND RESCUE UNIT LEADER

- ☐ Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- ☐ Develop and implement search and rescue plans
- ☐ Track search and rescue team activities
- ☐ Document team actions
- ☐ Ensure teams have appropriate equipment
- ☐ Make equipment and personnel requests to the Incident Commander, as necessary
- ☐ Report all information to the Incident Commander
- ☐ Assist fire department operations at their request
- ☐ Brief arriving fire department personnel as directed
- ☐ Assist medical teams with immediate intervention treatment as needed

PLANNING & INTELLIGENCE

The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

PLANNING & INTELLIGENCE SECTION CHIEF:

- ☐ Collect and process situation information
- ☐ Supervise the preparation of the Incident Action Plan
- ☐ Establish information requirements and reporting schedules for the Situation Unit
- ☐ Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- ☐ Report any significant changes in incident status
- ☐ Compile and display incident status information
- ☐ Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- ☐ Oversee preparation of Incident demobilization plan
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

- ☐ Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SITUATION UNIT LEADER

- ☐ Maintain the Incident Command Post status board
- ☐ Responsible for documenting, managing, and displaying all incoming and outgoing incident information
- ☐ Document assignments and supply needs
- ☐ Notify the Incident Commander of pertinent information and status changes
- ☐ Establish information requirement
- ☐ Fill EOC information requests
- ☐ Maintains a master record of the incident

LOGISTICS

All incident material support and staffing needs are provided by the Logistics Section.

LOGISTICS SECTION CHIEF:

- ☐ Manage all incident logistics
- ☐ Provide logistical input to the Incident Commander in preparing the Incident Action Plan
- ☐ Brief other Section and Unit Leaders as needed
- ☐ Conduct logistical forecasting
- ☐ Identify anticipated and known incident service and support requirements
- ☐ Request additional resources as needed
- ☐ Review and provide input to all plans and planning subsections, as required
- ☐ Supervise requests for additional resources
- ☐ Direct and oversee the activation, operations, and demobilization of the Logistics Section
- ☐ Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SUPPLY UNIT LEADER

- ☐ Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.

Part V: Firearm Safety Notification Procedures (California Education Code 49392)

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

Part VI: Threat Reporting Procedures (California Education Code 49393)

1. Purpose

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

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2. Definitions

- **Threat or perceived threat**: Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity**: Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee**: All certificated and classified staff, contractors, and governing board members who interact with students.

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3. Immediate Response and Reporting Protocol

A. Staff Observations and Mandatory Reporting

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
    - **Report to site administration and**
    - **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

- **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
- Site administrators will use Catapult EMS to:
  - Track incident response in real-time
  - Coordinate with district and law enforcement partners
  - Document steps taken throughout the incident

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4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
  1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
  2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
  3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
     - Conduct a timely investigation
     - Review the California DOJ firearm registry
     - Conduct a search of the school site if warranted by reasonable suspicion
- **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.

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5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
- In cases involving threats of violence, mental health supports may be offered, including:
  - Counseling referrals
  - SST or IEP team review, if applicable
  - Safety re-entry planning

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6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
  - Review the adequacy of the response
  - Ensure all supports and consequences were implemented appropriately
  - Adjust safety protocols if needed

Part VII: Emergency Response Protocols

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:

- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.

2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

   Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

   A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
   B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
   C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

The District's Emergency Response Protocols from the Master Emergency Operation Plan (EOP) are accessible online at this link.

Off-Site Evacuation Locations

1st OFF-SITE EVACUATION LOCATION			
Name of Evacuation Facility:	Sunhaven Park		
Contact Person:	n/a	**Phone:**	
Address:	3624 Kona Kai, Sacramento, California 95835		
Special Conditions of Facility Owner:	None - city park adjacent to school site		
	2ND OFF-SITE EVACUATION LOCATION		
Name of Evacuation Facility:	Paseo (grass thoroughfare across from the front of the school)		
Contact Person:	n/a	**Phone:**	
Address:			
Special Conditions of Facility Owner:	None		

Part VIII: Strategies and Procedures for School Safety

Northlake Elementary
3651 Oyster Pt, Sacramento CA 95835




Delta Marina
Coyote Pointe Wy
Oceanside Dr
Kona Kai Wy
Lake Mary Dr
Fiddler Cv Wy
Pirate Cv Wy
Oyster Pt Wy
Benicia Ave
Blair Is Ave
Anchorage Ave
Southshore Ave
Latin Motion DJ/Emcee & Lighting Services
Dock Cir
Delta Bay Cir

Northlake TK-8
School Site Council/~~ELAC~~ Minutes

Date & Time: Jan 29, 2025 4:00 PM
Location: Northlake GYM

Enter through double doors off of Lake Mary (East side of GYM)

2024 - 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent : *Cheryl Coronia*	Present
Parent : *Kayode Diji*	Absent
Parent : *Pavandeep Kaur Goraya*	Present
Parent : *Nneoma Ojiaku*	Absent
Community Member : *Michael LaForm*	Absent
Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)	
Staff: Principal or Designee/Teachers/Other Staff	**Present**
Principal/Designee: *Stacey Firpo*	Present
Teacher: Elle Hassani	Present
Teacher: Tim Keys	Present
Teacher: Sonia Borja	Present
Other Staff: *Julie Ulrich*	Absent
Teachers must be the majority	

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	**Principal and Chairperson**	This meeting is called to order at Jan 29, 2025 4:00 PM PST
Quorum (50% +1)		Total Members in Attendance: 6 Quorum: Yes

Public Comment (2 minutes per speaker)	**Principal and Chairperson**	**No public comment**
Review Agenda	**Principal and Chairperson**	**This agenda was entitled SSC/ELAC and should have omitted the ELAC acronym. The Agenda title will be lined out so it is correct.**
Review / approve minutes from last meeting **November 2024 NL SSC Minutes**	**Principal and Chairperson**	I move to approve the minutes:Pavandeep Kaur Goraya Second: Cheryl Coronia In favor: 6 Oppose: 0 Abstain: 0 Motion: Passed
Revisit: September 2024 NL SSC - Electing Chairperson, Vice Chair and Secretary	**Principal and Chairperson**	**Do I have a nomination for Chairperson?** **Pavandeep Kaur Goraya has been nominated by Sonia Borja.** **Pavandeep Kaur Goraya accepted nomination.** **All in favor - yes all in favor.** **Do I have a nomination for Vice chair?** **Cheryl Coronia self nominated.** **Cheryl Coronia accepted the nomination.** **All in favor - yes all in favor.** **Do I have a nomination for secretary?** **Stacey Firpo self nominated herself for secretary.** **All in favor - yes all in favor.**
Required Document Review & Approve:		
• **Site Funded Positions** **No site funded positions at this time.**	**Chairperson and Secretary**	
• **Title I Monitoring and Evaluation** **Document will be shared and input documented during the meeting.**	**Chairperson and Secretary**	I move to approve the Title I Monitoring and Evaluation Document: Cheryl Coronia Second: Sonia Borja In favor: 6 Oppose: 0 Abstain: 0 Motion: Passed Pavandeep Kirpa Kaur voted and approved along with the SSC via telephone speaker due to her need to leave the meeting. Title 1 Monitoring and Evaluation document approved by Northlake SSC.
Other Business:		
Committee Reports or Guest Presenters	**Chairperson and Secretary**	**PTC officers have been elected. Communication was sent out to the Northlake**

		Community following the voting process of the newly elected officers.
Additional Information/New Business/Discussion	**Chairperson and Secretary**	This agenda was entitled SSC/ELAC and should have omitted the ELAC acronym. The Agenda title will be lined out so it is correct.
Adjournment	**Secretary**	Time: January 29, 2025 at 5:09 PM
Next meeting date: Mar 19, 2025		

BOARD POLICY (BP 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

Policy Statement

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

Applicability

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

Authority of School Staff

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

Exceptions

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

Liability

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

ADMINISTRATIVE REGULATION (AR 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

1. Definitions

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

2. Standard: "Off and Away"

"Off and away" means:

- Device is powered off, on silent, or in "Do Not Disturb" mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff5

3. Applicability

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

4. Elementary and K–8 Expectations

Grades TK–6 (Elementary)

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
    - Before school
    - Instructional time
    - Recess
    - Lunch
- No student use is permitted during the school day unless:
    - Explicitly authorized by staff for instructional purposes
    - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

Grades 7–8 (Middle School)

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
    - Passing periods
    - Lunch
- Use is permitted only:
    - With staff authorization for instructional purposes
    - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

5. Secondary Expectations (Grades 9–12)

- Devices must be off and away during instructional time.
- Use may be permitted:
    - Before school
    - Passing periods
    - During lunch
- Teachers may authorize use for instructional purposes when:
    - Clearly aligned to instructional objectives
    - Structured and time-bound
    - Actively monitored and supervised

6. Classroom Expectations

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
    - Authorized by the teacher
    - Used for instructional purposes

7. Permitted Use / Exceptions

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

8. Prohibited Conduct

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

9. Staff Authority and Response to Misuse

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

10. Handling, Storage, and Care of Devices

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
    - Storage
    - Documentation
    - Logging devices in and out
    - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

11. Search of Devices

Personal electronic devices shall not be searched except in accordance with law and district policy.

12. Privacy and Safety

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

13. Emergency Procedures

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

14. Access and Equity

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

15. Site Implementation

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

16. Communication and Review

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northlake TK-8	34765050142380	May 20, 2026	

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

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

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

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

This plan is being used by Northlake TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 5
Educational Partner Involvement 5
Resource Inequities 6
Comprehensive Needs Assessment Components 6
    California School Dashboard (Dashboard) Indicators 6
    Other Needs 7
School and Student Performance Data 8
    Student Enrollment 8
    CAASPP Results 11
    ELPAC Results 16
    Student Population 19
    Overall Performance 21
    Academic Performance 22
    Academic Engagement 30
    Conditions & Climate 33
Goals, Strategies, & Proposed Expenditures 35
    Goal 1 35
    Goal 2 37
    Goal 3 39
    Goal 4 41
    Goal 5 43
Budget Summary 44
    Budget Summary 44
    Other Federal, State, and Local Funds 44
Budgeted Funds and Expenditures in this Plan 45
    Funds Budgeted to the School by Funding Source 45
    Expenditures by Funding Source 45
    Expenditures by Budget Reference 45
    Expenditures by Budget Reference and Funding Source 45
    Expenditures by Goal 45
School Site Council Membership 46
Recommendations and Assurances 47
Instructions 48
Appendix A: Plan Requirements 55

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 58
Appendix C: Select State and Federal Programs 61

Plan Description

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

This plan is being used by Northlake TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This plan is being used by Northlake TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs: Schoolwide Program

Northlake TK-8 had 600 students enrolled during the 2025-2026 school year. We are projected to reach enrollment of 720 students for the 2026-2027 school year. As housing progresses, additional classrooms will be opened each year thereafter to support the growing community.

Northlake TK-8 will be setting the district standard for flexible seating, student collaboration, in addition to student leadership, and will showcase a heightened focus on academics, STEAM (science, technology, engineering, art, mathematics), social-emotional learning, and character building.

Northlake TK-8's SPSA focuses on four main goals: academic achievement, college and career readiness, culture and climate, and parent engagement.

Northlake TK-8 will utilize standards-based instruction utilizing research-based instructional practices. Direct support will be provided to staff around instructional planning, developing professional learning communities, instructional coaching in math and English language arts, and professional development in STEAM focus areas.
In addition to our focus on academic excellence, Northlake will integrate STEAM (science, technology, engineering, arts, and mathematics) concepts within our daily curriculum. Students will participate in hands on lessons within their classrooms, as well as our Makerspace, to cultivate a passion for learning and inquiry. Students will also benefit from community partnerships in the STEAM fields. Culture and climate will also be a priority, as we focus on establishing a warm and inviting culture, where students feel valued and supported while learning how to self regulate, express feelings and thrive. Students will have a better understanding of social emotional learning, how to appropriately communicate their thoughts and feelings, and feel comfortable using restorative practices in classrooms and on the campus. Parent engagement will be of utmost importance, as we establish a community focused on the success and well being of our student body.

The currently allocated funding for the 2026-2027 school year includes: Title 1 Basic funding is $96,947, Title 1 Parent Engagement is $2,652, and LCAP/site funding is $49,306. The SPSA details how Title 1 funding is allocated.

Staff Meetings: 9/3/25, 10/1/25, 11/5/25, 12/3/25, 1/7/26, 2/4/26, 3/4/26, 4/8/26, 5/6/26, 5/27/26

PLC Meetings: 9/10/25, 10/8/25, 11/12/25, 12/10/25, 1/14/26, 2/11/26, 3/11/26, 4/15/26, 5/13/26

Leadership Team Meetings: 9/17/25, 10/15/25, 11/19/25, 12/17/25, 1/21/26, 2/18/26, 3/18/26, 4/22/26, 5/20/26

Educational Partner Involvement

How, when, and with whom did Northlake TK-8 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Local Control Funding Formula (LCFF) is California's formula for determining the level of state funding provided to K-12 school districts. It provides districts with base funding - the same per pupil amount for all students - as well as supplemental and concentration grants for low-income students, English learners and foster youth.

The Local Control and Accountability Plan (LCAP) is a companion piece to the Local Control Funding Formula. It is the state's vehicle for assuring transparency, engagement, and accountability in district funding decisions. Under the LCFF, all districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. Each school district must engage parents, educators, employees,

and the community to establish these plans. Parental and community engagement of all stakeholders is critical to the development of the district LCAP. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

Student data and LCAP survey results, gathered during this process, can help develop student achievement goals that are expressed as actions in our school's Single Plan for Student Achievement (SPSA). Once these priorities are developed, the SPSA can then be aligned to initial projected budget allocations for our site using a template provided by the district. Individual school priorities created by School Site Councils (SSC) will help decide district wide LCAP goals. School sites have been given local control and flexibility to deliver an equitable education to all students.

LCAP funds will enable Northlake TK-8 to provide services to enable students to meet grade-level standards.

Northlake TK-8 opened its doors to the community in August 2024. The 2024-2025 school year served as the baseline for all future decisions. Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. The SPSA will be shared with school-site level advisory groups who will reflect on the progress made by the school site throughout our inaugural year. Northlake TK-8's School Site Council and English Learner Advisory Committee are the two critical school site-level advisory committees that serve as stakeholders engaged in the ongoing and annual process of designing, analyzing, refining, and revising the Single Plan for Student Achievement.

SSC Meetings: 10/8/25, 11/19/25, 01/28/2026, 05/20/26

ELAC Meetings: 10/22/25, 12/10/25, 02/18/2026, 04/22/26

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Not applicable

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Currently there are no categories performing in the "red" or "orange ".

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

Currently no student groups are performing more than one performance level below the "all student" performance.

Other Needs

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

Current Northlake TK-8 suspension rate, as of May 1, 2026 is 3.3%. District suspension rate is 6.56%. Current attendance rate as of May 1, 2026 is 91.1%. District attendance rate is 88.76%. Chronic absenteeism rate as of May 1, 2026 is 32.6%. District chronic absenteeism rate is 42.28%.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Northlake TK-8. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.79%	0.52%		3	3
African American	%	17.11%	16.90%		65	98
Asian	%	36.84%	37.93%		140	220
Filipino	%	4.21%	5.52%		16	32
Hispanic/Latino	%	17.89%	15.86%		68	92
Pacific Islander	%	2.11%	1.03%		8	6
White	%	8.95%	7.41%		34	43
Multiple/No Response	%	9.21%	11.03%		35	64
			Total Enrollment		380	580

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		45	80
Kindergarten		50	68
Grade 1		37	65
Grade 2		44	54
Grade3		36	68
Grade 4		43	54
Grade 5		41	54
Grade 6		47	45
Grade 7		28	61
Grade 8		9	31
Total Enrollment		380	580

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, 22-23 AND 23-24 school year data is blank.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners		72	110			19.0%
Fluent English Proficient (FEP)		46	67			11.6%

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display from the California Dashboard for 22-23 or 23-24.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			35			33			33			94.3
Grade 4			47			46			46			97.9
Grade 5			44			42			42			95.5
Grade 6			52			52			52			100
Grade 7			27			26			26			96.3
Grade 8			13			13			13			100
All Grades			218			212			212			97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			2459.			42.42			15.15			30.30			12.12
Grade 4			2525.			52.17			21.74			17.39			8.70
Grade 5			2519.			23.81			33.33			23.81			19.05
Grade 6			2563.			36.54			23.08			21.15			19.23
Grade 7			2571.			30.77			30.77			15.38			23.08
Grade 8			2593.			15.38			53.85			15.38			15.38
All Grades	N/A	N/A	N/A			36.32			26.42			21.23			16.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			30.30			57.58			12.12
Grade 4			52.17			39.13			8.70
Grade 5			16.67			64.29			19.05
Grade 6			36.54			48.08			15.38
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			33.49			51.89			14.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			24.24			57.58			18.18
Grade 4			26.09			65.22			8.70
Grade 5			21.43			64.29			14.29
Grade 6			26.92			44.23			28.85
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			25.47			56.60			17.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			9.09			66.67			24.24
Grade 4			30.43			56.52			13.04
Grade 5			11.90			80.95			7.14
Grade 6			23.08			69.23			7.69
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			19.81			69.34			10.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			27.27			60.61			12.12
Grade 4			34.78			56.52			8.70
Grade 5			19.05			76.19			4.76
Grade 6			26.92			59.62			13.46
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			26.42			63.68			9.91

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no historical data to compare.

2. Northlake school wide scores for English Language Arts was 62.74% and our scores for Mathematics was 48.61%. We continue to set the bar high and strive to have 70% of our students in grades third through eighth grade score on or above grade level.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			35			34			34			97.1
Grade 4			47			47			47			100
Grade 5			44			44			44			100
Grade 6			52			52			52			100
Grade 7			27			26			26			96.3
Grade 8			13			13			13			100
All Grades			218			216			216			99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			2479.			44.12			29.41			5.88			20.59
Grade 4			2500.			27.66			31.91			29.79			10.64
Grade 5			2480.			15.91			13.64			34.09			36.36
Grade 6			2543.			30.77			17.31			25.00			26.92
Grade 7			2532.			26.92			19.23			19.23			34.62
Grade 8			2503.			7.69			7.69			30.77			53.85
Grade 11															
All Grades	N/A	N/A	N/A			27.31			21.30			24.54			26.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			55.88			23.53			20.59
Grade 4			42.55			51.06			6.38
Grade 5			15.91			50.00			34.09
Grade 6			30.77			44.23			25.00
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11									
All Grades			32.87			41.67			25.46

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			29.41			52.94			17.65
Grade 4			21.28			59.57			19.15
Grade 5			13.64			43.18			43.18
Grade 6			19.23			48.08			32.69
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			18.52			51.39			30.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3			52.94			38.24			8.82
Grade 4			27.66			48.94			23.40
Grade 5			13.64			59.09			27.27
Grade 6			21.15			55.77			23.08
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			25.00			54.63			20.37

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no comparative data to evaluate.
2. During the 24-25 school year, students in 5th grade scored 29.5%, students in 7th grade scored 46.15% and students in 8th grade scored 15.38% in mathematics. The remaining grades scored 48% or greater, with our highest score of 73.53% in third grade.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K			1449.5			1439.7			1472.2			17
1			1414.0			1418.8			1408.9			11
2			1496.1			1506.4			1485.3			15
All Grades												79

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K			29.41			47.06			11.76			11.76			17
1			9.09			18.18			18.18			54.55			11
2			33.33			26.67			26.67			13.33			15
All Grades			21.52			27.85			27.85			22.78			79

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K			29.41			47.06			11.76			11.76			17
1			9.09			27.27			27.27			36.36			11
2			60.00			20.00			6.67			13.33			15
All Grades			36.71			31.65			13.92			17.72			79

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K			23.53			35.29			35.29			5.88			17
1			0.00			18.18			36.36			45.45			11
2			13.33			26.67			40.00			20.00			15
All Grades			8.86			22.78			30.38			37.97			79

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K			29.41			64.71			5.88			17
1			36.36			45.45			18.18			11
2			46.67			40.00			13.33			15
All Grades			31.65			51.90			16.46			79

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K			35.29			52.94			11.76			17
1			9.09			36.36			54.55			11
2			66.67			20.00			13.33			15
All Grades			46.84			30.38			22.78			79

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K			23.53			64.71			11.76			17
1			0.00			45.45			54.55			11
2			13.33			66.67			20.00			15
All Grades			11.39			46.84			41.77			79

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K			64.71			17.65			17.65			17
1			9.09			45.45			45.45			11
2			20.00			53.33			26.67			15
All Grades			20.25			45.57			34.18			79

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no coparative data to display from the California Dashboard.
2. Our English Learner Population has a high percentage of students who score a level 3 or level 4 due to the fact that English is also spoken in a large percentage of our students' homes.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
380	**48.4%**	**18.9%**	**0.0%**
Total Number of Students enrolled in Northlake TK-8.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	72	18.9%
Foster Youth	0	0.0%
Homeless	26	6.8%
Socioeconomically Disadvantaged	184	48.4%
Students with Disabilities	34	8.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	65	17.1%
American Indian	3	0.8%
Asian	140	36.8%
Filipino	16	4.2%
Hispanic	68	17.9%
Two or More Races	35	9.2%
Pacific Islander	8	2.1%
White	34	8.9%

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no comparative data to display from the California Dashboard.

2. Our Asian demographic is the largest at 36.8% and our Hispanic demographic is our second largest groups at 17.9%.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	**Chronic Absenteeism**  No Performance Color	**Suspension Rate**  No Performance Color
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
No Performance Color	No Performance Color	No Performance Color
38.3 points above standard	10.2 points above standard	Fewer than 11 students - No Data for Privacy
183 Students	38 Students	1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	30.3 points below standard	24.1 points above standard
0 Students	17 Students	95 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
27.5 points below standard	27.1 points above standard	Fewer than 11 students - No Data for Privacy
24 Students	34 Students	1 Student

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
58.4 points above standard	Fewer than 11 students - No Data for Privacy	11.1 points above standard
63 Students	8 Students	39 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
21.7 points above standard	Fewer than 11 students - No Data for Privacy	49 points above standard
13 Students	4 Students	19 Students

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
3.2 points below standard	15.8 points below standard	Fewer than 11 students - No Data for Privacy
187 Students	42 Students	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	79.9 points below standard	31 points below standard
0 Students	17 Students	98 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
64.9 points below standard	48.6 points below standard	Fewer than 11 students - No Data for Privacy
24 Students	34 Students	1 Student

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
29.8 points above standard	Fewer than 11 students - No Data for Privacy	47.4 points below standard
64 Students	8 Students	41 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
23.3 points above standard	Fewer than 11 students - No Data for Privacy	20.7 points above standard
13 Students	4 Students	20 Students

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
55.3 science points	45.6 science points	0 Students
47 Students	13 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	50.9 science points
	5 Students	24 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	43.5 science points	0 Students
8 Students	12 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
57.6 science points	0 Students	Fewer than 11 students - No Data for Privacy
22 Students		9 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
2 Students	1 Student	1 Student

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
49 making progress.	making progress.
Number Students: 49 Students	Number Students: 1 Student

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.2%	40.8%	0%	49%

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. not applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

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

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
20.4% Chronically Absent	11.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
0	0	1 Student
437 Students	85 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	15.2% Chronically Absent	24.4% Chronically Absent
3 Students	0	0
	33 Students	238 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
16.7% Chronically Absent	24.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
0	0	3 Students
42 Students	78 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
12.1% Chronically Absent	15.8% Chronically Absent	26.8% Chronically Absent
0	0	0
157 Students	19 Students	82 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
34.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	15.8% Chronically Absent
0	8 Students	0
52 Students		38 Students

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. not applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color	 No Performance Color	 No Performance Color
3.4% suspended at least one day	1.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
443 Students	86 Students	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	3.3% suspended at least one day
3 Students	33 Students	239 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
2.4% suspended at least one day	6.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
42 Students	79 Students	3 Students

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	5.3% suspended at least one day	5.9% suspended at least one day
159 Students	19 Students	85 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
1.9% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.6% suspended at least one day
52 Students	8 Students	38 Students

Conclusions based on this data:

1. Due to the fact that the 2024-2025 school year is the year of inception for Northlake TK-8, there is no data to display or discuss at this time from the California Dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Academic Achievement and Decrease Disproportionalities
Northlake TK-8 will see 70% of all students reach grade level standards as measured by iReady Reading Diagnostics, ELA and math district benchmarks and state testing (CAASPP for students in grades 3rd - 8th) in English Language Arts and mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement and Decrease Disproportionalities

Identified Need

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

Our ELA and math goals are to be school-wide, with specific strategies and actions focused on all subgroups for the 26-27 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic Assessment (grades K-8)	During the 2025-2026 school year Northlake TK-8 scored the following: i-Ready Diagnostic #1 59% below grade level and 44% on or above grade level and i-Ready Diagnostic #2: 48% below grade level and 52% on or above grade level.	70%+ of kindergarten through eighth grade students will reach their typical growth benchmarks in ELA, as measured by the iReady Diagnostic 1 Assessment to the iReady Diagnostic 3 Assessment.
Trimester 2 ELA district benchmark assessments (grades TK-8)	During the 2025-2026 school year, Northlake TK-8 had an overall ELA benchmark #1 passing rate of 65% and an overall ELA benchmark #2 score of 73.2%.	75%+ of transitional kindergarten through eighth grade students will meet grade level expectations in ELA as measured by Trimester 2 district benchmark assessment.
Trimester 2 math district benchmark assessments (grades TK-8)	During the 2025-2026 school year, Northlake TK-8 had an overall math benchmark #1 passing rate of 72.5% and an overall math benchmark #2 passing rate of 68.8%.	70%+ of transitional kindergarten through eighth grade students will meet grade level expectations in math as measured by Trimester 2 district benchmark assessment.
CAASPP ELA assessment (grades 3 - 8)	During the inaugural 2024-2025 school year, Northlake TK-8 had an overall CAASPP ELA passing rate of 62.7%.	70%+ of third through eighth grade students will meet grade level expectations in ELA as measured by the CAASPP state assessment in Spring 2025.
CAASPP math assessment (grades 3 - 8)	During the inaugural 2024-2025 school year, Northlake TK-8 had an overall CAASPP math passing rate of 48.6%.	70%+ of third through eighth grade students will meet grade level expectations in math as measured by

		the CAASPP state assessment in Spring 2025.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide supplies to support classroom instruction and intervention above and beyond basic necessities.	All students will be served.	30,000 Title I Basic 4000-4999: Materials and Supplies academic support
1.2	Provide substitute coverage for educators to collaborate and mentor.	All students will be served	9,000 Title I Basic 1000-1999: Certificated Personnel Salaries collaboration 304 Title I Basic 3000-3999: Employee Benefits collaboration

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Northlake TK-8 has scored 70% or greater on district ELA and math benchmarks. Northlake TK-8 scored 62.7% on CAASPP ELA assessment and are close to meeting our 70% goal.

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

No discrepancy in budgeted expenditures to implement strategies.

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 to this goal will be made as necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ensure all students graduate college and career ready.
To ensure that all students are college and career ready by integrating STEAM materials into the curriculum, leadership building opportunities, 21st Century Skills course work and providing professional development for educators in these subject areas. 100% of teachers will complete PD in 2026-27.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all students graduate college and career ready.

Identified Need

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

This goal was established to provide students with the necessary skills, knowledge, and experiences to thrive in the 21st century workforce by providing access to resources, tools and partnerships to specifically increase state scores in mathematics and science.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Trimester 2 ELA district benchmark assessments (grades TK-8)	During the 2025-2026 school year, Northlake TK-8 had an overall ELA benchmark #1 passing rate of 65% and an overall ELA benchmark #2 score of 73.2%.	75% of transitional kindergarten through eighth grade students will meet grade level expectations in ELA as measured by Trimester 2 district benchmark assessment.
Trimester 2 math district benchmark assessments (grades TK-8)	During the 2025-2026 school year, Northlake TK-8 had an overall math benchmark #1 passing rate of 72.5% and an overall math benchmark #2 passing rate of 68.8%.	70% of transitional kindergarten through eighth grade students will meet grade level expectations in math as measured by Trimester 2 district benchmark assessment.
CAASPP ELA assessment (grades 3 - 8)	During the inaugural 2024-2025 school year, Northlake TK-8 had an overall CAASPP ELA passing rate of 62.7%.	70% of third through eighth grade students will meet grade level expectations in ELA as measured by the CAASPP state assessment in Spring 2025.
CAASPP math assessment (grades 3 - 8)	During the inaugural 2024-2025 school year, Northlake TK-8 had an overall CAASPP math passing rate of 48.6%.	70% of third through eighth grade students will meet grade level expectations in math as measured by the CAASPP state assessment in Spring 2025.
% of Teachers who complete STEAM PD	During the 2025-2026 school year 13% of teachers completed PD for STEAM.	100% of Teachers will complete STEAM PD during the 2026-2027 school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide materials and supplies to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	English Learners, Foster youth, low income. All students.	20,000 Title I Basic 4000-4999: Materials and Supplies academic support
2.2	Provide profession development to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	English Learners, foster youth, low income. All students.	29,000 Title I Basic 5000-5999: Operating Expenditures professional development
2.3	Software for student academic enrichment, student celebrations and recognition of academic and STEAM success.	English Learners, foster youth, low income. All students.	5,643 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Northlake TK-8 is in the second year of implementing this goal. Four teachers were able to be certified in C-STEM. Roboblocky was purchased for teacher use and every classroom was providfed with supplies for STEAM activities.

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

No discrepancy in budgeted expenditures to implement strategies.

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 to this goal will be made as necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve culture and climate through increased student engagement
Northlake TK-8 will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. Positive Behavior Interventions and Supports (PBIS) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Social emotional learning will also be utilized to teach self regulation and encourage appropriate student behaviors and responses. Northlake TK-8 will reduce the suspension rate by 1% during the 2026-2027 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Improve Culture and Climate through Increased Student Engagement

Identified Need

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

This goal was established to use the positive influence of PBIS and social emotional learning on our school site to maintain a reduced suspension rate and chronic absenteeism rate on our campus.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Northlake TK-8 year end suspension rate	2025-2026 school year suspension rate is 2.9%	Northlake TK-8 will reduce the suspension rate by 1% during the 2026-2027 school year.
Northlake TK-8 year end chronic absentee rate	2025-2026 inaugural year chronic absentee rate is 32.4%	Reduce chronic absentee rate by 5%
Northlake TK-8 PBIS TFI (Tiered Fidelity Inventory)	2025-2026 PBIS TFI results for Tier 1 was 100% and Tier 2 implementation was 81%. Achieved Gold status for our inaugural year 24-25.	Continue to maintain full implementation of Tier 1 and Tier 2 supports and implement Tier 3 intervention and achieve platinum status in the 26-27 school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The following actions will be implemented and funded with site-based resources and Title 1 funding. Provide materials for behavior interventions and academic achievements. Provide classroom materials for social-emotional learning.	All students will be served. Students with disabilities, English learners, foster youth, low income.	3000 Title I Basic 4000-4999: Materials and Supplies PBIS and social emotion materials and supplies

	Provide monthly attendance incentives.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Northlake TK-8 suspension rate went from 2.95% last year (2024-2025) to 3.3% this year (2025-2026). However, our enrollment also increased by 200 students for the 2025-2026 school year. As of April 27, 2026 our chronic absence rate is 10.9% higher than last year (2024-2025). However, we increased our enrollment 50% for the 2025-2026 school year. Our two grade levels with the highest chronic attendance is kindergarten at 45.9% and our 8th grade at 44.1%.

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

No discrepancy in budgeted expenditures to implement strategies.

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 to this goal will be made as necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Increase parent engagement.
Provide support, services and trainings to strengthen families as an integral part of their students' education. Feedback from parent and staff LCAP, SSC/ELAC meetings, surveys and informal parent conversations show an interest in parent training opportunities and family support services to support their children's academic success. Parent participation will increase 5% on attendance rate records.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

Identified Need

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

Northlake TK-8 would like to establish a baseline of parent involvement at the following school events: Back to School Night, Parent-Teacher Conferences, Open House, and Parent Academy events.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parent Attendance at Back to School Night.	2025-2026 Northlake TK-8 Back to School Night had a 56% attendance rate.	Northlake TK-8 will strive for a 5% attendance increase for the 2026-2027 Back to School Night.
Percentage of Parent Attendance at Parent-Teacher Conferences.	2025-2026 Northlake TK-8 Parent Teacher Conferences had a 86% attendance rate.	Northlake TK-8 will strive for a 5% increase in attendance for the 2026-2027 Parent Teacher Conferences
Percentage of Parent Attendance at Open House.	2025-2026 Northlake TK-8 Open House had a 61% attendance rate.	Northlake Tk-8 will strive for a 5% increase in attendance for the 2026-2027 Open House.
% of Parent Attendance at parent engagement events.	2025-2026 Northlake TK-8 had 67% of parents attend parent engagement events.	Northlake TK-8 will increase parent engagement by 5% during the 2026-2027 school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Parent involvement activities, assemblies, and trainings.	All students. English Learners, foster youth, low income	2652 Title I Parent and Family Engagement 4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Northlake TK-8 had a strong show of attendance at our various events, but would like to strive to have 70-75% attendance rate at our 3 main events listed above. We did meet the goal for parent/teacher conferences for the 2025-2026 school year.

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

No discrepancy in budgeted expenditures to implement strategies.

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 to this goal will be made as necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Provide Facilities that are clean, safe, and conducive to student learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Improving Culture and Climate through increased Student Engagement.

Identified Need

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

Title 1 funds are not utilized for facility improvements.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

not applicable

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

not applicable

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.

not applicable

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$99,599
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$99,599.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Basic	$96,947.00
Title I Parent and Family Engagement	$2,652.00

Subtotal of additional federal funds included for this school: $99,599.00

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

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $99,599.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	96,947.00
Title I Parent and Family Engagement	2,652.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
3000-3999: Employee Benefits	304.00
4000-4999: Materials and Supplies	55,652.00
5000-5999: Operating Expenditures	34,643.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	9,000.00
3000-3999: Employee Benefits	Title I Basic	304.00
4000-4999: Materials and Supplies	Title I Basic	53,000.00
5000-5999: Operating Expenditures	Title I Basic	34,643.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	2,652.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,304.00
Goal 2	54,643.00
Goal 3	3,000.00
Goal 4	2,652.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Stacey Firpo	Principal
Elle Hassani	Classroom Teacher
Tim Keys	Classroom Teacher
Sonia Borja	Classroom Teacher
Julie Ulrich	Other School Staff
Cheryl Coronia	Parent or Community Member
Kayode Diji	Parent or Community Member
Pavandeep Kaur Goraya	Parent or Community Member
Nneoma Ojiaku	Parent or Community Member
Jennifer Chawla	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 May 21, 2025.

Attested:

Principal, Megan Burke on May 20, 2026

SSC Chairperson, Pavandeep Kaur Goraya on May 20, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

Northlake TK-8

School Site Council/~~ELAC~~ Agenda

Date & Time: Jan 29, 2025 4:00 PM
Location: Northlake GYM

Enter through double doors off of Lake Mary (East side of GYM)

2024 - 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent : *Cheryl Coronia*	Present
Parent : *Kayode Diji*	Absent
Parent : *Pavandeep Kaur Goraya*	Present
Parent : *Nneoma Ojiaku*	Absent
Community Member : *Michael LaForm*	Absent
Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)	
Staff: Principal or Designee/Teachers/Other Staff	**Present**
Principal/Designee: *Stacey Firpo*	Present
Teacher: Elle Hassani	Present
Teacher: Tim Keys	Present
Teacher: Sonia Borja	Present
Other Staff: *Julie Ulrich*	Absent
Teachers must be the majority	

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	**Principal and Chairperson**	This meeting is called to order at Jan 29, 2025 4:00 PM PST
Quorum (50% +1)		Total Members in Attendance: 6 Quorum: Yes

Public Comment (2 minutes per speaker)	**Principal and Chairperson**	**No public comment**
Review Agenda	**Principal and Chairperson**	**This agenda was entitled SSC/ELAC and should have omitted the ELAC acronym. The Agenda title will be lined out so it is correct.**
Review / approve minutes from last meeting **November 2024 NL SSC Minutes**	**Principal and Chairperson**	I move to approve the minutes:Pavandeep Kaur Goraya Second: Cheryl Coronia In favor: 6 Oppose: 0 Abstain: 0 Motion: Passed
Revisit: September 2024 NL SSC - Electing Chairperson, Vice Chair and Secretary	**Principal and Chairperson**	**Do I have a nomination for Chairperson?** **Pavandeep Kaur Goraya has been nominated by Sonia Borja.** **Pavandeep Kaur Goraya accepted nomination.** **All in favor - yes all in favor.** **Do I have a nomination for Vice chair?** **Cheryl Coronia self nominated.** **Cheryl Coronia accepted the nomination.** **All in favor - yes all in favor.** **Do I have a nomination for secretary?** **Stacey Firpo self nominated herself for secretary.** **All in favor - yes all in favor.**
Required Document Review & Approve:		
• **Site Funded Positions** **No site funded positions at this time.**	**Chairperson and Secretary**	
• **Title I Monitoring and Evaluation** **Document will be shared and input documented during the meeting.**	**Chairperson and Secretary**	I move to approve the Title I Monitoring and Evaluation Document: Cheryl Coronia Second: Sonia Borja In favor: ~~6~~ 5 Oppose: 0 Abstain: 0 Motion: ~~Passed~~ Pavandeep Kirpa Kaur voted and approved along with the SSC via telephone speaker due to her need to leave the meeting. Quorum lost so vote is not valid. Item fails
Other Business:		
Committee Reports or Guest Presenters	**Chairperson and Secretary**	**PTC officers have been elected. Communication was sent out to the Northlake**

		Community following the voting process of the newly elected officers.
Additional Information/New Business/Discussion	**Chairperson and Secretary**	This agenda was entitled SSC/ELAC and should have omitted the ELAC acronym. The Agenda title will be lined out so it is correct.
Adjournment	**Secretary**	Time: January 29, 2025 at 5:09 PM
Next meeting date: Mar 19, 2025		

School Plan for Student Achievement: Title I Funded Program Evaluation
Northlake TK-8

Monitoring and Evaluation Template

Goal #1
Northlake TK-8 will see 75% of all students reach grade level standards as measured by iReady Reading Diagnostics, ELA and math district benchmarks and state testing (CAASPP for students in grades 3rd - 8th) in English Language Arts and mathematics.

Budgeted Amount	**Actions/ Activities (Strategies)**	**Expenditures to Date**	**Monitoring What is/is not working and why?**	**Modification(s) based on monitoring results (Evaluation)**
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	Provide supplies to support classroom instruction and intervention above and beyond basic necessities.	$1499.23	Instructional supplies purchased: Core Literature books: $1,475.23 Fitness Folder for secondary students: $24.00 Northlake TK-8 is currently #1 in the district for our benchmark test scores and #1 in the district for i-Ready usage and diagnostic scores. Our SOAR (Student Opportunities for Achievement in Reading) intervention is closing academic gaps as shown on our benchmark assessments. Materials that we currently use for our SOAR intervention, will be replenished with remaining funds. CORE Literature books will also be purchased to provide enrichment for our students.	Instructional supplies: At this time we have adequate materials, but due to our ongoing growth because of new housing construction, we will need to continue to purchase materials to support increasing enrollment. Allocation will remain at $7000.

Goal #2
To ensure that all students are college and career ready by integrating STEAM materials into the curriculum, leadership building opportunities, 21st Century Skills course work and providing professional development for educators in these subject areas.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	Provide materials and supplies to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	0	Materials and supplies for our Makerspace will be purchased as they are depleted throughout the school year. At this time, no purchases have been necessary, but we will need to make purchases in the Spring to replenish. We will be purchasing filament for our 3D printers and other supplies that our teachers need to finish the year strong.	Will continue to budget accordingly.
	Provide profession development to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	0	School site is scheduling professional development via UC Davis so that we can implement C-Stem robotics on our campus.. Final costs will be within our 24-25 budget.	May need to modify or transfer funds once additional information is obtained. An addendum will be presented at our SSC to approve the transfer of funds as needed.

Goal #3
Northlake TK-8 will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. Positive Behavior Interventions and Supports (PBIS) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Social emotional learning will also be utilized to teach self regulation and encourage appropriate student behaviors and responses. Northlake TK-8 will reflect on baseline suspension and chronic absenteeism data established during the 2024-2025 inaugural year.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	The following actions will be implemented and funded with site-based resources and Title 1 funding. Provide materials and incentives for behavior interventions and academic achievements. Provide classroom materials for social emotional learning.	$112.50	We will continue to allocate funds for trimester awards and the SOAR to success 6th-8th grade awards Principal Honor Roll, Honor Roll and perfect attendance certificates (via TRUSD Print shop): $112.50 Teachers are currently reflecting on materials utilized in their classrooms for social emotional learning and PBIS and are working on creating a wish list for needed items. Rewards and experiences for 7th and 8th graders will be critical.	Additional funds will more than likely be allocated next school year due to our increase in enrollment.
	Provide software for social emotional instruction and fostering a positive, student centered school culture.	$2665.00	Peek-a-Pak online for students in grades K-3. Students are currently using the online platform. We will determine in the Spring, if we wish to renew for the 25-26 school year. Online platform is $1945.00 for one year use. Will continue to research additional social emotional platforms to address students in grades Tk-8 for piloting or use for next year. Powtoon Software, the platform used to create weekly i-Ready celebration videos, play a large role in contributing to a positive, student centered school culture. The annual cost of Powtoon is $720.00, which will be paid in the Spring 2025.	At this time, we will continue to allocate funds for the 25-26 school year, but will reassess in Spring 2025. We maybe able to transfer funds from this budgeted line item to another Title 1 line item. Will evaluate in Spring 2025.

Goal #4
Provide support, services and trainings to strengthen families as an integral part of their students' education. Feedback from parent and staff LCAP, SSC/ELAC meetings, surveys and informal parent conversations show an interest in parent training opportunities and family support services to support their children's academic success.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	Parent involvement activities, assemblies, and trainings.	0	No funds have been spent in this area as of January 2025. Our Parent Teacher Club has just been formed and we will be meeting in February 2025 to discuss parent engagement. A Thought Exchange parent survey was sent out to families on January 27, 2025 to solicit additional information from families to drive future decisions. Examples of activities for parent involvement: literacy night, Career fair.	Allocation of funds will continue to be allocated for parent involvement.

Goal #5
Northlake TK-8 does not have a Goal #5 in our SPSA.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

School Plan for Student Achievement: Title I Needs Assessment

Directions: Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
Goal #1: Northlake TK-8 will see 75% of all students reach grade level standards as measured by i-Ready Reading Diagnostics, ELA and math district benchmarks and state testing (CAASPP for students in grades 3rd - 8th) in English Language Arts and mathematics.	Purchase materials to support students in need of remediation as well as enrichment. Reading support teacher or paraeducator would be an excellent addition as funds allow,	Site scores project Northlake to be one of, or the top, scorer in the district, however, our initial goal of 75% meeting or exceeding standards may not be met. State average pass rate is 47% ELA and 35% math. TRUSD average pass rate is 34% ELA and 24% math. Northlake benchmark scores are currently 67% ELA and 71% math.	SOAR intervention has already been put into place as a system on the Northlake campus. Due to our success, we will continue to implement SOAR (Student Opportunities for Achievement in Reading) which not only includes targeted instruction to fill academic gaps, but also opportunities for enrichment for those meeting or exceeding grade level standards.	End of year assessments and CAASPP will help us determine if we have achieved our goal or have made progress towards our goals initially set in the SPSA.
Goal #2: To ensure that all students are college and career ready by integrating STEAM materials into the curriculum, leadership building opportunities, 21st Century Skills course work and providing professional development for educators in these subject areas.	Purchase of materials for our Makerspace. This includes, but is not limited to, 3D printer filament, paper, and other craft materials.	Our Makerspace and the its materials are utilized by all grade levels on campus, thus supplies get depleted over the school year. The implementation of STEAM is setting the foundation for long term integration on the Northlake site and the critical thinking and hands on experiences directly correlate to higher test scores.	Funds will continue to be budgeted to address the supply needs of the Northlake Makerspace.	End of year assessments and CAASPP will help us determine if we have achieved our goal or have made progress towards our goals initially set in the SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
Goal #3: Northlake TK-8 will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. Positive Behavior Interventions and Supports (PBIS) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Social emotional learning will also be utilized to teach self regulation and encourage appropriate student behaviors and responses. Northlake TK-8 will reflect on baseline suspension and chronic absenteeism data established during the 2024-2025 inaugural year.	Software and supplies to support our PBIS program, such as Peek a Pak and PBIS signage for classrooms, buildings, and hallways.	Teaching and modeling appropriate behavior and helping students with their social emotional learning are essential at a school site. Our data indicates that due to the current implementation, our suspension rate is below 2%, our attendance rate is 94.61% and our chronic absence rate is 18.8%. These rates are the best in the district.	Funds will continue to be budgeted to support the needs of PBIS and social emotional learning on our Northlake campus.	Suspension rate, attendance rate, and chronic attendance rate will determine if we continue to be successful with curriculum implementation and systems related to PBIS and social emotional learning.
Goal #4: Provide support, services and trainings to strengthen families as an integral part of their students' education. Feedback from parent and staff LCAP, SSC/ELAC meetings, surveys and informal parent conversations show an interest in parent training opportunities and family support services to support their children's academic success.	Want to facilitate parent participation in trainings and other events that strengthen the relationship between school and home.	Our academic scores are the top in the district and communication to families via ClassDojo and Parent Square continue to be a top priority. Events such as Popsicles on the Playground, For the Love of Art Show, Open House, Science Night and the Northlake Talent Show are all various examples of sharing the joy of school and learning with our families. Parent	Funds will continue to be budgeted to support the school home connection.	Information gathered through Thought Exchange Surveys and attendance at our school wide events (Popsicles on the Playground, For the Love of Art Show, Open House, Science Night and the Northlake Talent Show) will determine the success of our efforts.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
		participation will always be an essential component of our school focus.		

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2026-2027 Northlake TK-8
School Site Council Bylaws

Article I: Duties of the SSC

The SSC of Northlake TK-8, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed School Plan for Student Achievement (SPSA) from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members

New members will be voted into office during the August and September Elections. Elections will be administered via electronic ballot when possible and will follow the laws outlined in EdCode Section 65000
Section A: Composition

The SSC shall be composed of 10 members, selected by their peers, as follows:

- 3 Classroom teachers (Provide definition of classroom teacher)
- 1 Other school staff members
- 5 Parents or community members

- The school principal or designee shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district **so long as they are not employed at this school.**

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable. The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: district compliance folder
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the 1st meeting of the SSC and shall serve for two years, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly on the following dates: 9/25, 11/20, 1/29, 3/19, 5/21. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places, or virtual platforms such as ZOOM, may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: district website, school website, Parent Square and Class Dojo.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than seven days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least seven days prior to the meeting at which the amendment is to be considered for adoption.

TITLE I PARENT INVOLVEMENT POLICY
Northlake TK-8
2026 - 2027

Northlake TK-8 has developed a written Title I parental involvement policy with input from Title I parents, parent members of the School Site Council and English Learner Advisory Committee groups who have reviewed and discussed the policy. This policy is distributed and explained at our Annual Back to School Night. The policy describes the means for carrying out the following Title 1 parental involvement requirements.

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Northlake TK-8, the following practices have been established:

Northlake TK-8 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.
The parents at Northlake TK-8 are informed about the school's Title 1 requirements and the right to be involved in the Title 1 program at our annual Back-to-School Night, which is held prior to the first day of school or within the first two weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a PowerPoint presentation in the school multi-purpose room or gym.

Northlake TK-8 offers a flexible number of meetings for Title 1 parents.
Five meetings are held throughout the school year. Parents participate in the School Site Council and the English Learner Advisory Committee meetings. Parents are also encouraged to reach out to the principal at any time to convey concerns or suggestions.

Northlake TK-8 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.
Information is gathered at parent input meetings regarding the needs of the Title 1 students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

Northlake TK-8 provides parents of Title I students with timely information about Title I programs.
Northlake will be working diligently to update our website with curriculum information, after school information, intervention information and other programs that assist tin the development of all learning. In addition, we will utilize our automated messaging system, flyers, our marque and our app to advertise upcoming program changes or additions.

Northlake 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.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Night, mid-trimester progress reports, parent conferences, report cards, and Open House. Student Study Team and IEP meetings are also held for at-risk and special needs students.

Northlake has an open-door policy. Parents may pre-arrange meetings or phone calls with site administration or staff. Parents may submit comments in writing regarding the school site plan and attend regular SSC and ELAC meetings.

BUILDING CAPACITY FOR INVOLVEMENT:

Northlake TK-8 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:

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.
The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night, Parent Conferences, and at Family Nights - such as STEAM Night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents via mid trimester progress reports and reports cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community collaboration meetings.

Northlake provides Title 1 parents with materials and training to help them work with their children to improve their children's achievement.
Title 1 parents are provided with training and materials to work with their students at Back-to-School Night, Family Nights, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.
Parent Involvement is a priority at Northlake. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer in the classroom and on campus. Parents are informed that they are an integral part of their child's education.

Northlake coordinates and integrates the Title 1 parent involvement program with other programs, and conducts other activities, such as Parent Teacher Club (PTC), to encourage and support parents to fully participate in the education of their children.

Parents of Title 1 students are some of the same parents that are part of the School Site Council and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus.

The school distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that the parents understand.
Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language is explained. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

Northlake and Twin Rivers Unified School District provides support for parental involvement activities requested by Title 1 parents.
The school provides many parent involvement activities requested by Title 1, School Site Council, English Language Advisory Committee parents, such as Family STEAM Night, Art Night, as well as many daytime students assemblies that parents are invited to attend.

ACCESSIBILITY

Northlake provides opportunities for the participation of all Title 1 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 parents are provided opportunities to participate in our many evening events, family nights, classroom activities, field trips, and festivals. Translators are available to assist parents in communicating with school staff, teachers, and the principal. The district office provides translators upon request. Our district office is also available to translate any forms or booklets to enhance school to home communications. Northlake TK-8 is a family-friendly school, where parent involvement, input and access is highly valued.



SCHOOL-PARENT-STUDENT COMPACT

Northlake TK-8 School Staff Pledge:

To help each student meet or exceed the state's high academic standards, Northlake TK-8 Staff agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Motivate students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Student Pledge:

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- 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 be successful in school
- Limit my phone and device time and instead study or read every day after school
- Respect the school, classmates, staff and families
- Cell phones off and stored in backpacks during the school day

Family/Parent Pledge:

To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's phone and device usage
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
- Communicate the importance of education, proper behavior, and using appropriate language.
- Respect the school, staff, students, and families

Together we can make a difference in the lives of all of our Northlake students. We are focused on educating the next generation and preparing them for college and career opportunities.

Twin Rivers Unified School District
Comprehensive School Safety Plan

California Education Code Sections 32280-32289.6 and 49390-49395

2026-2027

School:	Northlake TK-8
CDS Code:	34 76505 0142380
School Address:	3651 Oyster Point Way, Sacramento, CA 95835
School Phone:	916-566-1920
Principal Name:	Stacey Firpo
Principal Email:	stacey.firpo@trusd.net
Date adopted by School Site Council / Safety Planning Committee:	
Date presented at public meeting:	
Date submitted to District:	
Date approved by Board of Trustees:	

1 Attach Evacuation Map

Signatures

Role	Printed name	Signature	Date
Principal / Designee			
School Site Council Chairperson or Safety Planning Committee Chair			
Executive Director / District Designee			

Table of Contents

Part	Section title
Part I	Purpose, Vision, Legal Authority, and Confidentiality
Part II	School Safety Committee, Consultation, Review, Adoption, and Training
Part III	Site Demographics and Annual Assessment of School Safety
Part IV	Key Safety Personnel and Incident Command System Descriptions
Part V	Firearm Safety Notification Procedures
Part VI	Threat Reporting, Dangerous or Unlawful Activity, and WVPP Coordination
Part VII	Emergency Response Protocols, Disaster Procedures, Refuge Shelter, Medical Response, and Reunification
Part VIII	Strategies and Procedures for School Safety
Part IX	Instructional Continuity Plan

Part I: Purpose, Vision, Legal Authority, and Confidentiality

A. Purpose and vision

Twin Rivers Unified School District maintains this Comprehensive School Safety Plan template to support safe, secure, inclusive, and well-prepared school environments for students, staff, families, visitors, and community partners. Each school uses the template to document site-specific data, consultation, prevention strategies, preparedness procedures, and annual implementation activities.

The plan supports a systematic planning process aimed at prevention, response, recovery, education, and continuous improvement for potential incidents involving medical emergencies, sudden cardiac arrest, crime, violence, bullying, harassment, discrimination, natural hazards, and other school safety risks.

B. Legal authority and required components

- California Education Code Sections 32280-32289.6, including annual review/adoption, staff training, committee development, safety assessment, safety strategies, disaster procedures, tactical response procedures, high-intensity drill prohibitions, sudden cardiac arrest response, immigration enforcement notification, opioid overdose protocol, instructional continuity, and public inspection of non-sensitive safety-related materials.
- California Education Code Sections 49390-49395, including firearm safe-storage notification, definitions for threats or perceived threats, mandatory threat reporting to law enforcement, support for law enforcement investigation and assessment, and related liability protections.
- Applicable state and federal requirements relating to disability access, nondiscrimination, child abuse or neglect reporting, student privacy, employee safety, and emergency management.

C. Relationship to District Emergency Operations Plan and other plans

This CSSP is part of a larger District safety system that includes the District Master Emergency Operations Plan (EOP), site emergency procedures, Catapult EMS, student information systems, the District Workplace Violence Prevention Plan (WVPP), facilities use procedures, student discipline policies, and related Board Policies and Administrative Regulations.

- This public template states the required process and non-sensitive safety elements.
- Detailed tactical response procedures, maps, keys, gate information, surveillance details, reunification routes, and student-specific accommodations are maintained in a confidential site safety annex or secure District system and shared only with authorized personnel and first responders as appropriate.
- Individual student health, disability, behavior, threat assessment, and discipline records must be handled under applicable privacy laws and District procedures.

D. Annual staff training commitment

All school staff must receive annual training or review on the completed CSSP, including site procedures, emergency roles, reporting duties, student supervision expectations, threat reporting, mandated reporting, high-intensity drill prohibitions, and where to access non-sensitive and confidential procedures appropriate to their duties.

Part II: School Safety Committee, Consultation, Review, Adoption, and Training

A. Required school safety planning committee or School Site Council involvement

The School Site Council (SSC) writes and develops the CSSP or delegates the work to a School Safety Planning Committee. When delegated, the committee must include at least the principal or designee, one teacher who represents the recognized certificated employee organization, one parent whose child attends the school, one classified employee who represents the recognized classified employee organization, and other members as desired.

Required role	Name
Principal or designee	Stacey Firpo
Teacher representative	Sonia Borja
Parent/guardian representative	Jenn Chawala
Classified employee representative	Joe Williams
Student representative, *if applicable*	n/a
Mental health/counseling representative, *if available*	Ana Jaimes
Nurse/health assistant/medical response representative, *if available*	Candace Wolf
Campus safety specialist or school security representative, *if available*	Jennifer Kell, TRPD Officer
Other school or community member	

B. Required consultation and sharing with first responder partners

The SSC or School Safety Planning Committee must consult with a representative from law enforcement, a fire department, and other first responder entities in the writing and development of the CSSP. The completed CSSP and any updates must be shared with those agencies. Consultation may occur through meetings, site walk-throughs, written review, tabletop discussions, email review, or District-level coordination documented below.

Agency / partner	Representative name	Plan/update shared?
Twin Rivers Police Services	Twin Rivers Police Services	[x] Yes [ ] No
District Risk Management		[x] Yes [ ] No

C. Annual review, public meeting, adoption, and District approval

- The CSSP must be reviewed, updated, and adopted by March 1 each year.
- Before adopting the plan, the SSC or safety planning committee must hold a public meeting at the schoolsite and allow members of the public to express opinions about the plan.
- Written notice of the public meeting must be provided to required stakeholder groups when available, including school employee organization representative, parent organizations, teacher organizations, student body government, and all persons who requested notice.

Part III: Site Demographics and Annual Assessment of School Safety

Complete this section using the most recent available data at the time the school safety committee reviews the plan. The committee should review both quantitative and qualitative information, identify safety priorities, and document how the information was shared with the SSC or planning committee.

Enrollment / number of students:	710
Number of staff:	66
Number of pupils with disabilities requiring emergency procedure adaptations:	12
Number of staff requiring emergency procedure adaptations:	0
Site square acreage / square footage:	31,688
Number of classrooms:	52
Number of other rooms / offices / shared spaces:	23
Number of parking lots / driveways:	3
Campus Safety Specialist on-site? If yes, schedule:	[ ] Yes [x] No Schedule: _____
Health Assistant / Nurse on-site? If yes, schedule:	[x] Yes [ ] No Schedule: 8:00 PM - 2:30 PM

A. Data reviewed

2025 California School Dashboard	**% of Students**
Suspensions	n/a
Chronic absence rates	n/a
2024-25 School Climate Report Card	**% of Students**
School Connectedness	66
Academic Motivation	75
Meaningful Participation	43
Facilities Upkeep	62
Parent Involvement in Schooling	68
Social and Emotional Learning Supports	72
Antibullying Climate	69
Feel Safe at School	70
Cyberbullying	38
Rule Clarity	78

B. Narrative safety assessment

At this school, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school annually assesses the safety of students, staff, families, visitors, and community partners as part of the CSSP review process. We review discipline, attendance, safety, climate, survey, and incident data, and we use the results to strengthen prevention, intervention, emergency preparedness, supervision, and response practices.

Our school maintains relationships with Twin Rivers Police, local law enforcement, fire, emergency medical, and other first responder partners. Staff follow District and state requirements for mandated reporting, threat reporting, disaster procedures, student supervision, visitor management, discrimination/harassment reporting, bullying prevention, and emergency response.

Part IV: Key Safety Personnel and Incident Command System

This school uses the Incident Command System (ICS), consistent with SEMS and NIMS principles, to organize emergency response. The principal or designee normally serves as Incident Commander until relieved or integrated into Unified Command with first responders.

ICS position / function	Primary name	Alternate name	Work phone	Cell phone
Incident Commander (Principal)	Stacey Firpo	Megan Burke	916-566-1920	559-313-2675
Operations Section Leader	Megan Burke	Julie Ulrich	916-566-1920	209-483-6961
Accountability Unit Leader	Sonia Borja	Cori Schmitz	916-566-1920	916-616-0714
Medical Unit Leader	Candace Wolf	Mary Hansen	916-566-1920	
Search and Rescue Unit Leader	Aaron Avrech	Judy Vong	916-566-1920	408-230-3465
Planning and Intelligence Section Leader	Andrea Walton	Joshua Weeks	916-566-1920	916-743-0778
Situation Status Unit Leader	Joshua Weeks	Casey Swoboda	916-566-1920	707-344-8157
Logistics Section Leader	Joe Williams	Jillian Canepa	916-566-1920	916-620-1622
Supply Unit Leader	Taylor Tippin	Simaran Dodd	916-566-1920	916-281-1952
Reunification / Student Release Lead	Julie Ulrich	Lizeth Ashe	916-566-1920	408-728-5006
Access and Functional Needs / Disability Support Lead	Christina Ramirez	Kristy Nguyen	916-566-1920	916-836-6261

A. Response decision flow

Decision step	Example actions
Allow immediate pre-planned response protocols to take place.	Evacuation, lockdown, secure school, shelter, drop/cover/hold, medical response, or call for help as trained.
Establish an Incident Command Post.	Gather command team, determine capabilities, begin documentation, and conduct a rapid situation assessment.
Develop an Incident Action Plan.	Determine priorities, objectives, response strategies, tactics, staffing, and resource needs.
Initiate, document, and adjust the plan.	Deploy response teams, account for students/staff, document incoming information, and reevaluate each operational period.
Enter Unified Command when first responders arrive.	Brief law, fire, EMS, and other responders. Adjust response plans to align with first responder priorities and capabilities.

B. General ICS role descriptions

- Incident Commander (Principal or Designee): Activates the site Incident Command System, establishes the Command Post, sets incident objectives and priorities, orders protective actions, delegates roles, coordinates with District leadership and first responders, approves site-level messages through District channels, and authorizes demobilization.
- Operations Section Leader: Manages tactical response operations to meet the Incident Commander objectives, supervises response units, and coordinates accountability, medical response, search and rescue support, evacuation, shelter, reunification, and student release activities.
- Accountability Unit Leader: Accounts for students, staff, volunteers, and visitors; reconciles attendance and sign-in records; tracks missing, injured, evacuated, or relocated persons; and reports status to Operations and Planning.
- Medical Unit Leader: Oversees first aid and medical response until EMS assumes care, coordinates health assistants or trained responders, directs AED, first aid, naloxone, medication, and health-related resource needs, and maintains medical response documentation.

- Search and Rescue Unit Leader: Coordinates trained and authorized light search and rescue only when safe to do so, uses the buddy system, reports hazards and victim locations, and stops operations when conditions are unsafe or first responders assume the function.
- Planning and Intelligence Section Leader: Collects, evaluates, and documents incident information; develops and updates the Incident Action Plan; maintains status boards, maps, timelines, and records; anticipates staffing/resource needs; and supports demobilization.
- Situation Status Unit Leader: Gathers verified updates from response teams, maintains a situation status board and incident timeline, tracks locations of students, staff, resources, hazards, and response actions, and shares verified information with Command.
- Logistics Section Leader: Obtains and distributes staff support, supplies, facilities, communications equipment, transportation, food/water, sanitation, technology, and other resources requested by Command or Operations.
- Supply Unit Leader: Manages emergency supplies, radios, batteries, runners, copies, forms, first aid supplies, sanitation supplies, and checkout/return of equipment and materials.
- Reunification / Student Release Lead: Coordinates family reunification, student release documentation, authorized-pickup verification, family staging, accessible supports, and secure handling of student records.
- Access and Functional Needs / Disability Support Lead: Coordinates supports for students, staff, and visitors with disabilities, health conditions, language access needs, or other access and functional needs while keeping individual information confidential.

Part V: Firearm Safety Notification Procedures

In compliance with EC Section 49392 and the annual notification requirements under EC Section 48980, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. The notification is included in the District Student and Family Handbook and/or annual parent/guardian notification packet.

- The school confirms the annual notification has been distributed through the District communication process.
- The school may provide additional firearm safe-storage reminders when appropriate, using District-approved language.
- Staff who receive information indicating a threat or perceived threat must follow the threat reporting procedures in Part VI.

Part VI: Threat Reporting, Dangerous or Unlawful Activity, and WVPP Coordination

A. Purpose

These procedures provide a clear, coordinated process for reporting, assessing, documenting, and responding to threats, perceived threats, dangerous activity, violent activity, unlawful activity, and workplace violence concerns occurring on school grounds, during school-sponsored events, or on school transportation.

B. Definitions and scope

- Threat or perceived threat: A writing or action by a pupil that creates reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include depictions or references to firearms, ammunition, shootings, targets, physical harm, destruction, or death in social media, journals, class notes, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual.
- Dangerous, violent, or unlawful activity: Conduct or threatened conduct that could cause injury, violate law, or endanger the school community, including weapons, assault, credible threats, drug activity, serious bullying or harassment, vandalism, or other unlawful acts.
- School official for SB 906 purposes: A certificated or classified employee, board member, or other official whose duties bring them in regular contact with pupils in grades 6-12 as part of a middle school or high school. TRUSD directs all staff to report immediately when in doubt.

C. Immediate reporting protocol

- Any staff member who observes or becomes aware of a threat or perceived threat of a homicidal act related to school or a school activity must immediately report to site administration and notify law enforcement, including Twin Rivers Police or the appropriate school resource officer, as applicable.

- Submit the appropriate Catapult EMS alert or incident documentation according to District procedures so key response personnel and District safety officials are notified promptly.
- Include and preserve all available evidence, such as screenshots, notes, direct statements, witness names, time/date information, and relevant context.
- If multiple employees know of the same incident, a single report may satisfy the reporting obligation when all agree that it has been made. Any staff member who knows the designated reporter failed to report must make the report immediately.
- Reports of other dangerous, violent, or unlawful activity must be made to site administration and documented through Catapult EMS or the applicable District reporting system.

D. Administrative response and threat assessment

- Secure immediate safety by initiating appropriate emergency protocols, contacting law enforcement, isolating involved persons when appropriate, and protecting potential victims or witnesses.
- Initiate the District-adopted behavioral threat assessment process or multidisciplinary threat assessment process, as applicable.
- Support law enforcement in the investigation and threat assessment under EC Section 49394, including providing available evidence and coordinating access consistent with law and District procedures.
- Law enforcement investigation and threat assessment include a review of the California Department of Justice firearm registry and a schoolsite search only if justified by reasonable suspicion that the search would produce evidence related to the threat or perceived threat.
- Document actions in Catapult EMS, Aeries, and/or other approved District systems, maintaining confidentiality and student privacy.

E. Parent/student involvement, supports, and follow-up

- Notify parents/guardians of involved students consistent with District policy, student privacy, safety, and legal requirements.
- Provide or offer counseling referrals, safety planning, SST/IEP/504 review, re-entry planning, and other supports when appropriate.
- Conduct a follow-up review to evaluate the response, confirm supports and consequences, identify changes to supervision or safety procedures, and record lessons learned.

F. SB 553 Workplace Violence Prevention Plan coordination

The TRUSD Workplace Violence Prevention Plan (WVPP) is incorporated by reference as the District employee safety plan for preventing and responding to workplace violence. The WVPP is available to employees, authorized employee representatives, and Cal/OSHA representatives, and is maintained at each District location near the Injury and Illness Prevention Program (IIPP). Because the WVPP is an employee safety plan and may include operational details, the public CSSP references the WVPP rather than attaching the full plan.

- Workplace violence includes a threat or act of violence occurring in a place of employment, including threats or use of physical force, incidents involving firearms or other dangerous weapons, and Type 1 through Type 4 workplace violence. The CSSP threat and dangerous activity procedures must be coordinated with the WVPP when students, parents/guardians, visitors, employees, former employees, or persons with a relationship to an employee are involved.
- Employees report threats or acts of workplace violence through WeTip Anonymous Reporting when available. If online reporting is not possible, employees report to Twin Rivers Unified School District Police Dispatch at (916) 566-2777. If there is immediate danger, staff call 9-1-1 first and then notify District Police Dispatch.
- For actual or potential workplace violence emergencies, the site or District may use Catapult EMS to initiate a Caution Alert or Action Alert, including the presence, location, nature of the emergency, and any evacuation or sheltering instructions.
- The District Safety Committee supports employee involvement through quarterly meetings, workplace violence issue review, incident type review, hazard identification, and corrective action. Site and District teams use the Monthly Property Checklist and site-based safety review processes to identify and evaluate hazards.
- WVPP post-incident response includes scene review when safe, interviews, review of security footage if applicable, law enforcement report review, cause analysis, corrective action, and use of the violent incident log. Violent incident logs must not include personal identifying information.
- All employees, including managers and supervisors, receive WVPP training when the plan is first established, annually, and when a new or previously unrecognized workplace violence hazard is identified or the plan changes. Training includes reporting without fear of reprisal, job-specific hazards, corrective measures, how to seek assistance, and access to required records.

- CSSP, SB 906, and WVPP responsible parties coordinate to support a unified response to criminal incidents, threats, dangerous or unlawful activity, and workplace violence concerns. Student discipline, threat assessment, employee safety, law enforcement coordination, and confidentiality requirements must all be considered during the response.

Part VII: Emergency Response Protocols, Disaster Procedures, Refuge Shelter, Medical Response, and Reunification

A. District Master EOP and common response actions

Emergency response protocols are an excerpt from, and must be consistent with, the District Master Emergency Operations Plan. Site staff should know how to access current common response actions and incident-specific response actions in the District-approved system.

- Common response actions may include evacuation, lockdown, secure school, shelter-in-place, drop/cover/hold, medical response, accounting for students and staff, communications, reunification, and release procedures.
- Incident-specific procedures may address fire, earthquake, bomb threat, hazardous materials, flood, power failure, intruder/active assailant, weapons/assault/hostage, explosion, gas/fumes, severe weather, transportation incident, or other hazards.
- Tactical response details must remain in a confidential annex or secure District system and should not be placed in the public copy of the CSSP.

District EOP reference / link	Location or access method
District Master EOP	Risk Management Department
Catapult EMS access and role verification	Risk Management Department

B. Disaster procedures and adaptations for pupils with disabilities

Disaster procedures must include adaptations for pupils with disabilities and must be reviewed annually. Concerns regarding an individual pupil ability to access disaster safety procedures may be brought to the principal by a school employee, parent, guardian, educational rights holder, or pupil. If the principal determines the concern has merit, the principal will direct appropriate modifications to the CSSP or related confidential procedures, while protecting student privacy.

Area reviewed	Site-specific adaptation or confidential reference	Responsible person	Date reviewed
Evacuation assistance and accessible routes	wagons used to transport Bridge students	Christina Ramirez	10/08/2026
Lockdown / secure school adaptations	paraprofessionals assist classroom teacher	Christina Ramirez	10/08/2026
Shelter, refuge, and reunification adaptations	paraprofessionals assist classroom teacher	Christina Ramirez	10/08/2026
Medical equipment, medication, and health plan considerations		Candace Wolf	10/08/2026
Communication access, translation, or sensory needs		Simaran Dodd	10/08/2026
Transportation or off-site evacuation needs		Julie Ulrich	10/08/2026

C. Earthquake emergency procedure system

- The school maintains a building disaster plan ready for implementation at any time for the safety and care of students and staff.
- Drop procedure practice is held at least once each school quarter in elementary schools and at least once each semester in secondary schools.
- Protective measures before, during, and after an earthquake are communicated to staff and students through training, drills, and emergency procedures.
- Students and both certificated and classified staff are trained and aware of earthquake emergency procedures.

Drill / training	Required frequency
Drop, cover, and hold earthquake drill	Quarterly elementary / each semester secondary
Evacuation/accountability drill	Per District/site schedule
Fire drill	Per law and District/site schedule
Lockdown / secure school / multioption response drill	Per District/site schedule and trauma-informed requirements

D. Public agency use of school facilities for mass care and welfare shelters

The District maintains procedures to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare. Site

administrators coordinate with District Facilities, Risk Management, and emergency management partners before, during, and after such use whenever practicable.

Potential shelter facility / area	Public agency contact	District contact
Foothill Ranch Middle School	American Red Cross	Chief Business Official
Norwood Jr. High School	American Red Cross	Chief Business Official
Rio Tierra Jr. High School	American Red Cross	Chief Business Official
Rio Linda High School	American Red Cross	Chief Business Official
Grant Union High School	American Red Cross	Chief Business Official
Highlands High School	American Red Cross	Chief Business Official
Foothill High School	American Red Cross	Chief Business Official

E. Refuge shelter procedure

Beginning with the 2026-2027 fiscal year, the CSSP must include a procedure to identify appropriate refuge shelter for all pupils and staff to be used in the event of an evacuation order by local authorities and to notify the operational area having jurisdiction within the school boundaries.

Refuge shelter planning item	Site response
Operational area having jurisdiction	Sacramento County Operational Area
School fire hazard severity zone status verified	[x] Not in high/very high zone [ ] High/very high zone [ ] Pending verification
Identified refuge shelter for all pupils and staff	Name/location:

F. Off-site evacuation and reunification locations

Location type	Facility name/address	Contact person/phone
First off-site evacuation location	Sunhaven Park 3624 Kona Kai, Sacramento, CA	
Second off-site evacuation location	Paseo across the street from front of school	

G. Sudden cardiac arrest or similar life-threatening medical emergency response

When an individual experiences sudden collapse, unresponsiveness, abnormal breathing, seizure-like activity, or other signs of sudden cardiac arrest or similar life-threatening medical emergency on school grounds, staff will initiate the following response within the limits of training and availability.

- Call 9-1-1 immediately and provide the school address, exact incident location, and EMS entry instructions.
- Request help from nearby staff and notify the office, administrator, nurse/health assistant, and medical response team.
- Begin CPR immediately if trained and appropriate, using continuous chest compressions until AED or EMS arrives.
- Retrieve and apply the AED if available, turn it on, follow prompts, and deliver shocks if indicated by the device.
- Assign staff to clear the scene, control the crowd, bring emergency supplies, and direct EMS to the patient.
- Document the incident via the appropriate District accident reporting mechanism.

AED / emergency supply location	Exact location
AED 1	Main Office and Gym
AED 2, if applicable	n/a
First aid / bleeding control kit	Health Office
Emergency medication or health office supplies	Health Office

H. Opioid overdose protocol for schools serving grades 7-12

If this school serves pupils in any of grades 7-12, the school must maintain a protocol for a pupil who is suffering or is reasonably believed to be suffering from an opioid overdose. The school will follow District procedures, BP/AR 5141.21 or current equivalent, and applicable medication administration, emergency medical response, and documentation requirements.

- Recognize possible overdose signs, including unresponsiveness, slow or absent breathing, blue or gray lips/skin, pinpoint pupils, choking/gurgling sounds, or inability to wake.

- Call 9-1-1 and notify site administration and health office staff immediately.
- Administer naloxone if available and if the responder is trained/authorized under District procedures, then continue monitoring and rescue breathing/CPR as trained until EMS arrives.
- Notify parents/guardians and complete incident documentation consistent with District procedures and student privacy laws.

Opioid protocol item	Site-specific information
School serves grades 7-12?	[ ] Yes [x] No
Naloxone available?	[x] Yes [ ] No Location: _____
Staff trained/authorized under District procedure	Names/roles or training record location: Candace Wolf and Alena Aliferka

Part VIII: Strategies and Procedures for School Safety

This section identifies the school strategies, District policies, and site procedures that provide and maintain a high level of school safety and support compliance with existing laws related to school safety.

Requirement / topic	District reference to verify annually	Site-specific completion
A. Child abuse or neglect reporting and child protection	BP 5141.4 Child Abuse Prevention and Reporting, last revised 02/24/2026; AR 5141.4 Child Abuse Prevention and Reporting, last revised/reviewed 02/06/2026; DOJ form BCIA 8572; CPS reporting contact; annual mandated reporter and abuse prevention training.	
B. Disaster procedures, emergency plans, and disability adaptations	District Master EOP; CA Emergency Management for Schools guide; site emergency procedures; confidential annex.	Complete drills, disability access review, refuge shelter, and off-site locations.
C. Suspension and expulsion policies	BP/AR 5144.1 Suspension and Expulsion/Due Process; Parent Rights and Responsibilities; Student Conduct Code.	
D. Notification of dangerous pupils	BP/AR 4158 Employee Security; EC 49079; EC 48201 transfer notification process; confidential student records protocols.	Identify responsible administrator and documentation method.
E. Discrimination, harassment, and hate crime reporting	BP/AR 5145.3 Nondiscrimination/Harassment; BP/AR 5145.7 Sexual Harassment; UCP/complaint procedures.	Post required notices and identify complaint contacts.
F. Dress code and gang-related apparel	BP/AR 5132 Dress and Grooming; site Parent/Student Handbook.	Attach or summarize site dress code if used.
G. Safe ingress and egress	BP/AR 1250 Visitors/Outsiders; site arrival/dismissal, traffic, parking lot, safe routes, bicycle, pedestrian, and visitor procedures.	Attach site maps/procedures in public or confidential annex as appropriate.
H. Safe and orderly environment	LCAP/SPSA goals; site discipline plan; positive climate, PBIS/restorative practices, recognition programs, and supervision plan.	
I. Discipline rules and procedures	BP/AR 5144 Discipline; Student Conduct Code; EC 35291 and 35291.5.	
J. Tactical response to criminal incidents	District Master EOP, confidential tactical annex, law enforcement consultation, and bargaining unit consultation when applicable.	Do not place tactical details in public plan.
K. Prohibition of high-intensity drills	EC 32282(a)(2)(K); District drill practices; CDE best practices for armed assailant drills.	
L. Dangerous, violent, or unlawful activity reporting	District threat assessment procedures; Catapult EMS; SB 906; TRUSD WVPP revised 02/20/2026; WeTip Anonymous Reporting; Twin Rivers Police Dispatch/law enforcement reporting.	Train staff, verify Catapult EMS access.
M. Sudden cardiac arrest / life-threatening medical emergency	AB 2887; CPR/AED procedures; AED location and maintenance records.	Complete AED table and training records.
N. Immigration enforcement notification and response	Regulation 1445 Response to Immigration Enforcement, adopted/reviewed 02/06/2026; SB 98; BP/AR 0450 Comprehensive Safety Plan; BP/AR 5125/5125.1; BP 1250 Visitors/Outsiders.	Complete site and District contacts, staff notification process, parent/guardian notification process, documentation method, and family-care continuity reference.
O. Opioid overdose protocol, grades 7-12	BP/AR 5141.21 Administering Medication and Monitoring Health Conditions; naloxone protocol if applicable.	Complete availability/training table.
P. Bullying and cyberbullying prevention	BP/AR 5131.2 Bullying; CDE online bullying prevention resources; site programs.	Describe prevention, reporting, and response programs.

A. Child abuse or neglect reporting and child protection procedures

BP 5141.4 Child Abuse Prevention and Reporting, last revised February 24, 2026, and AR 5141.4 Child Abuse Prevention and Reporting, last revised February 6, 2026, are incorporated by reference. These procedures satisfy the CSSP requirement for child abuse reporting procedures and the SB 848-aligned requirement to include procedures specifically designed to address supervision and protection of children from child abuse, neglect, or sex offenses.

- Child abuse or neglect includes physical injury or death inflicted by other than accidental means, sexual abuse including sexual assault or sexual exploitation, neglect, willful harming or endangering of a child, and unlawful corporal punishment or injury. Staff use the District policy and regulation definitions when determining whether reporting duties may apply.
- Mandated reporters include, but are not limited to, teachers, instructional aides, classified employees, certificated pupil personnel employees, administrative officers or supervisors of child attendance, athletic coaches and administrators, district police or security officers, nurses and health care providers, and child abuse prevention program personnel. The duty to report is individual and cannot be delegated. No supervisor or administrator may impede or inhibit a mandated report.
- Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter must make an initial telephone report to an appropriate agency. TRUSD identifies Child Protective Services, 3701 Branch Center Road, Sacramento, CA 95827, (916) 875-0189. Within 36 hours, the mandated reporter must send, fax, or electronically transmit a written follow-up report using the California DOJ form BCIA 8572. An internal report to a supervisor, principal, school counselor, co-worker, or other person is not a substitute for the mandated report.
- Employees are encouraged, but not required, to notify the principal after making the initial telephone report. The principal must provide assistance needed to carry out reporting procedures and may assist with forms if requested, but the mandated reporter remains responsible for the legally required report.
- Within the first six weeks of each school year, or within the first six weeks of employment for employees hired during the school year, the District provides mandated reporter training using the California Department of Social Services online module. The District also provides annual training on prevention of abuse, including sexual abuse, of children on District property, by District staff, or in District-sponsored programs, and retains proof of completion.
- Child abuse prevention may include age-appropriate and culturally sensitive curriculum that explains students rights to live free of abuse, teaches skills to identify unsafe situations and obtain help, informs students of support resources, and may include sexual abuse and sexual assault awareness and prevention. Student ID cards for grades 7-12 include the National Domestic Violence Hotline number, and the District may display reporting posters and incorporate community resources.
- SB 848 site supervision and protection procedures include annual review of supervision maps and schedules; visitor, volunteer, contractor, and service provider screening and sign-in controls; observable and interruptible settings for one-on-one student interactions when practicable; supervision of restrooms, locker rooms, playgrounds, cafeterias, athletics, field trips, before/after school programs, and transitions; and prompt correction of supervision gaps.
- When a social services or other government agency interview is conducted on campus for suspected child abuse or neglect, the student must be given the choice of being interviewed in private or in the presence of an adult school employee or volunteer aide selected by the student. A selected support person may decline, must not participate in the interview, must not discuss the facts or circumstances with the child, and is subject to confidentiality requirements.
- When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian and instead shall provide the peace officer with the parent/guardian address and telephone number.
- Upon request, parents/guardians must be provided procedures for reporting suspected child abuse occurring on District property to appropriate agencies. Procedures must be provided in the parent/guardian primary language, with an interpreter when communicating orally if needed. An employee who receives a complaint about suspected child abuse or neglect on District property must notify the parent/guardian of reporting procedures and must also make a mandated report when legally required.

D. Notification of dangerous pupils

This school follows District procedures to notify teachers of dangerous pupils consistent with EC Section 49079 and related student transfer notification requirements. Notification must be timely, need-to-know, and confidential. Information may be based on suspension/expulsion records or law enforcement information received in the ordinary course of business. Teachers and staff receiving information must not redisclose it except as authorized by law and District procedure.

Notification step	Site responsible person
Review qualifying records before placement or as soon as practicable after information is received	Principal/designee
Notify teachers and other staff with a legitimate educational	Principal/designee

Notification step	Site responsible person
interest	
Maintain confidentiality and store documentation securely	Principal/designee
Coordinate with receiving school when a pupil transfers, as required	Principal/designee / District office

E. Discrimination, harassment, and hate crime reporting

Per Board Policy/Administrative Regulation 5145.7 and 5145.3, this school prohibits discrimination, harassment, intimidation, bullying, and hate-motivated behavior and follows District complaint and investigation procedures. Required notices, complaint contacts, and reporting pathways must be posted and communicated to students, staff, and families.

Notice or procedure	Posted / communicated location
Nondiscrimination / harassment policy	Staff Room
Sexual harassment policy	Staff Room
Bullying and cyberbullying reporting procedure	Staff Room
Hate crime or hate-motivated behavior reporting procedure	Staff Room
UCP / complaint contacts	Staff Room

F. Safe ingress and egress

This school maintains procedures for safe arrival, dismissal, campus entry, visitor check-in, parking lot circulation, pedestrian and bicycle safety, bus/loading zones, and emergency access. Detailed maps, traffic patterns, and gate information may be maintained in the confidential annex if disclosure would compromise safety.

Safe ingress/egress element	Site procedure or reference	Responsible person
Arrival supervision	Front lot monitored and traffic directed	Principal or designee
Dismissal supervision	Front lot monitored and traffic directed	Principal or designee
Visitor sign-in and campus access	Hall Pass Visitor Management System	Office Staff
Parking lot / vehicle circulation	single entrance and single exit	Principal or designee
Bus/loading zone procedures	separate bus zone on Oceanside Ave; single entrance and single exit	Principal or designee

J. Tactical response to criminal incidents and armed assailant preparedness

The District and school maintain procedures for conducting tactical responses to criminal incidents, including incidents involving individuals with guns on school campuses and at school-related functions. These procedures are developed based on the specific needs and context of the school and community in consultation with law enforcement. Tactical response details that could compromise safety must remain confidential and are not included in the public CSSP copy.

- The public CSSP states the existence of tactical response procedures and consultation processes.
- The confidential annex includes detailed procedures, maps, secure communications, reunification details, access controls, and other sensitive information.
- Training and drills must be age-appropriate, trauma-informed, and consistent with the high-intensity drill prohibitions below.

K. Prohibition of high-intensity drills and trauma-informed drill design

If the CSSP includes drills to prepare for active shooters or other armed assailants, the school shall not conduct a high-intensity drill. The school shall not use real weapons, gunfire blanks, or explosions during a drill. Drills must be trauma-informed and designed using age-appropriate and developmentally appropriate content and terminology.

- Prohibited simulations include theatrical blood or wound materials, individuals acting as assailants, individuals acting as victims, or simulations that instruct pupils to actively resist an assailant by throwing objects, attacking, or swarming the assailant.
- Parents/guardians, teachers, administrators, and school personnel subject to the drill must receive advance notice of the drill and expected length.
- Parents/guardians must be provided the ability to opt their child out.
- Students and educators must receive an announcement immediately before the drill starts and immediately after it concludes.
- Parents/guardians must receive notice after the drill concludes.
- Contact information for community-based and school-based mental health or violence prevention resources must be provided to those negatively impacted, where available.

N. Immigration enforcement response and notification procedures

Administrative Regulation 1445 Response to Immigration Enforcement, adopted and last reviewed February 6, 2026, is incorporated by reference. The CSSP includes this public summary so site staff know the response sequence, while legal review, student records, and confidential documentation remain under District procedures.

- Requests for information or documents: District staff deny requests from immigration enforcement for information about a student, student family or household, or District employee to the extent practicable unless an exception applies, such as directory information handled under BP/AR 5125.1, a state or federal legal requirement, a valid judicial subpoena, judicial warrant, court order, or written consent where permitted. Staff make a copy of the request and notify the Superintendent or designee. Parent/guardian, eligible student, or employee notice is provided unless prohibited by valid legal authority or child abuse, neglect, or dependency investigation exceptions.
- Requests for access to a student, transportation, a nonpublic area of District property, or a nonpublic area of a District-sponsored activity: Staff advise the officer or employee that District staff must first receive direction from the Superintendent, principal, or designee; request and document identification, badge number if applicable, supervisor phone number, and authorizing documentation; copy and retain documentation; consult District legal counsel or the Superintendent/designee; and follow that direction.
- Access to a student is denied unless the officer or employee provides a valid judicial warrant or court order, or parent/guardian consent is received, or the student consent is received if the student is at least 18 years old, unless a valid judicial warrant or court order authorizes access without consent. Parent/guardian notice is immediate unless legally prohibited or an exception applies.
- Access to a school bus, other District-provided transportation, nonpublic District property or facility, or nonpublic District-sponsored activity area is denied unless a valid judicial warrant or court order is provided, permission is legally required or required to administer a state or federally supported educational program, or a sworn law enforcement officer declares exigent circumstances and demands immediate access. If access is granted to nonpublic areas, the officer or employee registers under BP 1250 Visitors/Outsiders unless the sworn officer states exigent circumstances.
- The Superintendent or designee emails the Bureau of Children Justice at BCJ@doj.ca.gov regarding any attempt by a law enforcement officer to access a student or school site for immigration enforcement purposes.
- Immigration enforcement activity actually or imminently present on District property: Staff notify staff working at the property and, if the property is a school, parents/guardians of students at the school in accordance with BP/AR 0450. Staff also report the presence to District police and other appropriate administrators.
- Staff must not obstruct, interfere with, or impede any immigration enforcement officer or employee. If entry occurs without consent, staff document actions only to the extent documentation does not impede the officer or employee and must obey directions from such officers or employees.
- After officers or employees leave, each District staff member who observed or interacted with them promptly provides District legal counsel or the designated District official copies of collected documents, identities of staff who communicated with them, description of requests and activities, type of authorizing documentation, District staff response, and written notes of other actions or interactions.
- Detention or deportation of a student parent/guardian: The District encourages families to update emergency contacts and informs parents/guardians that emergency card information is used for specific emergency situations. If a parent/guardian is detained or deported, the student is released to emergency contacts or a person presenting a caregiver authorization affidavit. Child Protective Services is contacted only if District personnel cannot arrange timely care through emergency contacts or a caregiver authorization affidavit. The District may refer students or families to appropriate assistance resources.

Step	Site/District action	Responsible person
Receive request for information/documents	Deny to the extent practicable unless directory information, legal requirement, valid judicial subpoena/warrant/court order, or written consent exception applies. Make copy of request and notify Superintendent/designee.	Principal/designee; records custodian; Superintendent/designee
Notify affected person when required	Provide parent/guardian, eligible student, or employee notice and description of request/documentation unless prohibited by valid judicial authority or child abuse/neglect/dependency exceptions.	Superintendent/designee; principal/designee; HR for employee records
Receive request for access	Before responding, advise officer that District direction is required; request and document ID, badge number, supervisor phone, and authorizing documentation; copy and retain documents.	Principal/designee; site office lead
Consult and follow direction	Contact District legal counsel or Superintendent/designee and follow direction before granting access when practicable.	Principal/designee; District Legal/Risk
Deny or allow student access	Deny access to a student unless valid judicial warrant/court order or required consent applies. Notify parent/guardian immediately unless legally prohibited or an exception applies.	Principal/designee; Superintendent/designee
Deny or allow nonpublic-area/transportation access	Deny access unless valid judicial warrant/court order, legal/program administration requirement, or sworn officer exigent	Principal/designee; site office lead

Step	Site/District action	Responsible person
	circumstances applies. Require visitor registration unless exigent-circumstances exception applies.	
Notify DOJ Bureau of Children Justice	Email BCJ@doj.ca.gov for any attempt by law enforcement to access a student or school site for immigration enforcement purposes.	Superintendent/designee
Activity actually or imminently present on property	Notify staff working at the property and parents/guardians if the property is a school; report presence to District police and appropriate administrators.	Principal/designee; District Communications; District Police
Do not obstruct; document safely	Do not obstruct or impede officers or employees. If entry occurs without consent, document only when it does not impede and obey officer/employee directions.	All staff under direction of administrator
Post-activity documentation	After officers leave, staff who observed/interacted provide legal counsel or designated official copies, identities, descriptions, documentation type, staff response, and written notes.	Observing/interacting staff; principal/designee; District Legal/Risk
Family-care continuity	If parent/guardian is detained/deported, release student to emergency contacts or caregiver authorization affidavit holder; contact CPS only if timely care cannot be arranged.	Principal/designee; Superintendent/designee
Immigration enforcement notification contact	**Name/title**	**Phone/email**
Site primary contact	Principal or designee	
Site alternate contact	Manager Facilities Construction & Planning	Facilities.Services@trusd.net
Superintendent/designee	Superintendent	(916) 566-1600 ext. 31208
District Risk contact	Risk Management Department	Risk.Management@trusd.net
District Communications contact	Communications Department	Communications@trusd.net
Twin Rivers Police Dispatch	Dispatch	(916) 566-2777
District records/HR contact for records requests	Human Resources Department	HRCompliance@trusd.net

Part IX: Instructional Continuity Plan

Instructional Continuity Plan (2026)

LEA Name:	Superintendent:	LEA Address:
Twin Rivers Unified School District	**Dr. Steven Martinez**	**5115 Dudley Blvd McLellan, CA 95652**

Senate Bill 153, Chapter 38, Statutes of 2024 (hereinafter SB 153) adds a provision to California *Education Code* (*EC*) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025

Leadership and Planning: The district ICP Leadership and Planning team is responsible for developing and implementing the ICP, the duties that each will be responsible for executing and the decision making process established in the LEA to ensure minimal disruptions to the plan implementation.
Marci Bernard: Associate Superintendent of School Leadership Ryan DiGiulio Chief Business Official Wesley Marshall: Associate Superintendent of Human Resources Megan Simmons: Executive Director, Secondary Schools, Counseling and CTE Cynthia Andrews: Executive Director, K8 & Charter, MTSS & English Learner Services Marlisa Rodriguez: Executive Director, Elementary School & Early Childhood Education Travis Burke: Executive Director, Special Projects & Equity

Johanna Rubia: Executive Director, SELPA
KJ Rhoads: Executive Director, Curriculum, Instruction & Professional Development
Chris Arnold: Manager of Assessment and Accountability
Jeremy Briggs: Manager, IT User Services
Rudy Puente: Director of Student Services
Zenobia Gerald: Director of Communications

This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides Twin Rivers Unified School District (TRUSD) a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for District Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

Objectives

1. Support the physical safety, mental health and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
   a. Full day, in-person instruction
   b. Hybrid instruction (part time in-person instruction and remote learning)
   c. Remote learning with live virtual instruction (synchronous)
   d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so

Decision Making Process Matrix: This table was developed to quickly identify the mode of operation based on the nature of the emergency. This will serve as a guide to the Leadership and Planning team to take actions in a timely and responsive manner.

Twin Rivers Decision Making Process Matrix:

Emergency Type	Primary Instructional Method	Alternative Schooling Locations	Independent Study Compliance	Communication Methods	Resource Allocation	Transportation Plan
Natural Disaster (Earthquake, Wildfire, Flood)	Remote Learning / Hybrid	Partner Schools, Neighboring School Districts, Community Centers or other location	Ensure ADA compliance with IS Contracts	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Parentsquare, Phone Trees	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Coordinate with Transportation & Local Transit for Adjusted Bus Routes
Public Health Emergency (Pandemic, Epidemic)	Remote Learning/ Hybrid	Outdoor Locations, Hybrid, Full Remote Learning	Parent Agreements, Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Parentsquare, Virtual Meetings	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Coordinate with Transportation & Local Transit for Adjusted Bus Schedule (if feasible)
Power Outage	Paper-Based Instruction / Hybrid	Open Schools in Unaffected Zones/ Partner	Modify Assignments, Paper-Based Work	Automated Phone Calls/Texts, District Website	Print Materials, Generator Access, Meal	Coordinate with Transportation & Local Transit for Limited Routes to Open Sites

		Schools		Updates, Phone Trees	distribution	and Adjusted Bus Routes
Facility Damage (Fire, Structural Issues)	Hybrid / Relocation-Based	Partner Schools, Portable Classrooms	Individualized IS Agreements, Daily Virtual Check-ins	Automated Calls/Texts, Email/Parentsquare Updates, Website Updates	Temporary Facilities, Shared Resources, Meal Distribution	Coordinate withTransportation & Local Transit for Adjusted Bus Routes
Security Threat (Active Threat, Civil Unrest)	Shelter-in-Place or Full Remote Learning	EOC-assigned Safety Centers	IS Plans with Daily Virtual Check-ins	Text Alerts, Two-Way Radio, Community Briefings	Online & Local Learning Resources, Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Lockdown Transport Coordination per EOC

Communication

Emergency Communications Plan Summary

Our district's communications plan ensures the timely and effective dissemination of vital information to staff and families during emergencies. This strategy builds on established emergency operations procedures and protocols, refined through our experiences with past events like COVID-19, campus-wide incidents, inclement weather, power outages, and environmental disasters. The District's Emergency Operations Center staff, a key part of the Master Emergency Operations Plan, are regularly trained on these protocols and participate in drills to ensure readiness and identify areas for improvement.

Tiered Notification Approach

Our crisis notification strategy follows a concentric circles approach (https://bit.ly/3G7p1aJ), starting with internal audiences to facilitate a rapid and organized response. The notification order is:

- **Superintendent / School Board**
- **Leadership** (Site Administrators, Managers)
- **All Staff**
- **Families**
- **Media**

Primary Communication Channels

To maximize reach and relevance, specific channels are utilized for each audience:

- **School Board:** District email / text from Superintendent
- **Leadership:** District email
- **All Staff:** District email
- **Families:** Emails and text messages through **Aeries Communication / ParentSquare** (translates into several languages),TRUSD/school websites, website pop-ups, Emergency Notification webpage, News & Announcements, scrolling alerts, social media, and regular updates such as the Superintendent's Friday Update which began during COVID and continues today. **For direct two-way communication, families can call the district's main number (916) 566-1600 or email info@trusd.net**

- **Media:** Initial email notification, followed by emergency updates, focusing on verified information to counter misinformation

Tools and Prepared Messaging

We streamline our messaging through our internal TRUSD Emergency Notification Messages (ENM) system and Catapult Emergency Management System (EMS). These platforms are essential, housing continuously updated, pre-prepared messages for various scenarios—from active threats to natural disasters. This ensures we have immediate access to scripts for initial alerts, ongoing updates, letters to families, and formal media statements for widespread community awareness. Site administrators can also readily access Catapult EMS for pre-approved, ready-to-use scripts when needed.

Future Enhancements

The district is continuously evaluating opportunities to strengthen its emergency communication capabilities, including the potential to expand and enhance two-way communication channels for direct inquiries during critical incidents.

Links:

District and School Websites; News & Announcements: trusd.net

- **District Emergency Notifications webpage:** https://emergency.trusd.net/
- **Aeries/ParentSquare Portal:** https://aeries.trusd.net/parent/LoginParent.aspx
- **Facebook:** https://www.facebook.com/twinriversusd
- **General Information Inquiries from the Public:** info@trusd.net

  communications@trusd.net

Curriculum, Instruction and Assessment:

Content Priorities:
Twin Rivers students will receive materials aligned with coursework priorities based on the scope and sequence of curriculum and instruction. Should the need arise for this plan, the Executive Director of Learning Design and Professional Development will convene a team (LDPD) of teachers, instructional coaches, administrators, student services etc., to meet continuously in order to develop plans for distance learning.

A focus of our team will be to ensure that access for our homeless and foster youth is met. Establishing student learning centers will be a priority as is appropriate.

In general for all students in our district, online platforms like iReady, Summit K12, SWUN, Edgenuity, and online companions for adopted materials will continue to be available and refined.

Overview Statement:
In response to any unforeseen significant loss and disruption caused by natural disaster affecting our community, Twin Rivers Unified School District (TRUSD) has developed this Learning Continuity Plan.

At the heart of this plan is the goal of returning to in-person instruction as swiftly as possible once TRUSD is able to meet the necessary conditions for reopening. This Learning Continuity Plan is designed to facilitate the majority of our students returning to in-person instruction ASAP while also providing access to an emergency home learning plan for those unable to come to campus due to loss of housing, health conditions, or other adverse circumstances.

Please note that pending Governing Board approval, if weather or infrastructure conditions change and the criteria for reopening are not met, a similar plan will be implemented with adjusted timelines.

This plan aims to ensure the continuity of education and support for all students during times of crisis, while prioritizing the health and safety of our students and staff.

Links & Guiding Documents:
Within 10 days of the disaster the district will ensure from it's Instructional department that teachers have the EdTech resources to reach their students virtually and continue with online instruction.

Our Learning Design and Professional Development (LDPD) team will continue to update our Curriculum and Instruction website providing guidance on state standards, instructional minutes and best practices/models throughout the "crisis".

Where virtual learning is possible, we will focus on:

- Standards based daily instruction
- Whole group and small group instruction
- Personalized contact and daily interactions with teachers and or school staff
- Intervention support
- Mental health supports
- Pe and movement activities as appropriate
- VAPA activities
- Google classroom and Zoom (or other virtual platforms) to enable communication from home, school, district.

Elementary Education for At Home Learning with the Internet accessible:

(Input II website)

Secondary Education for At Home Learning with the internet accessible:
Students in grades 7-12 will be able to access their student backpack in Classlink and continue using their online curriculum.
ELA= Collections and My Perspectives
Math= CPM
Science= Amplify and SAVVAS
HIstory= TCI

District supported curriculum that may be used include but are not limited to:
iXL
IReady
Edgenuity
NewsELA
EL Learners: Summit K12

Additional instructional support for ALL grade levels:
Paper online Tutoring
Ca Educators Together: Sample Lessons, Curriculum

Assessment and Feedback:

At the K-8 grade levels, iReady, District ELA and Math Benchmark will be utilized to examine growth. At the 7th-12th grade level, ELD curriculum assessments will be utilized to examine growth. SBAC ELA and Math assessments along with ELPAC Summative Assessment overall and domain-specific results will be utilized to examine language growth for English learners across K-12 grade levels.

For short-term assessments, iReady progress, Grades, SummitK12 Progress (English

Learners) and teacher reporting will be used to measure growth and progress.

Overview Statement:
Assessment information will be available for parents via Google Classroom and Aeries ParentSquare.

Technology and Infrastructure:

Resource Access, Available Tools, 1:1 Chromebooks, Teacher Laptops, Hotspots

Staff, including teachers, already have assigned laptops or Chromebooks to perform daily tasks. Students with digital curriculum (Tk and up) already have Chromebooks assigned, which they take home nightly. Students who do not have sufficient Internet to access curriculum at home already have hotspots assigned to them.

Replacement or spare Chromebooks and laptops are already available at all school sites, as well as at our Technology warehouse area. In the event of a district-wide return to remote education, the spare Chromebooks at school sites will be collected and managed centrally via our Technology Service Centers.

Staff, including teachers, who are unable to work from any district location will be provided Zoom Education (Pro equivalent) licenses. This will be activated within five days of any such incident. The primary account for this is already in place, and will only require additional staff licenses to be added; Zoom has confirmed in writing that these additional licenses can be activated within our needed timeframe.

Curriculum access via the Twin Rivers Apps Portal, including all online curriculum, will continue uninterrupted.

Guides for curriculum access are already provided for students and staff via our Ed Tech portal, Technology Services website, and Family and Community Engagement website.

Hotspots and cellular phones needed for staff usage will be obtained and provided on an as-needed basis.

Printers will be supported and maintained by User Support for the creation and distribution, by

school staff, of any necessary printed curriculum packets.

TRUSD Apps Portal Ed Tech Website Technology Services Website

TRUSD Chromebook Guides TRUSD Google Classroom Guides

Access and Equity, Internet Access due to disaster conditions

Students and staff will continue using their currently assigned devices. Any students' or staff devices that were left in classrooms or offices will be retrieved by Technology Services and provided to them via our Technology Service Centers (see Technical Support).

Any students or staff who do not have a sufficient device will be provided and assigned one from our Technology Service Centers.

All devices will be assigned via our existing checkout system (currently Destiny), which will ensure equitable distribution and complete access for all students.

Technical Support

Our Technology Help Desk already provides remote technical support to staff, students, and families where needed year-round.

We currently operate a year-round Technology Service Center at Highlands HS, and a second service center in the Grant HS area during summer; these locations provide in-person support whenever needed for students, parents, and staff. In the event of a shutdown or forced return to remote education, both of these service centers will resume and continue operation, and a third service center may be opened in the Rio Linda area.

Any necessary repairs, checkouts, returns, or exchanges of student and staff devices will be conducted via our service centers.

Remote technical support for curriculum access is already provided for all students and families who need it from our Help Desk; this will continue uninterrupted.

Staff Help Desk:
(916) 566-3444 Help.Desk@trusd.net Mon.-Fri. 6:30 a.m. to 5:00 p.m.

Student / Family Help Desk:
(916) 566-7802 TechSupport@trusd.net Mon.-Fri. 6:30 a.m. to 5:00 p.m.

Student Support Services: Identify how students will receive mental and physical health support. Provide a plan for continuous learning for students with disabilities and English Learners.

Social-Emotional Support

Teachers will work through the classroom culture kickoff guide lessons, inclusive of 4 weeks of lessons to establish classroom culture.

Teachers will add community circles as a virtual component to daily check-in practice and use the lessons in the Community Circles Google Classroom to teach strategies. These are updated weekly, and go back 2020; they can be initiated at any point.

Counselors will be available to engage students in virtual student groups and will also provide virtual lessons in each class monthly.

Links to Resources:

Teacher Learning Slides
CCKOG
Student Slides

Community Circles Google Classroom

Mental Health & Wellness

Mental Health Resources

Care Solace is a 24/7 web-based tool that makes it easier for students, families and

staff to connect with mental healthcare resources and providers in their communities. Care Solace can offer information with therapy, online therapy, hospitalization, family counseling, and other services in minutes.

Special Education Services

Special Education services will follow the instructional models of the district in emergency situations. In order to remain responsive to IEP needs, TWIN RIVERS UNIFIED EMERGENCY CIRCUMSTANCES PROGRAM below will be used to determine how to best support students with IEPs.

Emergency IEP Plan

http://bit.ly/4et77fl

Additional professional development will take place in order to prepare teachers and staff with tools to support students during the emergency. These will be scheduled as needed and follow the professional development plan outlined in the ICP.

TRUSD ELSD Catastrophic Plan

In the event of extended school closures or other large-scale disruptions to in-person instruction, the English Learner Services Department (ELSD) has developed a comprehensive response plan to ensure instructional continuity and equitable access for English Learner (EL) students and their families. This plan reflects our unwavering commitment not only to maintaining academic progress, but to addressing the unique linguistic and cultural needs of our multilingual communities.Through innovation, collaboration, and strategic use of technology, the department has implemented models that extend learning opportunities beyond the classroom while fostering sustained academic engagement.

Strategic Collaboration Among Teachers and District Offices:
Teachers and staff at the central office staff will collaborate to develop curriculum that can be used online to support English learners. Areas that will be focused on:

- Differentiated ELD Lesson Development:
  EL district office staff designed English Language Development (ELD) instructional materials tailored to accommodate teachers with varying levels of technological proficiency. The high-quality online curriculum would be tailored to the linguistic and academic needs of English learners. These lessons can be shared through our Instructional Team.

- Collaborative Planning with Content-Area Teachers:
  The EL office will facilitate structured planning sessions that bring together EL specialists and content-area teachers. These collaborations focus on designing lessons that embed English language development within grade-level content, ensuring that language objectives align with academic standards.

- District-Supported Interdisciplinary Collaboration:
  Central office staff organized collaborative sessions in which general education and ESL/ELD teachers co-developed integrated lessons that aligned grade-level content with language acquisition objectives.

- Centralized Instructional Resource Repositories:
  EL TOSA teams developed districtwide repositories of sample lessons, instructional activities, and support materials to promote consistent, high-quality English language development instruction. These can be reached through our district webpage.

- Virtual Co-Teaching Protocols:
  English Learner teachers will establish co-teaching models using videoconferencing platforms, enabling general education and ESL educators to jointly deliver instruction with embedded supports for English learners.

Language Assistance: Interpretation and Translation

The closure of schools prompted districts to reimagine and restructure their systems of support and communication for students and families who speak languages other than English. The English Language Services Department plays a vital role in this effort by providing comprehensive translation and interpretation services to support multilingual families and school staff. These services are readily accessible through the district's official website, ensuring that language is not a barrier to engagement, information, or educational access.

Instructional Technology:

With the integration of videoconferencing platforms English Learner (EL) teachers can seamlessly participate in delivering core content ELD instruction, facilitate targeted small-group sessions, and deliver individualized designated lessons designed to preview or reinforce academic content with an emphasis on academic language development. Using remote learning environments such as Google Meets and Zoom. ELs can engage in sustained academic discourse and participate in extended writing tasks, and experiences that traditionally were available in in-person classroom settings.

Remote Programs:

Summit K12 Home Page
Summit K12 Remote Login
Summit K12 CA Literacy Page
Iready Remote Login
Iready Reading
Iready Math

Willow Way Tutoring
Interpreting and Translating Services

Service Provision

TRUSD will provide services during an emergency in accordance with the Emergency Circumstances Program as detailed service agreements. This includes but is not limited to:

- Services such as mentoring and tutoring provided by community based organizations and other outside partners.
- Before and after school care to the extent possible
- Supplemental activities in the arts, sports, STEAM, and other student engagement activities.
- Family and Community Engagement
- Contracted health and support staff

Professional Development:

Training Programs

TRUSD teachers are trained in District-adopted technology and platforms.TRUSD has a 1 to 1 Chromebook supply for students that is maintained by the qualified IT Department staff with student safety protocols installed. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

Plan (For additional training or staff who have not had training)

Links: (To current edtech resources, list of platforms, etc.)

Collaborative Planning Goal: Foster a culture of collaboration among staff to share best practices,	**Structure**: Grade-level or subject-area teams meet biweekly **Activities**: ● Share successful lesson	Tools: Google Classroom Edtech Website: https://sites.google.com/trusd.net/trusd-edtech/

resources, and strategies for remote learning.	plans, activities, or tools used in remote instruction. ● Analyze student engagement data to identify trends and solutions. ● Co-develop interdisciplinary units or projects tailored for remote learning. **Facilitation**: Led by instructional coaches or teacher leaders, with agendas focused on specific remote learning challenges. **Outcome**: Staff create a shared repository of resources and strategies, accessible via the LMS.	home
Technical Support Help Desk How will teachers and staff access EdTEch Support?	● On-Demand Tutorials and FAQs on Edtech.trusd.net ● Small Group Coaching ○ By appointment or drop-in virtual sessions with instructional technology coaches ● Online self-paced Courses facilitated by an online platform ● Online training sessions presented by instructional technology coaches	Links: Edtech.trusd.net

Implementation and Monitoring:

Timeline for Implementation:

TRUSD strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, TRUSD will enact instruction for

students for in-person learning or remote learning in accordance with the emergency situation. School sites will have defined metrics to return to site-based learning including, but not limited to:

● Evacuation orders lifted

● Power and utilities functioning

● Healthy air quality

● Access to safe and clean water

● Campus free from debris and hazards

● Internet fiber lines connected and functioning

● Staff to cover those affected by the disaster

● Kitchens up and running for meals

Evaluation Metrics:

- Family contact logs
- Attendance-students accessing instruction
- Technology Check-outs
- Assignment completion
- Progress in online programs/remote learning programs
- Login records
- Kelvin Responses
- Academic progress (from assessment and grade reporting)

Continuous Improvement

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by TRUSD in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, TRUSD curriculum and resources, community needs, and technological advancements.

School Year: **2026-27**

2026-27 School Plan for Student Achievement Addendum #1

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
Northlake TK-8	34765050142380	10-08-2026	

Table of Contents

SPSA Modified Actions and/or Expenditures to Goal 1 2

SPSA Modified Actions and/or Expenditures to Goal 2 3

SPSA Modified Actions and/or Expenditures to Goal 3 4

SPSA Modified Actions and/or Expenditures to Goal 4 5

SPSA Modified Actions and/or Expenditures to Goal 5 6

Budgeted Funds and Expenditures in this Plan 7

Approval/Attested 9

SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
Northlake TK-8 will see 70% of all students reach grade level standards as measured by iReady Reading Diagnostics, ELA and math district benchmarks and state testing (CAASPP for students in grades 3rd - 8th) in English Language Arts and mathematics.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Provide supplies to support classroom instruction and intervention above and beyond basic necessities.	4000-4999:	Title I Basic	30,000				
Provide substitute coverage for educators to collaborate and mentor.	1000-1999: 3000-3999:	Title I Basic Title I Basic	9,000 304				

SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement
To ensure that all students are college and career ready by integrating STEAM materials into the curriculum, leadership building opportunities, 21st Century Skills course work and providing professional development for educators in these subject areas. 100% of teachers will complete PD in 2026-27.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Provide materials and supplies to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	4000-4999:	Title I Basic	20,000				
Provide profession development to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	5000-5999:	Title I Basic	29,000				
Software for student academic enrichment, student celebrations and recognition of academic and STEAM success.	5000-5999:	Title I Basic	5,643	5000-5999: Services	Title I Basic	12,900	18,543

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
Northlake TK-8 will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. Positive Behavior Interventions and Supports (PBIS) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Social emotional learning will also be utilized to teach self regulation and encourage appropriate student behaviors and responses. Northlake TK-8 will reduce the suspension rate by 1% during the 2026-2027 school year.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
The following actions will be implemented and funded with site-based resources and Title 1 funding. Provide materials for behavior interventions and academic achievements. Provide classroom materials for social-emotional learning. Provide monthly attendance incentives.	4000-4999:	Title I Basic	3000				

SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement
Provide support, services and trainings to strengthen families as an integral part of their students' education. Feedback from parent and staff LCAP, SSC/ELAC meetings, surveys and informal parent conversations show an interest in parent training opportunities and family support services to support their children's academic success. Parent participation will increase 5% on attendance rate records.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Parent involvement activities, assemblies, and trainings.	4000-4999:	Title I Parent and	2652				

SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

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.

Expenditures by Funding Source

Approved Expenditures

Funding Source	Amount
Title I Basic	96,947.00
Title I Parent and Family Engagement	2,652.00

+/- Proposed Changes

Funding Source	Amount
Title I Basic	12,900.00

New Total

Funding Source	Amount
	109,847
	2,652

Expenditures by Goal

Approved Expenditures

Goal Number	Total Expenditures

+/- Proposed Changes

Goal Number	Total Expenditures

Goal 1	39,304.00		
Goal 2	54,643.00	Goal 2	12,900.00
Goal 3	3,000.00		
Goal 4	2,652.00		

Approval/Attested

Title	Signature	Date
SSC Chair		
Principal		09/25/26

School Plan for Student Achievement: Title I Funded Program Evaluation
Northlake TK-8

Monitoring and Evaluation Template

Goal #1
Northlake TK-8 will see 70% of all students reach grade level standards as measured by iReady Reading Diagnostics, ELA and math district benchmarks and state testing (CAASPP for students in grades 3rd - 8th) in English Language Arts and mathematics.

Budgeted Amount	**Actions/ Activities (Strategies)**	**Expenditures to Date**	**Monitoring What is/is not working and why?**	**Modification(s) based on monitoring results (Evaluation)**
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	Provide supplies to support classroom instruction and intervention above and beyond basic necessities.	$454.06	Purchases of core literature will be made in the upcoming months.	No modifications at this time.
	Provide substitute coverage for educators to collaborate and mentor.	$0	Sub days to provide peer mentor observations will occur in the upcoming months.	No modifications at this time.

Goal #2
To ensure that all students are college and career ready by integrating STEAM materials into the curriculum, leadership building opportunities, 21st Century Skills course work and providing professional development for educators in these subject areas.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	Provide materials and supplies to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	$5,164.37	Replenishment of supplies as needed for the Makerspace and purchase supplies for our Science Night in the upcoming months.	No modifications at this time.
	Provide professional development to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	$0	Currently reviewing possible professional development and coaching options.	
	Software for student academic enrichment, student celebrations and recognition of academic and STEAM success.	13,679.25	IXL, ESGI, and Generation Genius	No modifications at this time. We will continue to utilize the software as listed.

Goal #3
Northlake TK-8 will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. Positive Behavior Interventions and Supports (PBIS) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Social emotional learning will also be utilized to teach self regulation and encourage appropriate student behaviors and responses. Northlake TK-8 will reflect on baseline suspension and chronic absenteeism data established during the 2024-2025 inaugural year.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	Provide materials for behavior interventions and academic achievements. Provide classroom materials for social emotional learning.	325.00	Certificates purchased to recognize academic achievements. PBIS Skymall Incentives purchased.	no modifications at this time.

Goal #4
Provide support, services and trainings to strengthen families as an integral part of their students' education. Feedback from parent and staff LCAP, SSC/ELAC meetings, surveys and informal parent conversations show an interest in parent training opportunities and family support services to support their children's academic success.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	Parent involvement activities, assemblies, and trainings.	$0 Title 1 funds have been spent at this time	Meet and Greet held on August 12, 2026, was very well attended. Back to School Night on August 27, 2026, was also well attended, with approximately 70% of families attending teacher presentations. 2nd Annual Trunk or Treat and 1st Annual Harvest Festival were held on Wednesday, October 28, 2026, and welcomed community families. Parent / Teacher Conferences will be held November 19-20, 2026.	No modifications at this time.

Goal #5
Not applicable

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

School Plan for Student Achievement: Title I Needs Assessment

Directions: Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
Goal #1	competition mats and competition books	continue to strengthen the robotics program		teacher observation, CAASPP scores

School Year: **2026-27**

2026-27 School Plan for Student Achievement Addendum #2

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
Northlake TK-8	34765050142380	10-08-2026	

Table of Contents

SPSA Modified Actions and/or Expenditures to Goal 1 2

SPSA Modified Actions and/or Expenditures to Goal 2 3

SPSA Modified Actions and/or Expenditures to Goal 3 4

SPSA Modified Actions and/or Expenditures to Goal 4 5

SPSA Modified Actions and/or Expenditures to Goal 5 6

Budgeted Funds and Expenditures in this Plan 7

Approval/Attested 9

SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
Northlake TK-8 will see 70% of all students reach grade level standards as measured by iReady Reading Diagnostics, ELA and math district benchmarks and state testing (CAASPP for students in grades 3rd - 8th) in English Language Arts and mathematics.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Provide supplies to support classroom instruction and intervention above and beyond basic necessities.	4000-4999:	Title I Basic	25,000	4000-4999: Books	Title I Basic	12,748.00	37,748.00
Provide substitute coverage for educators to collaborate and mentor.	1000-1999: 3000-3999:	Title I Basic Title I Basic	7304.00 244.00	1000-1999: 3000-3999:	Title I Basic Title I Basic		

SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement
To ensure that all students are college and career ready by integrating STEAM materials into the curriculum, leadership building opportunities, 21st Century Skills course work and providing professional development for educators in these subject areas. 100% of teachers will complete PD in 2026-27.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Provide materials and supplies to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	4000-4999:	Title I Basic	20,000				20,000.00
Provide profession development to enhance the focus of STEAM (science, technology, engineering, art, and mathematics)	5000-5999:	Title I Basic	29,000.00	5000-5999: Services	Title I Basic	-5,900.00	23,100.00
Software for student academic enrichment, student celebrations and recognition of academic and STEAM success.	5000-5999:	Title I Basic	5,643	5000-5999: Services	Title I Basic	12,900	18,543

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
Northlake TK-8 will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. Positive Behavior Interventions and Supports (PBIS) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Social emotional learning will also be utilized to teach self regulation and encourage appropriate student behaviors and responses. Northlake TK-8 will reduce the suspension rate by 1% during the 2026-2027 school year.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
The following actions will be implemented and funded with site-based resources and Title 1 funding. Provide materials for behavior interventions and academic achievements. Provide classroom materials for social-emotional learning. Provide monthly attendance incentives.	4000-4999:	Title I Basic	3000				3,000.00

SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement
Provide support, services and trainings to strengthen families as an integral part of their students' education. Feedback from parent and staff LCAP, SSC/ELAC meetings, surveys and informal parent conversations show an interest in parent training opportunities and family support services to support their children's academic success. Parent participation will increase 5% on attendance rate records.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Parent involvement activities, assemblies, and trainings.	4000-4999:	Title I Parent and	2652	4000-4999: Books	Title I Parent and	36.00	2688.00

SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

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.

Expenditures by Funding Source

Approved Expenditures

Funding Source	Amount
Title I Basic	90,191.00
Title I Parent and Family Engagement	2,652.00

+/- Proposed Changes

Funding Source	Amount
Title I Basic	19,748.00
Title I Parent and Family Engagement	36.00

New Total

Funding Source	Amount
	109,939
	2,688

Expenditures by Goal

Approved Expenditures **+/- Proposed Changes**

Goal Number	Total Expenditures	Goal Number	Total Expenditures
Goal 1	32,548.00	Goal 1	12,748.00
Goal 2	54,643.00	Goal 2	7,000.00
Goal 3	3,000.00		
Goal 4	2,652.00	Goal 4	36.00

Approval/Attested

Title	Signature	Date
SSC Chair		
Principal		11/09/26