



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 <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Cheryl Corona	
Parent	Kayode Diji	
Parent	Pavandeep Goraya	
Parent	Nneoma Ojiaku	
Parent	Jennifer Chawla	
Alternates (<i>Alternativos</i>):		
<i>*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)</i> <i>*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).</i>		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Megan Burke		
Teacher: <i>Maestro(a):</i> Elle Hassani		
Teacher: <i>Maestro(a):</i> Timothy Keys		
Teacher: <i>Maestro(a):</i> Sonia Borja		
Other Staff: <i>Otro Personal:</i> Julie Ulric		
Alternates: <i>Alternativos:</i>		
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>		


AGENDA

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


Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>


Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>School Compact (Compacto Escolar)</p> <p>Response to Uniform Complaint regarding January 2025 SSC meeting - January 2025 SSC Minutes</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>Other</p> <p>Response to Uniform Complaint regarding January 2025 SSC meeting - Review Title 1 Monitoring and Evaluation vote in minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

Document Review: *Revisión y de Documentos*

<p>Other</p> <p>District Cell Policy Draft</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p>

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

<p>Approve 26-27 SPSA</p> <p>1  Attach Document</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
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Other Business: *Otros Asuntos:*

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

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 <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Cheryl Corona	Present
Parent	Kayode Dijj	Present
Parent	Pavandeep Goraya	Present
Parent	Nneoma Ojiaku	Absent
Parent	Jennifer Chawla	Present
Alternates (<i>Alternativos</i>):		
<p>*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)</p> <p>*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).</p>		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Stacey Firpo		Present
Teacher: <i>Maestro(a)</i>: Elle Hassani		Present
Teacher: <i>Maestro(a)</i>: Timothy Keys		Present
Teacher: <i>Maestro(a)</i>: Sonia Borja		Present
Other Staff: <i>Otro Personal</i>: Julie Ulrich		Present
Alternates: <i>Alternativos</i>: Megan Burke		Present
*Teachers must be the majority <i>*Los maestros deben ser mayoría</i>		


AGENDA

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

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Site Safety Plan (Plan de Seguridad del Centro)</p> <p>Site plan attached</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Site Safety Plan</p> <p>Person <i>Persona:</i> Megan Burke Second <i>Se secundó:</i> Kayode Dijj In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: pass <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

Document Review: *Revisión y de Documentos*

<p>Needs Assessment (Evaluación de Necesidades)</p> <p>Title 1 Needs Assessment will be shared during the zoom to review and discuss.</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Reviewed Title 1 document; no questions</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>N/A</p>

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

<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> n/a</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
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Other Business: Otros Asuntos:

ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (Resumen de Informes) No information shared
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i> No additional presenters	Chairperson <i>Presidente</i>	Summary of Presentation (Resumen de Presentación) No information shared
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> no new business
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	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) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Cheryl Corona	Absent
Parent	Kayode Dijj	Absent
Parent	Pavandeep Goraya	Present
Parent	Nneoma Ojiaku	Present
Parent	Jennifer Chawla	Absent
Alternates <i>(Alternativos):</i>		
<p>*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) <i>*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).</i></p>		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Stacey Firpo		Present
Teacher: <i>Maestro(a):</i> Elle Hassani		Present
Teacher: <i>Maestro(a):</i> Timothy Keys		Present
Teacher: <i>Maestro(a):</i> Sonia Borja		Present
Other Staff: <i>Otro Personal:</i> Julie Ulrich		Absent
Alternates: <i>Alternativos:</i> Megan Burke		Present
*Teachers must be the majority <i>*Los maestros deben ser mayoría</i>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 4:05 PM</p> <p>Total Members in Attendance: 7 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> 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.</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> No comments.</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>October 2025 agenda and minutes document attached.</p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Pavandeep Goraya Second <i>Se secundó:</i> Nneoma Ojiaku In favor <i>A favor :</i> 7 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0</p> <p>Motion: Pass or Fail: pass <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A


Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

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

Document Review: *Revisión y de Documentos*

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

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

<p>SPSA Addendum</p> <p>Addendum attached for review and approval.</p> <p>1  Attach Document</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p> <p>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.</p>
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Other Business: Otros Asuntos:

ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (Resumen de Informes) N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i> No additional presenters	Chairperson <i>Presidente</i>	Summary of Presentation (Resumen de Presentación) N/A
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	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) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Cheryl Corona	Yes (Si)
Parent	Kayode Dijj	No
Parent	Pavandeep Goraya	Yes (Si)
Parent	Nneoma Ojiaku	Yes (Si)
Parent	Jennifer Chawla	Yes (Si)
Alternates <i>(Alternativos):</i>		
<p><i>*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)</i></p> <p><i>*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).</i></p>		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Stacey Firpo		Yes (Si)
Teacher: <i>Maestro(a):</i> Elle Hassani - Tubbs		Yes (Si)
Teacher: <i>Maestro(a):</i> Tim Keys		Yes (Si)
Teacher: <i>Maestro(a):</i> Sonia Borja		Yes (Si)
Other Staff: <i>Otro Personal:</i> Julie Ulrich		Yes (Si)
Alternates: <i>Alternativos:</i> Megan Burke		Yes (Si)
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>		




AGENDA

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

Council Business *Asuntos del Consejo*

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


Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

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

Document Review: *Revisión y de Documentos*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A

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

<p>N/A</p> <p>No changes to the SPSA at this time. 2025-2026 SPSA was approved by our SSC at the May 21, 2025 meeting.</p> <p>1  Attach Document</p>	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> nothing to approve
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Other Business: <i>Otros Asuntos:</i>		
<p>ELAC Reporting <i>Informes ELAC</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Reporting (<i>Resumen de Informes</i>) No meeting held yet</p>
<p>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Presentation (<i>Resumen de Presentación</i>) Upcoming Trunk or Treat Event on October 31, 2025 shared with the group and shared that we are encouraging PTC membership.</p>
<p>Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> 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.</p>
<p>Adjournment: <i>Aplazamiento:</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Time: <i>Hora:</i> 4:43 PM</p>

<p>Next meeting date: <i>Fecha de próxima reunión:</i></p>	<p>12/10/2025</p>	<p>4:00 PM</p>
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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 Corona	Present ▾
Parent : Kayode Diji	Absent ▾
Parent : Pavandeep Kaur Goraya	Present ▾
Parent : Nneoma Ojiaku	Absent ▾
Community Member : Michael LaForm	Absent ▾
<i>*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)</i>	
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 ▾
<i>*Teachers must be the majority</i>	

AGENDA

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

<p>Public Comment (2 minutes per speaker)</p>	<p>Chairperson</p>	<p>Summary of Discussion</p> <p>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.</p> <p>Ms. Jacobs also stated she was removed from the March zoom meeting intentionally, so that the meeting was no longer public.</p> <p>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 Corona 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.</p> <p>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?</p>
<p>Review Agenda</p>	<p>Chairperson</p>	<p>Agenda was reviewed</p>
<p>Review / approve minutes from last meetings</p> <p><u>March 2025 Northlake TK-8 SSC Minutes</u> <u>January 2025 Northlake TK-8 SSC Minutes</u></p>	<p>Chairperson</p>	<p>I move to approve the January 2025 minutes: Elle Hassani Second: Cheryl Corona In favor: 7 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾</p> <p>I move to approve the March 2025 minutes: Stacey Firpo Second: Julie Ulrich In favor: 7 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾</p>

<ul style="list-style-type: none"> School Plan For Student Achievement (SPSA) 		
Review & Approve: <ul style="list-style-type: none"> 2025-2026 SPSA ▾ <p><u>Northlake TK-8 2025-2026 SPSA (pending approval)</u></p>	Chairperson	I move to approve the 2025-2026 SPSA: Stacey Firpo Second: Julie Ulrich In favor: 7 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
<ul style="list-style-type: none"> 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	<p>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.</p> <p>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.</p>
Adjournment	Chairperson	Time: May 21, 2025 4:42 pm
Next meeting date: 2025 - 2026 School Year - September		



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 in the development of all learning. In addition, we will utilize our automated messaging system, flyers, our marquee 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 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.

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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
Grade 11									
All Grades									

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
Grade 11									
All Grades									

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://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

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.”



This section provides number of student groups in each level.



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 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."



This section provides number of student groups in each level.



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.



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

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
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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
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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 (\$)
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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
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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 Corona	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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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



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	

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SPSA Modified Actions and/or Expenditures to Goal 12

SPSA Modified Actions and/or Expenditures to Goal 23

SPSA Modified Actions and/or Expenditures to Goal 34

SPSA Modified Actions and/or Expenditures to Goal 45

SPSA Modified Actions and/or Expenditures to Goal 56

Budgeted Funds and Expenditures in this Plan7

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	Type	Funding Source	
Provide supplies to support classroom instruction and intervention above and beyond basic necessities.	4000-4999:	Title I Basic	4000-4999: Books	Title I Basic	27239.00
		20012		239.00	
Provide substitute coverage for educators to collaborate and mentor.	1000-1999:	Title I Basic			
	3000-3999:	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							
<p>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.</p>							
Action/Services	Type	Approved Expenditures Funding Source	Amount	Type	+/- Proposed Changes Funding Source	Amount	Total Allocation
<p>The following actions will be implemented and funded with site-based resources and Title 1 funding.</p> <p>Provide materials for behavior interventions and academic achievements.</p> <p>Provide classroom materials for social emotional learning.</p>	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	Type	Approved Expenditures Funding Source	Amount	Type	+/- Proposed Changes Funding Source	Amount	Total Allocation
------------------------	-------------	---	---------------	-------------	--	---------------	-----------------------------

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	

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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)

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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 1, 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

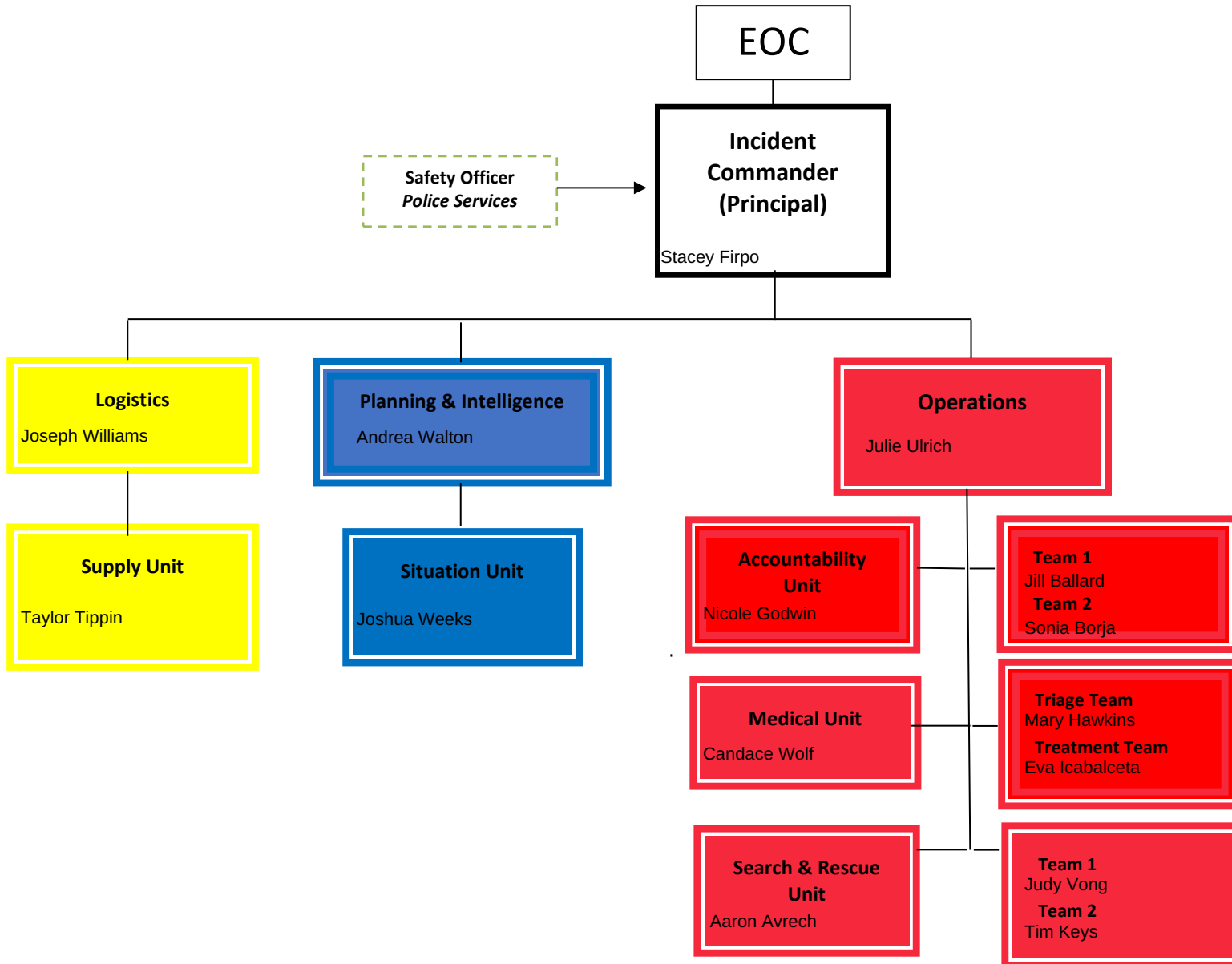
Northlake TK-8

**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		
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.	<p style="color: red;">What are the most important things to focus on immediately?</p> <p>Gain accountability of all students and staff within 10 minutes of the onset of the incident.</p>
Objectives	<p>Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available.</p> <p>Objectives can be thought of as the “big picture” response mechanisms that allow the Incident Commander to address the defined priorities.</p>	<p style="color: red;">How do I address the identified priorities?</p> <ol style="list-style-type: none"> 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.	<p style="color: red;">What are the specific resources I need to deploy in order to accomplish the stated objectives?</p> <ol style="list-style-type: none"> 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.	<p style="color: red;">What are the specific task directives?</p> <ol style="list-style-type: none"> 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.

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.

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
-

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.
-

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
-

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

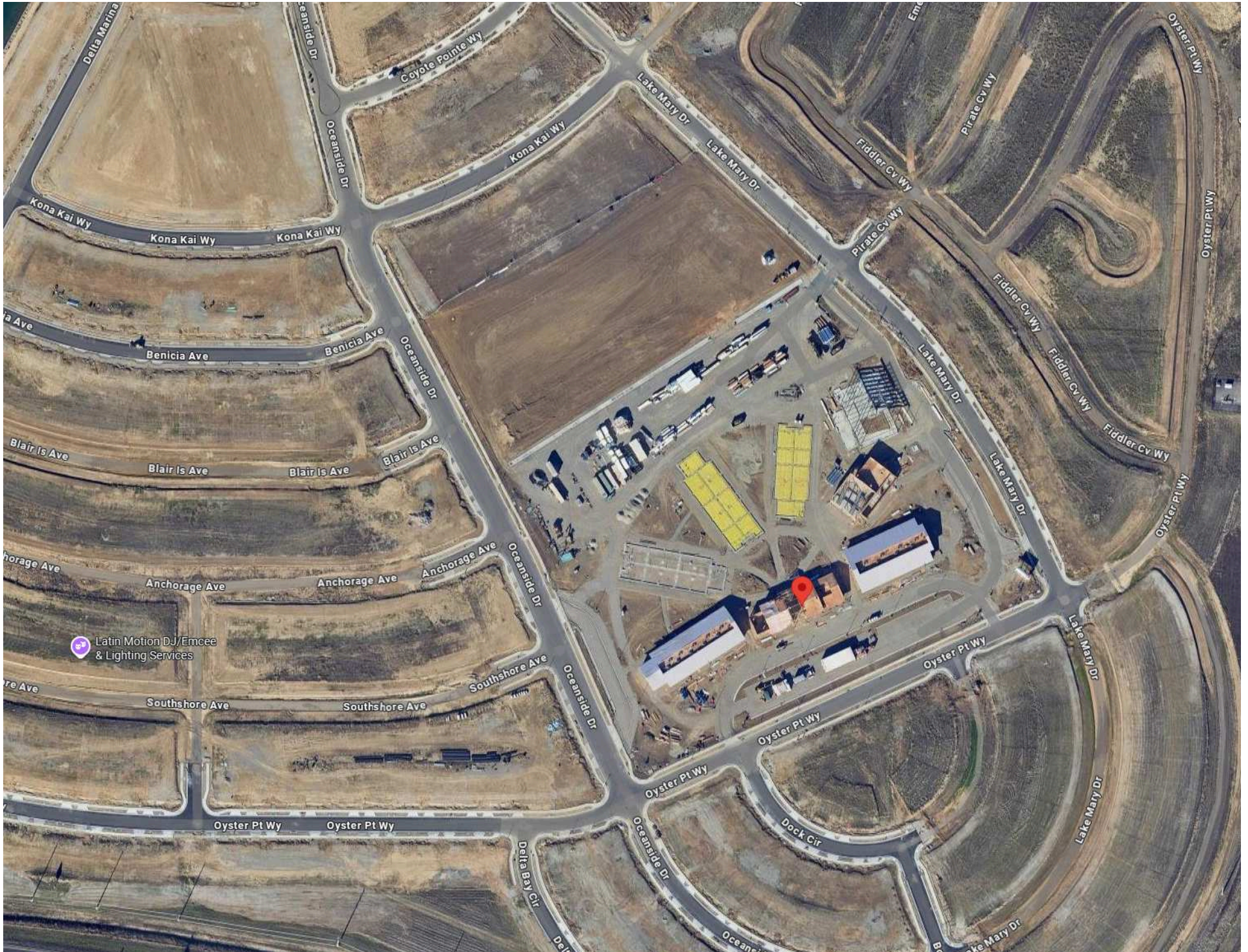
1 st OFF-SITE EVACUATION LOCATION			
Name of Evacuation Facility:	Sunhaven Park		
Contact Person:	n/a	Phone:	
Address:	3624 Kona Kai, Sacramento, California 95835		
Special Conditions of Facility Owner:	None - city park adjacent to school site		
2 ND OFF-SITE EVACUATION LOCATION			
Name of Evacuation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







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 Corona	Present ▾
Parent ▾ : Kayode Diji	Absent ▾
Parent ▾ : Pavandeep Kaur Goraya	Present ▾
Parent ▾ : Nneoma Ojiaku	Absent ▾
Community Member ▾ : Michael LaForm	Absent ▾
<i>*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)</i>	
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 ▾
<i>*Teachers must be the majority</i>	

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:		
<ul style="list-style-type: none"> Site Funded Positions ▾ No site funded positions at this time.	Chairperson and Secretary	
<ul style="list-style-type: none"> 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 I 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 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.

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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
Grade 3		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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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 comparative 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.”



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

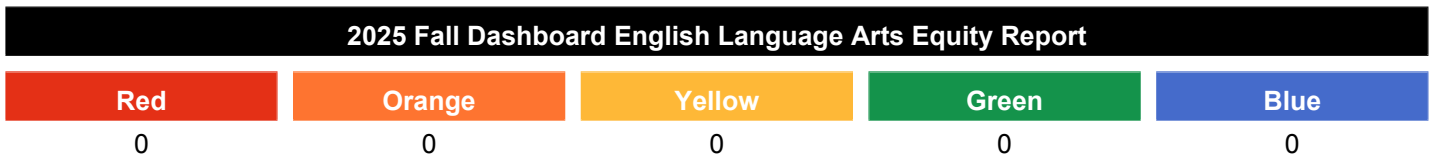
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>No Performance Color</p> <p>38.3 points above standard</p> <p>183 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>10.2 points above standard</p> <p>38 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>30.3 points below standard</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>24.1 points above standard</p> <p>95 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>27.5 points below standard</p> <p>24 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>27.1 points above standard</p> <p>34 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p> <p> No Performance Color</p> <p>58.4 points above standard</p> <p>63 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>11.1 points above standard</p> <p>39 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>21.7 points above standard</p> <p>13 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p> <p> No Performance Color</p> <p>49 points above standard</p> <p>19 Students</p>

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

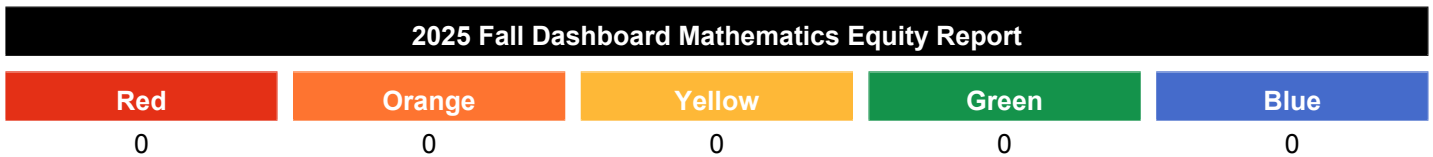
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 number of student groups in each level.



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		
<p>All Students</p> <p>No Performance Color</p> <p>3.2 points below standard</p> <p>187 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>15.8 points below standard</p> <p>42 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>79.9 points below standard</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>31 points below standard</p> <p>98 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>64.9 points below standard</p> <p>24 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>48.6 points below standard</p> <p>34 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>29.8 points above standard</p> <p>64 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>47.4 points below standard</p> <p>41 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>23.3 points above standard</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>20.7 points above standard</p> <p>20 Students</p>

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

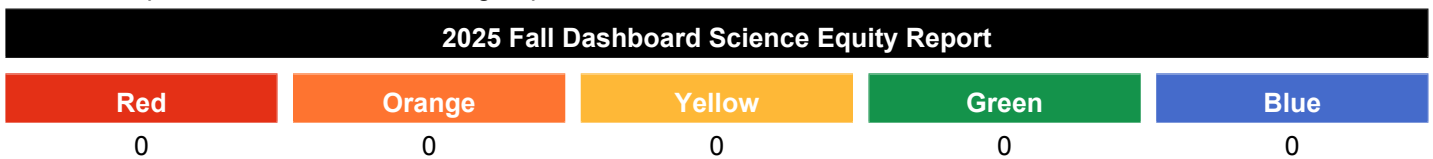
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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		
<p>All Students</p> <p>No Performance Color</p> <p>55.3 science points</p> <p>47 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>45.6 science points</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>50.9 science points</p> <p>24 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 8 Students</p>	<p>African American</p>  <p>No Performance Color 43.5 science points 12 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 57.6 science points 22 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 9 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

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

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

- 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 Chronic Absenteeism

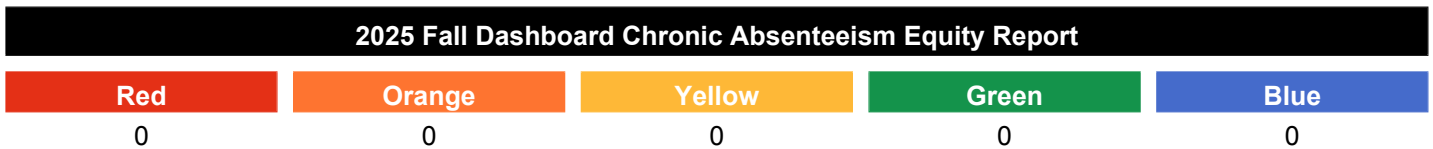
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>No Performance Color</p> <p>20.4% Chronically Absent</p> <p>0</p> <p>437 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>11.8% Chronically Absent</p> <p>0</p> <p>85 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>15.2% Chronically Absent</p> <p>0</p> <p>33 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>24.4% Chronically Absent</p> <p>0</p> <p>238 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>16.7% Chronically Absent</p> <p>0</p> <p>42 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>24.4% Chronically Absent</p> <p>0</p> <p>78 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>12.1% Chronically Absent</p> <p>0</p> <p>157 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>15.8% Chronically Absent</p> <p>0</p> <p>19 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>26.8% Chronically Absent</p> <p>0</p> <p>82 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>34.6% Chronically Absent</p> <p>0</p> <p>52 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>White</p> <p> No Performance Color</p> <p>15.8% Chronically Absent</p> <p>0</p> <p>38 Students</p>

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

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

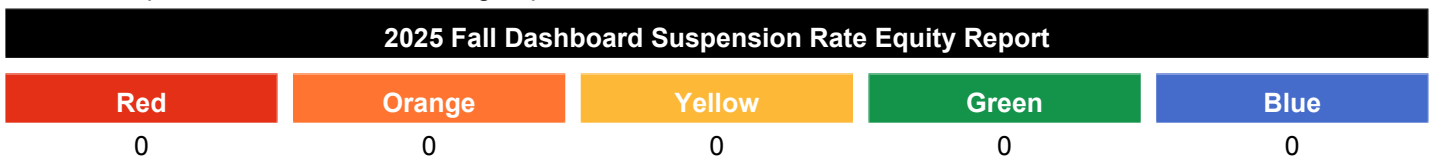
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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		
<p>All Students</p> <p>No Performance Color</p> <p>3.4% suspended at least one day</p> <p>443 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>1.2% suspended at least one day</p> <p>86 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>33 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>3.3% suspended at least one day</p> <p>239 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>2.4% suspended at least one day</p> <p>42 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>6.3% suspended at least one day</p> <p>79 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>159 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>5.3% suspended at least one day</p> <p>19 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>5.9% suspended at least one day</p> <p>85 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>1.9% suspended at least one day</p> <p>52 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>White</p> <p> No Performance Color</p> <p>2.6% suspended at least one day</p> <p>38 Students</p>

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

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 provided 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.		
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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
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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
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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 (\$)
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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
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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 Corona	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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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/>

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