School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northmead Elementary School	50712176052955		

Purpose and Description

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

Schoolwide Program

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

To ensure that every student succeeds at Northmead Elementary school we are aligning our work with that of our District Goals and Strategic Plan. We use data to determine the supports and enrichments students need to be working at or above grade level and meet 2-3 times per year to discuss the academic needs of students. Our SPSA is collaboratively written with the support of teachers, parents and administration to support our students academic achievement.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Northmead utilizes the California Healthy Kid Survey (CHKS) administered to 5th grade students at Northmead to obtain data from students about our school climate. Northmead also uses the California School Staff and Parent surveys to help inform and drive decisions at our site.You can find more information about these survey at https://www.cde.ca.gov/ls/he/at/chks.asp. These surveys are anonymous, confidential surveys and give insight on school climate and safety, student wellness, and youth resiliency. The CHKS enables Northmead to collect and analyze data regarding our youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. Typically this survey is given in the spring; however, due to distance learning and the challenges of COVID 19 we have not yet reinstated CHKS.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are observed weekly, though not every teacher is seen weekly. Probationary teachers are evaluated annually and given formal observations at least three times a year. Tenured teachers are evaluated every two years and are given at least two formal observations during these evaluation years. Tenured teachers that have over 10 years of experience and have achieved exemplary evaluations will be evaluated every 4 years. It is noted that Northmead has a veteran teaching staff who are learning our new adopted materials quickly.

Administrators perform regular drop ins so we can see what is happening in the classrooms, the teaching strategies being used and the overall engagement in the classroom. Northmead teachers are known for using research based teaching strategies and connecting in meaningful ways with their students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School wide results of state and district assessments in math and language arts, along with the district writing assessment, are reviewed in late August to identify the school's focus. Assessment results are analyzed by staff and the School Site Council during the meetings held in early fall. The entire staff reviews both individual student scores and grade level results to determine trends, identify gaps, and establish goals. The site uses results from CAASPP, ELPAC and multiple local assessments. Teachers use this data to identify student needs and place students in groups in which instruction is tailored to their targeted levels. District on demand writing assessment (called the PAW), district benchmarks, and computerized reading level scores (STAR) are used to target learning gaps and address the language needs of students to help improve student achievement. Students are continually assessed throughout the year via district-wide standards-based benchmark assessments in Math and ELA. These assessments help guide teachers as they modify instruction and identify student intervention groups. Student writing is formally assessed three times during the year. This data is uploaded to SchoolCity, an internet based data management system. SchoolCity data is available by school, by teacher, by student group, and by student. This information is used to identify students that at risk and to plan instruction, intervention and/or re-teaching as well as enrichment opportunities. Teachers use benchmark results in Language Arts and Mathematics to monitor and modify instruction. Grade levels meet after benchmarks with the principal to analyze data and plan instruction for the next instructional period. Goals are set, teaching practices discussed, and reteaching planned during these meetings. In addition, individual teachers meet with a team to look closely at student data during Cycle of Inquiry which occurs at the end of each quarter. Data is looked at on an individual student basis to help with individual student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teacher utilize the curriculum embedded assessments on a weekly basis to plan and modify instruction for the following week. The assessments packaged with our program have been modified throughout the years as they are not always standards based, or they do not resemble the CAASPPs/Benchmarks. Refining these weekly curricular based assessments, and reviewing achievement to see areas of need, are a few ways teachers modify instruction to ensure student mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

twenty -seven out of thirty three teachers at Northmead Elementary meet the highly qualified staff requirements. Teachers who are not quite yet credentialed are all enrolled in the proper credentialing program and receive ongoing support through their programs and at the site level. They are all on track to be fully credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

We began the year with four solid days dedicated to professional development and have dedicated two hours every Wednesday to professional development. This gives us the equivalent of 12 days worth of professional development over the course of the school year. The site also has set aside funds for teacher to attend conferences as another means of giving PD opportunities when the opportunity presents itself.
At Northmead our teachers participate in ongoing professional development throughout each school year. During the 2021-22 school year, our trainings have focused on revitalizing our district wide "No Excuses University." This guiding structure enhances our culture and keeps the focus around data, assessments, and goal setting so our students can perform academically. Other trainings have been in regards to school safety and our Multi-Tiered System of Supports.   Patterson Joint Unified School District has secured time each Wednesday to provide our staff with professional development. In collaboration with the district office we have worked to provide numerous technology trainings, iReady trainings, use of the G-Suite tools like Google Classroom, google slides and google documents, screencastify, kami and how to use the online resources for our curriculum. We have also specifically designated time to ELD instructional methods and teaching strategies. The Northmead Team is confident in the resources that are used to support our students academic achievement.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development has been aligned to the need of students teaching on a digital platform. Teaching at the elementary level has always been a hands on approach to learning as the children are developing their fine motor skills in addition to many other academic skills. Thus, teachers at Northmead were provided with a great deal of support in learning how to utilize technology for an online learning platform. Teachers have also been collaborating on essential standards to determine what skills are absolutely essential in their ability to progress forward. We use our iReady assessments to provide us with data to drive our decision making. Each team collaborates in their PLC at least once a week to plan lessons that are age appropriate and in accordance with the pacing guide to ensure that students are meeting their learning targets. When they meet the review interventions that should be used, differentiation and more.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Northmead teachers participate in our District Wide power team program; an elementary lead at each grade level participates in training and meetings to prepare a monthly meeting with all the teachers in that grade level. The grade level leads work side by side with our district TOSAs providing the ongoing assistance and support to teachers.   The goal is for these leads to create professional learning communities amongst their grade levels that can to turn to each other for support. Teams spend one wednesday per month engaged in deep, meaningful conversation to support their students. Site administration also fill the role of coaches by offering instructional strategies and support during walk-through visits, during collaboration, and at staff meetings. In addition, teachers are given opportunities to visit other teacher to pick up new resources and ideas for teaching.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate within their grade level on a weekly basis. They utilize weekly test data to plan for reteaching, plan lessons together using their pacing guides, and create teacher created materials when they feel the program is weak or more instruction is needed. Teachers collaborate with their grade levels and the principal after every benchmark test to analyze data. They look for areas of strength and share good teaching practices or resources. They look at areas of weakness and plan for teaching these concepts again in a different manner. They then make goals for themselves that they share with their students. These goals focus all parties on items that still need to be mastered. Teachers collaborate with grade level teachers across the district monthly during "Power Team Meetings".   These meetings offer time for PD and a time to discuss their findings that they had during their site based collaboration, and discuss best practices on a larger scale. These meetings are facilitated by a district grade level lead with an administrator present.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction and materials to content and performance standard is an integral practice at Northmead. Instruction is aligned to the Common Core State standards. Teachers work in grade levels to align instructional units to standards, and fill in areas where standards are not thoroughly addressed; this is aligned with our NEU philosophy and a step in the six exceptional systems. They also collaborate to identify student performance in relation to each standard and to what degree of proficiency they have reached. Materials which have been adopted by the district are reviewed by District Curriculum Committee and undergo scrutiny to analyze the degree of alignment between materials and standards. All teachers use state adopted textbooks & supplementary materials, district pacing calendar/blueprints to backward plan and prepare for weekly lesson plans. Grade level teams collaborate using data from the benchmark assessments to analyze student performance and adjust instruction accordingly.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students at Northmead use standard-based instructional materials in all subject areas. A description of our Core Program standards based materials and instructional minutes include: • Math: Eureka – 55-60 minutes daily all grades. • Language Arts: Wonders - 2hrs. 30 minutes primary, 2 hrs. Intermediate.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing calendars. These calendars have been adjusted to meet the CCSS. Teachers have been encouraged to be more flexible in their pacing than in prior years and to collaborate when making adjustments they feel are needed. Our school gives three ELA and three Math benchmark assessments during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Northmead continues to offer an intervention lab to differentiate instruction for our students. We have increased support staff and now offer a push in model for intervention to Kindergarten and 1st grade students. This has allowed us to offer some math intervention groups in the afternoons for 4th grade students. Creating rotation blocks that also support intervention students at the same time is a painstaking process led by our RS teachers, but the result is that this 45 minute block is more targeted and intervention students are not pulled out of core instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Our teachers and students have access to standards-based instructional materials in all core subjects; these materials are included in the curriculum that has been adopted by Patterson Joint Unified School District.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted materials for the core instruction include: • Math: Eureka • Language Arts: Wonders • Science:Amplify Science • Social Studies: Studies Weekly. Other materials for rotation and intervention include: • Avenues [Hampton Brown] • SIPPS [Scholastic] • Standards Plus [Learning Plus] • Corrective Reading [SRA] • Measure Up [Peoples Education] • Language for Learning [SRA] • Phonics for Reading [SRA] • Reading Success [SRA] • Reading Mastery [SRA]

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide universal access through small group instruction and differentiated instruction. During reading and ELD, students are grouped by instructional level and assessed every six to eight weeks to ensure they are grouped appropriately. Small group instruction is when most interventions are utilized are provided by the regular program to help underperforming students to succeed. Teachers regularly examine student work samples and data at grade-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed by using our Multi-Tiered System of Supports to determine when students need a more supportive work environment.

Evidence-based educational practices to raise student achievement

The Patterson Unified school district has set it's instructional norms around research based instructional practices. These include teaching a clear learning objective, using a variety of presentational techniques, ensuring the independent practice matches the learning objective, using multiple and varied checks for understanding, maximizing student engagement, having student production be evident, differentiating instruction, designing the lesson to support language development, and having a the lesson close effectively.

Parental Engagement

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

Northmead has many resources available for our students and families. Our most important line of support for students is our SAS or student assistant specialist, contracted through the Center for Human services for resources to help families through difficult situations. The theory is that if a student has major trauma in the home they will have major difficulty learning. Students are provided support with struggles that range from social emotional needs to organization skills. We also partner with Hospice who provides grief counseling for our students. Help the family, help the student.

2nd to 6th grade students struggling in Mathematics may be given access to after-school tutoring. Some teachers also provide tutoring to struggling students in after school groups. The Patterson After School Program (ASP) is dedicated to assisting under-achieving students. Students who struggle are referred to the ASP and tested to see if they would benefit from an reading program used by the ASP. The goal is to build reading fluency and vocabulary with these students. Northmead will also target additional students using a similar program as the ASP called Learning Lab (referred to above). These students will be selected by a team during our Cycle of Inquiry meetings. They will be instructed by a para educator under the supervision of the resource specialist. Finally, we have an online tutoring program for our 5th- 6th graders called paper tutoring, this is a newer resource that is building momentum.

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

This is done through the School Site Council, ELAC/DELAC, and the PTO.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The categorical budget helps students in a variety of ways. Underperforming students will specifically be supported/targeted through an intervention program directly funded by categorical funds. The intervention paraprofessional will work collaboratively with teachers to help struggling students set goals, check progress and produce academic results. Students needing this support will be identified during Cycle of Inquiry meetings, which are also categorically funded.

Fiscal support (EPC)

See Budget Report.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Northmead Elementary holds 5-6 School Site Council (SSC) meetings where members discuss school data and progress to help inform us on writing our site SPSA. This data is also shared with our English Language Advisory Committee (ELAC) and Parent Teacher Organization (PTO).

Our Annual Review of our goals had found:

Goal 1: 50% of students in grades 3-5 will meet or exceed standards in ELA on the 2020-2021 CAASPP. Additionally, 70% of students who have taken the iReady diagnostic growth model assessment will show an overall 20 point improvement form the initial diagnostic to the last diagnostic. Evaluation- The state of California allowed for school districts to use their local assessment so PJUSD and Northmead Elementary opted to us the iReady diagnostic assessment in lieu of having students take the CAASPP. We had 659 students enrolled at the time of testing and of those 115 students scored a meets or exceeds standards when taking the final diagnostic test. The final diagnostic shows that we did not meet our goal for ELA. However; the largest majority of our students fell in the "1 grade level below" category which gives us a good foundation to continue improvement after the COVID epidemic.

Goal 2. 43% of students in grades 3-5 will meet or exceed standards in math on the 2020 CAASPP TEST. Additionally, 70% of students who have takent he iReady diagnostic growth model assessments will show a 20 point improvement from initial diagnostic to the last diagnostic assessment. Evaluation- Only 7% of our students scored meets or exceeds on our local iReady Math Diagnostic, as previously mentioned PJSUD opted to use our local assessment). MOst of the students fell in the "1 grade level below" category on our local assessments.

Goal 3: As a result of students learning from home, either on the distance learning model or the hybrid learning model, academic focus and motivation has taken a decline. Our goal is to turn this around and help students increase their desire to attend school and stay academically engaged. Our PBIS focus will be motivating students to attend school regardless of their learning platform and increase the confidence of students. Evaluation - This goal was complete, the overall school climate was positive and our attendance remained at an average of 12% absenteeism rate.

Goal 4: Increase home to school connection, Northmead will increase parent communication with information being sent home electronically and vial postal mailers. As a result of Covid 19 we are not allowed to have parents on campus this year, therefore we will turn to virtual interactions. Evaluation - This goal was met.

Goal 5: English Language Learners in grades 3-5 will increase their score to 15 points below standard on the 2020-21 CAASPP Test. Evaluation - Our EL students did not show an overall improvement on our local assessments as most all student's academic performance levels decreased due to the pandemic and alternative learning platforms.

Conclusion: Overall Northmead is doing well and met most of our goals this year. The climate of our school culture is a positive one, as the kids genuinely enjoy being at school! The team would like to find top scoring schools in the area with similar demographics to collaborate and visit.

Resource Inequities

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

All teachers have the appropriate credentials or are working with an accredited college to earn their degree. They are assigned to a grade level based on these credentials. Additionally the teachers are provided with professional development from the district and site to ensure they know how to use the academic technology and have the most up to date, research based teaching strategies. Our para-professionals also receive professional development to ensure they can provide supports for our students. Each grade level is equipped with district adopted curriculum for each content area. All curriculum provides students access to material that will allow them to achieve the grade level standards.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.85%	0.79%	0.3%	5	5	2
African American	4.26%	3.64%	3.8%	25	23	23
Asian	1.87%	1.27%	1.3%	11	8	8
Filipino	0.68%	0.47%	0.7%	4	3	4
Hispanic/Latino	72.74%	74.37%	74.5%	427	470	448
Pacific Islander	2.39%	2.22%	2.5%	14	14	15
White	12.61%	12.66%	12.2%	74	80	73
Multiple/No Response	%	2.69%	2.0%		12	12
			Total Enrollment	587	632	601

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	92	119	109
Grade 1	123	93	90
Grade 2	92	127	93
Grade3	91	99	117
Grade 4	87	99	96
Grade 5	102	95	96
Total Enrollment	587	632	601

Conclusions based on this data:

1. During our 2020-21 school year our hispanic subgroup was significantly larger than all others.

2. The 20120-21 grade class is our largest group of students, we refer to this as our bubble group. This class is large enough that they have to have an extra teacher to ensure that class size limits are reinforced. We are committed to upholding our class sizes as we know that maintaining these lower numbers is the best way to ensure students are learning.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	228	230	193	38.8%	36.4%	32.1%
Fluent English Proficient (FEP)	24	23	37	4.1%	3.6%	6.2%
Reclassified Fluent English Proficient (RFEP)	15	18	28	6.5%	7.9%	12.2%

Conclusions based on this data:

1. We saw a decrease in the number of our English Learner (EL) students during the 2020-21 school year, this is likely due to our decreasing enrollment, a trend that we saw during distance learning and the pandemic.

2. In the 2020-2021 school year we saw an increase in the number of students who were reclassified as fluent English proficient, this is largely attributed to the increased communication between teachers and assistant principal to ensure all criteria markers are being met and recorded.

3. In addition our students who are categorized as Fluent English Proficient increased as well.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	94	96	106	92	95	0	92	95	0	97.9	99	0.0
Grade 4	102	92	85	98	91	0	98	91	0	96.1	98.9	0.0
Grade 5	102	105	88	100	102	0	100	102	0	98	97.1	0.0
All Grades	298	293	279	290	288	0	290	288	0	97.3	98.3	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2446.	2440.		31.52	32.63		30.43	24.21		20.65	21.05		17.39	22.11	
Grade 4	2466.	2491.		31.63	31.87		19.39	32.97		15.31	18.68		33.67	16.48	
Grade 5	2502.	2519.		18.00	32.35		34.00	26.47		23.00	20.59		25.00	20.59	
All Grades	N/A	N/A	N/A	26.90	32.29		27.93	27.78		19.66	20.14		25.52	19.79	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.35	32.63		48.91	42.11		21.74	25.26	
Grade 4	29.59	35.16		40.82	48.35		29.59	16.48	
Grade 5	18.00	32.35		54.00	49.02		28.00	18.63	
All Grades	25.52	33.33		47.93	46.53		26.55	20.14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.35	24.21		47.83	53.68		22.83	22.11	
Grade 4	26.53	30.77		43.88	49.45		29.59	19.78	
Grade 5	28.00	38.24		58.00	44.12		14.00	17.65	
All Grades	27.93	31.25		50.00	48.96		22.07	19.79	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.65	24.21		72.83	65.26		6.52	10.53	
Grade 4	26.53	21.98		55.10	71.43		18.37	6.59	
Grade 5	12.00	15.69		63.00	64.71		25.00	19.61	
All Grades	19.66	20.49		63.45	67.01		16.90	12.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.17	24.21		55.43	53.68		17.39	22.11	
Grade 4	24.49	20.88		48.98	60.44		26.53	18.68	
Grade 5	34.00	28.43		43.00	51.96		23.00	19.61	
All Grades	28.62	24.65		48.97	55.21		22.41	20.14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. PJUSD schools did not participate in the CAASPP in the 2020-2021 school year. We applied for the waiver and it was accepted. Northmead students participated in our local assessment, iReady for both Math and Reading.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	94	96	106	94	95	0	94	95	0	100	99	0.0
Grade 4	102	92	85	99	91	0	99	91	0	97.1	98.9	0.0
Grade 5	102	105	88	101	102	0	101	102	0	99	97.1	0.0
All Grades	298	293	279	294	288	0	294	288	0	98.7	98.3	0.0

Overall Participation for All Students

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2454.	2436.		25.53	27.37		35.11	28.42		25.53	18.95		13.83	25.26	
Grade 4	2453.	2470.		10.10	10.99		33.33	30.77		28.28	42.86		28.28	15.38	
Grade 5	2493.	2511.		18.81	27.45		21.78	26.47		23.76	22.55		35.64	23.53	
All Grades	N/A	N/A	N/A	18.03	22.22		29.93	28.47		25.85	27.78		26.19	21.53	

Overall Achievement for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.43	38.95		41.49	31.58		18.09	29.47	
Grade 4	26.26	23.08		34.34	45.05		39.39	31.87	
Grade 5	27.72	34.31		28.71	40.20		43.56	25.49	
All Grades	31.29	32.29		34.69	38.89		34.01	28.82	

Concepts & Procedures
Applying mathematical concepts and procedures

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	29.79	27.37		50.00	38.95		20.21	33.68	
Grade 4	17.17	13.19		50.51	53.85		32.32	32.97	
Grade 5	24.75	23.53		31.68	48.04		43.56	28.43	
All Grades	23.81	21.53		43.88	46.88		32.31	31.60	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	39.36	29.47		48.94	50.53		11.70	20.00	
Grade 4	20.20	15.38		47.47	56.04		32.32	28.57	
Grade 5	21.78	23.53		39.60	47.06		38.61	29.41	
All Grades	26.87	22.92		45.24	51.04		27.89	26.04	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Northmead students participated in our local assessment rather than CAASPP. Overall students did show a decrease on the local assessment in their math abilities due to the pandemic and distance learning.

School and Student Performance Data

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1437.3	1443.7	1387.0	1448.8	1447.3	1405.6	1410.3	1434.5	1343.4	38	26	30
1	1468.8	1466.8	1428.2	1463.9	1468.1	1448.9	1473.0	1465.1	1407.1	36	40	38
2	1476.9	1514.1	1435.2	1469.6	1494.8	1441.0	1483.7	1532.9	1428.9	44	31	29
3	1515.4	1511.8	1482.8	1501.0	1500.2	1481.4	1529.2	1523.1	1483.7	38	47	35
4	1504.2	1528.6	1491.2	1500.6	1521.0	1486.7	1507.4	1535.7	1495.2	33	26	31
5	1529.0	1534.2	1511.9	1518.2	1533.0	1519.0	1539.5	1534.8	1504.4	25	25	26
All Grades										214	195	189

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.84	30.77	3.33	34.21	30.77	26.67	*	34.62	33.33	*	3.85	36.67	38	26	30
1	47.22	15.00	5.26	38.89	52.50	36.84	*	22.50	28.95	*	10.00	28.95	36	40	38
2	40.91	29.03	6.90	45.45	45.16	34.48	*	16.13	34.48	*	9.68	24.14	44	31	29
3	*	31.91	11.43	47.37	36.17	34.29	*	27.66	31.43	*	4.26	22.86	38	47	35
4	*	34.62	6.45	45.45	38.46	38.71	*	19.23	32.26	*	7.69	22.58	33	26	31
5	*	32.00	7.69	48.00	36.00	53.85	*	24.00	26.92	*	8.00	11.54	25	25	26
All Grades	34.11	28.21	6.88	42.99	40.51	37.04	13.55	24.10	31.22	9.35	7.18	24.87	214	195	189

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	42.11	42.31	6.67	39.47	19.23	36.67	*	34.62	23.33	*	3.85	33.33	38	26	30
1	52.78	27.50	28.95	*	35.00	31.58	*	30.00	26.32	*	7.50	13.16	36	40	38
2	47.73	35.48	10.34	36.36	41.94	48.28	*	16.13	20.69	*	6.45	20.69	44	31	29
3	42.11	40.43	22.86	31.58	36.17	37.14	*	19.15	28.57	*	4.26	11.43	38	47	35
4	45.45	53.85	25.81	*	30.77	48.39	*	7.69	9.68	*	7.69	16.13	33	26	31
5	48.00	52.00	42.31	44.00	36.00	42.31		8.00	7.69	*	4.00	7.69	25	25	26
All Grades	46.26	40.51	22.75	33.18	33.85	40.21	13.08	20.00	20.11	7.48	5.64	16.93	214	195	189

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.95	23.08	6.67	*	26.92	6.67	47.37	38.46	40.00	*	11.54	46.67	38	26	30
1	50.00	17.50	0.00	*	30.00	31.58	*	37.50	28.95	*	15.00	39.47	36	40	38
2	36.36	29.03	3.45	36.36	41.94	27.59	*	19.35	24.14	*	9.68	44.83	44	31	29
3	*	23.40	2.86	36.84	34.04	22.86	31.58	34.04	45.71	*	8.51	28.57	38	47	35
4	*	11.54	6.45	57.58	61.54	19.35	*	11.54	35.48	*	15.38	38.71	33	26	31
5	*	12.00	3.85	*	28.00	3.85	*	36.00	61.54	*	24.00	30.77	25	25	26
All Grades	28.97	20.00	3.70	34.11	36.41	19.58	23.36	30.26	38.62	13.55	13.33	38.10	214	195	189

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	71.05	38.46	13.33	*	61.54	63.33	*	0.00	23.33	38	26	30
1	58.33	57.50	36.84	30.56	35.00	52.63	*	7.50	10.53	36	40	38
2	68.18	38.71	34.48	25.00	54.84	48.28	*	6.45	17.24	44	31	29
3	36.84	31.91	28.57	55.26	53.19	48.57	*	14.89	22.86	38	47	35
4	42.42	38.46	41.94	45.45	50.00	45.16	*	11.54	12.90	33	26	31
5	*	12.00	34.62	68.00	80.00	57.69	*	8.00	7.69	25	25	26
All Grades	52.80	37.44	31.75	39.25	53.85	52.38	7.94	8.72	15.87	214	195	189

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	47.37	30.77	13.33	39.47	50.00	40.00	*	19.23	46.67	38	26	30
1	50.00	10.00	21.05	38.89	70.00	63.16	*	20.00	15.79	36	40	38
2	45.45	35.48	10.34	40.91	54.84	65.52	*	9.68	24.14	44	31	29
3	71.05	59.57	28.57	*	36.17	60.00	*	4.26	11.43	38	47	35
4	54.55	57.69	22.58	33.33	30.77	58.06	*	11.54	19.35	33	26	31
5	76.00	80.00	61.54	*	16.00	26.92	*	4.00	11.54	25	25	26
All Grades	56.07	44.10	25.40	31.78	44.62	53.44	12.15	11.28	21.16	214	195	189

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.69	3.33	76.32	84.62	60.00	*	7.69	36.67	38	26	30
1	52.78	32.50	10.53	33.33	50.00	47.37	*	17.50	42.11	36	40	38
2	50.00	25.81	13.79	34.09	67.74	44.83	*	6.45	41.38	44	31	29
3	*	19.15	5.71	60.53	53.19	40.00	*	27.66	54.29	38	47	35
4	*	7.69	3.23	60.61	69.23	51.61	36.36	23.08	45.16	33	26	31
5	*	20.00	0.00	52.00	56.00	57.69	*	24.00	42.31	25	25	26
All Grades	29.44	20.00	6.35	52.34	61.54	49.74	18.22	18.46	43.92	214	195	189

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	50.00	6.67	36.84	34.62	23.33	*	15.38	70.00	38	26	30
1	44.44	20.00	0.00	52.78	65.00	65.79	*	15.00	34.21	36	40	38
2	*	29.03	13.79	77.27	61.29	44.83	*	9.68	41.38	44	31	29
3	44.74	34.04	17.14	50.00	59.57	65.71	*	6.38	17.14	38	47	35
4	*	34.62	6.45	51.52	57.69	61.29	*	7.69	32.26	33	26	31
5	52.00	24.00	3.85	44.00	64.00	80.77	*	12.00	15.38	25	25	26
All Grades	37.85	31.28	7.94	53.27	57.95	57.14	8.88	10.77	34.92	214	195	189

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. When looking at overall scores for Northmead students who are flagged as EL students the majority of our students fall in the Level 3 range. The fifth graders have the largest number of students who are considered Level 3 with 53% of students scoring in this range. This shows that what we are doing is supporting our students but they do need more support in order to be "Reclassified as Fluent English Proficient." This may mean our teacher need more support in imbedding strategies that support EL students in the general education classes with differentiated instruction.

2. Overall our students are scoring the highest in the "oral language" category. This will help them improve their skills in other areas as well. 52% of our students fall into the somewhat/moderate range in the listening category. 53% of students overall fall into the somewhat/moderate category in the speaking category. Reading is almost split equally between the beginning range and the somewhat/moderate range and finally 72% of our students fall into level one and two in the area of written language. This suggest that our students need more supported instruction in the areas of reading and writing to help them improve their overall fluency scores.

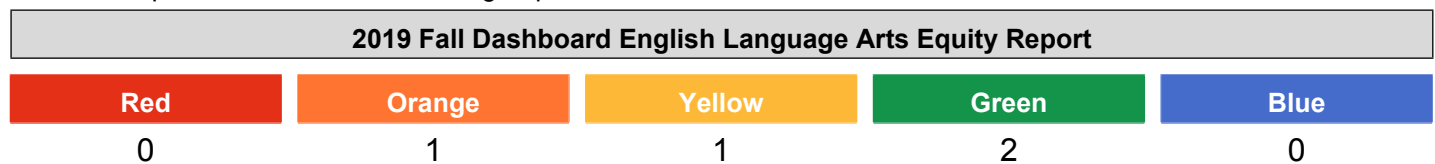# School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
601	**76.4**	**32.1**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	193	32.1
Foster Youth	3	0.5
Homeless	16	2.7
Socioeconomically Disadvantaged	459	76.4
Students with Disabilities	101	16.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	23	3.8
American Indian or Alaska Native	2	0.3
Asian	8	1.3
Filipino	4	0.7
Hispanic	448	74.5
Two or More Races	12	2.0
Native Hawaiian or Pacific Islander	15	2.5
White	73	12.1

Conclusions based on this data:

1. Our updated demographics show that the largest subgroup of students by race is our hispanic students. This can help us improve our plan for our English Language Learners as our largest group of English Language Learners have a first language of Spanish.

2. 76.4% of Northmead students are considered "socioeconomically disadvantaged" which is much higher than state average of 60.3%. 16.8% of Northmead students are receiving Special Education Services which is higher than the state average of 12.5%.

3. 32.1% of Northmead students are English Learners, which is almost double the state average of 17.7%.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Green		

Conclusions based on this data:

1. These numbers/colors are no longer accurate. In the 2020-21 school year, Northmead was sitting at approximately 11% absenteeism for the school year, which again may not be accurate as, during remote learning, many students would turn their computers on but did not respond to the teachers when called upon. During this time the guidelines required that if the computer was on the student would be marked present. We did see a drop in the students academic abilities, based on the local assessment. This could be do to students not engaging with lessons through distance learning.

School and Student Performance Data

Academic Performance
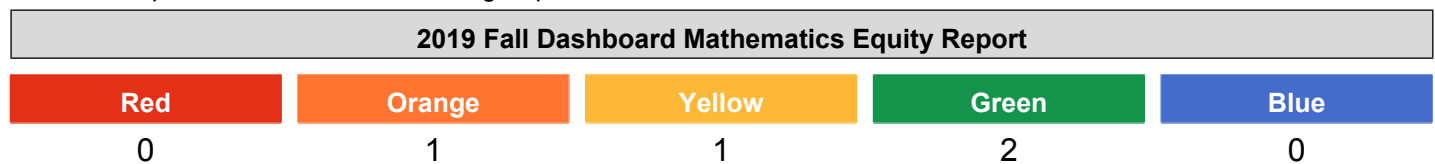## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
17.8 points above standard	6.3 points below standard	0 Students
Increased +12.4 points	Increased +13.3 points	
265	123	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.5 points above standard	76.9 points below standard
	Increased +\+14.5 points	Increased Significantly ++37.4 points
3	217	60

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.5 points	2	7	4
12			

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
11 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	50.4 points above standard
Increased ++14.9 points	1	6	Increased Significantly ++17.8 points
205			28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
37.6 points below standard	75.6 points above standard	40.4 points above standard
Increased Significantly +15.2 points	Increased Significantly +16.4 points	Increased +13 points
89	34	139

Conclusions based on this data:

1. This dashboard shows how students performed on the CAASPP given in the spring of 2019 - prior to the start of the 2019-2020 school year. Northmead is 17.8 points above standard overall, and improved 12.4 points last year. This shows a trend in improved academic achievement at Northmead. Northmead was on a consistent growth cycle prior to the pandemic.

2. During the 2019-21 school year the CAASPP test was waived. In the 2020-21 school year our district applied for the CAASPP waiver, which was approved. Students then participated in our local assessment, which is iReady. Overall our students did show a slight decline in their overall academic levels, which was not a surprise due to increased absences and distance learning.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	
7.4 points below standard	28.2 points below standard	
Increased +7.5 points	Increased +6 points	
265	123	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.6 points below standard	102.8 points below standard
	Increased +10.4 points	Increased Significantly +27.9 points
3	217	60

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
37.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.4 points	2	7	4
12			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
11.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	20.7 points above standard
Increased +11.2 points	1	6	Increased ++9.3 points
205			28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
50.5 points below standard	30.3 points above standard	12.1 points above standard
Increased ++9.2 points	Increased ++4 points	Increased ++9.4 points
89	34	139

Conclusions based on this data:

1. The Dashboard scores represent results form the CAASPP given in the 2019 spring as our 2020 CAASPP was cancelled. All student groups have shown academic progress with increased scores, especially our students with disabilities who collectively scored 27.9 points higher than they did on the 2018 CAASPP. In the 2019-2020 the state waived the CAASPP and our district applied for a waiver during the 2020-21 school year and was approved for this. In the 2020-21 school year students participated in our local math diagnostic testing through the iReady program.

2. Overall our students did show a slight decline in their overall academic abilities, which was not a surprise due to increased absences and distance learning.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
54 making progress towards English language proficiency
Number of EL Students: 161
Performance Level: Low
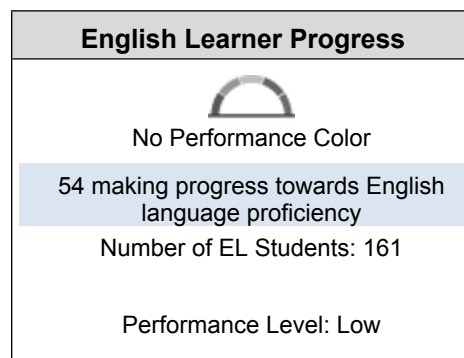
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
18.0	27.9	7.4	46.5

Conclusions based on this data:

1. Data is too new to determine progress or outcomes.

2. The cancelation of the 2019-2020 and the 2020-21 CAASPP does not provide us with data in relation to the CAASPP for our English Language Learners.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
10.8	8.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.5	Increased +0.6	6
656	254	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
25	11.6	11.3
12	Maintained -0.2	Declined -6.6
	543	115

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
30.3	Less than 11 Students - Data Not Displayed for Privacy	15.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.9	5	Increased +7.7	4
33		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
9.3	11.5	12.5	9.1
Declined -0.5	Declined -11.8	Increased +12.5	Increased +1.8
482	26	16	77

Conclusions based on this data:

1. We do not have current data for the 2019-2020 school year, the information you see is from the 2018-2019 school year. Overall we have seen a slight increase in chronically absent student groups and currently sitting in the orange color code. We are still currently working on increasing our attendance incentives at Northmead to create a more welcoming environment for our students.

2. When looking at our absenteeism by race/ethnicity we learn that both our Hispanic students and our students of two or more races have both shown improvement in their attendance at school. Our students of African American decent as well as our Asian, Pacific Islander and White students have increased their absentee rates. We need to do our research to see why these particular groups are not attending school and learning how we can better support them.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

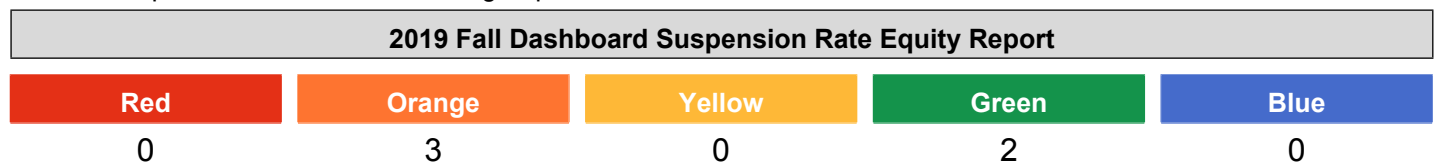## Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	2	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
2.8	1	Less than 11 Students - Data Not ~~Displayed for Privacy~~ 6
Increased +0.8	Declined -0.8	
715	290	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
15.4	2.7	4.2
Increased +15.4	Increased +0.5	Increased +1.6
13	592	119

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
14.3	Less than 11 Students - Data Not Displayed for Privacy 6	0	Less than 11 Students - Data Not Displayed for Privacy 7
Increased +7.1		Maintained 0	
35		15	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Orange
1.5	3.4	0	3.7
Declined -0.3	Increased +0.3	Maintained 0	Increased +2.5
524	29	17	82

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	2.8

Conclusions based on this data:

1. In the 2018-19 school year the suspension rate at Northmead was at 2.8 percent of students being suspended. The Fall of 2019 Dashboard Data is based on the 2018-2019 school year. We do not have updated data for the 2019-2020 school year.

2. Our African American population saw the most suspensions in the 2018-19 school year with a 14.3 suspension rate, this was an increase by 7.1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned Improvement in English-Language Arts

LEA/LCAP Goal

PJUSD WILL PREPARE STUDENTS TO BE COLLEGE AND CAREER READY.

PJUSD WILL PROVIDE HIGHLY QUALIFIED EMPLOYEES, TECHNOLOGY AND CCSS ALIGNED MATERIALS TO ENSURE ALL STUDENTS WILL MEET THEIR POTENTIAL.

Goal 1

50% of students in grades 3-6 will meet or exceed standards in ELA and be within +/- 3% of the local county average. Additionally, students will show growth from the 2020/21 iReady final diagnostic to the 2021-22 iReady final diagnostic.

iReady growth:

Grade	2020/21 % at or above grade level	2021/22 % of students at or above grade level
KInder	59%	60%
First	42%	50%
Second	44%	45%
Third	58%	58%
Fourth	36%	45%
Fifth	35%	45%
Sixth	Not on Campus	Baseline 45%

Identified Need

Prior to shelter in place, distance learning and other elements that have disrupted student learning due to the COVID 19 pandemic, students at Northmead were trending up with their statewide test scores. The pandemic did have an impact on student learning and their ability to apply what they were learning. Teachers are delivering grade level content while back filling information they may have missed due to the pandemic. Thus, we are looking heavily at the result of our local assessment, iReady to determine how our students are preforming. This has been a consistent way for students to access ELA practices and build skills. This year we are looking to re-establish our baseline and close learning gaps to help students get back up to grade level performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores	50% met or exceeded standards and/or with in +/- 3 % of county scores.	50.00 will meet or exceed standard

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

T

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improvements to our school library, by updating the library we will be able to provide students to more access to books. As students have more books to read, a wider variety of books and an updated space to read in their overall ability to read should improve. The more they read the strong their skills will be.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
15988	Title I 0001-0999: Unrestricted: Locally Defined
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted struggling students

Strategy/Activity

Through our multi-tiered system of support students who need afterschool tutoring or behavioral supports are identified. At times the behaviors can impede a child's learning, thus Check in/ Check out is very important in supporting a child's growth through times when they need extra support. We will pay staff members to provide before and after school check ins for students identified as needing this support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2,000	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted Struggling Students

Strategy/Activity

Sustain a pull-out early intervention model for targeted students who are struggling in reading.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
19000	Title I 2000-2999: Classified Personnel Salaries 5 Hour Para Educator for the Intervention Program
19000	Title I 2000-2999: Classified Personnel Salaries 5 hour Para Educator for the Intervention Program
19000	Title I 2000-2999: Classified Personnel Salaries 5 hour Para Educator for the Intervention Program

0	

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Sustain the reading incentive program designed to motivate students in achieving their AR Points as well as the love for reading!

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2,000	Other 4000-4999: Books And Supplies Reading tags for our Reading program.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Students are currently responding to the supports and interventions our team is providing. Students were impacted by the pandemic but through expertly planned lessons and strong connections our students are engaged in lessons that will help them regain their strong academic abilities. We have high expectations for our students.

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

There were no major differences.

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.

For the 2020-21 school year the School Site Council would like to maintain the work that is being done with the RTI model as well as the library. To continue developing our RTI we need to enhance our intervention system to include more time with students working at their academic levels and

providing them with opportunities to grow at their own pace; this can happen through the use of iReady. Our teachers need support and time to infuse this system into their class schedules, which they feel is difficult with their already tight schedules. Providing them with time to observe other teachers in our district and collaborate will be necessary to help them embed it in their curriculum. Finally, to support and encourage reading SSC also want to send books home with students to get them reading even more.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned Improvement in Mathematics

LEA/LCAP Goal

PJUSD WILL PREPARE STUDENTS TO BE COLLEGE AND CAREER READY.

PJUSD WILL PROVIDE HIGHLY QUALIFIED EMPLOYEES, TECHNOLOGY AND CCSS ALIGNED MATERIALS TO ENSURE ALL STUDENTS WILL MEET THEIR POTENTIAL

Goal 2

50% of Northmead students in grade 3-6 will meet or exceed standards on the CAASPP assessment, they will also be within +/-3% range ot the overall local CAASPP scores. Additionally, Students will show growth from the 2020/21 final iReady diagnostic to the 2021/22 final iReady diagnostic. The iReady targets are as follows:

Grade Level	2020/21 % of students at/above grade level	2021-22 Goal
Kinder	49%	49%
First	18%	30%
Second	21%	30%
Third	36%	40%
Fourth	28%	40%
Fifth	19%	35%
Sixth	Not on our campus	35%

Identified Need

Prior to shelter in place, distance learning and other elements that have disrupted student learning due to the COVID 19 pandemic, students at Northmead were trending up with their statewide test scores. The pandemic did have an impact on student learning and their ability to apply what they were learning. Teachers are delivering grade level content while back filling information they may have missed due to the pandemic. Thus, we are looking heavily at the result of our local assessment, iReady to determine how our students are preforming. This has been a consistent way for students to access Math practices and build skills. This year we are looking to re-establish our baseline and close learning gaps to help students get back up to grade level performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Scores	50% met or exceeded standard	50% will meet or exceed standard

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be given time out of the classroom for our Cycle of Inquiry process, to meet and discuss assessment data and interventions. They will analyze teaching practices and resources, and plan for student achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1500	Title I None Specified Teacher Release Time

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted Struggling Students

Strategy/Activity

Sustain the push in model to target students who need math intervention support (note this is person also supports reading thus this is 1/2 of the cost of the 6 hour paraeducator).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
22000	Title I 2000-2999: Classified Personnel Salaries 6 hour Para Educator

Strategy/Activity 3
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Struggling Students

Strategy/Activity

Provide teachers with release time to work with iReady data and time to plan how to use this as individualized classroom interventions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1500	Title I 0001-0999: Unrestricted: Locally Defined After School Tutoring

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers are becoming more adept at using iReady and this is helpful to our students academic outcomes. Teachers still need more time to collaborate to have a deeper understanding of iReady thus it is important to provide time and training. Additionally our Learning Lab program is a foundational part of our multi-tiered system of support; helping our students close learning gaps and catch up with their peers.

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

At this time there are not major differences between the intended implementation and the budgeted expenditures.

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.

This year our team will be focusing on increasing our use of iReady as an individualized intervention. To support our students continued progress our site they need to have more time working on individualized mathematic goals. In order to make this happen our teachers need support in how to use it and time to plan how it can fit into their current systems.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned Improvement in School Climate

LEA/LCAP Goal

PJUSD WILL PROVIDE A SAFE AND WELCOMING ENVIRONMENT WHERE STUDENTS ATTEND AND ARE CONNECTED TO SCHOOL.

Goal 3

During the 2021-22 school year Northmead will focus on three major areas as we work to improve the overall school climate. The first area is to maintain our SAS to ensure our students have a person to speak to when they are in need of counseling type of support. Secondly, we will maintain our Good Cub incentive program to ensure that students are acknowledged for the behavior we want to see at Northmead. Finally, we are working to update our Library to be more diversified and updated fitting the needs our our students.

Identified Need

Students will need social emotional support to help their learning and interactions with self and each other, providing positive motivation for our students and creating a warm and welcoming library space for our children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall student attendance will improve.		Our absenteeism will drop to 15%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Student Assistant Specialist to help with students who struggle with social skills, have suffered loss, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
28,500	Title I 5800: Professional/Consulting Services And Operating Expenditures One FTE for a SAS provider (half salary from SPSA)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Sustain our Good Cub incentive program to help maintain a positive environment for positive behaviors.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3000	Title I None Specified Reward Items
0	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improvements to the Northmead Library to provide students access to more books and creating a space where students can look forward to going to.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5000	Title I 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

To create an environment where kids are excited to come and learn is important. Providing them with support, someone to reach out to when they are low, is very important for us to provide them with our student assistant specialist. The students who see her all have positive experiences. Additionally we want to continue our motivational program and create mores spaces on campus that students will be excited to go to!

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

The previous year had more of a focus on PBIS, we are now looking at ways to build student morale.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned Improvement in Parent Engagement

LEA/LCAP Goal

PJUSD WILL CULTIVATE MEANINGFUL PARTNERSHIPS WITH PARENTS, FAMILIES AND COMMUNITY STAKEHOLDERS IN ORDER TO SUPPORT STUDENT SUCCESS IN SCHOOL.

Goal 4

As COVID restrictions are loosened and when we are allowed, we will begin bringing parents back to campus by providing events and family nights to increase home to school connection.

Identified Need

Reestablish connections with families after they have been off our campus for so long.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Northmead will host a parent night for the purpose of building community and re-establishing connections in the spring when we are allowed to have parents on campus again.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide interpreters to help teachers and parents communicate about student progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	Title III 5000-5999: Services And Other Operating Expenditures Interpreters for Parent Conferences

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Host ELAC Meetings to support parent engagement/involvement with parents of English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	Title III 5000-5999: Services And Other Operating Expenditures Supplies and Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Parents have not been allowed on campus for over two years, due to this there is a major lack of connections between staff and parents. We are looking to make baby steps as we work to bring parents back to campus. Having parents on campus in a variety of capacities is important to overall school climate and culture.

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

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.

The school site council wants to continue its effort to provide opportunities for parents and students to feel connected at school.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned Improvement with English Learners

LEA/LCAP Goal

PJUSD WILL PREPARE STUDENTS TO BE COLLEGE AND CAREER READY.

Goal 5

2021-2022 Northmead students who are categorized as English Learners will increase their overall ELPAC test scores; specifically we are focused on decreasing the percentage of students who fall in the overall score of ones and twos. This will help increase the percentage of students who fall into the overall ELPAC score of 3.

Grade Level 2021/22 Reduced % goal	20/21 % of students who were considered level 1 or 2
Kinder 60%	70%
First 45%	57.9%
Second 45%	58.62%
Third 45%	54.29%
Fourth 45%	54.84%
Fifth 28%	38.46%
Sixth 25%	not on campus

Identified Need

In order to help students become reclassified as "Reading Fluent English Proficient" we want to have a targeted goal that will help students have the necessary skills to become reclassified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall ELPAC Scores		Reduction in the percentage of students who are level 1 or level 2 on their overall ELPAC score and increase the number

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		of students who are making progress towards becoming RFEP'd.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Purchase books for classroom libraries to make books easier to access for our students. Having more access to books is important for our students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
7,600	Title III
4000-4999: Books And Supplies
TK-K = $1000 per grade level
6th = $1600 per grade level

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide support with Wonders Curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Title III
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Library Improvements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
9,648	Title III 0000: Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Host ELAC Meetings to provide parents with support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
700	Title III 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our English Language Learners and families are feeling more connected to our school.

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

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.

We are seeking out more ways to support both our teachers and our English Language Learners. Our teachers would benefit with more support in using ELLevation and the Wonders Curriculum to support English Language Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$169,436
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$169,436.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$137,988.00
Title III	$29,448.00

Subtotal of additional federal funds included for this school: $167,436.00

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 ($)
	$0.00
Other	$2,000.00

Subtotal of state or local funds included for this school: $2,000.00

Total of federal, state, and/or local funds for this school: $169,436.00

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
Title I	141, 488	
Title III	27, 948	

Expenditures by Funding Source

Funding Source	Amount
	0.00
Other	2,000.00
Title I	137,988.00
Title III	29,448.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	15,348.00
0001-0999: Unrestricted: Locally Defined	17,488.00
2000-2999: Classified Personnel Salaries	81,000.00
4000-4999: Books And Supplies	21,100.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	28,500.00
None Specified	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

4000-4999: Books And Supplies	Other	2,000.00
0000: Unrestricted	Title I	5,000.00
0001-0999: Unrestricted: Locally Defined	Title I	17,488.00
2000-2999: Classified Personnel Salaries	Title I	81,000.00
4000-4999: Books And Supplies	Title I	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	28,500.00
None Specified	Title I	4,500.00
0000: Unrestricted	Title III	10,348.00
4000-4999: Books And Supplies	Title III	17,600.00
5000-5999: Services And Other Operating Expenditures	Title III	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,988.00
Goal 2	25,000.00
Goal 3	36,500.00
Goal 4	3,000.00
Goal 5	27,948.00

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

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Tiffany Jones	Principal
Cynthia Horton	Classroom Teacher
Irma Olvera	Other School Staff
Jose Cervatnes	Classroom Teacher
Cierra Green	Parent or Community Member
Ingrid Thomas	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
	Special Education Advisory Committee
	Departmental 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 February 2022.

Attested:

	Principal, Tiffany Jones on 2/2022
	SSC Chairperson, Ingrid Thomas on 2/2022