School Year: 2020-2021

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	School Site Council (SSC) Approval Date	Local Board Approval Date	
Nordstrom Elementary Principal Debra Grove	43 69583 6047914	[Add SSC Approval Date here]	[Add Local Board Approval date here]	

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

Nordstrom Elementary School:

Nordstrom Elementary is a neighborhood school located in Morgan Hill. Nordstrom focuses on creating a positive, inclusive and engaged community of learners which includes our staff, our students, our families and our community. Nordstrom School was named in honor of Gus H. Nordstrom, a former school board member and community activist who saw schools as instruments for social change. His legacy continues today with a commitment to community service from our Nordstrom students and families. Our students are encouraged to develop service projects to support our local community, build citizenship, and build character through activities in Student Council to their 20 Time projects that commit to community involvement and problem solving.

Nordstrom has a school population of 654 students ranging from TK through 5th grade. We have approximately 96 students at each grade level and one Special Day Class that spans TK through 1st grade. Enrollment includes 8.2% English Learners, 8.8% students with disabilities, 17.3% socioeconomically disadvantaged, 3.7% homeless, and 0.2% foster and migrant. Major ethnic groups include White (42.7%), Latino (28.7%), and Asian (13.6%). This year the school has focused on increasing engagement in writing. Four of our

teachers attended Columbia University Reading and Writing Institute in the summer and then led professional development at the school and at the District level. They also became demonstration teachers where other colleagues could observe best practices in action! Each grade level has received the units of study to implement. Our intention is to be a demonstration school for Writer's Workshop.

Nordstrom staff members work collaboratively to provide our students the best education possible based on the Common Core Standards. Grade level teams work together weekly to plan instruction, enrich reading opportunities, develop lessons to increase number sense in mathematics, model best practices in writing using Teachers College Writer's Workshop, and differentiate curriculum to best support student learning styles. Best practices include sharing student engagement strategies, Guided Language Acquisition Design (GLAD) strategies, and teacher peer observations, workshop model lessons, and mentoring. We believe that joyful and passionate teaching results in engaged learners increasing their capacity to retain and expand information.

Nordstrom provides a school-wide extended day program. Targeted students include 3rd through 5th grade students who are performing either far below grade level or somewhat below grade level. The ultimate goal is to help these students overcome any academic hurdles preventing them from achieving success at meeting their grade level standards. Students are offered homework assistance, enrichment activities such as dance, sports, coding, and robotics, and intervention programs to develop language, math skills, reading and phonics.

Nordstrom offers a wide-range of enrichment opportunities for our students which are funded by the Home & School Club. While activities vary from year to year pending availability and funding, we strive to provide a variety of on-campus learning experiences for all students. This year, in partnership with our Home & School Club, Nordstrom was able to offer a coding club, art classes, music, dance, chess, robotics club, theater club, and band.

Nordstrom has a lunchtime coach that helps promote organized play, promote good sportsmanship, and assist teachers designing engaging physical fitness programs for our students.We also have added "Construction Club" to choices that students can participate in at lunch. This is offered to upper grade students who may need additional guidance in socialization due to a disability or underdeveloped socialization skills. They have teacher driven lessons and activities during their lunch periods. Students have a variety of options to round their educational experience during lunchtime at Nordstrom.

Our students have participated in Odyssey of the Mind, an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. Our four competitive teams were unable to compete this year due to the COVID-19 restrictions but they were able to complete their projects the week before sheltering in place. Luckily they shared a video of the final performance with the school.

There are exciting opportunities for our families at Nordstrom too! This year we had planned two wonderful opportunities for families to be involved in the community. Our multicultural fest was in progress when school closed. In the past we have had a successful celebration with families from 12 countries participating. Students loved "traveling" to the different countries and having their passports stamped as they learned about the different cultures we have at Nordstrom. We also were not able to complete our Family Fun Run 2K/5K run that had 300 participants last year. We will put both of these fun activities for families in our plans for next year!

This year Nordstrom continues the implementation of Positive Behavior Intervention and Support (PBIS) on campus. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. This year we earned a Gold Award for the success of the program. We also have monthly Friday morning assemblies led by the student council which is composed of 4th & 5th graders. Each month's theme is varied, but often the assemblies support our theme of community or character development. Our safety patrol takes great pride in greeting vehicles in the car line and assisting in opening car doors every morning. Many staff members have been formally trained in Project Cornerstone which focuses on supporting and building developmental assets in children. Counseling and social emotional support for students and families is available through our strong partnership with Discovery Counseling. This school year, we are lucky to have two counselors working with Nordstrom students three days weekly.

Students are served through district wide programs as described in the district's Local Control Accountability Plan (LCAP)**.** This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness**: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).

3. **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

Additional School level goals and priorities include: Our school will continue to work on moving all teachers to a consistent model of delivery.

Writing: Nordstrom is focused on continuing to improve writing across the curriculum so that students can articulate their thinking. We are implementing Writer's Workshop across the campus so there is a consistent delivery of writing. Workshop model differentiates in each lesson and meets the needs of the learners at their own level and then supports the development and a joy for writing. Further, our focus is to create writers that can express their message clearly and their thinking across all content areas. Teachers will continue to define and implement best practices of instruction to show growth as measured by student work samples, classroom observation, district writing prompts, and weekly collaboration. It is our intention to continue to train all staff to support consistency of practice.

Reading:

In alignment with the LCAP assessment calendar, 100% of students will increase their reading proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2021. This will be accomplished by guided reading, book clubs, and reader's workshop lessons. Students falling below grade level will have reading intervention support by the LLI Reading Specialist. Student growth will be measured by F&P scores, MAP scores, AR scores, teacher observation, and classroom work samples.

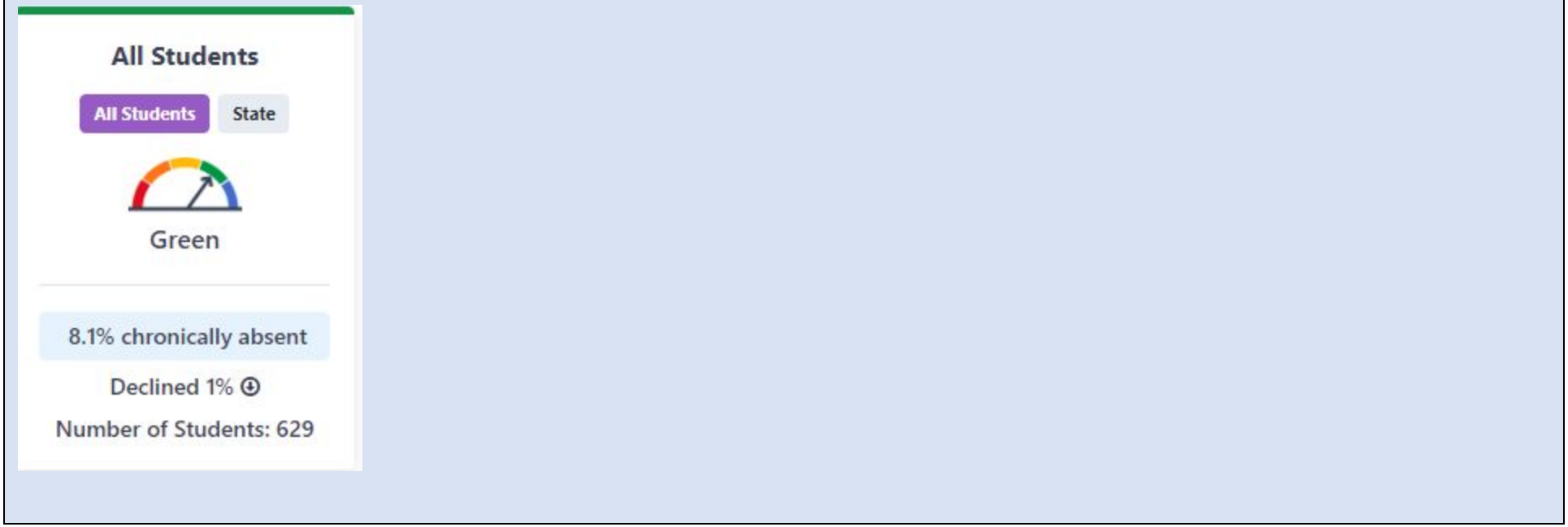
Math:

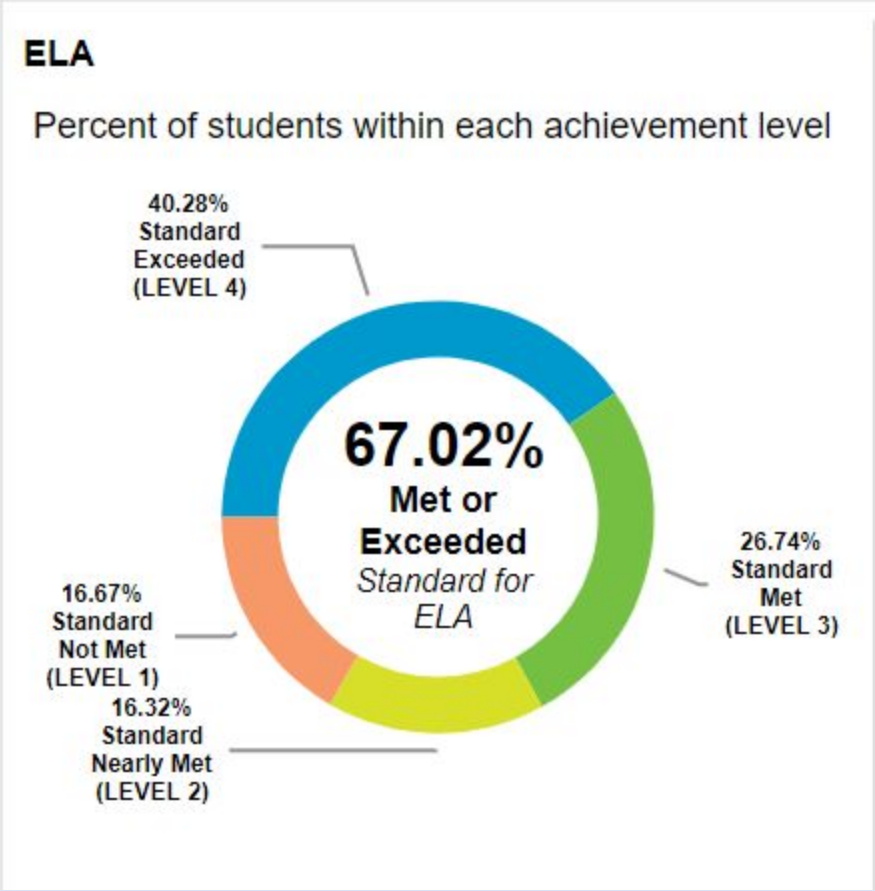
In alignment with the LCAP assessment calendar, 80% of students will increase their math proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2021. They will express their thinking by writing about their process of solving math problems using multiple strategies.

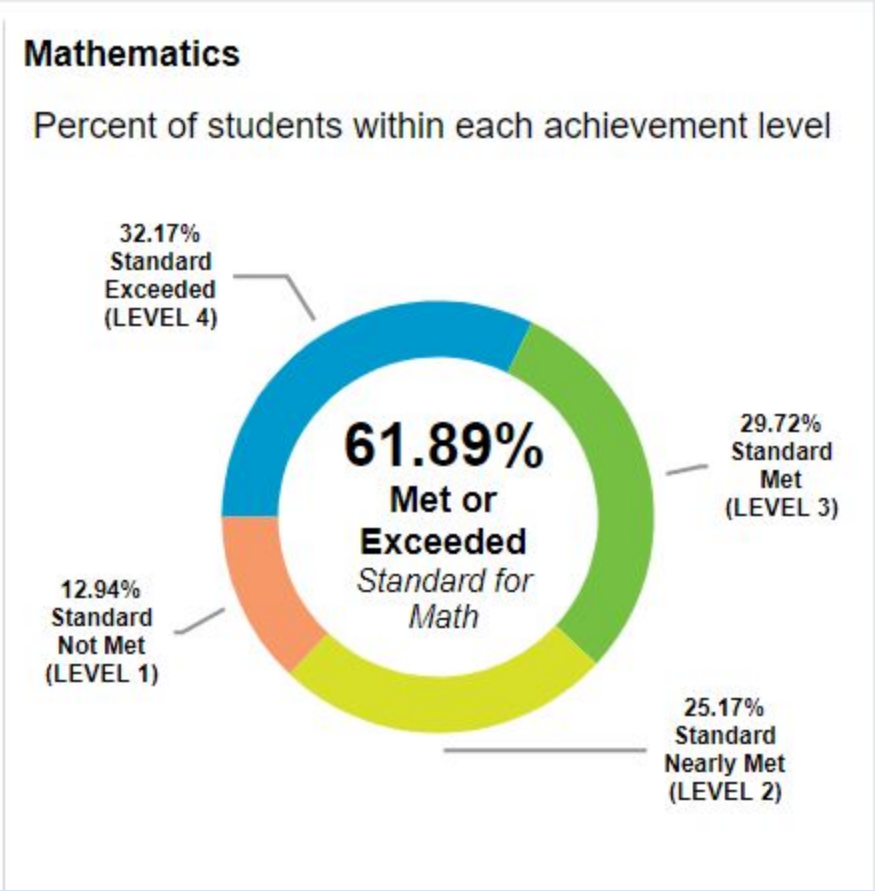
Professional Development:

Through the implementation of Common Core Standards, all teachers will continue with ongoing training in Common Core for Reading, Math, NGSS Science, GLAD, Reading and Writing Workshop. Teachers will continue to define and implement best practices of instruction to show growth as measured by student work samples, classroom observations, and weekly collaboration. The leadership team and writing specialists will support the staff monthly in researching through inquiry on best practices in Writer's Workshop. Math leads will support the staff with model lessons and staff development.

School Climate- Nordstrom is proud of our positive learning environment. As of March 2020, our attendance has increased and we are at 95.6%. Our goal is to continue this upward increase by engaging families and students in their learning throughout the year! Our school Chronic Absenteeism was reduced to 8.1% this year. Our Positive Behavior and Interventions and Support (PBIS) initiative is working. Our suspension rate continues to be low as the school is proactive about noticing and reinforcing positive behaviors while providing support for students that need additional attention!


All Students
All Students
State
Green
8.1% chronically absent
Declined 1%
Number of Students: 629





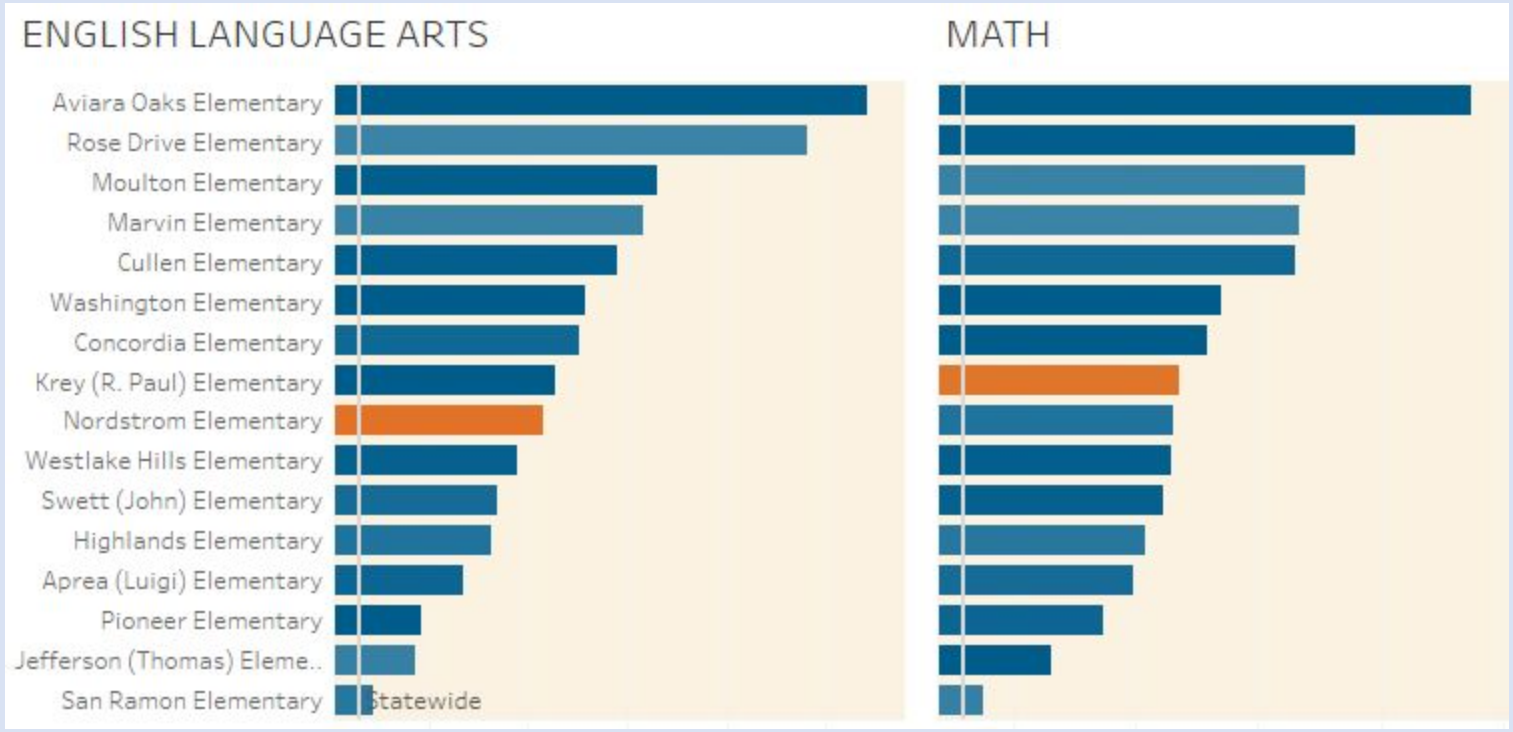
Nordstrom's Instructional Area of Focus has been: ***Students will demonstrate competency in writing by producing quality paragraphs that include critical thinking and evidenced based statements.*** This focus has supported students in being able to express themselves clearly and cite evidence in their writing. Nordstrom is showing success compared to both State and County testing results. Nordstrom has 67.02% of the students at or above grade level in English Language Arts. Nordstrom will continue to focus on reading and writing in order to continue to support our students in their comprehension and expression.

This year, Nordstrom will turn their focus to math while continuing to implement and study Writer's Workshop. Our intention is to work with District leaders and teachers that are honing their math pedagogy. We will be sending two teams of teachers to Stanford to work with Jo Boalar

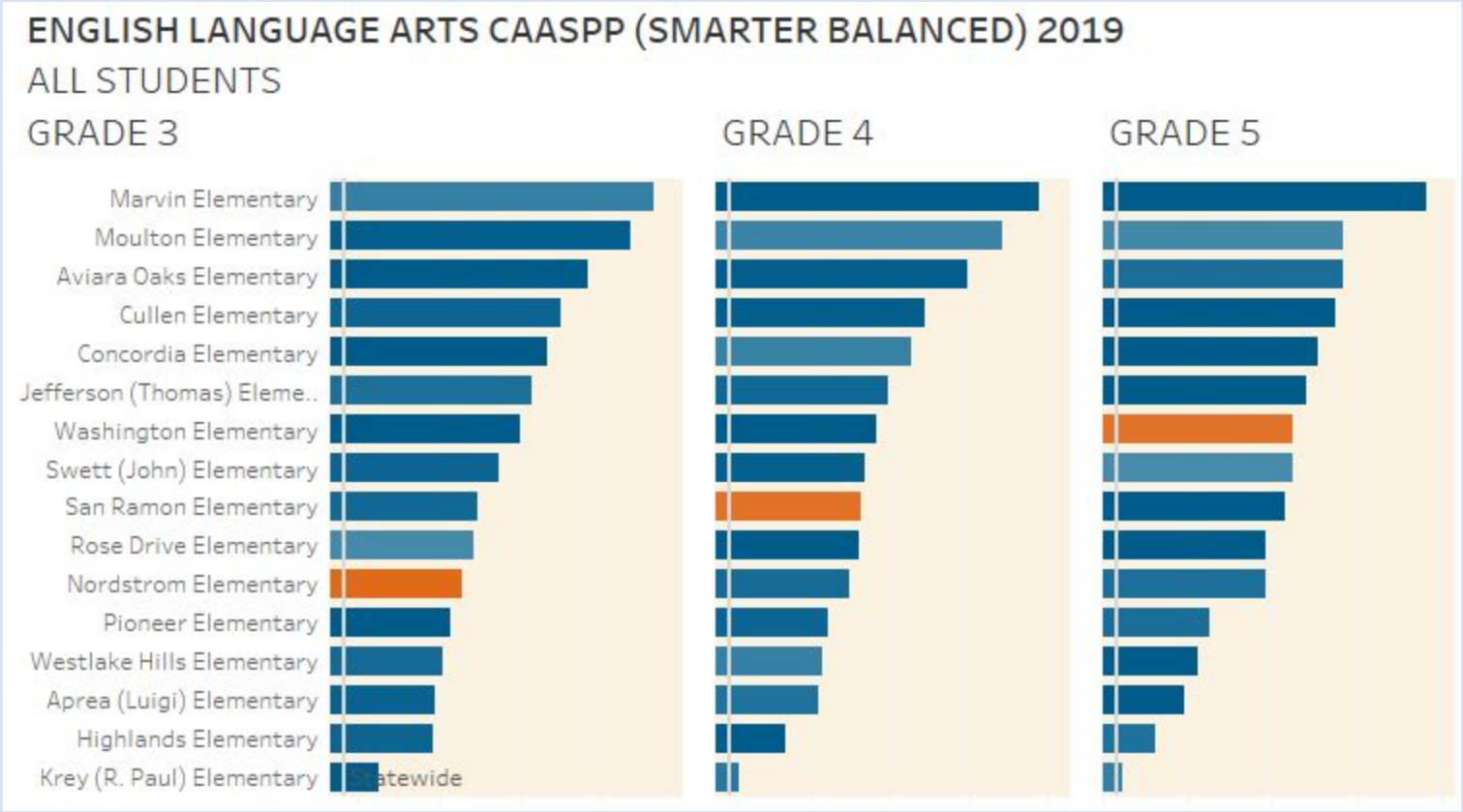
and Math Cubed at the Mathematics Leadership Summits and Professional Development Workshops. Our hope is to support mathematical growth mindset in our students and promote change in math pedagogy.

GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

Comparison with the State and Similar Schools

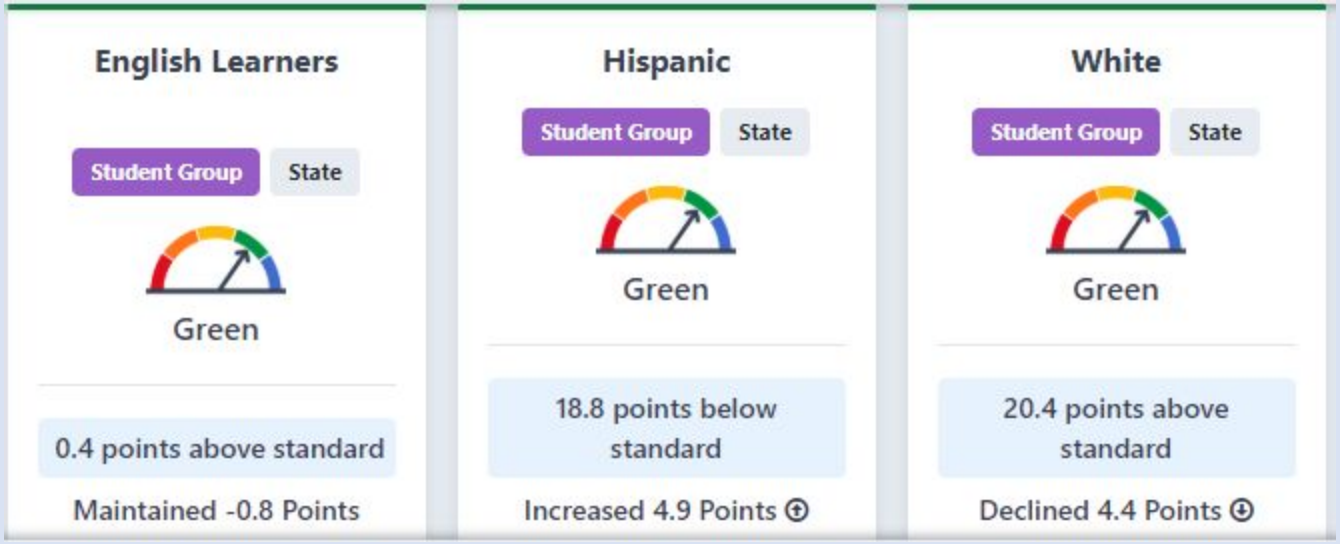


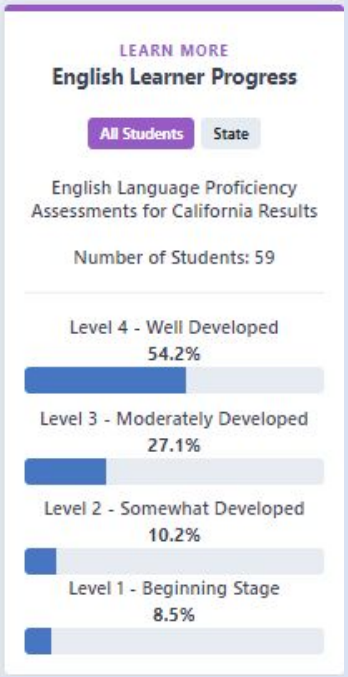
The District contracted with School Wise Press in order to triangulate data analysis of the school. Similar schools were selected so that Nordstrom was placed in the center of the range to provide context for future movement. The white vertical line represents the state average. Overall, Nordstrom is a high performing school that is exceeding the state average.

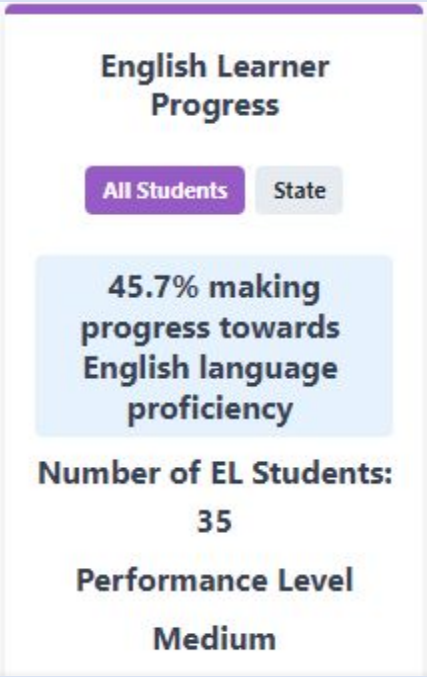


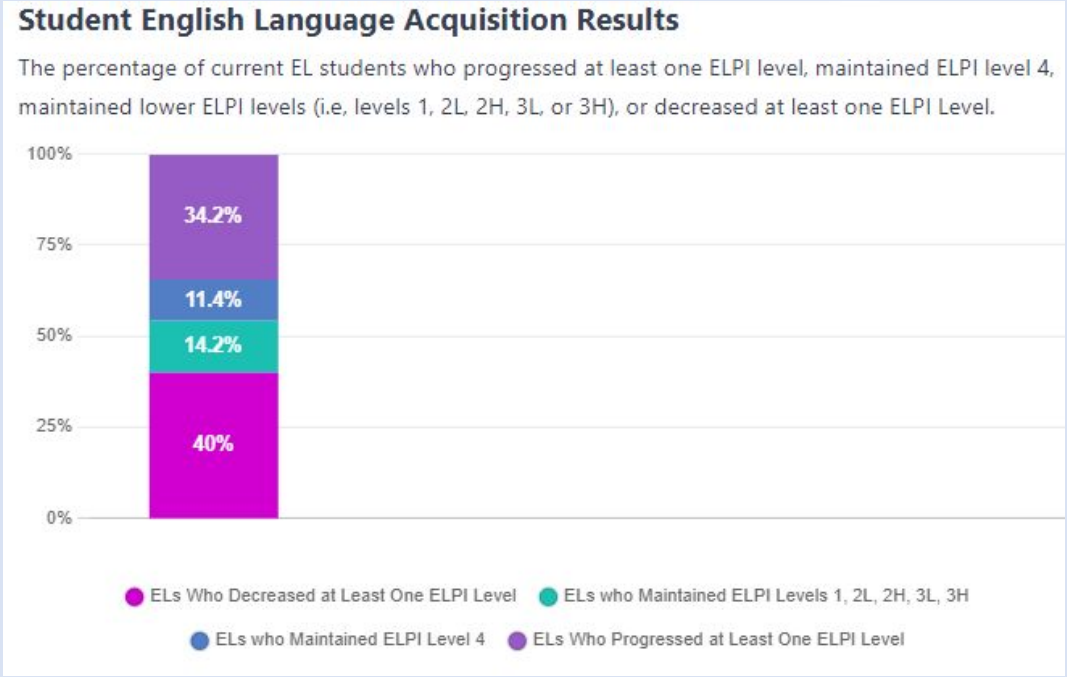
This data shows all grades are well above state average with fifth grade English Language Arts results being a strength in the school. This is reflective of 4th and 5th pioneering workshop model instruction. They continue to be classrooms that were observed during the instructional rounds to build capacity across the school.

In math the school is showing consistent growth compared to the state and similar schools. We will replicate our pedagogy in Math that has been successful in ELA. Nordstrom has especially shown growth in the English Learner and Hispanic subgroups in this content area.









Another area of strength for Nordstrom is the growth of our English Learners. Although our number is small, we are showing consistent improvement with our students.

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)

Plan Description: General support and Improvement

The purpose of this plan is to address areas of need as revealed by our needs assessment as follows:

Needs Assessment Findings:

California Public School Dashboard Indicator Needs:

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Blue	None	None	Green	Green
English Learners	Green	Blue	None	None	Yellow	Green
Foster Youth	None	None	None	None	None	None
Homeless	Green	Orange	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Orange	Orange
Students with Disabilities	Green	Orange	None	None	Orange	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Blue	None	None	Green	Blue
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Orange	None	None	Orange	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Blue	None	None	Green	Green
Two or More Races	Orange	Blue	None	None	None	None

California Public School Dashboard Gaps:

The school as a whole greatly improved in Chronic absenteeism. We decreased our Chronic absenteeism by 1%. Our suspension rate continues to be low with the success of PBIS and consistent practice across the campus.
Students with Disabilities and Low SocioEconomic students are two levels below the all student level in both English and Math as are Hispanic students in English Language Arts. Both of these areas will be areas of focus for the school.

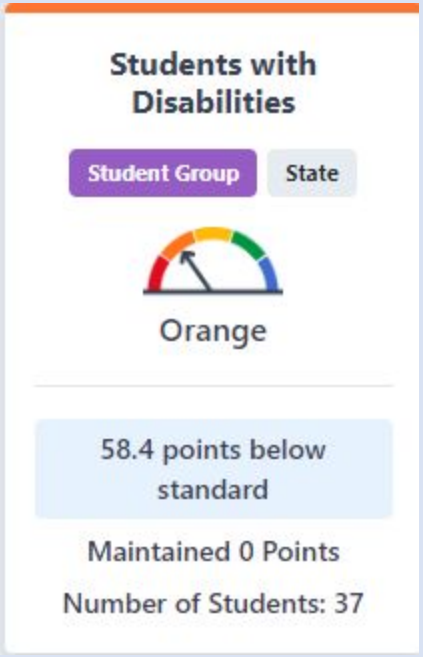
Local Assessment Data: Our F&P data indicates that early literacy will continue to be a focus for the school. Although all students have shown growth in reading, the staff will specifically focus on our students with disabilities by supporting the students using the Sonday reading intervention program if we have not seen enough growth using the LLI reading intervention program. Small group instruction will continue in the classrooms with continued trainings during our PLC time. Teachers are learning the Workshop Model in Writing so that all students continue to show growth and think of themselves as writers!

Stakeholder Identified Needs: Discussions with School Site Council and English Learner Advisory Committee are consistent and reflect the same needs as identified above. Additionally, parents are requesting parent sessions on “how to teach your child reading.”

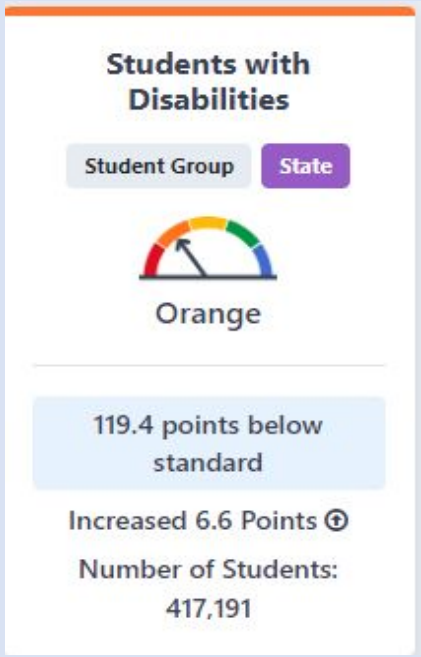
Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

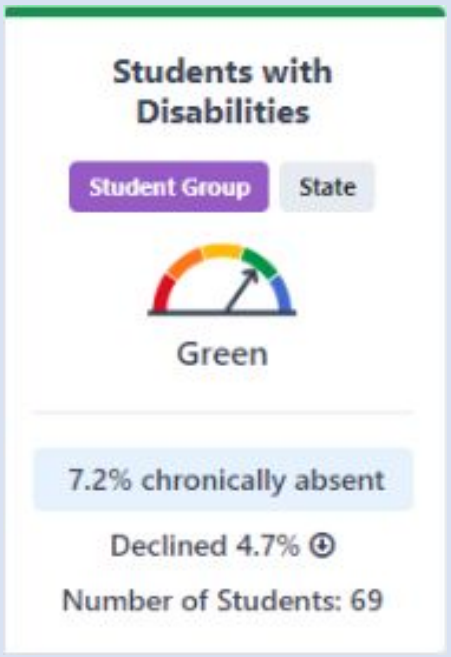
After analysis of the data, there is a gap in achievement for our students with disabilities. This year the students have experienced consistent high quality instruction. Further, the students are achieving excellent reading growth with the implementation of the Sonday Program. These two factors, consistent high quality instruction and a successful reading intervention. We will continue to work to improve achievement for these students that are still 58.4 points below standard but compared to the state average of 119.4 points below standard, we are proud of our students' efforts and growth.

Nordstrom



State





Another root cause of this achievement gap is attendance. We have made great strides in attendance with this population of students and their families. Last year the chronic absenteeism was 11.9% for students with disabilities. The school made personal connections, phone calls, and fun contests to encourage better attendance. This year our chronic absenteeism declined 4.7% to 7.2% chronically absent. This is below the school average of 8.1%.

Secondly, our Hispanic students show a gap in achievement. Growth has been made in attendance by 2.8%This subgroup is still above the school average of 8.1% with a 11.2% in absenteeism.Parent meetings, personal phone calls, community building, and high quality instruction are strategies that have improved attendance for this student group. We will continue to work on connecting with families to improve attendance.

Stakeholder Involvement

Virtual meetings were held to review the SPSA with the leadership team and with the SSC. Both teams agreed that Nordstrom will continue to focus on developing writing by using Writer's Workshop mode. They also supported that the school focus on developing mathematical mindset and enhanced teaching strategies. The leadership team met April 23rd and 24th. The SSC met May 8th.

Nordstrom plans to utilize our after school intervention program to further support students who are struggling in English Language Arts and Mathematics. Two days per week students that require math support attend the after school program and two days per week students that require additional support in reading attend. Further, students will continue to receive reading intervention throughout the school day delivered by our Reading Specialist.

The leadership team has committed to continue to support collaborative meetings each month to implement workshop model school wide. Workshop model supports students in their zone of proximal development while motivating writers to improve their work daily. Highly engaging lessons and delivery support all learners with their individual academic needs. Staff development, instructional rounds, analysis of lessons, and book studies will continue to support our staff and students in our goal. Secondly, the stakeholders are committed to support mathematical training for two teams of teachers that will then provide professional development for all teachers during collaboration.

The stakeholders believe that providing ALL students utilizing interventions and supports will ultimately have a more profound effect on the entire student population.

Resource Inequities

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

The purpose of this plan is to address areas of need as revealed by our needs assessment as follows:

California Public School Dashboard Indicator Needs:

English Language Arts = orange - SWD, Hispanic. Low Socio Economic
Math = orange SWD, Low Socio Economic
Chronic Absenteeism = yellow for SWD, Low Socio Economic, Asian

California Public School Dashboard Gaps:

The student sub groups with gaps of 2 or more performance levels are: English Language Arts = orange - SWD, Hispanic. Low Socio Economic
Math = orange SWD, Low Socio Economic
Chronic Absenteeism = yellow for SWD, Low Socio Economic, Asian

Stakeholder Identified Needs:

Absenteeism and the effects of differentiation to meet the needs of students needing assistance both academically and socially as well as challenging higher performing students both academically and socially.

Local Assessment Data: Absenteeism directly affects student achievement and directly contributes to the achievement gap which affects students above and below grade level standard. Nordstrom's attendance rate is 95.6% year to date falling slightly short of our goal of 96.5%. One-percent of lost attendance for 631 students is equivalent to approximately 2000 hours lost instructional time.

The effects are largest on underperforming students as demonstrated by extreme absenteeism rates as well as our lowest achievement scores. Despite this correlation, attendance monitoring and intervention resources are currently applied and processed the same for all students. Our staff continues to encourage, set rewards, make personal connections with the students and personal phone calls home to encourage better attendance. Equitable allocation of resources will be made to provide tiered supports based on student need including additional monitoring (Goal 1 action 2); parent education and awareness campaign (Goal 2 action 2); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 action 2).

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

Identified Need

Math: Orange = SWD

ELA: Orange = SWD, Hispanic

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
CAASPP (Dashboard) **ELA** status/change --All student Grade 3 Grade 4 Grade 5 --Low SES Grade 3 Grade 4 Grade 5 --SWD Grade 3	**CAASPP (Dashboard)** **ELA** status/change --All student High:-15.5 pts Grade 3 2473.7 Grade 4 2519.6 Grade 5 2528.7 --Low SES Low: -20.5 Grade 3 2424.2 Grade 4 2466.5 Grade 5 2442.4 --SWD Low: -40.9 Grade 3 2399.2	**CAASPP (Dashboard)** **ELA** status/change --All student High:-8.8 pts Grade 3 2456.1 Grade 4 2517.3 Grade 5 2527.4 --Low SES Medium: +6.7 Grade 3 2392.0 Grade 4 2478.8 Grade 5 2483.4 --SWD Medium: -1.7 Grade 3 N/A	**CAASPP (Dashboard)** **ELA** status/change -3.9 --All student High Grade 3 2453.7 Grade 4 2503.0 Grade 5 2527.4 --Low SES Medium:-26.0 Grade 3 2388.8 Grade 4 2443.3 Grade 5 2485.9 --SWD Medium: -17.0 Grade 3 2355.6	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

Grade 4 Grade 5 --EL Grade 3 Grade 4 Grade 5 **Math** status/change --All student Grade 3 Grade 4 Grade 5 --Low SES Grade 3 Grade 4 Grade 5 --SWD Grade 3 Grade 4 Grade 5 --EL Grade 3 Grade 4 Grade 5 **Science** status/change Grade 5 only --All student --Low SES --SWD --EL	Grade 4 2466.4 Grade 5 2406.8 --EL Grade 3 N/A Grade 4 N/A Grade 5 N/A **Math** status/change --All student High -7.4 Grade 3 2473.7 Grade 4 2511.3 Grade 5 2510.3 --Low SES Low -6.3 Grade 3 2440.2 Grade 4 2460.8 Grade 5 2435.2 --SWD Low -18.6 Grade 3 2431.3 Grade 4 2464.8 Grade 5 2417.8 --EL Medium -16.7 Grade 3 N/A Grade 4 N/A Grade 5 N/A **Science** status/change Grade 5 only No Scores this yr. --All student --Low SES --SWD --EL	Grade 4 2446.9 Grade 5 N/A --EL High: +14.2 Grade 3 N/A Grade 4 N/A Grade 5 N/A **Math** status/change --All student High -6.0 Grade 3 2458.1 Grade 4 2506.8 Grade 5 2526.4 --Low SES Medium +8.1 Grade 3 2409.7 Grade 4 2470.3 Grade 5 2476.7 --SWD Medium -16.7 Grade 3 N/A Grade 4 2443.0 Grade 5 N/A --EL High +12.1 Grade 3 N/A Grade 4 N/A Grade 5 N/A **Science** status/change Grade 5 only No Scores this yr. --All student --Low SES --SWD --EL	Grade 4 N/A Grade 5 2464.2 --EL High: +14.2 Grade 3 N/A Grade 4 N/A Grade 5 N/A **Math** status/change --All student High Grade 3 2451.9 +2.5 Grade 3 2392.1 Grade 4 2457.0 Grade 5 2486.9 --SWD Medium 0 Grade 3 2387.4 Grade 4 N/A Grade 5 2464.2 --EL High +12.1 Grade 3 N/A Grade 4 N/A Grade 5 N/A **Science** status/change Grade 5 only No Scores this yr. --All student --Low SES --SWD --EL	
NWEA MAP Assessment **Fall to Winter** Growth: **ELA** --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 **Math** --Grade K optional --Grade 1 optional	**NWEA MAP** **Fall to Winter** School Growth: **ELA** School National --Grade K --Grade 1 --Grade 2 12.9, 6.7 --Grade 3 6.6, 5.1 --Grade 4 -0.1, 3.8 --Grade 5 3.2, 2.9 **Math** --Grade K --Grade 1	**NWEA MAP** **Fall to Winter** School Growth: **ELA** School National --Grade K --Grade 1 --Grade 2 11.1, 9.4 --Grade 3 5.1, 7.1 --Grade 4 2.8, 5.4 --Grade 5 4.6, 4.1 **Math** --Grade K --Grade 1	**NWEA MAP** **Fall to Winter** School Growth: **ELA** School National --Grade K --Grade 1 --Grade 2 16.8, 8.85 --Grade 3 9,8, 7.28 --Grade 4 7.6 5.82 --Grade 5 5.2, 4.64 **Math** --Grade K	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March

--Grade 2 --Grade 3 --Grade 4 --Grade 5 **Science** --Grade 2 --Grade 3 --Grade 4 --Grade 5	--Grade 2 12.5, 7.0 --Grade 3 5.9, 5.8 --Grade 4 4.3, 5.2 --Grade 5 4.4, 4.5 **Science** (optional) --Grade 2 N/A --Grade 3 N/A --Grade 4 N/A --Grade 5 N/A	--Grade 2 14.8, 9.5 --Grade 3 5.9, 7.9 --Grade 4 6.3, 6.9 --Grade 5 5.9, 6.1 **Science** (optional) --Grade 2 N/A --Grade 3 N/A --Grade 4 N/A --Grade 5 N/A	--Grade 1 --Grade 2 12.8, 9.03 --Grade 3 7.4, 7.75 --Grade 4 3.7 6.50 --Grade 5 4.6 5.56 **Science** (optional) --Grade 2 N/A --Grade 3 N/A --Grade 4 N/A --Grade 5 N/A	
Dashboard Academic Indicator Groups in Red/Orange:	**Dashboard Indicators** No Red Indicators. **ELA Orange**: SED, SPED, HISP **MATH Orange:** SED, SPED, HISP	**Dashboard Indicators** **Chronic Absenteeism** Orange: Asian **Suspension**: none **ELA** Orange: SWD, Hisp. **MATH** Orange: SWD	**Dashboard Indicators** **Chronic Absenteeism** Orange: Asian **Suspension**: Blue **ELA** Orange: SWD, Hisp., SED **MATH** Orange: SWD, SED	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group
Biliteracy **--**EL Progress --EL status & change --EL Reclass Rate	**Biliteracy** **--**EL Progress: High, Green --status & change: 82.6, +7.2 --Reclass Rate: 19.2%	With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure..Reclass Rate: = 3.4**%**	**Biliteracy** **--**EL Progress: High, Green --status & change: --Reclass Rate: 26.2%	

Literacy Measure: F&P **--**Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar. --Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar. --Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar. --Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar. --Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar. --Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.	**Fountas & Pinnell by grade** **--**Avg K Fall: 0.6 --Avg K Mar 0.7 --At level Mar: 63% --Avg 1 Fall: 1.4 --Avg 1 Mar: 1.7 --At level Mar: 78% --Avg 2 Fall: 2.1 --Avg 2 Mar: 2.4 --At level Mar: 45% --Avg 3 Fall: 3.4 --Avg 3 Mar: 3.8 --At level Mar: 64% --Avg 4 Fall: 4.1 --Avg 4 Mar: 4.5 --At level Mar: 67% --Avg 5 Fall: 4.8 --Avg 5 Mar: 5.4 --At level Mar:51%	**Fountas & Pinnell by grade** **--**Avg K Fall: 0.1 --Avg K Mar 0.5 --At level Mar: 45% --Avg 1 Fall: 1.2 --Avg 1 Mar: 1.6 --At level Mar: 55% --Avg 2 Fall: 2.0 --Avg 2 Mar: 2.6 --At level Mar: 66% --Avg 3 Fall: 3.5 --Avg 3 Mar: 3.8 --At level Mar: 83% --Avg 4 Fall: 4.3 --Avg 4 Mar: 4.8 --At level Mar: 64% --Avg 5 Fall: 5.4 --Avg 5 Mar: 6.1 --At level Mar: 82%	Maintain **Fountas & Pinnell by grade** **--**Avg K Fall: 0.1 --Avg K Mar 0.8 --At level Mar: 47% --Avg 1 Fall: 1.3 --Avg 1 Mar: 1.8 --At level Mar: 86% --Avg 2 Fall: 2.3 --Avg 2 Mar: 3.0 --At level Mar: 93% --Avg 3 Fall: 3.5 --Avg 3 Mar: 3.9 --At level Mar:85% --Avg 4 Fall: 4.3 --Avg 4 Mar: 5.1 --At level Mar: 85% --Avg 5 Fall: 5.8 --Avg 5 Mar: 6.0 --At level Mar: 83%	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age
MTSS Support Usage --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island	**Usage Monitoring** --Extended Day: 50 --Read 180: N/A --System 44: N/A --LLI: 90 --Lexia: 595 --Study Island: 21,183 (3/15/18)	**Usage Monitoring** --Extended Day: **60 students** --System 44/Read 180, **0 students** --LLI: **90 students** --Lexia: **55% use**, 69% at/above --SI: 3181 sessions, 32,425 questions at 70.4% correct.	**Usage Monitoring** --Extended Day: **60 students** --System 44/Read 180, **18 students / 4 exited** --LLI: 57 **students/21 exited** --Lexia: **55% use**, 69% at/above --SI: 3181 sessions, 32,425 questions at 70.4% correct.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.
Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	**Special Education** non SLP only --# Referrals: SLP: 8 RSP: 3 --# Qualified: SLP: 6 RSP: 2 --# Exited: SLP: 6 SDC 1 moved to RSP	**Special Education** non SLP only --# Referrals: SLP: 13 RSP: 11 --# Qualified: SLP: 4 RSP: 8 (3 pending) --# Exited: SLP: 3 RSP:1 --% Non EL: SLP: 94% RSP:100% 8% reclassified	**Special Education** non SLP only --# Referrals: SLP: 10 RSP: 8 --# Qualified: SLP: 4 RSP: 7 --# Exited: SLP: 2 RSP:0 --% Non EL: SLP: 84% RSP: 92%	Minimize gaps in referral rates and reduce overall rate by inclusion

	--% Non EL: SLP: 88% RSP: 77% SDC: 41% --% EL: SLP: 12% RSP: 33% SDC: 58%	SDC: 41% --% EL: SLP: 27%	SDC: 75% --% EL: SLP: 16% RSP:8% SDC:25%	
Implementation Status: *By Staff Survey Rubric* --Mathematics --English (ELA/ELD) --History --Science --MTSS Acad. : --MTSS SEL: --PLC	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.3 --Science 1.9 --MTSS Acad. : 3.1 --MTSS SEL: 2.8 --PLC 3.2	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 —PBIS 3.5	**Implementation Status:** *Scores on 5 point rubric survey* Math 4.3 ELA/ELD 3.8 Soc. Science 3.3 NGSS: 2.9 MTSS Academic: 3.5 MTSS Soc. Emot: 3.3 Collaboration: 3.6 PBIS 3.6	Grow from previous year rubric scores in all core area implementations on staff survey
Other Site Specific metrics: *ie: awards, focus academy related, site specific interventions or enrichment programs etc.*	Odyssey of the Mind 30 Robotics Club 25 Spanish Club 15 Music in Motion 25 Boldly Me (Discovery) 24 Art Smart 16 Science Club 20 Chess Club 25 Band 20	Odyssey of the Mind 30 Robotics Club 25 Spanish Club 15 Music in Motion 25 Chess Club 30 Band 20 Theater Club 50 Dance 625 Theater 625 Visual Arts 625	Odyssey of the Mind 30 Robotics Club 50 Music in Motion 25 Chess Club 30 Band 25 Theater Club 50 Dance 625 Theater 625 Visual Arts 625	

Goal 1 Action 1: Tier 1 Staff

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. Reading Intervention Teacher

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.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
	[Add Amount(s) here]	[Add source(s) here]

Goal 1 Action 2: Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

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.

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
short description here, same order as above	[Add Amount(s) here]	[Add source(s) here]

Goal 1 Action 3: Professional Development

Students to be Served by this Strategy/Activity

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

Students with Disabilities, Low Socio Economic, English Learners

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

1. Conferences and registrations
2. Instructional Rounds
3. Planning and Collaboration
4. Travel Expenses
5. Enrichment

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.

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
Conferences and registrations	$720.00 $2,280.00	LCFF Lottery
Instructional Rounds (release time)	$2,620.00	LCFF
Sub release time- Planning and collaboration	$1,296.00 $4,104.00	LCFF Lottery
Travel Expenses	$720.00 $2,280.00	LCFF Lottery

Goal 1 Action 4: Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Science Camp stipend
2. Online resources to support Core Curriculum
3. Student Council Stipend
4. Tech Coordinator Stipend
5. Odyssey of the Mind, Robotics, Coding materials and fees
6. Instructional Supplies
7. Professional consulting services (AR)

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
Science Camp stipend	$163.24 $1501.76.	LCFF State Lottery
Online resources to support Core Curriculum (Renaissance, Mystery Science & Reflex Math)	$6169.13 $3607.87	LCFF State Lottery
Student Council Stipend	$1665.00	State Lottery
Tech Coordinator Stipend	$1665.00	State Lottery
Odyssey of the Mind, Tech Challenge, Robotics, Coding materials and fees	$1,000.00	State Lottery
Instructional Supplies	$1,585.00	LCFF

Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. Subs for IEP/SST
2. Enrichment Coordinator
3. Release time for planning, analyzing data, design supports
4. SST coordinator
5. F&P release time
6. Books and Materials
7. Extended day support to site for activities listed above.

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.

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Subs for IEP/SST	$2,251.00	LCFF
Enrichment Coordinator	$832.50	LCFF
Release time for planning, analyzing data, design supports	$2,217.13 $4,250.00	LCFF State Lottery
SST Coordinator	$393.00 $1247.00	LCFF State Lottery
F&P release time (3 days)	$3,744.00 $8,519.00	LCFF State Lottery
Books and Materials	$480.00 $1,520.00	LCFF State Lottery
Extended Day Budget	$35,000	LCFF Supplemental/Extended Day

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:

1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

Proposed Expenditures for this Strategy/Activity

None

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.

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
short description here, same order as above	[Add Amount(s) here]	[Add source(s) here]

Goal 1 Action 7: Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:

1. Facility maintenance and improvement projects
2. Transportation
3. Food Service
4. Maintenance and custodial costs
5. Furniture and Fixtures
6. Technology equipment

Programs and services funded in this School Plan include:

1. Teacher Supplies
2. Health Office Supplies
3. Communication
4. Contracts/machine repairs
5. Lobbyguard
6. Printing
7. Yard Duty Shirts
8. Machine Supplies
9. Office Supplies

10. Negative Lunch Balance
11. Mileage
12. Postage
13. Cell Phone
14. Memberships
15. Homework Folders
16. Petty Cash
17. Books
18. Machine Repairs

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.

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Teacher Supplies	$7,000.00	State Lottery
Health Office	$1000.00	State Lottery
Communication	$1500.00	State Lottery
Contracts/machine repairs	$3,000.00	State Lottery
Check visitors in (Lobbyguard)	$500.00	State Lottery
Printing	$1,000.00	State Lottery
Yard Duty Shirts	$200.00	State Lottery
Copy Machine Supplies	$4,821.00	State Lottery
Office Supplies	$3,000.00	State Lottery

Negative Lunch Balance	$1500.00	State Lottery
Mileage	$100.00	State Lottery
Postage	$300.00	State Lottery
Cell phone	$600.00	State Lottery
Memberships	$39.00	State Lottery
Homework folders	$1,000.00	State Lottery
Petty cash	$300.00	State Lottery
Books	$1,300.00	State Lottery
Machine Repairs	$2,000.00	State Lottery

Goal 1: Annual Review: SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

Nordstrom engaged in strategic professional development during our Professional Learning Communities. We had books studies in Math, Integrating the Arts into the Curriculum, and Social Emotional Development. Teachers read and studied *What's Math Got To Do With It* by Jo Boaler,*Integrating the Arts Across the Elementary School Curriculum* R. Phyllis Gelineau, ***Destructive Emotions: A Scientific Dialogue with the Dalai Lama*** by Daniel Goleman, *Why Write in Math Class?*, and *Writing in Math Class: A Resource for Grades 2-8.* Teachers were able to pick their area of interest/need to grow in the areas that they felt they needed to develop as a teacher and form a book club to dive deep in research and professional discussions.

During Instructional Rounds, teachers focused on writing. They observed engagement, lesson delivery, evidence being cited, and teacher moves that supported student achievement. We anticipate further growth in writing, writing across the curriculum with evidence based statements that are cited.

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

Nordstrom did not exceed or underspend allocations provided to goal #1. What is allocated and budgeted remains cost neutral for the following year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on what we have learned through our analysis, we will continue to focus on writing throughout the content areas. We will provide consistent delivery of lessons schoolwide through the workshop model which supports our students with disabilities and our low socioeconomic students by design. Teaching students to express their thinking and support their statements in writing promotes critical thinking. Additional training and analysis of interventions and differentiation in all content areas will support all learners. Goal #1.3

Goal 2

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

There is a need to continue to engage parents as partners in the education of students. We specifically need to increase the rate of parents monitoring their students as well as successful email / communication completion rate.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
SSC Agenda and Minutes	SSC agenda and minutes	SSC agenda and minutes	SSC agenda and minutes	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	ELAC agendas and minutes	ELAC agendas and minutes	ELAC agendas and minutes	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	Links to agendas and minutes documenting all required topics	HSC agenda and minutes	HSC agendas HSC minutes	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	**Parent Volunteers** # cleared through HR: **89**	**Parent Volunteers** # cleared through HR: **77**	**Parent Volunteers** # cleared through HR: **85**	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** Raised: $80,000 allocated: $80,000	**Fundraising** Raised: $91,000 allocated: $91,000	**Fundraising** Raised: $75,800 allocated: $75,800	Maintain consistent annual trend

Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate: phone **80%**	**Mass Phone** completion rate: phone **84%**	Close gap to 87%	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate: **97%**	**Mass email** completion rate: **97%**	Close gap to 96%	Close gap to 100%
Parent monitoring percent (Aeries)	**Parent monitoring** percent accessing Aeries: **81%** Average visits per parent: **57**	**Parent monitoring** percent accessing Aeries: **97%** Average visits per parent: **55**	**Parent monitoring** percent accessing Aeries: **98%** Average visits per parent: **62**	Close gap to 100%
Parent Education program completers	**Parent Education** program completers **5**	**Parent Education** program completers **15**	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	**5 point rubric scores on key questions from parent surveys**			
Our school encourages parent participation in decision making:	**3.94**	**4.06**	**4.16**	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	**4.29**	**4.33**	**4.32**	Improve score on parent rubric
Our school makes parents feel like valued partners in education	**4.0**	**4.06**	**4.16**	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	**3.94**	**3.61**	**3.92**	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	**4.23**	**3.72**	**4.0**	Improve score on parent rubric
Our school is physically safe:	**3.61**	**4.06**	**4.08**	Improve score on parent rubric
Ours school meets social emotional needs:	**3.74**	**3.72**	**3.92**	Improve score on parent rubric

Our school values diversity:	**3.77**	**4.22**	**4.24**	Improve score on parent rubric
Parents satisfied with learning environment	**3.81**	**3.94**	**4.16**	Improve score on parent rubric
Our school has a challenging curriculum	**3.77**	**3.89**	**4.08**	Improve score on parent rubric
Parents encourage after school participation	**4.13**	**4.17**	**4.48**	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	**3.58**	**3.28**	**3.92**	Improve score on parent rubric
Our school has a high variety of extended programs available.	**3.33**	**2.88**	**3.44**	Improve score on parent rubric
My child likes school:	**4.13**	**4.17**	**4.32**	Improve score on parent rubric
My child feels safe at school:	**4.13**	**4.5**	**4.24**	Improve score on parent rubric
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.	Back to School Night: 90% Open House: Father/Daughter Dance: 250 Auction: 125 Mother/Son Bingo: 125 Morning Coffee: ~100 Family Fun Night: >800 Pumpkin Run Volunteers: 40 Example of Principal Coffee: https://docs.google.com/presentation/d/10buHJhfNJsd8JFSGmvHiEwpOCeLmQzAquqSB5fn72ME/edit?usp=sharing SLS: 25 referrals	Back to School Night: 90% Open House: 95% Father/Daughter Dance: Auction: 75 Mother/Son Bingo: 125 Morning Coffee: ~100 Family Fun Night: >800 Pumpkin Run Volunteers: 40 Family Fun Run: >300 Ice Cream Social: 100 families Science Night: COVID Multi-Cultural Fest: COVID School tours: 20 (COVID)		

		https://docs.google.com/presentation/d/10buHJhfNJsd8JFSGmvHiEwpOCeLmQzAquqSB5fn72ME/edit?usp=sharing SLS: 30 referrals	

Goal 2 Action 1: Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:

1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

1. Fingerprinting

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.

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Fingerprinting	$720.00 $2,280.00	LCFF State Lottery
Babysitting for ELAC	$100.00	LCFF

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:

1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

1. CalSoap

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.

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
CalSoap - I'm going to College Program	$500.00	LCFF

Goal 2: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

Nordstrom has purposeful parent engagement opportunities which include transitional kindergarten through 5th grade. Parents sign up at the beginning of the year for volunteer opportunities that can contribute at home as well as at the school level. Activities range from in class support, filing, technology, committees, field trips, parent participation classroom lessons, sports programs, communications, hospitality, fundraising, and general school / classroom operational support. Nordstrom has an amazing parent participation program which contributes to the positive culture and support at Nordstrom.

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

We did not exceed or underspend allocations provided to goal #2. Many parent meetings occur during the day. This year we moved our ELAC meetings to the afternoon which has increased participation at our meetings. We continue to offer babysitting at that time. We are lucky to have an active parent community which means we fingerprint approximately 80 parents per year. We anticipate this to remain a consistent number with 125 new kindergarten families each year. What is allocated and budgeted remains cost neutral for the following year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on our analysis, we do not anticipate any changes in these goals.

Goal 3:

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

Identified Need

Chronic absenteeism 9.1%
Additional Yard duty funding for a safe campus.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
Attendance Rate: 95.36% Goal: 96.5	**Month 11 Current attendance rate: 95.36% Goal: 96.5**	**Month 8 Current attendance: 95.78% Goal: 96.5**	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	**Chronic Absenteeism Rates:** **(Dashboard)** Overall: 11.8% SWD 18.0% SED 23.4% Foster N/A Homeless 23.1% EL 21.3% White 9.1% Latino 18.8%	**Chronic Absenteeism Rates:** **(Dashboard)** Overall: 9.1% SWD 11.9% SED 13.5% Foster N/A Homeless 19.3% EL 14.8% White 5.1% Latino 14.18%	**Chronic Absenteeism Rates:** **(Dashboard)** Overall: 8.1% SWD 7.2% SED 13.7% Foster N/A Homeless 12.6% EL 11.7% White 4.3% Latino 11.2%	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# 2nd SARB Notice	**SARB Compliance:** --# First Notice: 36 --# Second Notice: 35	SARB Compliance: --# First Notice: 79 --# Second Notice: 8 --# Third Notice: 2 --# Conferences: 2	SARB Compliance: --# First Notice: 89 --# Second Notice: 22	Maintain attendance notice practices in compliance with attendance laws

--# Third SARB Notice --# Parent Conferences --#SARB Hearings	--# Third Notice: --# Conferences: --# Hearings:		--# Third Notice: 10 --# Conferences:	
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates Dashboard** Overall: < 0.3 SWD 0.0 SED 0.0 Foster 0.0 Homeless 0.0 EL 0.0 White 0.4 Latino 0.5	**Suspension Rates Dashboard** Overall: 0.3% SWD 0.0 SED 0.0 Foster 0.0 Homeless 0.0 EL 0.0 White 0.4% Latino 0.5%	**Suspension Rates Dashboard** Overall: 0.2% SWD 1.4 SED 1.5 Foster 0.0 Homeless 3.3 EL 0.0 White 0.0% Latino 1.1%	Reduce suspension rates to very low and reduce student group gaps by one third
Susp. Offenses: Controlled Substance Violence Weapons Behavior/Bullying	**Offenses (DataQuest):** Controlled Substance: 0 Violence/fighting: 1 Dangerous object: 1 Behavior/Bullying: 0	**Offenses (DataQuest):** Controlled Substance: 0 Violence/fighting: 2 Dangerous object: 0 Behavior/Bullying: 0.	**Offenses (DataQuest):** Controlled Substance: 0 Violence/fighting: 3 Dangerous object: 0 Behavior/Bullying: 1	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	**Expulsion Rate: 0%**	**Expulsion Rate: 0%**	**Expulsion Rate: 0%**	Maintain low rate
Drop Out Rate (DataQuest):	**Drop Out rate: 0%**	**Drop Out rate: 0%**	**Drop Out rate: 0%**	Maintain below state rate
Local Student Survey	**Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined**			
I feel safe at school	**3.46**	**3.44**	COVID	
I feel safe at home	**3.90**	**3.89**		
I have a safe staff connection to talk to.	**3.58**	**3.48**		
I participate in school activities	**2.85**	**2.98**		
I am happy at school	**3.13**	**3.15**		

I am proud of my school	**3.44**	**3.57**		
My school is an outstanding school	**3.46**	**3.37**		
NWEA SEL survey (K-8)	**Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)**			
Teacher-student caring relationship	**4.06**	Survey pilot discontinued by NWEA		
Peer support for learning	**3.85**	Survey pilot discontinued by NWEA		
Family Support for learning	**4.36**	Survey pilot discontinued by NWEA		
Relevance of school work	**4.08**	Survey pilot discontinued by NWEA		
Positive future outlook	**4/46**	Survey pilot discontinued by NWEA		
Intrinsic Motivation	**4.07**	Survey pilot discontinued by NWEA		
Students attending Extended Day:	# Attending Ext. Day: **40**	# Attending Ext. Day: **60**		Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	**Female: 0 Male: 0**	**Female: 0 Male: 0**	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	PBIS implementation rubric	PBIS implementation Rubric	PBIS Rubric	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothes) --Group Programs	Discovery Referrals: 34	Discovery Referrals: 30	Discovery Referrals: 30	
Additional site specific: *Positive Behavior awards, positive attendance programs, participation in clubs,,*	School Wide Dance Party with DJ Kinder Ice Cream Social Back To School Night/Open House Family Math Night	School Wide Dance Party Kinder Ice Cream Social Back To School Night/Open House	Kinder Ice Cream Social Back To School Night/Open House Family Math Night	

sports participation and awards etc.	Parent Conferences Leaning celebrations Parent Tours Project Corner Parent lead Art Program Fall Fun Run Auction NIght Donuts for Dads/Muffins for Moms Father/Daughter Dance Mother/Son Bingo Grandparent Day Adult Paint Night Principal Coffee Theater Club Chess Club Science Club Robotics Club Coding Club Music in Motion Band Spanish Club Friends and Family Celebration	Family Math Night Parent Conferences Leaning celebrations Parent Tours Project Corner Fall Fun Run Auction NIght Donuts for Dads/Muffins for Moms Father/Daughter Dance Mother/Son Bingo Grandparent Day Principal Coffee Theater Club Chess Club Science Club Robotics Club Coding Club Music in Motion Band Spanish Club Odyssey of the Mind Multicultural Fest Science Night School Picnic	Parent Conferences Leaning celebrations Parent Tours Project Corner Fall Fun Run Auction NIght Donuts for Dads/Muffins for Moms Father/Daughter Dance Mother/Son Bingo Grandparent Day Principal Coffee Theater Club Chess Club Science Club Robotics Club Coding Club Music in Motion Band Spanish Club Odyssey of the Mind Multicultural Fest Science Night School Picnic	
Datazone Social Emotional Survey Implemented 2019-20 school year: 5 point rubric, grades 3-5				
			2019-20	**2020-21**
1. I feel it is important to come to class every day.			**4.2**	

1. I feel like I belong in this school.			**4.2**	
1. I feel like students at my school respect me.			**3.7**	
1. I set learning goals.			**3.7**	
1. I try to understand other students' points of view.			**4.1**	
1. I work hard to achieve learning goals even if things get in the way.			**4.1**	
2. Adults at my school treat students with respect.			**4.4**	
2. I come to class prepared.			**4.1**	
2. I make a plan for how I'm going to reach my learning goals.			**3.7**	
2. I think about other students' feelings.			**4.4**	
2. I want to be a good student.			**4.7**	
2. If I fail to reach an important learning goal, I try again.			**4.2**	
3. I get along well with students who are different from me.			**4.1**	

3. I know what to do if I get stuck.			**3.9**	
3. I like it when schoolwork is challenging.			**3.5**	
3. I pay attention in class.			**4.1**	
3. If I fail to solve a problem, I try again until I find the solution.			**4.2**	
3. Students are treated equally when they break school rules.			**3.4**	
4. I actively participate in class discussions.			**4.1**	
4. I am comfortable asking my teacher(s) for help.			**4.2**	
4. I am good at learning new things.			**4.0**	
4. I remain calm even when someone is bothering me.			**3.6**	
4. If the way I'm doing something isn't working, I try to think of different ways to do it.			**4.2**	

4. My teachers really listen to what I have to say.			**4.3**	
5. I can clearly describe my feelings.			**3.6**	
5. I feel comfortable asking questions.			**3.9**	
5. I keep going with work even when it takes longer than I thought it would.			**4.2**	
5. I stop to make sure I understand what I'm doing when I do my schoolwork.			**4.1**	
5. Mistakes help me learn.			**4.2**	
5. There is at least one adult at my school that I can talk to about my problems.			**4.0**	
6. I actively participate in small group work.			**4.1**	
6. I am able to stand up for myself without putting others down.			**4.0**	
6. I feel safe at my school.			**4.2**	
6. I look forward to class.			**3.9**	

6. I put what I am studying into my own words to understand it.			**4.1**	
6. I try to do well on my schoolwork even when it isn't interesting to me.			**4.2**	
7. I am good at sharing work in a group.			**4.1**	
7. I can stay focused on schoolwork even when I want to do other things.			**3.8**	
7. I set aside time to do my schoolwork or study.			**3.8**	
7. People of different cultural backgrounds, races, ethnicities, and abilities get along well at my school.			**4.3**	
7. The harder I work, the more I learn.			**4.3**	
7. When I am learning, I think about what I already know and what I still need to learn.			**3.9**	
8. Even if the work in my classes is hard, I can learn it.			**4.2**	

8. I recognize a good idea even if it wasn't mine.			**4.3**	
8. I turn in my schoolwork even when it's hard to do.			**4.3**	
8. I use strategies to remember facts.			**4.1**	
8. When I finish an assignment, I check my work before I turn it in.			**3.8**	
9. I am able to disagree with others without starting an argument.			**3.9**	
9. I finish what I begin.			**4.2**	
9. I get my schoolwork done right away instead of waiting until the last minute.			**4.0**	
9. I use strategies to make sense of new ideas.			**4.0**	
9. My effort makes a difference in my success at school.			**4.3**	
10. I keep track of my assignments so I know when to turn them in.			**4.0**	

10. I plan to attend college.			**4.5**	
10. I think of different ways to solve a problem.			**4.2**	
10. I work well with others.			**4.3**	
11. I can get smarter.			**4.6**	
11. I look at the quality of my work so that I can improve.			**4.1**	
11. I work hard in school.			**4.5**	
12. I know how to study.			**4.4**	

Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Develop and implement a K-12 service learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites.
3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone.
5. Develop and implement strategies to increase student attendance.
6. Support the development and renewal of school safety plans.
7. Implement program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social emotional learning opportunities to support healthy life choices.
9. Conduct standardized campus climate surveys at all schools.
10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

1. Additional Yard Duties
2. Supplies for PBIS

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.

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
Kinder Support	$15,609.38	State Lottery
Yard Duty	$3,746.25	State Lottery

Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Provide after school activity bus for disadvantaged students
2. Provide college and career awareness through Cal-SOAP and AVID.
3. Provide Naviance at grades 6-12.
4. Support AVID at middle grades .
5. Provide social emotional support and services through community based organizations.
6. Assist sites with attendance accounting compliance and intervention for chronic absenteeism.
7. Provide ADVENT program for foster youth
8. Provide CARE team services to Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension.
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

1. Multicultural Festival

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.

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
Supplies for Multicultural Fest	$1,000.00	LCFF

Goal 3: Annual Review

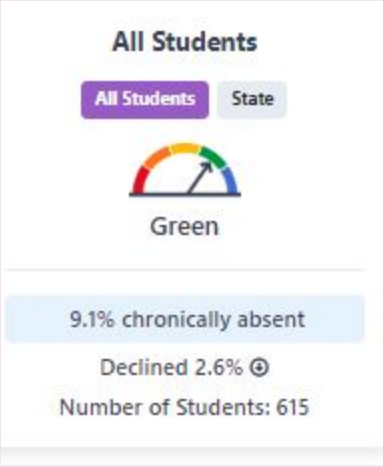
SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.

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.

In an effort to continually remind our community regarding the importance of positive attendance and academic success, our school has shown an increase in positive attendance (+2.6%) . As habitual truancy still remains in the 9.1% range, new office personnel and stricter compliance notifications are being enforced and documented. Parents are receiving personal phone calls from the attendance clerk or the principal to encourage attendance. We will continue to notify families as well as create more positive rewards to incentivise compulsory attendance laws. Below is the State Dashboard link regarding chronic absenteeism at Nordstrom.



Nordstrom received the Silver Award for PBIS! We are seeing a decrease in referrals to the office due to the strong implementation at the site. Students that require additional intervention are finding success also. The Check In - Check Out intervention has made a

tremendous impact for these Tier 2 students. Students are feeling successful and receiving positive feedback at school and at home. The families are feeling supported and more engaged with the 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.

Budget transfers of $4,000.00 did occur this year to cover the additional expenditure of yard duties. Nordstrom is geographically a very large campus with a high student population. Because of the large number of students with four different recess schedules, we were over our budgeted amount of $9,000.00. Student safety is our focus and having additional yard duties has supported the positive interactions on the playground. Goal #3.1.

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.

Additional money has been allocated this year for yard duties in order to continue provide adequate coverage for a safe campus. Goal #3.1. Additionally, allocations have been made for PBIS rewards and our Multicultural Fest to enhance engagement and participation in both of these programs. Goal #3.2.

Budget Summary:

	Unrestricted Lottery	LCFF Supplemental	Extended Day	Live Oak Grant	Donations & Library
Allocated	**$80,750**	**$25,011**	**$35,000**	**$28,575 TBD C/O**	
Budgeted*	**$80,750**	**$25,011**	**$35,000**	**TBD**	
Spent YTD					
Encumbered					
Available					
Links to SPSA Actions	**Unrestricted Lottery**	**LCFF Supplemental**	**Extended Day Program**	**Live Oak Grant**	**Donations and Tech Library**
Action 1.1					
Action 1.2					
Action 1.3	$8,664.00	$5,356.00			
Action 1.4	$9,439.63	$7917.37			
Action 1.5	$15,536.00	$9,917.63	$35,000		
Action 1.6					
Action 1.7	$29,160.00				
Action 2.1	$2,280.00	$820.00			
Action 2.2					
Action 3.1	$19,355.63				
Action 3.2		$1,000.00			

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).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 0
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 137,080

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 ($)
None	$ 0
Subtotal of additional federal funds included for this school:	$ 0

State or Local Programs	Allocation ($)
Unrestricted Lottery	$ 76,750
LCFF Supplemental (including extended day)	$ 60,330
Live Oak Foundation Grant, carryover TBD estimated $14,000	$ TBD
Subtotal of state or local funds included for this school:	$ 137,080

Total of federal, state, and/or local funds for this school: $ 137,080

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Christy Sala	Parent	christy@sala.us	5/8/20
2. Susan Saba	Classified	sabas@mhusd.org	5/8/20
3. Jacklyn Sprugasci	Parent	jackie.sprugasci@gmail.com	5/8/20
4. Alisha Garcia	Teacher	garciaa@mhusd.org	5/8/20
5. Yvonne Hyatt	Teacher	Hyatty@mhusd.org	5/8/20
6. Sarina Santiago	Teacher	santiagos@mhusd.org	5/8/20
7. Debra Grove	Principal	groved@mhusd.org	5/8/20
8. Catherine Frelich	Parent	catherine_frelich@yahoo.com	5/8/20
9. Danielle Wahlstrom	Parent	daniellem28@gmail.com	5/8/20

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	4	0

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
   Parent Stakeholder Groups
   Home and School Club
   English Language Advisory Committee
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

_____Debra Grove_____	_____	_____
Principal, Nordstrom Elementary	Signature of School Principal	Date

_____Christy Sala_____	_____	_____
President, School Site Council	Signature of SSC Official	Date

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes

data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is

able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019