

School Year: 2021-22

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
<b>Nordstrom Elementary</b> Principal Breanna Cull	43 69583 6047914	04/27/2021	[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 649 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](#) 8.1% English Learners, 11% students with disabilities, 15.9% socioeconomically disadvantaged, 4.2% homeless, and 0.2% foster and migrant. Major [ethnic groups](#) include White (54.7%), Latino (29.3%), and Asian (9.9%). This year the school has focused on increasing engagement in the virtual environment. Staff have attended and shared resources that support our students in the virtual environment. Technology was provided to all staff and students to meet their needs. We continued our focus on Writer's Workshop by providing digital versions of writing lessons to staff.

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.

Through the pandemic we were able to offer several opportunities for students. Twenty of our teachers applied for Art Grants which fully funded our Starting Arts program. Using classified staff, we were able to provide virtual recess and additional classroom support so teachers could continue with small group instruction. For the 2021-22 school year, we plan on continuing with our Extended Day program and will create an academic support program within school hours to address the wide achievement gap we are anticipating.

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 second round of Starting Arts, the Apex Fund Run, and 5th Grade Science Camp.

While lunch is not served at Nordstrom this year due to COVID-19 guidelines, we will continue with our lunch programs next year. 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.

The past several years, 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. We are excited to bring this back next year.

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 will continue next year. 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. Our student council has worked hard to develop the Nordstrom News, a daily program that highlights the many things going on at our school. 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. In addition to individual counseling services, we have provided small group services to students focusing on self esteem and school engagement.

**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. Many teachers have formal training in Writer's Workshop and continue to be support other staff on campus to implement this program across all grade levels.

**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 2022. 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. This past school year, staff have been a part of book clubs to further their practice in reading strategies and developing book clubs. Next year, kindergarten through 2nd grade will receive structured reading lessons to accelerate their growth. Kindergarten students will continue with the Zoophonics programs, a multi-sensory approach to phonemic awareness.

**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. Along with Investigations, staff us the SF math program which provides guided number talks and hands on experiences for all students.

**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. In addition, an acceleration team will meet over the summer to develop site training for a Fall implementation. Monthly check in supports will be provided by academic support coordinators.

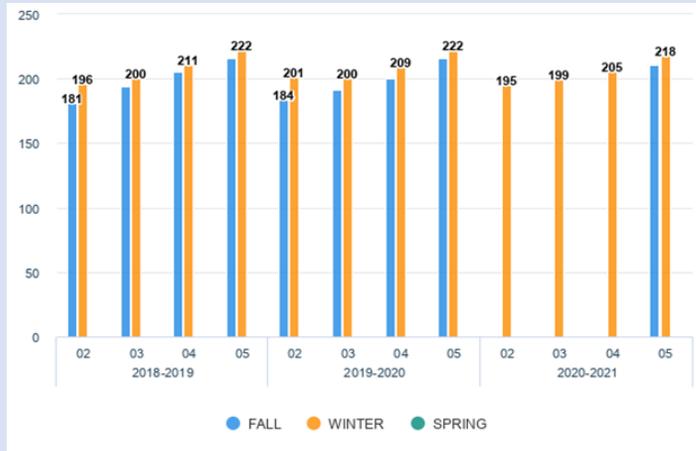
**School Climate-** Nordstrom is proud of our positive learning environment. As of March 2020, our attendance has increased and we are at 98.59%. Our goal is to continue this upward increase by engaging families and students in their learning throughout the year! Our school [Chronic Absenteeism](#) was reduced to 1.94% this year. Even in the virtual environment, our teachers providing engaging instruction.

**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?

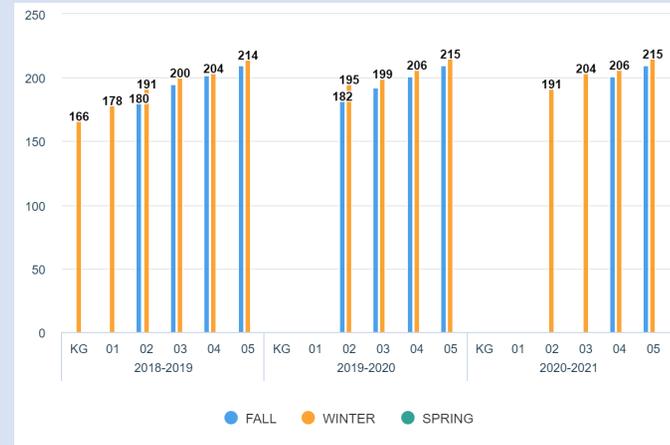
Nordstrom's Instructional Area of Focus has been: ***Students will demonstrate competency in writing by producing quality paragraphs that include critical thinking and evidenced based statements.*** This focus has supported students in being able to express themselves clearly and cite evidence in their writing. Nordstrom is showing success County testing results. The average RIT score for students at Nordstrom was higher than the national standard, including NWEA growth percentages in the reading assessment from last year. 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.

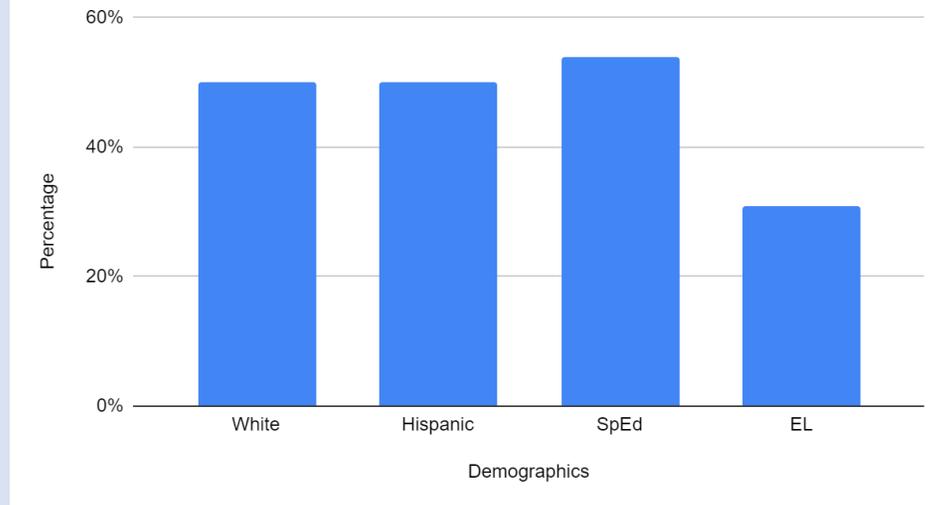
Student Average RIT Score: NWEA Math



Student Average RIT Score: NWEA Reading



NWEA Student Growth: Winter 2020-Winter 2021: Reading



One area of strength at Nordstrom is the continued growth for students in the area of reading, which can be seen in the NWEA scores. In the demographic areas of White, Hispanic, and SpED, all groups showed growth for at least 50% of students.

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. This past year, four students have been reclassified based on passing results from the LCAP, which matches the reclassification average of MHUSD.

**Number of students reclassified from English Learner (EL) to Fluent English Proficient (FEP)**

	<b>Student Total</b>	<b>Percentage (based on total enrollment)</b>
State	1,133,977	18.4%
County	56,524	21.5%
MHUSD	1229	13.6%
School Site	29	13.7%

# Purpose and Description

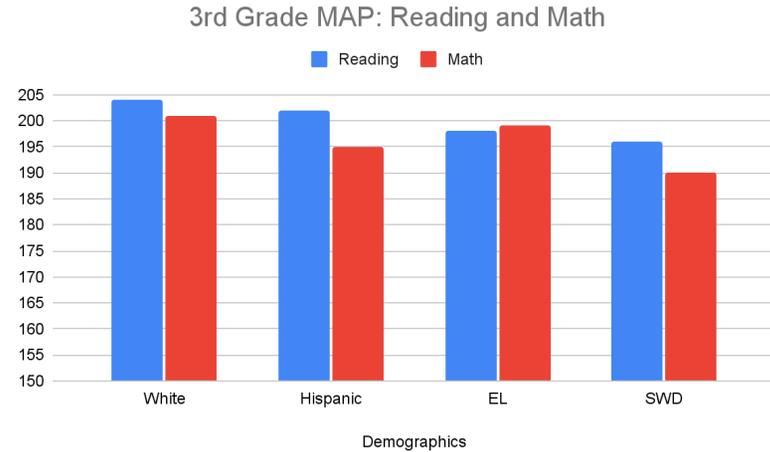
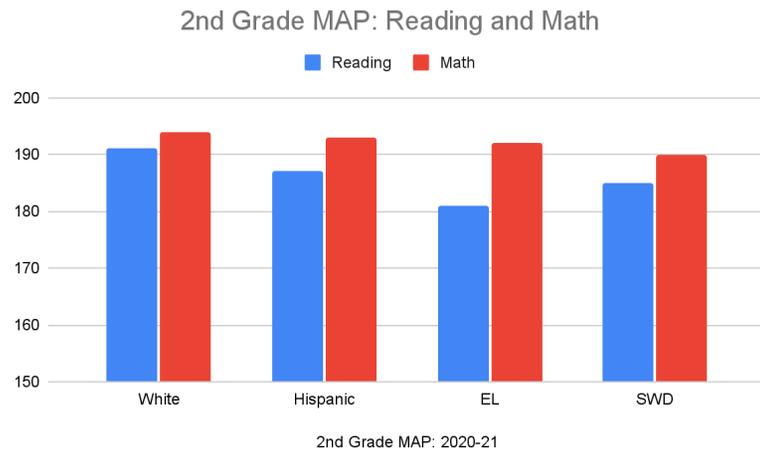
Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

**Plan Description:** General support and Improvement

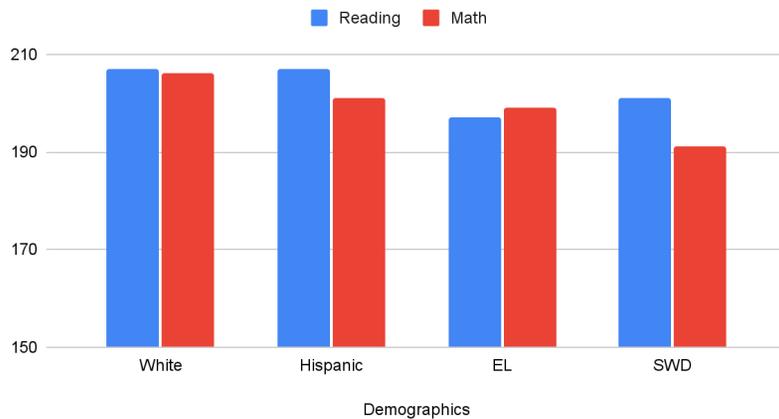
**The purpose** of this plan is to address areas of need as revealed by our needs assessment as follows:

Needs Assessment Findings:

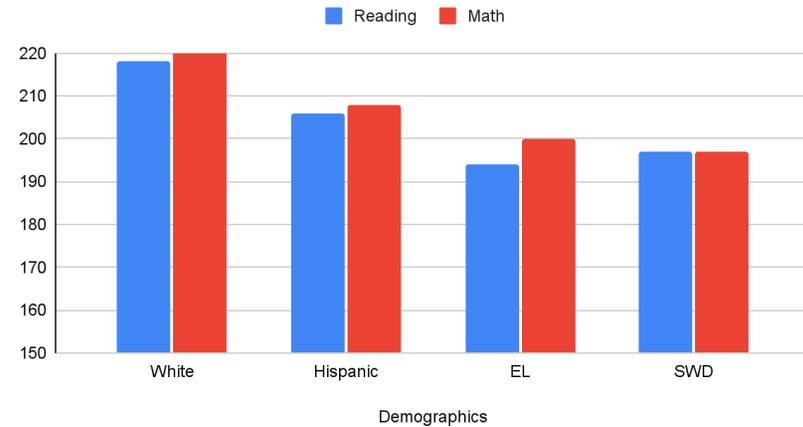
NWEA Scores:



4th Grade MAP: Reading and Math



5th Grade MAP: Reading and Math



**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 students who are one or more levels below grade level. 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! Our new assistant principal will be working with teachers to create strong, differentiated reading and math groups to support the needs of all learners. This summer, teachers will meet to re-evaluate the extended day program to focus on enrichment and intervention.

**Stakeholder Identified Needs:** Discussions with School Site Council and English Learner Advisory Committee are consistent and reflect the same needs as identified above. Parents agree that a priority in differentiating in all subject areas is necessary to address the wide range of academic abilities. This large gap is due to the past year of virtual learning, where teachers will have students with several grade level spans of academic abilities all in one classroom. Additionally, parents are requesting parent sessions on “how to teach your child reading.” Our LLI teacher and instructional aide will be preparing a training program that will be shared with families in the Fall. The stakeholders believe that providing ALL students utilizing interventions and supports will ultimately have a more profound effect on the entire student population. Stakeholders also expressed a concern for student social emotional health, and in each group discussed the importance of focusing on this sitewide as we transition back to school. Most students have not returned to full days in over a year, and this time outside of school during a global pandemic creates a strong need to support students in all areas, including socially and emotionally, as they transition back to school.

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, Hispanic students and EL students. This year the students have experienced virtual instruction, with connectivity and resource inequities. Many students with these needs returned to campus in November, however were still receiving half days of in person instruction. Some students have recently returned to full in person instruction, which has allowed for more small group, differentiation without the classroom. We will continue to work to improve achievement for these students that are still one to two deviation points below standard, but based on school-wide progress, we are proud of our students' efforts and growth in the area of reading.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

ELAC: March 31st, 2021: During an ELAC meeting, the SPSA goals were reviewed and discussed. In addition to this, the group discussed other areas students and staff might need support due to virtual learning.

HSC: April 27th, 2021: During an HSC meeting, the SPSA goals were reviewed and discussed. In addition to this, the group discussed other areas students and staff might need support due to virtual learning.

SSC: April 19th, 2021: During an SSC meeting, the SPSA goals were reviewed and discussed. In addition to this, the group discussed other areas students and staff might need support due to virtual learning.

Leadership: March 22nd, 2021: During an SSC meeting, the SPSA goals were reviewed and discussed. In addition to this, the group discussed other areas students and staff might need support due to virtual learning.

[Slide Deck Presented to Parents](#)

# 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:

## **NWEA:**

English Language Arts= SWD, Hispanic, EL

In second grade, focusing on the area of reading, Hispanic and SWD are performing lower than Caucasian students. Students designated as EL are performing significantly lower than the rest of the grade level. In third grade, students that are designated as Hispanic are performing lower than caucasian students, and SWD and students designated as EL are performing significantly lower. In 4th grade, students designated as EL and SWD are performing significantly lower than their peers. In 5th grade, students identified as hispanic are performing lower than caucasian students and students designated as EL or SWD are performing significantly lower than their grade level peers.

Math = SWD, Hispanic, EL

In math, SWD are performing lower than the other students in second grade. In third grade, students that are identified as EL are performing lower than caucasian students, and SWD and students identified as Hispanic are performing significantly lower than their peers. In 4th grade, students designated as EL and Hispanic are performing lower than the rest of their grade, and SWD are performing significantly lower than their peers. In 5th grade, students identified as hispanic are performing lower than their grade and students designated as EL or SWD are performing significantly below their peers.

## **Stakeholder Identified Needs:**

Differentiation is crucial 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:** Local data shows a need for differentiation and strong professional development for support staff to provide instruction that meets the needs of all learners. Students are also needing additional support as they transition back to school after a year of virtual instruction.

The effects are largest on underperforming students as demonstrated in the lowest achievement scores. Our teachers and staff are prepared to address these gaps and provide additional resources and supports as explained in Goal 1, Actions 1-3; Goal 1, Action 5; and Goal 3, Action 1.

# Goals, Strategies, Expenditures, & Annual Review

## 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

### **NWEA:**

English Language Arts= SWD, Hispanic, EL

In second grade, focusing on the area of reading, Hispanic and SWD are performing lower than Caucasian students. Students designated as EL are performing significantly lower than the rest of the grade level. In third grade, students that are designated as Hispanic are performing lower than caucasian students, and SWD and students designated as EL are performing significantly lower. In 4th grade, students designated as EL and SWD are performing significantly lower than their peers. In 5th grade, students identified as hispanic are performing lower than caucasian students and students designated as EL or SWD are performing significantly lower than their grade level peers.

Math = SWD, Hispanic, EL

In math, SWD are performing lower than the other students in second grade. In third grade, students that are identified as EL are performing lower than caucasian students, and SWD and students identified as Hispanic are performing significantly lower than their peers. In 4th grade, students designated as EL and Hispanic are performing lower than the rest of their grade, and SWD are performing significantly lower than their peers. In 5th grade, students identified as hispanic are performing lower than their grade and students designated as EL or SWD are performing significantly below their peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome					Expected Outcome
MAP Test	Reading: Average RIT Scores					SWD: Increase reading and math scores by at least 14 points or more  EL: Increase reading scores by at least 16 points or more  Hispanic: 5th grade RIT scores increase by at least 16 points or more.
		White	SWD	EL	Hispanic	
	2nd	194	185	192	193	
	3rd	201	190	199	195	
	4th	206	191	199	201	
	5th	222	196	200	208	
		White	SWD	EL	Hispanic	
	2nd	191	181	181	187	
	3rd	204	196	198	202	
	4th	207	197	197	207	
	5th	218	195	194	206	

F&P Data	96 students, 15% of the school population, are reading below grade level	Less than 7% of school population will be reading below grade level.

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

**Strategy/Activity 1**

**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 (LLI)

**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)
Books and Instructional Materials -Leveled Readers to build up classroom libraries -Writer's Workshop Instructional Videos	4000	LCFF

## 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:

1. Academic Support Coordinators (3 staff members)
2. K/1 Support Staff

### 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)
Academic Support Coordinators	\$5070	LCFF
K/1 Supports	\$11333	State Lottery

	\$4235	LCFF

**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)

All Students

**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 Registration
2. Instructional Rounds
3. Planning and Collaboration
4. 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.

<b>Goal 1 Action 3 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Conferences and Registrations	\$2461 \$1357	State Lottery LCFF
Sub Release Time: Planning and Instructional Rounds	\$4067 \$14,227	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. Instructional Supplies

### 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 4 Strategy/Activity	Amount(s)	Source(s)
Science Camp Stipend	\$163.24 \$1501.76	LCFF (Rollover) State Lottery (Rollover)

Online Resources to Support Core Curriculum	\$2433.00 \$7718	LCFF State Lottery
Student Council Stipend	\$1665	State Lottery
Tech Coordinator Stipend	\$1665	State Lottery
Instructional Books/Programs	\$2416.10	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. Release Time for planning, analyzing data, design supports
3. SST Coordinator

- 4. F&P Release Time
- 5. Books and Materials
- 6. 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.

<b>Goal 1 Action 5 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Subs for IEP/SST	\$1600	State Lottery
F&P Release Days	Total Amount Listed in Goal 1 Action 2	
Books and Materials	\$480 \$1520	LCFF State Lottery
Extended Day Staff	\$28,009	Extended Day
Extended Day Staff Development and Planning	\$6991	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:

1. Technology Stipend to update website on a consistent basis

### 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 6 Strategy/Activity	Amount(s)	Source(s)
Technology Stipend	\$1665	State Lottery

## **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. Machine Supplies
6. Office Supplies
7. Negative Lunch Balance
8. Postage
9. Homework Folders

### **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.

<b>Goal 1 Action 7 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Teacher Supplies	\$6750	State Lottery
Health Office	\$400	State Lottery
Communication: Blackboard	\$1600	State Lottery
Contracts/Machine Repairs	\$2035	State Lottery
Copy Machine Supplies	\$2500	State Lottery
Office Supplies	\$2200	State Lottery
Negative Lunch Balance	\$550	State Lottery
Postage	\$500	State Lottery
Homework Folders	\$500	State Lottery

## Annual Review

### SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

## Goal 1 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 to support their students need, particularly focusing on using technology and online programs while students were still in the virtual classroom. Teachers attended trainings provided by the district and several teachers shared different strategies they were using to engage and challenge students. During writing lessons, teachers were able to use the Writer’s Workshop videos that supported the delivery of lessons through zoom.

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 underspent funds allocated for professional development, specifically in conferences, due to COVID-19. Many of the scheduled conferences were canceled and rescheduled 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. We anticipate a need to support student stamina and provide differentiated instruction more than ever due to a wide achievement gap that may have occurred through virtual learning. These needs will be addressed through additional K/1 support and academic coordinators.

## 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 rates.

### Annual Measurable Outcomes

Goal 2: Family Engagement:				Link to <a href="#">metric instructions</a>
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
<b>SSC</b> Agenda and Minutes	<a href="#">SSC agenda and minutes</a>			
<b>ELAC</b> Agenda and minutes	<a href="#">ELAC agendas and minutes</a>	<a href="#">ELAC agendas and minutes</a>	<a href="#">ELAC agendas and minutes</a>	<a href="#">ELAC Agenda and Minutes</a>
<b>Home and School Club</b> Agenda and Minutes	Links to agendas and minutes documenting all required topics	<a href="#">HSC agenda and minutes</a>	<a href="#">HSC agendas</a> <a href="#">HSC minutes</a>	<a href="#">HSC Agenda and Minutes</a>
<b>Parent Volunteers</b> cleared through HR.	<b>Parent Volunteers</b> # cleared through HR: <b>89</b>	<b>Parent Volunteers</b> # cleared through HR: <b>77</b>	<b>Parent Volunteers</b> # cleared through HR: <b>85</b>	Due to COVID-19 restrictions, sites were unable to have volunteers
<b>Fundraising</b> Total from Parent Organizations	<b>Fundraising</b> Raised: \$80,000 allocated: \$80,000	<b>Fundraising</b> Raised: \$91,000 allocated: \$91,000	<b>Fundraising</b> Raised: \$75,800 allocated: \$75,800	As of May 2021, there were no fundraising opportunities. HSC plans on hosting a Fund Run in the middle of May that will be a fundraiser.

<b>Mass Phone</b> completion rates (Blackboard)	<b>Mass Phone</b> completion rate: phone <b>80%</b>	<b>Mass Phone</b> completion rate: phone <b>84%</b>		<b>Mass Phone</b> Completion Rate: 89%
<b>Mass email</b> completion rates	<b>Mass email</b> completion rate: <b>97%</b>	<b>Mass email</b> completion rate: <b>97%</b>		<b>Mass Email</b> Completion Rate: 97.6%
<b>Parent monitoring</b> percent (Aeries)	<b>Parent monitoring</b> percent accessing Aeries: <b>81%</b> Average visits per parent: <b>57</b>	<b>Parent monitoring</b> percent accessing Aeries: <b>97%</b> Average visits per parent: <b>55</b>	<b>Parent monitoring</b> percent accessing Aeries: <b>98%</b> Average visits per parent: <b>62</b>	<b>Parent monitoring</b> percent accessing Aeries: <b>89.2%</b> Average visits per parent: <b>173</b>
<b>Parent Education</b> program completers	<b>Parent Education</b> program completers <b>5</b>	<b>Parent Education</b> program completers <b>15</b>		<b>Parent Education</b> program completers <b>16</b>
<b>Parent Survey</b> <b>Results:</b> English and Spanish	<b>5 point rubric scores on key questions from parent surveys</b>			
Our school encourages parent participation in decision making:	<b>3.94</b>	<b>4.06</b>	<b>4.16</b>	3.82 English 3.88 Spanish
Our school encourages parent volunteers in a variety of roles:	<b>4.29</b>	<b>4.33</b>	<b>4.32</b>	3.90 English 3.63 Spanish
Our school makes parents feel like valued partners in education	<b>4.0</b>	<b>4.06</b>	<b>4.16</b>	3.68 English 3.69 Spanish
Parents are satisfied with level of 2-way communication	<b>3.94</b>	<b>3.61</b>	<b>3.92</b>	3.80 English 3.44 Spanish
Our school provides adequate monitoring info for grades & attendance	<b>4.23</b>	<b>3.72</b>	<b>4.0</b>	3.83 English 3.56 Spanish
Our school is physically safe:	<b>3.61</b>	<b>4.06</b>	<b>4.08</b>	3.59 English 3.00 Spanish
Ours school meets social emotional needs:	<b>3.74</b>	<b>3.72</b>	<b>3.92</b>	3.38 English 3.13 Spanish

Our school values diversity:	3.77	4.22	4.24	3.84 English 3.25 Spanish
Parents satisfied with learning environment	3.81	3.94	4.16	3.44 English 3.25 Spanish
Our school has a challenging curriculum	3.77	3.89	4.08	3.39 English 3.29 Spanish
Parents encourage after school participation	4.13	4.17	4.48	4.04 English 3.75 Spanish
Parents have a high knowledge of support and extended programs	3.58	3.28	3.92	3.59 English 3.25 Spanish
Our school has a high variety of extended programs available.	3.33	2.88	3.44	3.34 English 3.00 Spanish
My child likes school:	4.13	4.17	4.32	3.78 English 3.50 Spanish
My child feels safe at school:	4.13	4.5	4.24	3.80 English 3.31 Spanish
<b>Additional site specific</b> 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: <a href="https://docs.google.com/presentation/d/10buHJhfNJs8JFSGmyHiEwpOCeLmQzAguqSB5fn72ME/edit?usp=sharing">https://docs.google.com/presentation/d/10buHJhfNJs8JFSGmyHiEwpOCeLmQzAguqSB5fn72ME/edit?usp=sharing</a>  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)	Events were not able to be held for the 2020-2021 school year.	

		<a href="https://docs.google.com/presentation/d/10buHJhfNJsd8JFSGmvHiEwpOCeLmQzAqugSB5fn72ME/edit?usp=sharing">https://docs.google.com/presentation/d/10buHJhfNJsd8JFSGmvHiEwpOCeLmQzAqugSB5fn72ME/edit?usp=sharing</a> SLS: 30 referrals	
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## 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
2. Babysitting for ELAC meetings

### 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.

<b>Goal 2 Action 1 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Fingerprinting	\$490	State Lottery
Babysitting for ELAC	\$100	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. Multicultural Fair

**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.

<b>Goal 2 Action 2 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Multicultural Fair Supplies and Materials	\$250	State Lottery (carryover)

# Annual Review

## SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

## Goal 2 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 family 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. Due to COVID-19 restrictions, parents were unable to volunteer on site. We've use our family support to hire 14 classified staff members, all members of our community, to support our teachers and students.

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

This year, ELAC meetings were moved to the evening because they were held through zoom. This eliminated the need for babysitters. We were also unable to have volunteers on site so we did not use the fingerprinting budget that was allocated for this.

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 will continue with the strategies outlined in our 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

Additional Yard duty funding for a safe campus

SEL supports needed based on students returning to full days after over a year of virtual learning/shortened days on campus

Previous year (in person) chronic absenteeism 9.1%

## Annual Measurable Outcomes

Goal 3: Student Engagement & School Climate:				Link to <a href="#">metric instructions</a>
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
<b>Attendance Rate:</b> 95.36% Goal: 96.5	<b>Month 11 Current attendance rate:</b> 95.36% Goal: 96.5	<b>Month 8 Current attendance:</b> 95.78% Goal: 96.5	Increase by >0.2 per year	Increase by >0.2 per year
<b>Chronic Absenteeism Rates:</b> Overall: SWD SED Foster Homeless EL White Latino	<b>Chronic Absenteeism Rates:</b> <a href="#">(Dashboard)</a> Overall: 11.8% SWD 18.0% SED 23.4% Foster N/A Homeless 23.1% EL 21.3% White 9.1% Latino 18.8%	<b>Chronic Absenteeism Rates:</b> <a href="#">(Dashboard)</a> Overall: 9.1% SWD 11.9% SED 13.5% Foster N/A Homeless 19.3% EL 14.8% White 5.1% Latino 14.18%	<b>Chronic Absenteeism Rates:</b> <a href="#">(Dashboard)</a> 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
<b>SARB Compliance:</b> --# First SARB Notice --# 2nd SARB Notice --# Third SARB Notice	<b>SARB Compliance:</b> --# First Notice: 36 --# Second Notice: 35 --# Third Notice:	<b>SARB Compliance:</b> --# First Notice: 79 --# Second Notice: 8 --# Third Notice: 2 --# Conferences: 2	<b>SARB Compliance:</b> --# First Notice: 89 --# Second Notice: 22 --# Third Notice: 10	Maintain attendance notice practices in compliance with attendance laws

--# Parent Conferences --#SARB Hearings	--# Conferences: --# Hearings:		--# Conferences:	
<b>Suspension Rates:</b> Overall: SWD SED Foster Homeless EL White Latino	<b>Suspension Rates <a href="#">Dashboard</a></b> Overall: < 0.3 SWD 0.0 SED 0.0 Foster 0.0 Homeless 0.0 EL 0.0 White 0.4 Latino 0.5	<b>Suspension Rates <a href="#">Dashboard</a></b> Overall: 0.3% SWD 0.0 SED 0.0 Foster 0.0 Homeless 0.0 EL 0.0 White 0.4% Latino 0.5%	<b>Suspension Rates <a href="#">Dashboard</a></b> 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
<b>Susp. Offenses:</b> Controlled Substance Violence Weapons Behavior/Bullying	<b>Offenses (<a href="#">DataQuest</a>):</b> Controlled Substance: 0 Violence/fighting: 1 Dangerous object: 1 Behavior/Bullying: 0	<b>Offenses (<a href="#">DataQuest</a>):</b> Controlled Substance: 0 Violence/fighting: 2 Dangerous object: 0 Behavior/Bullying: 0.	<b>Offenses (<a href="#">DataQuest</a>):</b> Controlled Substance: 0 Violence/fighting: 3 Dangerous object: 0 Behavior/Bullying: 1	Use offense categories to inform intervention programs.
<b>Student Expulsion Rate (<a href="#">DataQuest</a>):</b>	<b>Expulsion Rate: 0%</b>	<b>Expulsion Rate: 0%</b>	<b>Expulsion Rate: 0%</b>	Maintain low rate
<b>Drop Out Rate (<a href="#">DataQuest</a>):</b>	<b>Drop Out rate: 0%</b>	<b>Drop Out rate: 0%</b>	<b>Drop Out rate: 0%</b>	Maintain below state rate
<b>Local Student Survey</b>	<b>Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined</b>			
I feel safe at school	3.46	3.44	Grades: K-2 3-5 6-8 9-12 Scores: 3.25 3.27 3.01 3.03  <b>Survey Result: (Distance Learning) I feel safe at school (4 point rubric survey)</b> Grades: K-2 3-5 6-8 9-12 Scores: 3.8 3.45 3.24 3.30	<b>Increase score to 3.75-4 for grades in K-5</b>
I feel safe at home	3.90	3.89	Grades: K-2 3-5 6-8 9-12 Scores: 3.79 3.73 3.72 3.49	<b>Increase score to 3.75-4 for grades in K-5</b>

			<p><b>(Distance Learning) I feel safe at home</b>  Grades: K-2 3-5 6-8 9-12  Scores: 3.6 3.79 3.78 3.78</p>	
I have a safe staff connection to talk to.	3.58	3.48	<p>Grades: K-2 3-5 6-8 9-12  Scores: 3.55 3.35 2.96 2.86</p> <p><b>(Distance Learning) I have a trusted staff member connection.</b> Grades: K-2 3-5 6-8 9-12  Scores: 2.53 3.24 2.65 2.53</p>	<b>Increase score to 3.75-4 for grades in K-5</b>
I participate in school activities	2.85	2.98	<p>Grades: K-2 3-5 6-8 9-12  Scores: 2.80 2.80 2.49 2.13</p> <p><b>(Distance Learning) I participate in school activities</b>  Grades: K-2 3-5 6-8 9-12  Scores: 3.0 3.19 2.82 2.74</p>	<b>Increase score to 3.75-4 for grades in K-5</b>
I am happy at school	3.13	3.15	<p>Grades: K-2 3-5 6-8 9-12  Scores: 3.5 3.32 3.31 3.19</p> <p>Distance Learning  Grades: K-2 3-5 6-8 9-12  Scores: 3.6 3.18 2.90 2.80</p>	<b>Increase score to 3.75-4 for grades in K-5</b>
I am proud of my school	3.44	3.57	<p>Grades: K-2 3-5 6-8 9-12  Scores: 3.30 3.32 2.93 2.75</p> <p><b>(Distance Learning) I am proud to be part of my</b></p>	<b>Increase score to 3.75-4 for grades in K-5</b>

			<b>school</b> Grades: K-2 3-5 6-8 9-12 Scores: 3.00 3.15 2.86 2.85	
My school is an outstanding school	3.46	3.37	Grades: K-2 3-5 6-8 9-12 Scores: 3.5 3.14 2.66 2.68  <b>(Distance Learning) My school is outstanding (4) or not good (1)</b> Grades: K-2 3-5 6-8 9-12 Scores: 3.00 3.40 2.98 2.87	<b>Increase score to 3.75-4 for grades in K-5</b>
<b>NWEA SEL survey (K-8)</b>	<b>Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)</b>			
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		
<b>Students attending Extended Day:</b>	# Attending Ext. Day: <b>40</b>	# Attending Ext. Day: <b>60</b>		Extended Day Program Not Available This Year Due to COVID-19 Restrictions
<b>Students participating Extracurricular sports:</b>	<b>Female: 0 Male: 0</b>	<b>Female: 0 Male: 0</b>	Maintain consistent program	Extended Day Program Not Available This Year Due to COVID-19 Restrictions
<b>Staff Survey PBIS Implementation:</b>	<a href="#">PBIS implementation rubric</a>	<a href="#">PBIS implementation Rubric</a>	<a href="#">PBIS Rubric</a>	
<b>Support Referrals</b>	Discovery Referrals: 34	Discovery Referrals: 30	Discovery Referrals: 30	

--To CBO counseling --To SLS (food/clothes) --Group Programs				
<b>Additional site specific:</b> <i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i>	School Wide Dance Party with DJ Kinder Ice Cream Social Back To School Night/Open House Family Math Night 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	School Wide Dance Party Kinder Ice Cream Social Back To School Night/Open House 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	Kinder Ice Cream Social Back To School Night/Open House 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	Site Events and Activities Not Available This Year Due to COVID-19 Restrictions
<b>Datazone Social Emotional Survey Implemented 2019-20 school year: 5 point rubric, grades 3-5</b>				

			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			4.1	

words to understand it.				
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	

<b>10. I work well with others.</b>			<b>4.3</b>	
<b>11. I can get smarter.</b>			<b>4.6</b>	
<b>11. I look at the quality of my work so that I can improve.</b>			<b>4.1</b>	
<b>11. I work hard in school.</b>			<b>4.5</b>	
<b>12. I know how to study.</b>			<b>4.4</b>	

## **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
3. Professional Development in SEL curriculum
4. SEL Coordinator Stipend

**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.

<b>Goal 3 Action 1 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
K/1 Support	(listed in Goal 1 Action 2)	
Yard Duty	\$11745	State Lottery
SEL Training and Program	\$2461 \$1357	State Lottery LCFF
SEL Coordinator	\$1665	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 absentees.
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.

<b>Goal 3 Action 2 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Supplies for Multicultural Festival	\$1,000	LCFF: Funded with Carryover

# Annual Review

**SPSA Year Reviewed: 2019-20 to inform the 2020-21 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.

## Goal 3 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 focus on attendance and accessing supports, our school has continued with an attendance rate that is over 98%. Even in the virtual classroom, our students are showing up for 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.

Due to school closures, Nordstrom did not need added yard duty support and unfortunately were unable to run the Multicultural Fest. We look forward to doing it in the 2021-22 school 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.

We will be focusing on social emotional health sitewide this year, along with continuing the strong programs and strategies that were outlined in the previous year.

**Nordstrom SPSA Budget 2021-2022**

	Unrestricted Lottery	LCFF Supplemental	Extracurricular	LO Foundation Grant	Extended Day	Grants
<b>Allocated</b>	<b>\$77,250</b>	<b>\$25,515</b>	<b>\$0</b>	<b>\$0</b>	<b>\$35,000</b>	
<b>Budgeted*</b>	<b>\$77,250</b>	<b>\$25,515</b>	<b>\$0</b>	<b>\$0</b>	<b>\$35,000</b>	<b>\$0</b>
<b>Unallocated Available</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Action 1.1</b>						
Books and Instructional Materials		\$4,000.00				
<b>Action 1.2</b>						
Academic Support Coordinators		\$5,070				
K/1 Supports	\$11,333	\$4,235				
<b>Action 1.3</b>						
Conferences and Registration	\$2,461.00	\$1,357.00				
Sub Release Time	\$14,227.00	\$4,067.00				

<b>Action 1.4</b>						
<b>Online Resources</b>	<b>\$7,718.00</b>	<b>\$2,433.00</b>				
<b>Student Council Stipend</b>	<b>\$1,665.00</b>					
<b>Tech Coordinator Stipend</b>	<b>\$1,665.00</b>					
<b>Instructional Books/Programs</b>		<b>\$2,416.00</b>				
<b>Action 1.5</b>						
<b>Sub Days/IEPS and SSTs</b>	<b>\$1,600.00</b>					
<b>Release Time For Planning</b>						
<b>Books and Materials</b>	<b>\$1,520</b>	<b>\$480.00</b>				
<b>Extended Day Staff</b>					<b>\$28,009.00</b>	
<b>Extended Day Planning</b>					<b>\$6,991.00</b>	
<b>Action 1.6</b>						
<b>Technology Stipend</b>	<b>\$1,665.00</b>					
<b>Action 1.7</b>						
<b>Teacher Supplies</b>	<b>\$6,750.00</b>					
<b>Health Office</b>	<b>\$400.00</b>					
<b>Communication: Blackboard</b>	<b>\$1,600.00</b>					
<b>Contracts/Machine Repairs</b>	<b>\$2,035.00</b>					

<b>Copy Machine Supplies</b>	<b>\$2,500.00</b>					
<b>Office Supplies</b>	<b>\$2,200.00</b>					
<b>Negative Lunch Balance</b>	<b>\$550.00</b>					
<b>Postage</b>	<b>\$500.00</b>					
<b>Homework Folders</b>	<b>\$500.00</b>					
<b>Action 2.1</b>						
<b>Fingerprinting</b>	<b>\$490.00</b>					
<b>Babysitting for ELAC</b>		<b>\$100.00</b>				
<b>Action 2.2</b>						
<b>Multicultural Fair (carryover)</b>						
<b>Action 3.1</b>						
<b>Yard Duty</b>	<b>\$11,745.00</b>					
<b>SEL Training and Program</b>	<b>\$2,461.00</b>	<b>\$1,357.00</b>				
<b>SEL Coordinator</b>	<b>\$1,665.00</b>					
<b>Action 3.2</b>						
<b>Multicultural Fair (Carryover)</b>						

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$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	\$137,765

## 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

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

State or Local Programs	Allocation (\$)
Unrestricted State Lottery	\$77,250
LCFF Supplemental (including extended day)	\$60,515

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

# 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](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at [TITLEI@cde.ca.gov](mailto: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](mailto: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 describe the process used to develop, in partnership with stakeholders, the CSI 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 as 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](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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/guidanceusesinvestment.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/guidanceusesinvestment.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/>

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