

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

| | |
|---|---------------------------------------|
| School Name | Leroy Nichols |
| Address | 1301 S Crescent Ave Lodi, CA 95242 |
| County-District-School (CDS) Code | 39685856042154 |
| Principal | Lindsay Streeter |
| District Name | Lodi Unified School District |
| SPSA Revision Date | 05/16/2022 |
| Schoolsite Council (SSC) Approval Date | 05/16/2022 |
| Local Board Approval Date | 06/14/2022 |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- Purpose and Description..... 3
- School Profile 3
- Stakeholder Involvement 4
- Annual Review and Update 5
 - Goal 1..... 5
 - Goal 2..... 12
 - Goal 3..... 15
 - Goal 4..... 20
 - Goal 5..... 25
 - Goal 6..... 28
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1..... 31
 - Goal 2..... 41
 - Goal 3..... 45
 - Goal 4..... 49
 - Goal 5..... 56
 - Goal 6..... 60
- Form C: Budget Summary and Consolidation 64
 - Budget Summary 64
 - Allocations by Funding Source..... 64
 - Expenditures by Funding Source 65
 - Expenditures by Budget Reference and Funding Source 66
- FORM D: School Site Council Membership..... 67
- FORM E: Recommendations and Assurances 68

School Vision and Mission

We, at Leroy Nichols School have a vision for all staff, students, and parents learn how to become the best version of themselves by showing compassion and respect to others while also taking responsibility for their academic and personal growth.

It will be our mission to achieve this by creating a positive, fun, and relevant learning community where all students, staff and parents show compassion and respect to all persons on our campus and in the greater community.

Staff have a mission to hold all students to high academic standards while keeping the whole-child in mind. The staff will set positive examples of how to take responsibility of developing the skills necessary for future success.

Students have a mission to take responsibility for their academic progress by developing the necessary skills to be the best version of themselves. They will learn how to communicate and collaborate while showing compassion and respect to all people.

Parents have a mission to being fully invested in the education of their child. They will actively participate in the personal and academic development of their child so they can effectively and independently participate in the greater community.

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

In September 21/22 school year, the Leroy Nichols Leadership Team and the school Administrator review school wide data and made preliminary recommendations to SSC based on the review. In October 2021 SSC met and reviewed recommendations and evaluated data. SSC agreed on a proposed plan for the 2021-22 school year.

In September 2021 Reviewed plan and data with the following groups:

- Annual Title One Parent Meeting at Back to School Night
- SSC- Review recommendations from 2021 proposed plan
- Staff during staff meetings
- School Leadership
- Parent Teacher Conferences- Parent Compacts and Involvement Policy

Throughout the year PTA, SSC, and Staff will continue to monitor the plan, data, and needs of students.

School Profile

Leroy Nichols Elementary School is located on Crescent Ave North of Kettleman Lane. It has been described as a country school located in Central Lodi. Nichols services approximately 390 Pre-K-6 students. We have 5 preschool classes, 2 of each first through 3rd grade, 1 fourth and fifth grade, a 4/5 combination class, and two 6th grade classes. Nichols K-6 student demographics include roughly 86% of the students are Socio-economically Disadvantaged, 28% are English Learners, approximately 12% are Students with Disabilities and 0.6% are Foster Youth. The Demographics are diverse as well. Our largest ethnic group is 56% Hispanic, followed by 30% White. We do have 7% of our population who are Asian. Our students and their families speak English, Spanish, and Urdu. Nichols also has 3 Special Day Structured Pre-School Classes and two inclusive State Preschool classes. These programs service approximately 60 students with severe to moderate/ severe special needs and 32 general education students.

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

In April of 2022, the Leroy Nichols Leadership Team and the school Administrator reviewed school-wide data and made preliminary recommendations to SSC based on the review.

Also in April 2022 data was reviewed with parents during a PTA Meeting.

May 2022- The plan was reviewed with the following parent groups:

- PTA reviews data and makes recommendations for the SPSA
- SSC reviews data and makes recommendations for the SPSA

May 2022 SSC approves the plan

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Leroy Nichols Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------------------|---|--|
| K-2 DIBELS | 64% of K-2 Students will be proficient on DIBELS EOY assessment | 66% of K-2 students were proficient on DIBELS MOY assessment |
| 1st-6th RI (Reading Inventory) | 39% of 1st-6th grade students will be proficient on RI at the end of the year | 47% of 1st-6th grade students were proficient on RI at the MOY assessment |
| 3rd-6th grad CAASSP (SBAC) ELA | 19% of 3rd-6th grade students will be proficient on CAASPP ELA 2020-21 | CAASPP Data update not available due to changes in the Title One approval timeline |
| iReady ELA 3rd-6th grades | 43% of K-6 students will perform at or above grade level on the EOY iReady universal screener | 42% of K-6 students performed at or above grade level on the MOY iReady universal screener |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------|---|---|
| <p>ELA #1:</p> <p>Add 1.0 FTE Intervention Teacher to support our 3rd-6th students who need additional support in core subject areas.</p> <p>The intervention teacher will support third-sixth grade students with additional English Language Arts interventions including SIPPS instruction, System 44, Read 180, Step Up to Writing, and math interventions.</p> | Implemented as planned | <p>Intervention Teacher 1100 Teacher Title I 58633</p> <p>Benefits for Intervention Teacher 3000 Benefits Title I 19109</p> | <p>Intervention Teacher 1100 Teacher Title I 58633</p> <p>Benefits for Intervention Teacher 3000 Benefits Title I 19109</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| Intervention teacher will monitor student progress through formative assessments throughout the year. | | | |
| <p>ELA # 2</p> <p>All K- 2 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-2 students three times a year to determine the students readiness to read and specific areas of student need.</p> | Implemented as planned | LCFF | LCFF |
| <p>ELA # 3</p> <p>Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p> | Implemented as planned | LCFF | LCFF |
| <p>ELA #4</p> <p>Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-2 students at their reading level.</p> | Implemented as planned | LCFF | LCFF |
| ELA #5 | Implemented as planned | LCFF | LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------------|-----------------------|-------------------------------|
| <p>K-6 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. Teachers at the K-2 level will teach all SIPPS through small group instruction during their protected Universal Access time. Teachers in 3rd-6th grades will teach SIPPS through whole group instruction. The intervention teacher will pull students in need of Tier 2 level of support.</p> | | | |
| <p>ELA #6</p> <p>All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd-6th grade students to obtain an independent reading, Lexile level.</p> <p>Students will take the Reading Inventory in August to get a Beginning of the year baseline and then at the end of each quarter to monitor student progress. Second grade students will begin taking the Reading Inventory at the end of the first quarter.</p> | <p>Implemented as planned</p> | <p>LCFF</p> | <p>LCFF</p> |
| <p>ELA #7</p> <p>All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the</p> | <p>Implemented as planned</p> | <p>LCFF</p> | <p>LCFF</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------|---|---|
| California State Common Core Standards. | | | |
| <p>ELA #8</p> <p>All teachers, Special Education, and para educators will participate and implement evidence based reading procedures and routines learned from professional development with Consortium on Reading Excellence in Education (CORE) trainers and professional development through professional development sessions at the site.</p> | Implemented as planned | <p>Teacher Timecards for training or collaboration of implementation 1150 Teacher Sub Title I 1500</p> <p>Benefits for Teacher Timecards 3000 Benefits Title I 1791</p> | <p>Teacher Timecards for training or collaboration of implementation 1150 Teacher Sub Title I 1500</p> <p>Benefits for Teacher Timecards 3000 Benefits Title I 1791</p> |
| <p>ELA # 9</p> <p>Students will engage in Amplify for all K-2 students 20 minutes per day 5 days per week. At the 2-6th grades students will take Reading Counts quizzes to monitor comprehension. Incentives will be provided for students reaching their goals</p> | Implemented as planned | Charms and Certificates 4300 Materials Title I 600 | Charms and Certificates 4300 Materials Title I 600 |
| <p>ELA #10</p> <p>Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3</p> | Implemented as planned | LCFF | LCFF |
| <p>ELA #11</p> <p>Provide release time for teachers and admin to participate in MTSS Data Conferences during which the team will</p> | Implemented as planned | <p>Substitutes for MTSS Conferences 1150 Teacher Sub Title I 5600</p> <p>Benefits for substitutes 3000 Benefits Title I 1165</p> | <p>Substitutes of MTSS Conferences 1150 Teacher Sub Title I 5600</p> <p>Benefits for substitutes 3000 Benefits Title I 1165</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>1. Analyze the DIBELS, Reading Inventory, and CAASPP data.</p> <p>2. Collaborate, plan and respond with best practice</p> <p>3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</p> | | | |
| <p>ELA #12</p> <p>All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.</p> | <p>Implemented as planned</p> | <p>LCFF</p> | <p>LCFF</p> |
| <p>ELA # 13</p> <p>AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Student supplies will include but are not limited to:</p> <p>Binders 4th-6th Dividers 4th-6th Pencil boxes/pouches 1st-6th Notebooks Journals Organizational materials Student Planners</p> | <p>Implemented as planned</p> | <p>AVID organizational materials 4300 Materials Title I 20424</p> | <p>AVID organizational materials 4300 Materials Title I 20424</p> |
| <p>ELA #14</p> <p>Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten</p> | <p>No licenses were purchased as our district worked with current software to assess students' knowledge of letter names and sounds.</p> | <p>ESGI Licenses 5875 Technology Licenses Title I 426</p> | <p>ESGI Licenses 5875 Technology Licenses Title I</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------|--|--|
| students letter naming, letter sounds, and other early literacy skills needed. | | | |
| <p>ELA #15</p> <p>Students will be provided grade level supplemental materials and books in order to access grade-level standards practice.</p> | Implemented as planned | <p>Printing of supplemental materials including but not limited to SIPPS stories 5715 Print Shop Title I 4000</p> <p>Books at students reading level 4200 Books Title I 2834</p> | <p>Printing of supplemental materials including but not limited to SIPPS stories 5715 Print Shop Title I 4000</p> <p>Books at students reading level 4200 Books Title I 2834</p> |

Analysis

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

In English Language Arts, Nichols overall implementation of strategies or activities was successful because at this reporting time period MOY Nichols meet two of the articulated goals and was only one percent away from meeting the third goal with MOY data. Since our Title 1 approval timeline was changed, Nichols is on target for meeting all EOY goals.

For K-2 grade students, we had an increase of 7% students proficient on DIBELS, our 1-6th grade students showed an improvement of 13% increase of students proficient on Reading Inventory. The following actions/services were not implemented due to the effects of COVID-19 on the school sites: Teachers did not attend any MTSS conferences. Nichols also did not purchase the ESGI software.

Nichols teachers were able to participate in MTSS data conferences, professional learning throughout the year as a staff, continue implementation of AVID strategies, and implement SIPPS in our K-3 classrooms. Implementation of these actions was successful and we anticipate meeting our final goal of having 19% of our 3rd-6th grade students proficient on the CAASPP assessment at the end of the year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the 3 Data points, our site's plan was effective. Nichols students overall were 66% proficient on the DIBELS on the MOY assessment. The end of the year goal was 64%. The 2-6 grade students were 47% proficient of the Reading Inventory. The goal was 39%. Due to a change in the Title One approval timelines, the CAASPP assessment had not been completed at the time this program evaluation was written. We did not have data to report. Nichols students were 42% at or above grade level on the iReady Universal Screener. The EOY goal was 43%. We are on track to exceed that goal.

Overall, the strategies were extremely effective, especially utilizing our Intervention teacher by supporting our neediest 3-6th grade students, providing universal access daily in the k-3 classrooms, providing professional learning in the area of early literacy, and purchasing a supplemental curriculum and implementing it systematically, The implementation of MTSS data conferences was another action that helped systematize instructions and ultimately positively impact student achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Nichols, we determined our material differences threshold was \$10,000. There were no material differences that exceeded this threshold.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide additional professional learning opportunities in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our subgroups of students.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Leroy Nichols 2020-21 goal for Mathematics is to increase the percentages of students score at or above the proficiency levels on the LUSD district math benchmark assessments and the 3rd-6th math CAASPP Assessment by 4% from 2018-19.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---------------------------|---|---|
| iReady Universal Screener | 13% of Kindergarten-6th grade students will score on or above grade level on the iReady Universal Screener in May 2022. | 23% of kindergarten-6th grade students scored proficient or above grade level on the MOY iReady screener. |
| 3rd-6th CAASPP Math Data | In 2021-22, 3rd-6th grade students will score 19% proficient on CAASPP Math. | CAASPP Data update not available due to changes in the Title One approval timeline. |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| <p>Math #1</p> <p>All K-6 teachers will administer the iReady Universal Screener for Mathematics to all students to correlate the students proficiency to the California State Common Core Math Standards.</p> | Implemented as planned | LCFF | LCFF |
| <p>Math #2</p> <p>All K-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor student goals for 5 lessons per week.</p> | Implemented as planned | LCFF | LCFF |
| <p>Math #3</p> <p>Administrators will develop teachers' capacity to collect data using a universal Data</p> | Implemented as planned | See ELA # 3 Title I | See ELA #3 Title I |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------------|----------------------------|-------------------------------|
| <p>Collection Template. Data will be collected quarterly. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p> | | | |
| <p>Math #4</p> <p>Add 1.0 FTE Intervention Teacher to support our 3rd-6th students who need additional support in core subject areas.</p> <p>The intervention teacher will support third-sixth grade students with additional English Language Arts interventions including SIPPS instruction, System 44, Read 180, Step Up to Writing, and math interventions. Intervention teacher will monitor student progress through formative assessments throughout the year.</p> | <p>Implemented as planned</p> | <p>See ELA #1 Title I</p> | <p>See ELA #1 Title I</p> |
| <p>Math # 5</p> <p>Provide release time for teachers and admin to participate in MTSS Data Conferences during which the team will</p> <ol style="list-style-type: none"> 1. Analyze the DIBELS, Reading Inventory, and CAASPP data. 2. Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention | <p>Implemented as planned</p> | <p>See ELA #11 Title I</p> | <p>See ELA #11 Title I</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child | | | |

Analysis

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

In Mathematics, Nichols's overall implementation of strategies or activities was successful because at this reporting time period MOY Nichols has exceeded half of the articulated goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

At the beginning of the year, 8% of Nichols students scored at or above grade level on the iReady Universal Screener. Nichols's end of the year goal was that 13% of students would score at or above grade level. At this reporting period, MOY 23% of Nichols students scored at or above grade level. Due to a change in the Title One approval timelines, the CAASPP assessment had not been completed at the time this program evaluation was written. We did not have data to report.

At this time the actions above seem to be positively impacting student growth as indicated by the available data point.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Nichols, we determined our material differences threshold was \$10,000. There were no material differences that exceeded this threshold.

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.

After careful analysis of the plan for math, it is evident that Nichols will do the following: 1) Effectively implement the new math curriculum, iReady Math 2) Support teacher capacity by providing professional learning and 3) Continue the strategies that are outlined in the SPSA plan for ELA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Leroy Nichols Elementary School will show a minimum 5% increase in proficiency for our English Learners on the following universal measures in English Language Arts.
 K-2 DIBELS Assessment
 3rd-6th grade CAASPP ELA

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------------------|--|---|
| K-2 DIBELS | 43% of K-2 EL Students will be proficient on DIBELS EOY assessment | 54% of K-2 students were proficient on DIBELS MOY assessment. |
| 3rd-6th grad CAASPP (SBAC) ELA | 13% of EL students will be proficient on CAASPP ELA 2021-2022 | CAASPP Data update not available due to changes in the Title One approval timeline. |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| <p>ELD #1</p> <p>Teachers will designate 30 minutes of ELD using the Journey’s ELD component and monitor progress by using the LUSD adopted curriculum assessment.</p> <ul style="list-style-type: none"> Group ELs by ELPAC levels | Implemented as planned | LCFF | LCFF |
| <p>ELD #2</p> <p>Teachers will integrate the essential instructional strategies in content lessons: Provide feedback to students based on student output and formative assessment of comprehension and the learning objective.</p> | Implemented as planned | LCFF | LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------------|-----------------------|-------------------------------|
| <ul style="list-style-type: none"> Focus on embedded ELD Professional Development and training that will focus on these instructional strategies. Para educators will be scheduled in during those times. Instructional Strategies include: Language objective posted Front loading vocabulary Using complete sentences Think-Pair-Share-Choral response Sentence Frames Use of higher-order questioning and thinking | | | |
| <p>ELD #3</p> <p>Implement Graphic Organizers to support vocabulary, concept development, and comprehension in ELA, Science, and Social Studies.</p> | <p>Implemented as planned</p> | <p>LCFF</p> | <p>LCFF</p> |
| <p>ELD #4</p> <p>Engage Students in Learning through technology</p> <ul style="list-style-type: none"> Utilize 1:1 technology to support understanding-stream visuals Every room standardized with Promethean Board, Elmo, | <p>Implemented as planned</p> | <p>LCFF</p> | <p>LCFF</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| computer and presentation system | | | |
| <p>ELD #5</p> <p>Embedded ELD support from Bilingual para-educators</p> <ul style="list-style-type: none"> • Daily support to English Language Learners to help them access core curriculum • ELPAC data for student progress • Continue to monitor RFEP students who have met district requirements • Celebrate students who are bilingual at Quarterly Award Ceremonies • At grades 4-6 focus on content vocabulary development and comprehension in subjects including Science and Social Studies | Implemented as planned | LCFF | LCFF |
| <p>ELD #6</p> <p>Teachers will monitor English Learners progress quarterly through the Data Reflection sheets and discussed at MTSS Conferences.</p> <ul style="list-style-type: none"> • Using ELPAC data and mClass data determine intervention groups. | Implemented as planned | LCFF | LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------------|-----------------------|-------------------------------|
| <ul style="list-style-type: none"> • Provide EL support with bilingual teacher during the school day or after school intervention • Using Rosetta Stone | | | |
| <p>ELD #7</p> <p>Add 1.0 FTE Intervention Teacher to support our 3rd-6th students who need additional support in core subject areas.</p> <p>The intervention teacher will support third-sixth grade students with additional English Language Arts interventions including SIPPS instruction, System 44, Read 180, Step Up to Writing, and math interventions. Intervention teacher will monitor student progress through formative assessments throughout the year. (See ELA #1)</p> | <p>Implemented as planned</p> | <p>LCFF</p> | <p>LCFF</p> |

Analysis

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

In English Language Development, Nichols implementation of strategies or activities were successful in increasing student proficiency on the DIBELS assessment. At the MOY reporting Nichols DIBELS exceeded the EOY goal on DIBELS by 11%. EL students increased DIBELS proficiency from 38% at BOY to 54% at the MOY assessment. Since our Title 1 approval time line was changed, Nichols is unable to review the success of implementation as all data points are not available.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the only data point, our site's plan was effective in increasing EL students' DIBELS proficiency. 54% of K-2 EL students overall were proficient on the DIBELS. The End of the Year goal was 43%. Due to a change in the Title One approval time lines, the CAASPP assessment had not been completed at the time of this program evaluation was written. We did not have data to report.

Overall, the strategies were effective, especially utilizing our Intervention teacher by supporting our neediest 4th-6th grade students, providing bilingual para educator support for all EL students schoolwide, providing professional learning in the area of early literacy and implementing a supplemental curriculum it systematically, implementing the use of

graphic organizers and integrated instructional strategies in content areas, and the implementation of MTSS data conferences was another action that helped systematize instructions and ultimately impact student achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Nichols, we determined our material differences threshold was \$10,000. There were no material differences that exceeded this threshold.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop our craft of teaching literacy skills and provide more additional professional learning opportunities in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence-based supplemental reading program for all students K-3 will give continued and targeted support to our English Learner sub-group of students. Additionally, Nichols will implement additional professional learning opportunities for teachers in the areas of instructional strategies for designated and integrated ELD time.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Leroy Nichols school will increase involvement by 5% during the 2021-22 school year as measured by sign in sheets, Dojo messages, and the number of parents connected to Class Dojo. Leroy Nichols will also offer 5 family involvement opportunities.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|--|
| Family Involvement Nights Offered | At least 5 Family Involvement Nights will be offered during the 2021-22 School Year. | At this time 3 Family Involvement Nights have taken place by March of the 2021-22 school year. |
| Sign in sheet for Parent Teacher Conference | 68% of parents will attend Parent Teacher Conferences during the 2021-22 School year as measured by teacher conference logs. | 72% of parents will attend Parent Teacher Conferences during the 2021-22 School year as measured by teacher conference logs. |
| Class Dojo messages will increase by 5% | 31,500 messages will be sent to families using the Class Dojo App as indicated on the 2020-21 Year in Review | Data update not available due to changes in the Title One approval timeline. |
| Families connected to the class Dojo App | We will maintain at least 585 parents connected on Class Dojo during the 2021-22 school year. Maintenance is our goal as our student enrollment is 411 and not all families come from 2 parent homes. | In March 2022, 626 parents are connected to Class Dojo. |

Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| <p>1. PI #1 Provide Families opportunities for family engagement and community building. Activities will include but are not limited to: Families will be notified via Blackboard, Class Dojo, LUSD app or flyers.</p> <p>Family Activity Nights will include</p> <ul style="list-style-type: none"> Designate an evening for event Families will participate together in the | Implemented as planned | LCFF | LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>provided activities</p> <ul style="list-style-type: none"> • Enjoy friends and create community • PTA may assist or provide the sale of spirit wear and supplies • Provide refreshments for families | | | |
| <p>PI #2</p> <p>Community Liaison and Bilingual para-educators will provide parents with support in translations and navigating school systems throughout the school year.</p> | <p>Implemented as planned</p> | <p>Translations 2120 Para Temp Title I: Parent Involvement 600</p> <p>Benefits for translators 3000 Benefits Title I: Parent Involvement 213</p> | <p>Translations 2120 Para Temp Title I: Parent Involvement 600</p> <p>Benefits for translators 3000 Benefits Title I: Parent Involvement 200</p> |
| <p>PI #3</p> <p>Families will be provided light refreshments during parent meeting.</p> | <p>Due to COVID restrictions refreshments were not served during parent meetings.</p> | <p>Food for Meetings 4325 Food For Meetings Title I: Parent Involvement 400</p> | <p>Food for Meetings 4325 Food For Meetings Title I: Parent Involvement 0</p> |
| <p>PI #4</p> <p>General Parent Communication</p> <ul style="list-style-type: none"> • Written Communication in both English and Spanish advertising the times • Black Board Connect message in both languages • Create a schedule of bilingual paras to support each classroom • Invite community agency, Child Abuse | <p>Implemented as planned</p> | <p>Paper for additional copies 4300 Materials Title I: Parent Involvement 250</p> | <p>Paper for additional copies 4300 Materials Title I: Parent Involvement 250</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>Prevention Council to sign parents up to attend parent training.</p> <ul style="list-style-type: none"> Bilingual support at Back to school night Bilingual support at Conferences All paper communication translated into Spanish All Blackboard connect messages translated into Spanish | | | |
| <p>PI #5</p> <p>Provide parents learning opportunities including Jump Into English</p> | <p>Implemented as planned</p> | <p>Jump Into English Level 3 5800 Prof and Operating/Consultants Title I: Parent Involvement 348</p> | <p>Jump Into English Level 3 5800 Prof and Operating/Consultants Title I: Parent Involvement 348</p> |
| <p>PI #6</p> <p>Provide Parents an area for informal and formal meetings and support. Set up an area where parents can gather for coffee and conversation with school staff members to provide parents information and supports.</p> | <p>Due to COVID restrictions coffee was offered during our meetings</p> | <p>Student Planners funded in Goal 1 Title I</p> | <p>Student Planners funded in Goal 1 Title I</p> |
| <p>PI #7</p> <p>Parent usage of Aeries "Grade Book"</p> <ul style="list-style-type: none"> Teachers in Grades 4th-6th grade will attend Aeries Grade book training Teachers will standardize grading policies and weights to | <p>Implemented as planned</p> | <p>LCFF</p> | <p>LCFF</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------------|--------------------------|----------------------------------|
| <p>align the grade books</p> <ul style="list-style-type: none"> Teachers will advertise the "Parent Porthole" for parents to access the students grades and missing assignments. Teachers will print of progress reports once a quarter | | | |
| <p>PI#8 Parent Teacher Conference- Parent Student Teacher Compact</p> <ul style="list-style-type: none"> Together- teachers, Principal and school site council will develop and review our Parent Compact. Teachers will go over the Compact during Parent/ Teacher Conferences. Student will sign the compact at school if not present at the conference. Teachers will collect the compacts and keep with the cum files. Teachers will collect data of who attended Parent Teacher Conferences as will report it on the data collection sheet | <p>Implemented as planned</p> | | <p>LCFF</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|---|---|
| PI #9 School Site Council- Demographics to match school population Solicit interest of school community of the major ethnic groups to run for SSC. | Implemented as planned | | LCFF |
| PI #10 Books will be provided to families for shared reading with students. | Implemented as planned | Books for kindergarten families to read together 4200 Books Title I: Parent Involvement 477 | Books for kindergarten families to read together 4200 Books Title I: Parent Involvement 477 |

Analysis

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

In Parent Involvement, Nichols's overall implementation of strategies or activities was successful because at this reporting time period (MOY) Nichols has met most of the articulated goals. Since our Title 1 approval timeline was changed, Nichols is on target for meeting all EOY goals. 72% of families participated in parent conferences. 3 family involvement nights have occurred with two additional nights planned. 626 parents are connected on Class Dojo. Additionally, our afterschool program is now also connected and communicating with parents on the Class Dojo platform.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the strategies were extremely effective, especially utilizing the Class Dojo platform as our primary platform for parent communication. Parents and teachers are able to direct message one another as well as the principal. The office staff has also been able to communicate with families when they may not have active phone numbers. On-site parent meetings were not held regularly due to the ongoing COVID-19 pandemic restrictions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Nichols, we determined our material differences threshold was \$10,000. There were no material differences that exceeded this threshold.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, Nichols plans to implement on site parent involvement opportunities as COVID restrictions allow.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

100% of teachers will participate in district and school level professional development in areas needed as determined by local and statewide data and principal observation.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| iReady Universal Screener for Mathematics | In May 2022 at least 13% of students K-6 will score on or above grade level on the End of the Year iReady universal screener for mathematics. | In February 2022 23% of students K-6 scored on or above grade level on the MOY iReady universal screener for mathematics. |
| iReady ELA 3rd-6th grades | 43% of K-6 students will perform at or above grade level on the EOY iReady universal screener | In February 2022 42% of students K-6 scored on or above grade level on the MOY iReady universal screener for English Language Arts. |
| K-2 DIBELS | 64% of K-2 Students will be proficient on DIBELS EOY assessment | 66% of K-2 students scored proficient on DIBELS MOY assessment. |

Strategies/Activities for Goal 5

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>PD #1 Administration will participate in professional development opportunities focused on MTSS and the implementation thereof. Novak Consulting will provide administration training and support throughout the year. Principal will also seek additional opportunities to increase knowledge of strategies for MTSS implementation</p> | Implemented as planned | <p>4200 Books Title I 300</p> <p>5220 Conference Title I 2500</p> | <p>4200 Books LCFF 300</p> <p>5220 Conference Title I 0</p> |
| <p>PD #2 Ongoing professional development opportunities will be offered at all staff meetings to target areas of need as indicated on</p> | <p>Ongoing professional development opportunities were offered during staff meetings and the school day. No additional conferences were attended. Teachers received 3 sessions with</p> | <p>Attend professional learning opportunities focused on MTSS 5220 Conference Title I 5000</p> <p>Materials to support implementation of professional learning</p> | <p>Attend professional learning opportunities focused on MTSS 5220 Conference Title I 0</p> <p>Materials to support implementation of professional learning</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>the iReady Universal Screeners for ELA and Mathematics, DIBELS assessment for K-2 students, teacher or principal administration observation and Panorama SEL survey.</p> | <p>consultants for iReady as well as additional time with consultants from CORE for our continued implementation of the SIPPS program.</p> | <p>4300 Materials Title I 1000</p> | <p>4300 Materials Title I: Parent Involvement 1000</p> |
| <p>Teacher will demonstrate their understanding of strategies by implementing their learning in their classrooms and will provide samples of such work during staff meetings.</p> | <p>Implemented as planned</p> | <p>LCFF</p> | <p>LCFF</p> |
| <p>PD #5</p> <p>Attend professional development opportunities to gain strategies for implementation of MTSS Strategies</p> <p>Share information with staff gained from attending professional development during staff meetings.</p> <p>Provide staff with the opportunity to engage in their learning through technology (i.e. try out the strategy or program) during common professional development times</p> <p>Teachers will be compensated for their time attending and planning for implementation of newly learned strategies.</p> | <p>Principal attended a conference through Sacramento County Office of Education at no cost. Principal also attended monthly meetings with Novak Consulting for MTSS. Information was shared with staff during staff meetings and data conferences. Additional timecards were not needed.</p> | <p>Timecard for teachers attending professional development opportunities 1120 Teacher Temp Title I 5000</p> <p>Benefits for time paid on a timecard 3000 Benefits Title I 1041</p> | <p>Timecard for teachers attending professional development opportunities 1120 Teacher Temp Title I 0</p> <p>Benefits for time paid on a timecard 3000 Benefits Title I 0</p> |

Analysis

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

In Professional Development, Nichols overall implementation of strategies or activities was successful because at this reporting time period MOY Nichols meet all of the articulated goals. Since our Title 1 approval time line was changed, Nichols has met all target for all EOY goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our professional development plan at Nichols was very successful this year in meeting the needs of our teachers and students. COVID-19 restrictions and additional district funding meant that some of the professional learning happened differently and planned but professional learning did occur.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Nichols, we determined our material differences threshold was \$10,000. For this professional development goal, the material differences occurred because teachers were not comfortable attending off site conferences or off site conferences were did not occur due to COVID pandemic restrictions. The principal did attend an MTSS learning opportunity through Sacramento County that was offered free of charge. Other professional development for staff was provided through district funding.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we will continue to develop our craft of teaching literacy skills and provide additional professional development in early literacy using the Multi-Tiered System of Support framework. Furthermore, with the adoption of a new math curriculum, staff will participate in additional professional learning in the areas of mathematics.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Leroy Nichols Elementary School will show a minimum of 5% increase in positive responses on the Panorama self-efficacy survey in the following areas

- Social Awareness
- Self-Efficacy
- Emotional-Regulation

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|---|
| Panorama Self Efficacy Survey- Social Awareness | 71% of 3rd-6th grade students will consider the perspective of others and empathize with them as measured by the Panorama end of the year survey in 2021-22. | 77% of 3rd-6th grade students considered the perspective of others and empathize with them as measured by the Panorama and on the middle of the year survey in 2021-22. |
| Panorama Self Efficacy Survey- Self-Efficacy | 60% of 3rd-6th grade students will believe they can succeed in achieving academic outcomes as measured by the Panorama end of the year survey in 2021-22. | 54% of 3rd-6th grade students believed they can succeed in achieving academic outcomes as measured by the Panorama middle of the year survey in 2021-22. |
| Panorama Self Efficacy Survey- Emotional-Regulation | 49% of 3rd-6th grade students will believe they can regulate their emotions as measured by the Panorama end of the year survey in 2021-22. | 47% of 3rd-6th grade students believed they can regulate their emotions as measured by the Panorama middle of the year survey in 2021-22. |

Strategies/Activities for Goal 6

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| SEL #1 Counselor will present quarterly social emotional learning presentations in grade levels K-6. | Implemented as planned | | LCFF |
| MTSS Conferences and Panorama data will guide supports for students using the school counselor and mental health clinician | Implemented as planned | | LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| Provide students with opportunities for break, fidgets or sensory materials, and incentives for using appropriate tools for managing behaviors. | Implemented as planned | Fidgets, Sensory materials, and incentives 4300 Materials Title I 1000 | Fidgets and Sensory materials 4300 Materials Title I 1000 |
| <p>Implement PBIS strategies to support students positive behavior. Provide incentives for student behavior and effort.</p> <p>Nichols will reward students with Cougar Cards for following PBIS behavioral expectations. Students will have the ability to earn a variety of incentives including but not limited to lunch with the principal, books from our book vending machine, incentives, or time with a preferred peer or staff member.</p> | PBIS incentives were not purchased with Title 1 funds. | <p>PBIS Incentives 4300 Materials Title I 500</p> <p>Books for students 4200 Books Title I 1000</p> | <p>PBIS Incentives 4300 Materials Title I 0</p> <p>Books for students 4200 Books Title I 1000</p> |

Analysis

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

In Social Emotional Learning, Nichols overall implementation of strategies or activities was successful because at this reporting time period MOY Nichols has meet most of the articulated goals. Since our Title 1 approval time line was changed, Nichols is on target for meeting all EOY goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the Nichols data points, our site's plan was effective. 77% of 3rd-6th grade students considered the perspective of others and empathize with them as measured by the Panorama and on the middle of the year survey in 2021-22 with the goal of 71% at EOY survey. 54% of 3rd-6th grade students believed they can succeed in achieving academic outcomes as measured by the Panorama middle of the year survey in 2021-22 with a goal of 60% at the EOY survey. 47% of 3rd-6th grade students believed they can regulate their emotions as measured by the Panorama middle of the year survey in 2021-22 with a goal of 49% at the EOY survey.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Nichols, we determined our material differences threshold was \$10,000. There were no material differences that exceeded this threshold.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi-

Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our sub groups of students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By March 31, 2023, with implementation of Multi-Tiered System of Support (MTSS), Leroy Nichols Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in English Language Arts:

K-2 DIBELS assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from 2020-2021 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------|--|---|
| K-2 DIBELS | 66% of K-2 students were proficient on DIBELS MOY assessment in 2022 | 71% of K-2 Students will be proficient on DIBELS MOY assessment in 2023 |
| 1st-6th RI (Reading Inventory) | 49% of 3rd-6th grade students were proficient on RI for the MOY assessment in 2022 | 54% of 3rd-6th grade students will be proficient on RI at the MOY assessment in 2023 |
| 3rd-6th grad CAASPP (SBAC) ELA | 14% of 3rd-6th grade were proficient of CAASPP ELA in 2020-21 | 19% of 3rd-6th grade students will be proficient on CAASPP ELA in 2021-22 |
| iReady ELA 3rd-6th grades | 43% of students 3rd-6th performed on or above grade level on the MOY iReady universal screener in 2022 | 48% of 3rd-6th students will perform at or above grade level on the MOY iReady universal screener in 2023 |

Planned Strategies/Activities

Strategy/Activity 1

ELA #1:

Add 0.6 FTE Intervention Teachers to support students who need additional support in core subject areas.

One intervention teacher will support third-sixth grade students with additional English Language Arts interventions including SIPPS instruction, System 44, Read 180, Step Up to Writing, and math interventions. The second intervention teacher will support early literacy, focusing on tier 2 literacy support for kindergarten-second grade students.

The intervention teachers will monitor student progress through formative assessments throughout the year.

Students to be Served by this Strategy/Activity

3rd-6th grade students

Timeline

August 2022-May 2023

Person(s) Responsible

Intervention Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-----------------------------------|
| Amount | 58633 |
| Source | Title I |
| Budget Reference | 1100 Teacher |
| Description | Intervention Teacher |
| Amount | 21571 |
| Source | Title I |
| Budget Reference | 3000 Benefits |
| Description | Benefits for Intervention Teacher |

Strategy/Activity 2

ELA # 2

All K- 2 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-2 students three times a year to determine the students' readiness to read and specific areas of student need.

Students to be Served by this Strategy/Activity

Kindergarten through 2nd grade

Timeline

August 2022, February 2023, May 2023

Person(s) Responsible

Principal
Teachers
Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

DIBELS Licenses

Strategy/Activity 3

ELA #3

All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading, Lexile level.

Students will take the Reading Inventory in August to get a Beginning of the year baseline and then at the end of each quarter to monitor student progress. Second-grade students will begin taking the Reading Inventory at the end of the first quarter.

Students to be Served by this Strategy/Activity

All 2-6th grade students

Timeline

August 2022- May 2023

Person(s) Responsible

Principal, Teachers, Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 4

ELA #4

All 3-6 teachers will administer the iReady Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students' proficiency to the California State Common Core Standards.

Students to be Served by this Strategy/Activity

All 3rd -6th grade students

Timeline

August 2022
February 2023
May 2023

Person(s) Responsible

Administrator and Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Access to iReady Universal Screener

Strategy/Activity 5

ELA# 5

Teachers will use DIBELS to access and monitor progress of 3rd-6th grade students in need to Tier 2 and Tier 3 interventions.

Students to be Served by this Strategy/Activity

Students in need of Tier 2 and 3 interventions in grades 3-6.

Timeline

August 2022-June 2023

Person(s) Responsible

Intervention Teacher or RSP Teacher

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

DIBELS licenses

Strategy/Activity 6

ELA # 6

Teachers will collect data using a universal Data Collection Template. Data will be collected in correlation to the district assessment calendar. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

Twice yearly

Person(s) Responsible

Administrator or Teachers

Proposed Expenditures for this Strategy/Activity

Description

Data Collection Document- no cost associated

Strategy/Activity 7

ELA #7

Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hour daily to support K-2 students at their reading level.

Students to be Served by this Strategy/Activity

K-2 Students

Timeline

Kindergarten- October 2022-May 2023
1st and 2nd grade August 2022- May 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

| Description |
|-------------------------------------|
| Master Schedule- no cost associated |

Strategy/Activity 8

ELA #8

K-3 teachers will use the program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice.

SIPPS instruction will be given at grade level as Tier One as follows: Kindergarten Beginning through lesson 40, first-grade Extension, second-grade finish Extension, and third-grade Challenge.

Intervention teachers will work with students in small groups who need additional tier 2 SIPPS support in grades K-6 as follows: K-2 classrooms will have push-in intervention support for tier 2 students, 3rd-6th grade students will be pulled out for tier 2 SIPPS support using either Extension for 3rd grade or Plus for grades 4th-6th.

Students to be Served by this Strategy/Activity

All K-3 students for Tier One instruction as well as K-6 for any student in need of Tier Two support in SIPPS

Timeline

August 2022-May 2023

Person(s) Responsible

Principal, District Coaches, Consultants, Teachers, and Para Educators

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 5000 |
| Source | Title I |
| Budget Reference | 5715 Print Shop |
| Description | Printing SIPPS cards, AVID graphic organizers, or other supplemental materials to help students master the common core state standards. Goal 1 Actions 8, 13, and 16 |

Strategy/Activity 9

ELA #9

All K-3 teachers, intervention, special education, and bilingual and special education para-educators will participate and implement evidence-based reading procedures and routines (SIPPS). Professional learning with CORE trainers and district coaches to support implementation of SIPPS.

Students to be Served by this Strategy/Activity

K-3 Students

Timeline

August 2022- June 2023

Person(s) Responsible

Principal
Teachers
Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

CORE consultants

Strategy/Activity 10

ELA # 10

Students will engage in Amplify for all K-2 students for 20 minutes per day 5 days per week. Students in grades 2nd-6th will take Reading Counts quizzes to monitor comprehension of books read independently. Awards and books will be earned by students meeting their independent Amplify or Reading Counts goals.

Students to be Served by this Strategy/Activity

All

Timeline

August 2022 - May 2023

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

600

Source

Title I

Budget Reference

4300 Materials

Description

Certificates

Strategy/Activity 11

ELA #11

All teachers, Special Education, and para educators will participate and implement evidence based reading procedures and routines learned from professional development with district coaches or Consortium on Reading Excellence in Education (CORE) consultants. There will be a focus on early literacy in the K-3 classrooms.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Administrator, Teachers, para-educators

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 1500 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Teacher Timecards for training or collaboration of implementation |
| Amount | 381 |
| Source | Title I |
| Budget Reference | 3000 Benefits |
| Description | Benefits for Teacher Timecards |

Strategy/Activity 12

ELA #12

Provide release time for teachers and admin to participate in MTSS Data Conferences during which the team will

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialists including speech therapists, Resource Specialists, Intervention Teachers, the counselor, and the nurse will be a part of the meeting to use a multidisciplinary approach while looking at the whole child.

Students to be Served by this Strategy/Activity

All Students

Timeline

Twice yearly

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 10000 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes for MTSS Conferences, collaboration, and professional learning |
| Amount | 2543 |
| Source | Title I |
| Budget Reference | 3000 Benefits |
| Description | Benefits for substitutes |

Strategy/Activity 13

ELA #13

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022- June 2023

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Budget Reference | 5715 Print Shop |
| Description | Printing SIPPS cards, AVID graphic organizers, or other supplemental materials to help students master the common core state standards. Goal 1 Actions 8, 13, and 16 |

Strategy/Activity 14

ELA # 14

AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Student supplies will include but are not limited to:

- Binders 4th-6th
- Dividers 4th-6th
- Pencil boxes/pouches 1st-6th
- Notebooks
- Journals
- Organizational materials
- Student Planners

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-June 2023

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------------------|
| Amount | 3500 |
| Source | Title I |
| Budget Reference | 4300 Materials |
| Description | AVID organizational materials |

Strategy/Activity 15

ELA #15

Kindergarten teachers will assess students' letter naming fluency and letter sound fluency at least three times a year.

Students to be Served by this Strategy/Activity

Kindergarten Students

Timeline

August 2022
February 2023
May 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 16**

ELA #16

Students will be provided grade-level supplemental materials and books in order to access grade-level standards practice.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Budget Reference | 5715 Print Shop |
| Description | Printing SIPPS cards, AVID graphic organizers, or other supplemental materials to help students master the common core state standards. Goal 1 Actions 8, 13, and 16 |
| Amount | 282 |
| Source | Title I |
| Budget Reference | 4200 Books |
| Description | Books at students reading level |
| Amount | 4600 |
| Source | Title I |
| Budget Reference | 4300 Materials |
| Description | Being a Writer supplemental writing program |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Leroy Nichols Elementary will show a 5% increase in proficiency on the following common diagnostic measures:

- K-6 Math iReady Universal Screener
- 3-6 CAASPP Math

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

Basis for this Goal

CAASPP data from 2020-21 and iReady Universal Screener from 2021-2022

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------|--|--|
| iReady Universal Screener | 23% of Kindergarten- 6th grade students scored on or above grade level on the iReady Universal Screener for math for the Middle of the Year. | 28% of Kindergarten-6th grade students will score on or above grade level on the iReady Universal Screener in February 2023. |
| 3rd-6th CAASPP Math Data | In 2020-21, 3rd-6th grade students scored 14% proficient on CAASPP Math | In 2021-22, 3rd-6th grade students will score 19% proficient on CAASPP Math. |

Planned Strategies/Activities

Strategy/Activity 1

Math #1

All K-6 teachers will administer the iReady Universal Screener for Mathematics to all students to correlate the students' proficiency to the California State Common Core Math Standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022
February 2023
May 2023

Person(s) Responsible

Principal
Teacher

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 2

Math #2

All K-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor student goals for 5 lessons per week.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal
Teachers
Leadership Team

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 3

Math #3

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze iReady universal screener and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialists like speech therapists, Resource Specialists, Intervention Teachers, the counselor, the nurse will be a part of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress.

Students to be Served by this Strategy/Activity

All Students

Timeline

Twice Yearly

Person(s) Responsible

Teacher
Principal

Proposed Expenditures for this Strategy/Activity

| Description |
|----------------------|
| See Goal 1 Action 12 |

Strategy/Activity 4

Math #4

Add 1.0 FTE Intervention Teacher to support our 3rd-6th students who need additional support in core subject areas.

The intervention teacher will support third-sixth grade students with additional English Language Arts interventions including SIPPS instruction, System 44, Read 180, Step Up to Writing, and math interventions. The intervention teacher will monitor student progress through formative assessments throughout the year.

Students to be Served by this Strategy/Activity

3rd-6th grade students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers
Principal

Proposed Expenditures for this Strategy/Activity

| Description |
|---------------------|
| See Goal 1 Action 1 |

Strategy/Activity 5

Math #5

Teachers will be provided time for professional learning and collaboration with district coaches, colleagues, or professional consultants to plan instruction for the new iReady math curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-June 2023

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Description

See Goal 1 Action 12

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By March 31, 2023, with the implementation of the Multi-Tiered System of Support (MTSS), Leroy Nichols Elementary School will show a minimum 5% increase in proficiency for our English Learners on the following universal measures in English Language Arts.

K-2 DIBELS Assessment

3rd-6th grade CAASPP ELA

English Learner Progress Indicator reported on the California Dashboard

LCAP Goal

All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from 2021-2022 school year from the universal measures DIBELS and CAASPP data.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|-------------------------------------|--|---|
| K-2 DIBELS | 42% of K-2 EL students were proficient on the 2021-22 DIBELS BOY assessment. | 47% of K-2 EL Students will be proficient on the 2022-23 DIBELS MOY assessment. |
| 3rd-6th grad CAASPP (SBAC) ELA | 8% of 3rd-6th grade EL students were proficient on the 2020-2021 ELA CAASPP. | 13% of EL students will be proficient on the 2021-2022 ELA CAASPP. |
| English Language Progress Indicator | 55.7% of of EL students are making progress towards English Language Proficiency on the 2018-2019 dashboard. | 60.7% of EL students will be make progress towards English Language Proficiency on the 2021-2022 dashboard. |

Planned Strategies/Activities

Strategy/Activity 1

ELD #1

All K-6 students who are designated English Language Learners will receive 30 minutes of designated English Language Development daily, using Journey's ELD component and monitoring the progress by using ELA assessments referenced in ELA goal 1.

Students to be Served by this Strategy/Activity

English Learners as identified by the initial ELPAC

Timeline

August 2022- May 2023

Person(s) Responsible

Teachers
Principals

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 2

ELD #2

MTSS Data Conferences: provide release time for teachers and admin:

1. analyze universal screeners iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialists including the speech therapist, Resource Specialist, Intervention teachers, counselor, nurse will be a part of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

Students to be Served by this Strategy/Activity

All English Learners

Timeline

August 2022- May 2023

Person(s) Responsible

Principal
Teachers
Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Description

See Goal 1 Action 12

Strategy/Activity 3

ELD #3

Universal Access time will be scheduled and protected in order to ensure that students are receiving the Tier 1 or 2 support that they need in order to access the grade level curriculum.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022- May 2023

Person(s) Responsible

Teachers
Principal monitor

Proposed Expenditures for this Strategy/Activity

| Description |
|-------------------------------------|
| Master Schedule- no cost associated |

Strategy/Activity 4

Provide instructional English Language Development coaching and professional learning sessions for teachers in regular and special education classrooms with a focus on English Language Development.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-May 2023

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

| Description |
|---|
| See ELA 1.12- Substitutes for Professional Learning |

| Description |
|--------------------------------------|
| See ELA 1.11- Timecards for teachers |

Strategy/Activity 5

ELD #5

Embedded ELD support from Bilingual para-educators

- Daily support to English Language Learners to help them access core curriculum
- ELPAC data for student progress
- Continue to monitor RFEP students who have met district requirements
- Celebrate students who are bilingual at Quarterly Award Ceremonies
- At grades 4-6 focus on content vocabulary development and comprehension in subjects including Science and Social Studies

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022- May 2023

Person(s) Responsible

Principal
Teachers
Intervention Teachers
Bilingual Para Educators

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 6

ELD #6

Add 1.0 FTE Intervention Teacher to support our 3rd-6th students who need additional support in core subject areas.

The intervention teacher will support third-sixth grade students with additional English Language Arts interventions including SIPPS instruction, System 44, Read 180, Step Up to Writing, and math interventions. The intervention teacher will monitor student progress through formative assessments throughout the year. (See ELA #1)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022- May 2023

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Description

See Goal 1 Action 1

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Engagement

Goal Statement

Leroy Nichols school will increase parent involvement by 5% during the 2022-23 school year as measured by sign in sheets, Dojo messages, and the number of parents connected to Class Dojo. Leroy Nichols will engage families during 6 family involvement opportunities.

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

School Survey

School Activities sign in sheets

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|--|
| Family Involvement Nights Offered | During the 2021-2022 school year 5 family involvement nights were offered throughout the year. | At least 6 Family Involvement Nights will be offered during the 2022-2023 School Year. |
| Sign in sheet for Parent Teacher Conference | 72% of parents attended virtual Parent Teacher conferences during the 2021-2022 school year. | 77% of parents will attend Parent Teacher Conferences during the 2022-23 School year as measured by teacher conference logs. |
| Families connected to the class Dojo App | 629 Parents were connected to Class Dojo during the 2021-22 School year. | 585 parents will be connected to Class Dojo during the 2022-2023 school year. Maintenance is our goal as our student enrollment is 395 and not all families come from 2 parent homes. |

Planned Strategies/Activities

Strategy/Activity 1

1. PI #1

Provide Families opportunities for family engagement and community building. Activities will include but are not limited to: Families will be notified via Blackboard, Class Dojo, LUSD app or flyers.

Family Activity Nights will include

- Designate an evening for event

- Families will participate together in the provided activities
- Enjoy friends and create community
- PTA may assist or provide the sale of spirit wear and supplies
- Provide refreshments for families

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022- May 2023

Person(s) Responsible

Principal
PTA

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 2

PI #2

Community Liaison and Bilingual para-educators will provide parents with support in translations and navigating school systems throughout the school year.

Students to be Served by this Strategy/Activity

Bilingual families

Timeline

August 2022- May 2023

Person(s) Responsible

Principal
Bilingual Para-educator
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount

600

Source

Title I: Parent Involvement

Budget Reference

2120 Para Temp

Description

Translations

Amount

233

Source

Title I: Parent Involvement

Budget Reference

3000 Benefits

Description

Benefits for translators

Strategy/Activity 3

PI #3

Families will be provided light refreshments during parent meeting.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022- May 2023

Person(s) Responsible

Principal
Community Liaison
Bilingual Paras

Proposed Expenditures for this Strategy/Activity

Amount

400

Source

Title I: Parent Involvement

Budget Reference

4325 Food For Meetings

Description

No funding necessary

Strategy/Activity 4

PI #4

General Parent Communication

- Written Communication in both English and Spanish advertising the times
- Black Board Connect message in both languages
- Create a schedule of bilingual paras to support each classroom
- Invite community agency, Child Abuse Prevention Council to sign parents up to attend parent training.
- Bilingual support at Back to school night
- Bilingual support at Conferences
- All paper communication translated into Spanish
- All Blackboard connect messages translated into Spanish

Students to be Served by this Strategy/Activity

All- English Learners

Timeline

August 2022- May 2023

Person(s) Responsible

Principal
Typist Clerk
Bilingual Para

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-----------------------------|
| Amount | 130 |
| Source | Title I: Parent Involvement |
| Budget Reference | 4300 Materials |
| Description | Paper for additional copies |

Strategy/Activity 5

PI #5
Provide parents learning opportunities including Jump Into English

Students to be Served by this Strategy/Activity

EL families

Timeline

November 2022-May 2023

Person(s) Responsible

Principal
Secretary
Bilingual Para-educators

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-------------------------------------|
| Amount | 348 |
| Source | Title I: Parent Involvement |
| Budget Reference | 5800 Prof and Operating/Consultants |
| Description | Jump Into English Level 1 |

Strategy/Activity 6

PI #6
Provide Parents an area for informal and formal meetings and support. Set up an area where parents can gather for coffee and conversation with school staff members to provide parents information and supports.

Students to be Served by this Strategy/Activity

All

Timeline

On going

Person(s) Responsible

Community Liaison
Parents

Proposed Expenditures for this Strategy/Activity

Description

See Goal 1 Action 14

Strategy/Activity 7

PI #8

Parent usage of Aeries "Grade Book"

- Teachers in Grades 4th-6th grade will attend Aeries Grade book training
- Teachers will standardize grading policies and weights to align the grade books
- Teachers will advertise the "Parent Porthole" for parents to access the students grades and missing assignments.
- Teachers will print of progress reports once a quarter

Students to be Served by this Strategy/Activity

4th-6th Graders

Timeline

Ongoing

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 8

PI#10 Parent Teacher Conference- Parent Student Teacher Compact

- Together- teachers, Principal and school site council will develop and review our Parent Compact.
- Teachers will go over the Compact during Parent/ Teacher Conferences.
- Student will sign the compact at school if not present at the conference.
- Teachers will collect the compacts and keep with the cum files.
- Teachers will collect data of who attended Parent Teacher Conferences as will report it on the data collection sheet

Students to be Served by this Strategy/Activity

All Families

Timeline

September 2022

Person(s) Responsible

Teachers
Principal
Typist Clerk

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 9

PI #11

School Site Council- Demographics to match school population
Solicit interest of school community of the major ethnic groups to run for SSC.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022- May 2023

Person(s) Responsible

Principal
Parents

Proposed Expenditures for this Strategy/Activity

Description

No cost associated

Strategy/Activity 10

PI #12

Welcome bags will be provided to incoming kindergarten families. Bags will include a letter on how parents can help prepare their children for school, a puzzle, sample games or practice parents can engage in with their children, practice supplies, name practice, and a book.

Nichols community liaison will call to welcome all families and schedule either a pick up or drop off of the kindergarten welcome bag.

Students to be Served by this Strategy/Activity

Kindergarten

Timeline

July 2023

Person(s) Responsible

Principal, Teachers, and office staff

Proposed Expenditures for this Strategy/Activity

Amount

200

Source

Title I: Parent Involvement

Budget Reference

4200 Books

| | |
|-------------------------|--|
| Description | Books for kindergarten families to read together |
| Amount | 250 |
| Source | Title I: Parent Involvement |
| Budget Reference | 4300 Materials |
| Description | Materials for kindergarten bags |

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

By March 31, 2023, Leroy Nichols Elementary School will have 100% of teachers participating in the professional learning sessions in the following areas:

Multi-Tiered System of Support
Early Literacy
iReady Math
English Language Development instructional strategies

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

CAASSP, district benchmark, principal observation and discipline data are all used in creating this goal.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| iReady Universal Screener for Mathematics | 23% of student scored on or above grade level on the middle of the year iReady universal screener for mathematics in February 2022. | 28% of students K-6 will score on or above grade level on the middle of the Year iReady universal screener for mathematics in February 2023. |
| iReady ELA 3rd-6th grades | 47% of students 3-6 performed on or above grade level on the 2021-22 MOY iReady universal screener | 52% of 3-6 students will perform at or above grade level on the 2022-2023 MOY iReady universal screener |
| K-2 DIBELS | 66% of K-2 students scored proficient on the 2021-2022 DIBELS MOY assessment. | 71% of K-2 students will be proficient on the 2022-2023 DIBELS MOY assessment. |

Planned Strategies/Activities

Strategy/Activity 1

PD #1

All staff meetings and data conferences will maintain a focus on strengthening the 6 elements of MTSS including:

- Multiple tiers of instruction, intervention, and support. Includes learning standards and behavioral expectations.
- Problem-solving process

- Data evaluation
- Communication and collaboration
- Capacity building infrastructure
- Leadership

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Description

See Goal 1 Action 12

Strategy/Activity 2

PD #2

All teachers will attend a full day of professional learning with CORE consultants focusing on the foundations of reading and early literacy and MTSS foundations.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022

Person(s) Responsible

Teachers
Administrator

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 3

PD #3

Teachers will engage in professional learning focusing on English Language Development. Teachers will implement strategies they learned and reflect on implementation through staff meeting discussions or data conferences.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) ResponsiblePrincipal
Teachers**Proposed Expenditures for this Strategy/Activity**

Source

LCFF

Strategy/Activity 4

PD #4

Attend 2 days of professional learning to prepare for the implementation of the new iReady Math curriculum. Teachers may attend this professional learning in June 2022, July 2022, or October 2022. Additional professional learning opportunities will be offered throughout the year. These opportunities will be optional but encouraged.

Students to be Served by this Strategy/Activity

All Students

Timeline

June, July or October 2022

Person(s) ResponsibleAdministrator
Teachers**Proposed Expenditures for this Strategy/Activity**

Source

LCFF

Strategy/Activity 5

PD #5

Teachers will engage in professional learning opportunities which improve their understanding and implementation of AVID strategies.

Students to be Served by this Strategy/Activity

All

Timeline

July 2022-June 2023

Person(s) ResponsiblePrincipal
Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 6

PD# 6

All staff will engage in professional learning to improve implementation of Positive Behavioral Interventions and Supports (PBIS) targeting strong Tier 1 implementation and Tier 2 interventions.

Students to be Served by this Strategy/Activity

All

Timeline

July 2022-May 2023

Person(s) Responsible

Principal
Teachers
Other Certificated and classified staff

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Social Emotional Learning

Goal Statement

By March 31, 2023, with an implementation of the Multi-Tiered System of Support (MTSS), Leroy Nichols Elementary School will show a minimum of 5% increase in positive responses on the Panorama self-efficacy survey in the following areas

Social Awareness

Self-Efficacy

Emotional-Regulation

LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed (LCAP Goal 3)

Basis for this Goal

Challenges of school closures have made it evident that students need support in dealing with challenges in schools and at home during our current pandemic and reacclimating to in person instruction and peer interactions.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| Panorama Self Efficacy Survey- Social Awareness | 77% of 3rd-6th grade students considered the perspective of others and empathize with them as measured by the Panorama survey on the middle of the year survey in 2022-23 | 82% of 3rd-6th grade students will consider the perspective of others and empathize with them as measured by the Panorama middle of the year survey in 2022-23 |
| Panorama Self Efficacy Survey- Self-Efficacy | 54% of 3rd-6th grade students believe they can succeed in achieving academic outcomes as measured by the Panorama survey on the middle of the year survey in 2022-23 | 59% of 3rd-6th grade students will believe they can succeed in achieving academic outcomes as measured by the Panorama middle of the year survey in 2022-23. |
| Panorama Self Efficacy Survey- Emotional-Regulation | 47% of 3rd-6th grade students believe they can regulate their emotions as measured by the Panorama survey on the middle of the year survey in 2022-23 | 52% of 3rd-6th grade students will believe they can regulate their emotions as measured by the Panorama middle of the year survey in 2022-23. |

Planned Strategies/Activities

Strategy/Activity 1

SEL #1

Counselor will present quarterly social emotional learning presentations in grade levels K-6.

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarterly during 2022-23 school year

Person(s) Responsible

Counselor
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

SEL #2

MTSS Conferences and Panorama data will guide supports for students using the school counselor and mental health clinician

Students to be Served by this Strategy/Activity

All Students needing supports identified through teacher observation, parent or student request, or Panorama survey results

Timeline

Ongoing

Person(s) Responsible

Principal
Teachers
Counselor
Mental Health Clinician

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

SEL #3

Provide students with opportunities for break, fidgets or sensory materials, and incentives for using appropriate tools for managing behaviors.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal
Counselor
Teachers
District Coaches

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 1000 |
| Source | Title I |
| Budget Reference | 4300 Materials |
| Description | Fidgets, Sensory materials, and incentives |

Strategy/Activity 4

SEL #4

Implement PBIS strategies to support students' positive behavior.

Nichols will reward students with Cougar Cards for following PBIS behavioral expectations. Students will have the ability to earn a variety of incentives including but not limited to lunch with the principal, books from our book vending machine, incentives, or time with a preferred peer or staff member.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

SEL# 5

Teachers and students will review school-wide PBIS behavioral expectations and together develop classroom behavioral expectations. Behavioral expectations will be reviewed regularly and students will be given positive and corrective feedback often. Corrective feedback will reteach the desired behavior.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers
Students

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 6**

SEL# 6

Students will engage in appropriate play during unstructured recess times. Teachers, yard duty, counselor, and mental health clinician will create opportunities in which students can engage with one another and develop positive self image and interpersonal skills.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-May 2023

Person(s) Responsible

Principal
Teachers
Yard Duty
Counselor
Mental Health Clinician

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 500 |
| Source | Title I |
| Budget Reference | 4300 Materials |
| Description | Material to support interactive play between children on the playground or in small group sessions |

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary




| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 112,271.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|-----------------------------|--------|---------|
| Title I | 110110 | 0.00 |
| Title I: Parent Involvement | 2161 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------|------------|
| Title I | 110,110.00 |
| Title I: Parent Involvement | 2,161.00 |

| Preliminary Plan | | Final Plan | |
|---|---------------------|------------------------|-------------|
|  | 05/16/2022 12:45 pm | | |
| <i>Principal</i> | <i>Date</i> | <i>Principal</i> | <i>Date</i> |
|  | 05/18/2022 03:30 pm | | |
| <i>SSC Chairperson</i> | <i>Date</i> | <i>SSC Chairperson</i> | <i>Date</i> |
|  | 05/23/2022 10:45 am | | |
| <i>Program Manager</i> | <i>Date</i> | <i>Program Manager</i> | <i>Date</i> |

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

| Budget Reference | Funding Source | Amount |
|-------------------------------------|-----------------------------|-----------|
| 1100 Teacher | Title I | 58,633.00 |
| 1120 Teacher Temp | Title I | 1,500.00 |
| 1150 Teacher Sub | Title I | 10,000.00 |
| 3000 Benefits | Title I | 24,495.00 |
| 4200 Books | Title I | 282.00 |
| 4300 Materials | Title I | 10,200.00 |
| 5715 Print Shop | Title I | 5,000.00 |
| 2120 Para Temp | Title I: Parent Involvement | 600.00 |
| 3000 Benefits | Title I: Parent Involvement | 233.00 |
| 4200 Books | Title I: Parent Involvement | 200.00 |
| 4300 Materials | Title I: Parent Involvement | 380.00 |
| 4325 Food For Meetings | Title I: Parent Involvement | 400.00 |
| 5800 Prof and Operating/Consultants | Title I: Parent Involvement | 348.00 |

FORM D: School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

| Name of Members | Role |
|-------------------|----------------------------|
| Lindsay Streeter | Principal |
| Stacye Shook | Classroom Teacher |
| Amy Briggs | Classroom Teacher |
| Crystal Finck | Classroom Teacher |
| Janice Vanderlans | Other School Staff |
| Doris Cunningham | Parent or Community Member |
| Elizabeth Verstl | Parent or Community Member |
| Lisa Bossert | Parent or Community Member |
| Shaista Jabeen | Parent or Community Member |
| Nicole Neal | Parent or Community Member |

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

FORM E: Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 05/16/2022.

Attested:

Preliminary Plan

Final Plan

05/16/2022 12:45 pm

Principal

Date

Principal

Date

05/18/2022 03:30 pm

SSC Chairperson

Date

SSC Chairperson

Date

05/23/2022 10:45 am

Program Manager

Date

Program Manager

Date