School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nordstrom Elementary	43 69583 6047914	4/25/23	

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)

Additional Targeted Support and Improvement

Based on the CA Schools Dashboard, Nordstrom has been identified for ATSI for the following student group(s): Students with Disabilities

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.

Nordstrom Elementary School:
Nordstrom's mission statement is "We strive to ensure ALL of our students learn at high levels with the social, emotional, and academic support of our whole school community." This vision can be seen in the work that is being done on a daily basis at our campus, especially as we took on the task of becoming an inclusion school over the past year.

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

1. College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to

ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

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

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

4. Special Education / Diverse Learners: Improve Equity, Access, and Inclusion for Diverse Student Learners for increased learning in the least restrictive environment (LRE), academic progress towards goals, and overall student achievement.

In alignment with the LCAP assessment calendar, 100% of students will increase their reading proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2023. This will be accomplished by guided reading, reading tutors, book clubs, and reader's workshop lessons. Students falling below grade level will have reading intervention support by the LLI Reading Specialist or be paired with a reading tutor. Student growth will be measured by F&P scores, MAP scores, teacher observation, and classroom work samples. This past year, staff have been looking at reading data closely to identify grade level trends and areas of need, along with receiving professional development on a new phonemic awareness program. In alignment with the LCAP assessment calendar, 100% of students will increase their math proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2023. They will express their thinking by writing about their process of solving math problems using multiple strategies. Along with Envisions staff use the SF math program which provides guided number talks and hands on experiences for all students. Data will also be used to guide the instructional decisions our site makes around math instruction. The effects are largest on underperforming students as demonstrated in the lowest achievement scores. Our teachers and staff are prepared to address these gaps and provide additional resources and supports as explained in Goal 1, Actions 1-5; Goal 1, and Goal 3, Action 1. This includes a strong focus on small group instruction, teacher training and collaboration time, a focus on GLAD strategies, consistent data review and instruction, and supporting families with parent trainings.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Comprehensive Needs Assessment/Survey
MHUSD conducted the Local Control and Accountability Plan Survey (LCAP) at the district-wide level through the Hanover 2022-2023 Student, Staff, and Family Survey. The survey analyzed four overall areas: College, Career, & Civic Readiness; Family & Community Engagement; Student Engagement & Climate; and Support for Special Populations.

Survey participants included:
63 Parents
12 Staff

Based on the survey data, the following are areas of strength and growth for Nordstrom

Student Engagement
Areas of strength: Students care about their school, want to do well, come to class prepared, like going to school, feel the school motivates them and finds school fun, relevant to their lives and interesting (87% or higher)
Areas for growth: Include student voice in decision making (63%) and is rigorous and inclusive of diverse learners (74%)

Climate
Areas of strength: 96% believe the school wants students to succeed and 84% believe the school focuses on students' character.
Areas for growth: 64% of participants stated that Nordstrom offers challenging classes. Another area of growth is that 65% of participants believe the school encourages special education students to participate in extra-curricular activities.

Parent Involvement
Areas of strength: 80% or more participants believe Nordstrom incorporates content from families' home cultures, encourages parental involvement, builds personal relationships, and encourages involvement from community members.
Areas for growth: Only 39% of participants believe Nordstrom holds event where effective teaching practices are shared so they can be supported at home. Also, only 42% shared that the school hosts high school, college and career readiness events.

Support for Student Populations
Areas of strength: 75% or more of the participants believe Nordstrom provides resources for students in all student populations, encouragement and after school activities.
Areas for growth: 55% of participants shared that there is social emotional support for students that are English learners.

Classroom Observations

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

Formal and informal classroom visits are performed by the Principal and Assistant Principal to provide feedback on instruction. Instructional data is collected across grade levels, as well as for individual teachers, in order to help teachers improve their practice.
Based on the Nordstrom instructional plan developed in collaboration with the Guiding Coalition, classroom teachers are committed to differentiation for all students (both struggling and advanced), implementing Guided Reading in kindergarten through third grade, math tasks and number talks in all grade levels, Foundational Skills across all grades, and Designated ELD for English Language Learners).

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State and local assessments are used to modify instruction and improve student achievement.

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

Data is regularly used to monitor student progress on assessments and then used to modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Morgan Hill Unified School District strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Morgan Hill Unified School District Human Resources Department. The District's goal is to hire teachers with the appropriate credentials for their given assignment. In addition, new/inexperienced teachers in Morgan Hill Unified School District participate in additional professional development, are assigned a mentor teacher, and are closely monitored by site administrators to assure effective teaching. If misassigned or out-of-field teachers become a concern in the future, the Human Resources Department would develop a plan with the site administrator to assist teachers in completing credential work or reassigning the teachers.

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

Credentialed teachers receive professional development throughout the year to support their instruction.

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

Staff development is aligned with content standards, data from student performance, and professional needs.

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

There is ongoing instructional assistance and support for teachers, specifically through site-funded classroom support.

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

All teachers collaborate within their grade level team as well as site-wide.

Teaching and Learning

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

Curriculum, instruction and materials are aligned with content and performance standards

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

Instructional minutes have been submitted and accepted for reading/language and mathematics. Each grade level meets the approved recommendation.

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

All grade levels have yearly pacing guides that identify standards, which allow for Tier 2 interventions both inside and outside of the general education classroom.

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

Standards-based instructional materials are available to all student groups. A site focus for this upcoming year is looking at our student groups and identifying instructional materials that are needed to support their academic progress.

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

There are standards-aligned instructional materials, including intervention materials, that are used in the classroom and in intervention groups.

Opportunity and Equal Educational Access

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

General education teachers provided differentiated small group support in reading and math. The workshop model helps support all student groups in writing instruction.

Evidence-based educational practices to raise student achievement

Teachers are provided opportunities to reflect on evidence based educational practice that raise student achievement.

Parental Engagement

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

Resources available include Discovery Counseling, Wellness Center support, a focused social-emotional program, reading intervention and other resources are available to assist under-achieving students.

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

Parents, community representatives, classroom teachers and other school personnel are involved in the planning, implementation and evaluation of ConApp programs.

Funding

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

Services are set up that target student groups that are underperforming and require additional support to meet standards.

Fiscal support (EPC)

The district provides a reading intervention teacher, MTSS, special education teacher and special education para-educator.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ELAC: April 18th, 2023: During an ELAC meeting, the SPSA goals were reviewed and discussed.

HSC: April 25th, 2023: During an HSC meeting, the SPSA goals were reviewed and discussed.

SSC: April 25th, 2023: During an SSC meeting, the SPSA goals were reviewed and discussed.

Leadership: May 3, 2023: During a leadership meeting, the SPSA goals were reviewed and discussed.

Resource Inequities

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

When reviewing our current school setting, the follow resource inequities have been identified:

1) Diverse and Inclusive Schools: During the 2022-23 school year, Nordstrom has moved to an inclusion school where all students spend at least 70% of their day in a general education setting. While this goal has been implemented in most grade levels, special education staff are stretched between multiple grade spans and have found it challenging to collaborate with all of the teachers they support. With additional staff, specifically paraeducators, special education teachers would have an opportunity to join general education staff during their prep period which would allow for proactive accommodations on assignments and class experiences. Along with the need for additional staff, access to a BCBA on site on a consistent basis (if not daily) would provide a resource to address high behavior needs in real time, instead of waiting for support to come often days later.

2)Instructional Time and Attention: At Nordstrom, staff have high expectations for students, but differentiation is not consistently happening in math in all grade levels. This next year, time will be spent with the Math TOSA to develop instructional strategies that support and challenge students to make growth in math, regardless of their levels.

3) School Funding: The current practice of the district is to staff student supervisors and office staff based on the type of school (elementary, middle and high), not on enrollment on each site. This has led to an increase of behaviors that occur during recess and lunch as it is challenging to supervise 300+ students with the three adults staffed by the district. As a result, the site and HSC have had to pay for additional staff, which pulls funding from instructional resources for students in the classroom.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	131	121	112
Grade 1	110	102	89
Grade 2	107	99	94
Grade3	103	111	84
Grade 4	107	105	98
Grade 5	89	111	101
Total Enrollment	647	649	578

Conclusions based on this data:

1. Based on distant learning and access to in person schools, along with opportunities to work from home, many families moved out of the area or to private schools.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	53	54	57	8.2%	8.30%	9.9%
Fluent English Proficient (FEP)	50	37	43	7.7%	5.70%	7.4%
Reclassified Fluent English Proficient (RFEP)	17	2		26.2%	3.7%	

Conclusions based on this data:

1. During distance learning, reclassification and ELAC assessments were not completed. The school years 19-20 (pre pandemic) and 21-22 (full year in person) reflect similar levels of students identified as fluent English proficient.

2. In reviewing our teacher retention data, which includes almost 35% of new teachers within the last 4 years, along with our increasing percentage of students identified as English Learners, it is important to ensure instructional practices in the classroom reflect research based ELD practices. Many teachers have been trained in the past, but with the higher turnover it is important to address some potential instructional gaps.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	105	109	84	105	0	82	105	0	82	100	0.0	97.6
Grade 4	96	107	95	92	0	94	92	0	94	95.8	0.0	98.9
Grade 5	92	113	94	91	0	91	91	0	91	98.9	0.0	96.8
All Grades	293	329	273	288	0	267	288	0	267	98.3	0.0	97.8

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2453.		2448.	43.81		34.15	19.05		28.05	19.05		21.95	18.10		15.85
Grade 4	2503.		2510.	39.13		45.74	27.17		25.53	16.30		15.96	17.39		12.77
Grade 5	2541.		2529.	37.36		29.67	35.16		34.07	13.19		15.38	14.29		20.88
All Grades	N/A	N/A	N/A	40.28		36.70	26.74		29.21	16.32		17.60	16.67		16.48

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.95		24.39	39.05		60.98	20.00		14.63
Grade 4	34.78		25.53	48.91		64.89	16.30		9.57
Grade 5	42.86		25.27	40.66		64.84	16.48		9.89
All Grades	39.58		25.09	42.71		63.67	17.71		11.24

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.98		29.27	43.69		51.22	22.33		19.51
Grade 4	25.00		34.04	57.61		55.32	17.39		10.64
Grade 5	38.46		32.97	42.86		46.15	18.68		20.88
All Grades	32.52		32.21	47.90		50.94	19.58		16.85

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.48		14.63	54.29		78.05	15.24		7.32
Grade 4	35.87		17.02	51.09		73.40	13.04		9.57
Grade 5	29.67		16.48	57.14		70.33	13.19		13.19
All Grades	31.94		16.10	54.17		73.78	13.89		10.11

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36.89		18.29	44.66		65.85	18.45		15.85
Grade 4	38.04		24.47	44.57		65.96	17.39		9.57
Grade 5	40.66		20.88	47.25		71.43	12.09		7.69
All Grades	38.46		21.35	45.45		67.79	16.08		10.86

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

Conclusions based on this data:

1. Comparing numbers between pre-pandemic and in 21-22 when students fully returned, scores are very similar. Learning gaps have been caught up due to structured support in the classroom and data conversations around student need. The after school program has also supported students by providing additional small group instruction, where it served over 120 students in 21-22.
2. In all subtests, with the exception of 5th grade writing, there is a smaller percentage of students below standard compared to the 18-19 school year. During the pandemic, teachers continued to deliver strong instruction and have worked collaboratively to support the range of student needs when students returned in person.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	105	109	84	105	0	82	105	0	82	100	0.0	97.6
Grade 4	95	107	95	90	0	94	90	0	94	94.7	0.0	98.9
Grade 5	92	113	94	91	0	91	91	0	91	98.9	0.0	96.8
All Grades	292	329	273	286	0	267	286	0	267	97.9	0.0	97.8

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2451.		2433.	24.76		20.73	35.24		34.15	23.81		20.73	16.19		24.39
Grade 4	2507.		2493.	34.44		15.96	32.22		42.55	25.56		24.47	7.78		17.02
Grade 5	2540.		2486.	38.46		16.48	20.88		19.78	26.37		30.77	14.29		32.97
All Grades	N/A	N/A	N/A	32.17		17.60	29.72		32.21	25.17		25.47	12.94		24.72

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.24		25.61	37.14		45.12	27.62		29.27
Grade 4	48.89		28.72	32.22		51.06	18.89		20.21
Grade 5	45.05		14.29	32.97		49.45	21.98		36.26
All Grades	42.66		22.85	34.27		48.69	23.08		28.46

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.95		20.73	43.81		54.88	15.24		24.39
Grade 4	41.11		30.85	45.56		54.26	13.33		14.89
Grade 5	37.36		15.38	42.86		56.04	19.78		28.57
All Grades	39.86		22.47	44.06		55.06	16.08		22.47

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.29		25.61	45.71		63.41	20.00		10.98
Grade 4	34.44		24.47	50.00		62.77	15.56		12.77
Grade 5	31.87		14.29	50.55		61.54	17.58		24.18
All Grades	33.57		21.35	48.60		62.55	17.83		16.10

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

Conclusions based on this data:

1. With the exception of the subtest Communicating Reasoning, there is an increase of percentage of students that are below standard. Both concepts and procedures and problem solving are areas to focus on in daily math instruction.
2. In all grade levels, there is a higher percentage of students at or near standard than in 18-19. The lack of in person instruction has impacted teachers ability to provide instant feedback on math practices.
3. The mean scale score from both assessment years are within 50 points of one another, however the percentages of students below standards is significantly higher in all grades for the concepts and procedures and problem solving sub tests. This shows the range of student ability, where individual scores for some might be higher which is impacting the mean even though a larger group of students are not meeting standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	1440.7	*	*	1434.6	*	*	1454.6	10	9	20
1	1485.9	*	*	1487.1	*	*	1484.0	*	*	15	7	9
2	*	*	*	*	*	*	*	*	*	8	6	8
3	*	*	*	*	*	*	*	*	*	7	8	8
4	*	*	*	*	*	*	*	*	*	*	8	8
5	*	*	*	*	*	*	*	*	*	*	4	7
All Grades										46	42	60

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	30.00	*	*	25.00	*	*	25.00	*	*	20.00	*	*	20
1	20.00	*	*	46.67	*	*	33.33	*	*	0.00	*	*	15	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.39	21.43	25.00	52.17	47.62	26.67	28.26	19.05	31.67	2.17	11.90	16.67	46	42	60

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	15.00	*	*	30.00	*	*	30.00	*	*	25.00	*	*	20
1	40.00	*	*	33.33	*	*	20.00	*	*	6.67	*	*	15	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.96	35.71	31.67	34.78	45.24	26.67	23.91	9.52	25.00	4.35	9.52	16.67	46	42	60

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	25.00	*	*	25.00	*	*	30.00	*	*	20.00	*	*	20
1	13.33	*	*	33.33	*	*	46.67	*	*	6.67	*	*	15	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.87	11.90	18.33	39.13	35.71	23.33	43.48	38.10	31.67	6.52	14.29	26.67	46	42	60

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	25.00	*	*	65.00	*	*	10.00	*	*	20
1	60.00	*	*	40.00	*	*	0.00	*	*	15	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.61	40.48	36.67	65.22	52.38	50.00	2.17	7.14	13.33	46	42	60

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	25.00	*	*	45.00	*	*	30.00	*	*	20
1	13.33	*	*	73.33	*	*	13.33	*	*	15	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.96	40.48	35.00	54.35	45.24	43.33	8.70	14.29	21.67	46	42	60

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	25.00	*	*	60.00	*	*	15.00	*	*	20
1	26.67	*	*	66.67	*	*	6.67	*	*	15	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.39	14.29	20.00	71.74	69.05	51.67	10.87	16.67	28.33	46	42	60

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	55.00	*	*	25.00	*	*	20.00	*	*	20
1	20.00	*	*	73.33	*	*	6.67	*	*	15	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	11.90	31.67	69.57	76.19	48.33	4.35	11.90	20.00	46	42	60

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

Conclusions based on this data:

1. The scores are challenging to compare because there are limited scores from students (K/1 only) and there are not consistent scores between 18-19 and 21-22 in the same grade levels.
2. Our EL numbers decreased in 2019-20, however there is an increase in the past year so it is important to pull other site data to evaluate their academic progress.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
578	**19.0**	**9.9**	**0.3**
Total Number of Students enrolled in Nordstrom Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	57	9.9
Foster Youth	2	0.3
Homeless	15	2.6
Socioeconomically Disadvantaged	110	19.0
Students with Disabilities	56	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.7
American Indian	2	0.3
Asian	82	14.2
Filipino	19	3.3
Hispanic	178	30.8
Two or More Races	60	10.4
Pacific Islander	1	0.2
White	212	36.7

Conclusions based on this data:

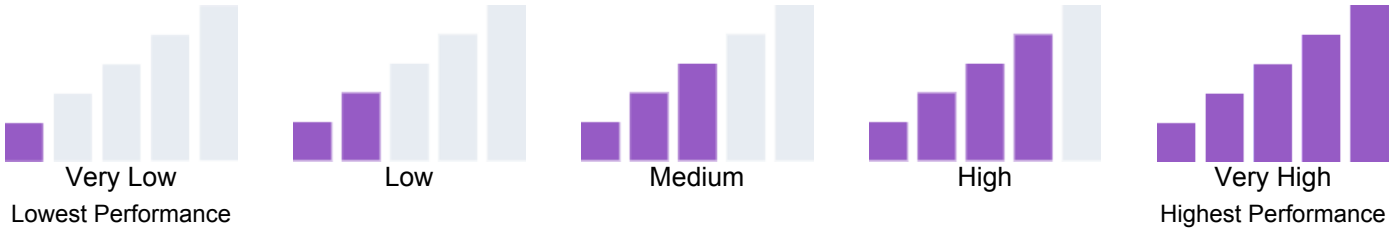
1. The top three race/ethnicity groups at Nordstrom remain White, Hispanic and Asian. This is similar to previous years.
2. There is an increase of socioeconomically disadvantaged students and English Learner students at Nordstrom, which requires staff to differentiate to support the variety of student needs.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Medium		
English Learner Progress: High		

Conclusions based on this data:

1. Academic performance, along with English Learner progress, is high/medium based on the instruction students receive within the classroom and additional resources that have been provided such as a reading intervention teacher, after school academic acceleration and professional development around data collection and conversations.

2. Chronic absenteeism was high last year due to the quarantine guidelines which required students to stay home 7-10 days based on exposures.

3. Our suspension rate is low due to our strong social emotional program, teacher classroom management systems and proactive conversations around student behavior. Along with this, PBIS is implemented at our site.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	0	2	2	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
32.1 points above standard	30.1 points above standard	1 Student
255 Students	33 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very Low
7 Students	0.9 points above standard	74.9 points below standard
	35 Students	31 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 1 Student	Very High 61.2 points above standard 35 Students	No Performance Level 61.1 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 8.2 points above standard 72 Students	No Performance Level 64.5 points above standard 24 Students		High 37.5 points above standard 101 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3.5 points below standard 15 Students	58.1 points above standard 18 Students	28.2 points above standard 211 Students

Conclusions based on this data:

1. Students identified as SED and SWD are making small progress compared to the other subgroups. Many of these students receive interventions during Tier 1 instruction that limits their access to Tier 1 instruction. This model has been changed and will continue to change next year to ensure exposure to high levels of instruction AND intervention on the targeted areas of need.
2. Reclassified English Learners are performing 58.1 points above standard, which show they are being reclassified appropriately.
3. Current English Learners are not meeting grade level standards, which can be seen as a significant difference between the other subgroups. This shows a need for stronger ELD support in the classroom.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

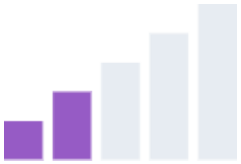
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	0	3	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
7.3 points below standard	0.4 points above standard	1 Student
255 Students	33 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
7 Students	53.4 points below standard	99.5 points below standard
	35 Students	31 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 1 Student	High 31.5 points above standard 35 Students	No Performance Level 17.6 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 38.0 points below standard 72 Students	No Performance Level 21.3 points above standard 24 Students		High 0.9 points above standard 101 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
12.1 points below standard 15 Students	10.8 points above standard 18 Students	11.1 points below standard 211 Students

Conclusions based on this data:

1. Students identified as SED and SWD are performing significantly below their grade level peers. This shows a need for differentiation and stronger Tier 1 and 2 support to help students make progress.
2. All students are performing either right at standard or below, which shows a need for stronger mathematical instruction to support student progress. Our site is comfortable and confident with teaching reading and writing, but teachers have asked for more support in developing math instruction to focus on number sense and problem solving.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

62.5 making progress towards English language proficiency

Number of EL Students: 32 Students

Performance Level: 4

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.1%	9.4%	9.4%	53.1%

Conclusions based on this data:

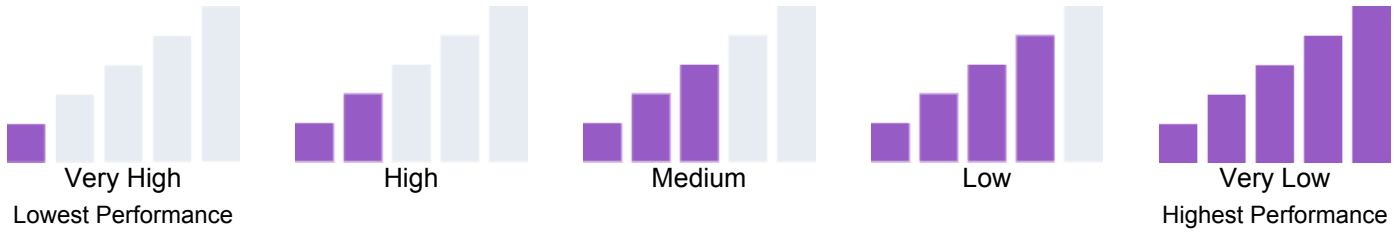
1. A higher number of students progressed at least one level, 53.1% in 2022 compared to 34.2% in 2021. Teacher trainings on GLAD strategies helped support this growth.
2. Last year, no students showed a decrease in their progress, however 28.1% of students did in 2022. This shows a need to continue to support ELD in the classroom in a more systematic way.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
4	3	0	0	0

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

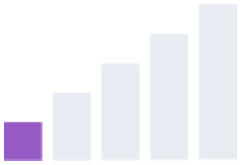
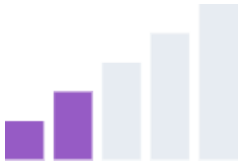
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
16.1% Chronically Absent	27.5% Chronically Absent	Less than 11 Students
603 Students	69 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
37.5% Chronically Absent	31.5% Chronically Absent	25.8% Chronically Absent
16 Students	130 Students	66 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	High	No Performance Level
Less than 11 Students	Less than 11 Students	11.8% Chronically Absent	15.8% Chronically Absent
5 Students	2 Students	85 Students	19 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High	No Performance Level	High
24.6% Chronically Absent	13.6% Chronically Absent	Less than 11 Students	10.2% Chronically Absent
195 Students	81 Students	1 Student	215 Students

Conclusions based on this data:

1. All student groups have a high rate of chronic absenteeism due to quarantine guidelines which required students to stay at home 7-10 days based on each COVID-19 exposure.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

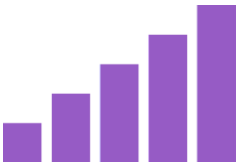
Very High	High	Medium	Low	Very Low
0	0	2	1	4

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.5% suspended at least one day	0% suspended at least one day	Less than 11 Students
633 Students	76 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Medium
0% suspended at least one day	0% suspended at least one day	3% suspended at least one day
19 Students	144 Students	67 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	No Performance Level
Less than 11 Students	Less than 11 Students	1.1% suspended at least one day	0% suspended at least one day
5 Students	2 Students	91 Students	19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	Very Low	No Performance Level	Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.9% suspended at least one day
212 Students	82 Students	1 Student	221 Students

Conclusions based on this data:

1. Students with disabilities have been suspended at a higher rate than their peers. It is important to reflect on classroom management and office discipline guidelines to ensure support has been given to these students to decrease this number.
2. In all incidents of suspension for SWD, meetings held determined that their behavior was not related to their disability.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Goal 1: Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K - 12th grades

Goal 1

By June 2024, 15% more in all student student groups will make expected growth in both reading and math based on NWEA scores in both academic areas.

By June 2024, 15% more in all student student groups will score in the average or above average range in both reading and math based on NWEA scores in both academic areas.

By June 2024, 93% of school population will be reading at or above grade level as measured by F&P assessments. This goal will be met through strong, consistent Tier 1 instruction, small group instruction, research based reading support, and an intervention model based on data driven conversations that occur on a frequent basis.

Identified Need

OVERALL:
OVERALL Average RIT: Reading
In second grade, overall students scored an average RIT score of 173 on the Fall NWEA assessment in Reading and 184 in Winter 2023, showing 5 points higher growth than projected norm. In third grade, overall students scored an average RIT score of 182 on the Fall NWEA assessment in Reading and 192 in Winter 2023, showing 4 points higher growth than projected norm. In fourth grade, overall students scored an average RIT score of 196 on the Fall NWEA assessment in Reading and 201 in Winter 2023, showing 1 point lower growth compared to the projected norm. In fifth grade, overall students scored an average RIT score of 209 on the Fall NWEA assessment in Reading and 211 in Winter 2023, showing 4 points lower growth than projected norm. Overall, 56% of all students met expected growth. 74% of students overall scored in the average or higher range.

OVERALL Average RIT: Math
In second grade, overall students scored an average RIT score of 176 on the Fall NWEA assessment in Math and 184 in Winter 2023, showing 5 points higher growth than projected norm. In third grade, overall students scored an average RIT score of 184 on the Fall NWEA assessment in Math and 191 in Winter 2023, showing 1 points lower growth than projected norm. In fourth grade, overall students scored an average RIT score of 197 on the Fall NWEA assessment in Math and 205 in Winter 2023, showing 1 point higher growth than projected norm. In fifth grade, overall students scored an average RIT score of 209 on the Fall NWEA assessment in Math and 216 in Winter 2023, showing 2 points higher growth than projected norm. Overall, 69% of all students met expected growth. 73% of students scored in the average or higher range.

EL:
EL Students Average RIT: Reading
In second grade, EL students scored an average RIT score of 150 on the Fall NWEA assessment in Reading and 165 in Winter 2023, showing 9 points higher growth than projected norm. In third grade, EL students scored an average RIT score of 167 on the Fall NWEA assessment in Reading and 177 in Winter 2023, showing 4 points higher growth than projected norm. In fourth grade, EL students scored an average RIT score of 181 on the Fall NWEA assessment in Reading and 189 in Winter 2023, showing 2 points higher growth than projected norm. In fifth grade, EL students scored an average RIT score of 188 on the Fall NWEA assessment in Reading and 201 in Winter 2023, showing 7 points higher growth than projected norm. Overall, 77% of SED met expected growth. 36% of EL students overall scored in the average or higher range.

EL Students Average RIT: Math
In second grade, EL students scored an average RIT score of 158 on the Fall NWEA assessment in Math and 175 in Winter 2023, showing 8 points higher growth than projected norm. In third grade, EL students scored an average RIT score of 178 on the Fall NWEA assessment in Math and 187 in Winter 2023, showing 1 point higher growth than projected norm. In fourth grade, EL students scored an average RIT score of 186 on the Fall NWEA assessment in Math and 191 in Winter 2023, showing 2 points lower growth than projected norm. In fifth grade, EL students scored an average RIT score of 183 on the Fall NWEA assessment in Math and 195 in Winter 2023, showing 7 points higher growth than projected norm. Overall, 62% of EL students met expected growth. 43% of EL students overall scored in the average or higher range.

SED:
SED Average RIT: Reading
In second grade, SED students scored an average RIT score of 157 on the Fall NWEA assessment in Reading and 173 in Winter 2023, showing 10 points higher growth than projected norm. In third grade, SED students scored an average RIT score of 172 on the Fall NWEA assessment in Reading and 182 in Winter 2023, showing 4 points higher growth than projected norm. In fourth grade, SED students scored an average RIT score of 182 on the Fall NWEA assessment in Reading and 189 in Winter 2023, showing 1 point higher growth than projected norm. In fifth grade, SED students scored an average RIT score of 196 on the Fall NWEA assessment in Reading and 207 in Winter 2023, showing 5 points higher growth than projected norm. Overall, 60% of SED students met expected growth. 54% of SED overall scored in the average or higher range.

SED Average RIT: Math
In second grade, SED students scored an average RIT score of 165 on the Fall NWEA assessment in Math and 179 in Winter 2023, showing 5 points higher growth than projected norm. In third grade, SED scored an average RIT score of 175 on the Fall NWEA assessment in Math and 182 in Winter 2023, showing 1 point lower growth than projected norm. In fourth grade, SED students scored an average RIT score of 183 on the Fall NWEA assessment in Math and 192 in Winter 2023, showing 2 points higher growth than projected norm. In fifth grade, SED students scored an average RIT score of 198 on the Fall NWEA assessment in Math and 208 in Winter 2023, showing 5 points higher growth than projected norm. Overall, 62% of SED students met expected growth. 42% of SED students scored in the average or higher range.

SWD:
SWD Average RIT: Reading
In second grade, SWD scored an average RIT score of 158 on the Fall NWEA assessment in Reading and 171 in Winter 2023, showing 7 points higher growth than projected norm. 35% of

second grade SWD met expected growth. In third grade, SWD scored an average RIT score of 167 on the Fall NWEA assessment in Reading and 178 in Winter 2023, showing 5 points higher growth than projected norm. 50% of third grade SWD met expected growth. In fourth grade, SWD scored an average RIT score of 186 on the Fall NWEA assessment in Reading and 192 in Winter 2023, showing equal growth compared to the projected norm. 50% of fourth grade SWD met expected growth. In fifth grade, SWD scored an average RIT score of 188 on the Fall NWEA assessment in Reading and 198 in Winter 2023, showing 4 points higher growth than projected norm. 50% of fifth grade SWD met expected growth. Overall, 46% of SWD met expected growth. 32% of SWD scored in the average or higher range.

SWD Average RIT: Math
In second grade, SWD scored an average RIT score of 162 on the Fall NWEA assessment in Math and 175 in Winter 2023, showing 4 points higher growth than projected norm. 64% of second grade SWD met expected growth. In third grade, SWD scored an average RIT score of 172 on the Fall NWEA assessment in Math and 169 in Winter 2023, showing 1 point lower growth than projected norm. 67% of third grade SWD met expected growth. In fourth grade, SWD scored an average RIT score of 191 on the Fall NWEA assessment in Math and 201 in Winter 2023, showing 3 points higher growth than projected norm. 50% of SWD met expected growth. In fifth grade, SWD scored an average RIT score of 195 on the Fall NWEA assessment in Math and 201 in Winter 2023, showing 4 points higher growth than projected norm. 42% of fifth grade SWD met expected growth. Overall, 55% of students met expected growth. 36% of SWD scored in the average or higher range.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Test	Math: Met Expected Growth All: 69% SED: 62% EL: 62% SWD: 55% Reading: Met Expected Growth All: 56% SED: 60% EL: 77% SWD: 46% Math: Average or Above Average Range All: 73% SED: 42% EL: 43% SWD: 36% Reading: Average or Above Average Range All: 74% SED: 54% EL: 36%	Math: Met Expected Growth All: 84% SED: 77% EL: 77% SWD: 70% Reading: Met Expected Growth All: 71% SED: 75% EL: 92% SWD: 61% Math: Average or Above Average Range All: 88% SED: 57% EL: 58% SWD: 51% Reading: Average or Above Average Range All: 89% SED: 69%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD: 32%	EL: 51% SWD: 47%
F&P Data	Overall: 75% of students were reading at or above grade level in the winter.	93% of students will read at or above grade level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Tier 1 Staff

Programs and services in this School Plan include:
1. K-5 Support Staff: Support will continue daily in each kindergarten and first grade classroom, with additional support given to 2nd-5th grade as needed.
2. Jump Start Program: Two week intervention program in late July/early August to give an academic boost to students that might not receive exposure to academic experiences over the summer. Incoming 1st and 2nd grade students will attend ten half days and work on reading, writing, math and student skills so they are prepared for the start of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10708	LCFF Instructional Support Staff
29273	Lottery Instructional Support Staff
2676	Lottery Jump Start Program
921	LCFF

	Jump Start Program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Tier 2-3 Staff

Programs and services funded in this School Plan include:
1.1st--5th grade support: First grade support will continue three days a week in each 1st grade classroom and will be multifunded through both State Lottery and LCFF. 2nd-5th grade will also receive this resource this year as reading tutors are no longer being provided at the district level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF
	Lottery
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development

Programs and services funded in this School Plan include:

1. Planning and Collaboration: Each grade level team will have three planning days a year (two at the end of each trimester data collection period and one at the end of the year for planning the next year). The focus during this time will be to review selected essential standards and how it is linking to instruction, as well as build common assessments.
.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Lottery
	LCFF
6334	LCFF Sub Release Time: Planning /Collaboration to support Professional Learning Teams.
18361	Lottery Sub Release Time: Planning/Collaboration to support Professional Learning Teams.

Strategy/Activity 4

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

All Students

Strategy/Activity

Tier 1 Instructional Program

Programs and services funded in this School Plan include:
1. Instructional Supplies/Programs: Online resources to support core curriculum, instructional materials and classroom supplies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF
	Lottery

1462	LCFF Online Resources to Support Core Curriculum
822	Lottery Online Resources to Support Core Curriculum
	Lottery Student Council Stipend
	Lottery Tech Coordinator Stipend
5932	LCFF Instructional Books/Programs

Strategy/Activity 5

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

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

Strategy/Activity

Tier 2 and 3 Strategic/Intensive Academic Supports

Programs and services funded in this School Plan include:
1. Subs for IEP/SST
2. Release Time for planning, analyzing data, design supports
3. Assessment Release Time
4. Books and Materials (i.e novel studies, leveled readers, and other materials determined necessary by MTSS TOSA) Books/Materials to Support Differentiation with the Classroom

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4307	LCFF Books/Materials to Support Differentiation with the Classroom

	F&P/ Planning Release Days Total Amount Listed in Goal 1 Action 3
	LCFF
	Lottery
	None Specified
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Development of the School Plan

Programs and services funded in this School Plan include:
1. Not funded through budget, office staff will continue to update website on a consistent basis to ensure the community has access to the information listed above.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Basic Services and Supplies

Programs and services funded in this School Plan include:
1. Teacher Supplies
2. Health Office Supplies
3. Office Supplies
4. Postage
5. Homework Folders

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8789	Lottery Teacher Supplies
500	Lottery Health Office
	None Specified
	None Specified
	None Specified
4000	Lottery Office Supplies
	None Specified
500	Lottery Postage
	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Nordstrom engaged in strategic professional development to support their students need, particularly focusing on using technology and online programs to differentiate instruction. Staff were also provided with focused time to input and discuss data, which led to instructional decisions throughout the school year. This led to student growth in all academic areas.

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

There were no major differences between the intended implementation and budgeted expenditures.

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

Based on what we have learned through our analysis, we will continue to focus on math and reading development in all grade levels. We will provide consistent delivery of lessons sitewide through teacher collaboration, common standards and grade level curriculum maps. We saw a jump in student reading based on access to additional staff, in addition to strong Tier 1 instruction, and this will be funded at the site level this year. The Jump Start program that is planned for late July and early August is anticipated to be an intervention that will allow students to start the year off more successfully.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family/Guardian and Community Engagement

LEA/LCAP Goal

Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement

Goal 2

By June 2023, Nordstrom will increase the number of parent volunteers from 42% to 75%, which includes volunteering in the classroom or during HSC community events.

By June 2023, Nordstrom will increase parent engagement by having 90% participation in Back to School Night, Open House and November conferences.

Identified Need

There is a need to continue to engage parents as partners in the education of students. We specifically need to engage our EL families in our community events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteers	42% of families have volunteered in some capacity throughout the year.	75% of families will volunteer in some capacity.
Mass Email completion rates (Parent Square)	97%	100% of families will be contactable and engaging with the Parent Square app which will help increase attendance to Back to School Night and Open House
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project dichos, families referred to SLS (food/clothing support) etc.	Back to School Night: 74% Open House: 86%	90% attendance for both Open House and Back to School Night

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Tier 1 Parent Engagement Strategies

Programs and services funded in this School Plan include:
1. All programs are funded by the HSC, which include babysitting for parent nights.
2. Fingerprinting vouchers are not needed at this time. If this changes for the 22/23 school year, funds will be allocated to support this.
3. Parent Information nights to cover attendance, instructional strategies, and social/emotional support. Nights will take place once a semester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Tier 2 Parent Engagement Strategies

Programs and services funded in this School Plan include:
1. Multicultural Fair: This event allows families to share their cultures with our students which increases family engagement on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
125	LCFF Multicultural Fair Supplies and Materials
375	Lottery Multicultural Fair Supplies and Materials

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Fingerprinting and babysitting was not needed to be funded during the school year due to the district taking on the fee for fingerprinting and allowing children to attend all meetings and community events.

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

Based on our analysis, we will continue with the strategies outlined in our goals. Our multicultural fair also allows a chance for families to participate in a way that celebrates their cultures. Coffee chats with admin will happen next year, both during the day and at night, and refreshments will be provided by the HSC. While not mentioned in the budget, an advisory committee with be created with families participating in the inclusion model to get feedback on a consistent basis that will help develop our inclusion program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement, Social Emotional Learning

LEA/LCAP Goal

Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Goal 3

By June 2023, the chronic absenteeism rate will decrease by 10% for EL students and school-wide and decrease by 15% for SWD and 20% SED by closely monitoring student groups, providing PBIS supports and setting up parent meetings to discuss attendance concerns after 3 or more absences.

By June 2023, suspensions will decrease from 6 to 0 by continuing with PBIS and SEL support in the classroom and during recess. This includes training yard duty with SEL strategies to support student behavior

Identified Need

Attendance Rate:
Overall: 92.61%
SED: 90.50%
SWD: 91.11%
EL: 91.74%

Chronic Absenteeism:
Overall: 21.97%
SED: 34%
SWD: 28%
EL: 24%

Suspensions:
Overall: 6
SWD: 1
SED: 1
Foster: 0
Homeless: 0
EL: 0
White: 1
Vietnamese: 3
Filipino: 1
Asian Indian: 1
Hispanic: 0

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Overall: 92.61% SED: 90.50% SWD: 91.11% EL: 91.74%	95%
Chronic Absenteeism Rates	Overall: 21.97% SED: 34% SWD: 28% EL: 24%	Overall: 11.97% SWD: 13%% SED: 14% EL: 14%
Suspension Rates:	Overall: 6 SWD: 1 SED: 1 Foster: 0 Homeless: 0 EL: 0 White: 1 Vietnamese: 3 Filipino: 1 Asian Indian: 1 Hispanic: 0	Overall: 6 SWD: 1 SED: 1 Foster: 0 Homeless: 0 EL: 0 White: 1 Vietnamese: 3 Filipino: 1 Asian Indian: 1 Hispanic: 0
Susp. Offenses:	Controlled Substance: 0 Violence: 2 Weapons: 1 Property Damage: 1 Behavior/Bullying: 2	Controlled Substance: 0 Violence: 0 Weapons: 0 Property Damage: 0 Behavior/Bullying: 0
Student Expulsion Rate (DataQuest):	No students were expelled this year	Continue with the current rate of no students expelled by June 2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Tier 1 Student Engagement and Campus Climate

Programs and services funded in this School Plan include:
1. Supplies for PBIS
2. Strong Tier 1, Tier 2 and Tier 3 PBIS strategies will be used to support students. Some Wednesday meetings will be dedicated to training teachers on these strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified
	None Specified
	None Specified
2000	LCFF PBIS Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Tier 2 and 3 Student Engagement and Campus Climate

Programs and services funded in this School Plan include:
1. Multicultural Festival
2. Recognizing each national month (i.e.: Hispanic Heritage Month or Black History Month) in the classroom and school-wide

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF See Goal 2 Action 2

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Attendance continues to be an area of concern, even with using attendance contracts and parent meetings. Based on student surveys, 77% of parents feel that their students experience instruction that represents diverse backgrounds. The goal is to continue to increase this, with strategies and programs to recognize diverse backgrounds throughout the entire school year.

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

No major differences between the intended implementation and budget expenditures.

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

We will be continue to focus on social emotional health sitewide this year, along with continuing the strong programs and strategies that were outlined in the previous year. This includes community building experiences to build a strong home/school connection and the use of the Second Step social emotional program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Special Education / Diverse Learners

LEA/LCAP Goal

Goal 4: Improve Equity, Access, and Inclusion for Diverse Student Learners for increased learning in the least restrictive environment (LRE), academic progress towards goals, and overall student achievement.

Goal 4

By June 2023, 75% or more of students with disabilities will meet expected growth in both math and ELA iReady by increasing inclusion practices, coteaching instructional approaches and small groups for instruction.

Identified Need

44% of SWD are reading at or above grade level. 88% of SWD made at least one level of growth.

SWD Average RIT: Reading
In second grade, SWD scored an average RIT score of 158 on the Fall NWEA assessment in Reading and 171 in Winter 2023, showing 7 points higher growth than projected norm. 35% of second grade SWD met expected growth. In third grade, SWD scored an average RIT score of 167 on the Fall NWEA assessment in Reading and 178 in Winter 2023, showing 5 points higher growth than projected norm. 50% of third grade SWD met expected growth. In fourth grade, SWD scored an average RIT score of 186 on the Fall NWEA assessment in Reading and 192 in Winter 2023, showing equal growth compared to the projected norm. 50% of fourth grade SWD met expected growth. In fifth grade, SWD scored an average RIT score of 188 on the Fall NWEA assessment in Reading and 198 in Winter 2023, showing 4 points higher growth than projected norm. 50% of fifth grade SWD met expected growth. While in most grades the growth was at a higher rate, only 32% of SWD tested in the average or above average range.

SWD Average RIT: Math
In second grade, SWD scored an average RIT score of 162 on the Fall NWEA assessment in Math and 175 in Winter 2023, showing 4 points higher growth than projected norm. 64% of second grade SWD met expected growth. In third grade, SWD scored an average RIT score of 172 on the Fall NWEA assessment in Math and 169 in Winter 2023, showing 1 point lower growth than projected norm. 67% of third grade SWD met expected growth. In fourth grade, SWD scored an average RIT score of 191 on the Fall NWEA assessment in Math and 201 in Winter 2023, showing 3 points higher growth than projected norm. 50% of SWD met expected growth. In fifth grade, SWD scored an average RIT score of 195 on the Fall NWEA assessment in Math and 201 in Winter 2023, showing 4 points higher growth than projected norm. 42% of fifth grade SWD met expected growth. While in most grades the growth was at a higher rate, only 36% of SWD tested in the average or above average range.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Test / iReady	Math: Met Expected Growth SWD: 2nd: 64% 3rd: 67% 4th: 50% 5th: 42% 32% of SWD tested in the average or above average range. Reading: Met Expected Growth 2nd: 35% 3rd: 50% 4th: 50% 5th: 50% 32% of SWD tested in the average or above average range.	Math: Met Expected Growth SWD: 75% in all grades SWD Average or Above Average Range: 60% ELA: Met Expected Growth SWD: 75% in all grades SWD Average or Above Average Range: 60%
F&P Reading	44% of SWD are reading at or above grade level	75% of SWD will read at or above grade level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Centralized funding and services provide through the district level LCAP for reference to include:

Programs and services funded in this School Plan include:
1. Collaboration Time for Inclusion Staff: This collaborative work will focus on conversations about Tier 1 instruction that meets the needs of all learners, therefore the impact will be on all students as well.

Three targeted areas the budget will support development for students with disabilities is through professional development for staff, collaborative time for inclusion teachers and a focus on improving our MTSS system with support from a MTSS TOSA. All staff, including classified staff, will be expected to complete the de-escalation training provided by the district Inclusion TOSA by the end of the 2023-24 school year. Staff will also receive professional development on an MTSS which focuses on strong Tier 1 instruction and data collection. The assigned MTSS TOSA will help develop the professional development and will support teachers on implementing these strategies in reading, writing and math. Resources will be allocated to purchase instructional resources that will allow teachers to differentiate more effectively. The budget also supports conversations between general education and special education staff within the inclusion model to have paid time to collaborate while we continue to build our inclusion program, ensuring high levels of differentiation.

Along with the budgeted items, our families in our inclusion program will be invited to be a part of a collaborative group that we can partner with to develop training and determine important information to share with our community as we develop our inclusion program. All classroom volunteers will be invited to attend a training on working in a neuro diverse classroom, so we can ensure all classroom experiences are inclusive. As a site, we will also ensure that our support schedules keep all students in the classroom for essential teaching (tier 1 instruction), the majority of tier 2 instruction happens in the class with support from additional staff or the MTSS TOSA, and all tier 3 instruction does not interfere with Tier 1 instruction and is consistently monitored to ensure fluid student groups based on mastery of essential standards. In previous years the schedule has not been intentional enough to ensure students do not miss Tier 1 instruction. In addition, support resources such as K/1 support and reading tutors have not been allocated to students with disabilities. Moving forward, all students will have access to these resources, even if they are receiving support from special education staff as well.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12204	Lottery Collaborative Time for Inclusion Staff
4204	LCFF Collaborative Time for Inclusion Staff
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Looking at data, SWD have made higher than average levels of growth in most areas, however they are still not performing at the same level as their peers. More collaborative time and support is needed to implement strategies that are effective for all learners.

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

No major differences to report.

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

Changes can be seen in budget allocations for more collaboration time among staff. In classrooms where general education and special education teachers has more time to collaborate, data showed a higher level of learning and achievement for all students. Time before/after school is needed to discuss accommodations and plan lessons that proactively meet the needs of all learners, instead of only modifying in real time. By providing hours for collaboration, staff will be able to address student needs in a more effective way.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$35993
Total Federal Funds Provided to the School from the LEA for CSI	$77500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$113,493.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF	$35,993.00
Lottery	$77,500.00

Subtotal of state or local funds included for this school: $113,493.00

Total of federal, state, and/or local funds for this school: $113,493.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	35,993.00
Lottery	77,500.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	35,993.00
	Lottery	77,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	94,585.00
Goal 2	500.00
Goal 3	2,000.00
Goal 4	16,408.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Kelsey Goodson	Parent or Community Member
Danielle Mora	Parent or Community Member
Hillary Caviglia	Parent or Community Member
Beth Newquist	Other School Staff
Alisha Garcia	Classroom Teacher
Anna Goble	Classroom Teacher
Breanna Cull	Principal
Linda Whittaker	

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 .

Attested:

Principal, Breanna Cull on

SSC Chairperson, Alisha Garcia on

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Signature **Committee or Advisory Group Name**

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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 . 5/30/23

Attested:

Breanna Cull

Alisha Garcia

Principal, Breanna Cull on 5/30/23

SSC Chairperson, Alisha Garcia on 5/30/23

ELAC President, Carolina Gonzalez