



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chester Nimitz Elementary School	43694196046742	1/14/2025	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Chester Nimitz Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	17
Overall Performance	19
Academic Performance	21
Academic Engagement	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	36
Goal 3.....	41
Goal 4.....	45
Goal 5.....	48
Budget Summary	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budgeted Funds and Expenditures in this Plan	51
Funds Budgeted to the School by Funding Source.....	51
Expenditures by Funding Source	51
Expenditures by Budget Reference	51
Expenditures by Budget Reference and Funding Source	51
Expenditures by Goal.....	52
School Site Council Membership	53
Recommendations and Assurances	54

Plan Description

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

This plan is being used by Chester Nimitz Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) embodies Nimitz Elementary's continuous cycle of improvement for student performance. The School Site Council (SSC) develops, reviews, and updates the plan annually. This involves a comprehensive review of student data and the development of strategies/actions in order to achieve the school goals.

Educational Partner Involvement

How, when, and with whom did Chester Nimitz Elementary 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

Nimitz staff and parents were consulted during the planning process of this year's SPSA Review.

Parents: Our site School Site Council (SSC) and English Language Advisory Council (ELAC) meetings were held to discuss the goals and data targets for this year's SPSA plan during the months of September 30, 2024, October 21, 2024 and December 16, 2024. Feedback from parents and staff members have been solicited on the school SPSA goals and progress data. Nimitz has SSC and ELAC meetings throughout the school year and the community is always invited to come and agendas and meeting minutes are posted to our school site website for reference. The results from Spring 2024 iReady assessments and 2024 - 2025 SPSA goals were shared with the parents at the October 21, 2024. Discussions about data and feedback were offered for our SSC and ELAC parents during our meeting and they will be able to read over and provide final feedback on school goals prior to taking the SPSA plan to vote for final approval on December 16, 2024.

Staff: Data discussions and school instructional alignment with Cupertino Union School District's strategic plan have been discussed at our site November 11, 2024 Staff Learning Day with all Nimitz staff. At our Staff Learning Day, we also reviewed our school SPSA goals and how we can achieve these goals with an inquiry lens on data from Spring 2024 CAASP, Spring 2024 iReady student assessments, and also our current iReady Assessment #2 for grades K - 5. Staff were also given the opportunity to provide feedback on our SPSA goals. Lastly, a meeting was held with a CUSD board member to share and review Nimitz's SPSA goals on December .

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Nimitz's Hispanic and English Language Learner groups' Dashboard data indicates that they are performing in the orange in English Language Arts, with 39.2 points below standard for Hispanics and 60 points below standard for English Language Learners. The English Language Learners maintained 60 points within -1.9 points. Nimitz Hispanic and Socioeconomically Disadvantaged performed in orange in math as indicated on the California Dashboard. The Hispanic subgroup performed 65 points below standard and the Socioeconomically Disadvantaged students performed 36.4 points below standard. Nimitz Students with Disabilities performed in the red in the category of Chronic Absenteeism on the California dashboard scoring 20.3% who were chronically absent in the 2023 - 2024 school year.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In the area of Chronic Absenteeism, Students with Disabilities are performing in the red, very high with 20.3% of students, which is approximately 12 SWD students who were chronically absent in the 2023 - 2024 school year.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Parent and family meetings and weekly check-in with students to monitor for successful attendance supported students in the 2023 - 2024 school year. The parent connections and communications was supported by the site Parent Liaison and site Principal. The site Principal and site Parent Liaison collected student attendance and meeting data for the 2023-2024 school year to help monitor chronically absent students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Chester Nimitz Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.24%	0%	%	1	0	
African American	2.64%	2.86%	2.26%	11	12	9
Asian	25.90%	30.07%	32.83%	108	126	131
Filipino	3.60%	4.06%	4.26%	15	17	17
Hispanic/Latino	36.93%	34.37%	35.09%	154	144	140
Pacific Islander	0.48%	0.24%	0.25%	2	1	1
White	23.50%	18.38%	14.79%	98	77	59
Two or More Races	3.84%	4.3%	4.26%	16	18	17
Not Reported	2.88%	5.73%	6.27%	12	24	25
Total Enrollment				417	419	399

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	76	94	57
Grade 1	49	67	60
Grade 2	85	48	64
Grade3	62	71	47
Grade 4	72	63	82
Grade 5	73	76	63
Total Enrollment	417	419	399

Conclusions based on this data:

- Nimitz student demographics have changed from 2022-2023 to 2023-2024 school year with the number of Asian students increasing and our Hispanic/Latino population staying consistent with percentage in enrollment. Our Hispanic/Latino population being our largest subgroup and Asian students being the second largest subgroup. On the other hand, our white student and our African American population is decreasing. Our enrollment has decreased by approximately 20 students going from 419 students in 2022-2023 school year to 399 students in 2023-2024 school year.

2. Nimitz's Hispanic/Latino population has decreased by approximately 4 students from the 2022-2023 to 2023-2024 school year. The Hispanic/Latino population is slightly increasing in percentage with overall demographics by 0.72% in the 2023-2024 school year.
3. Nimitz's Asian population has increased from 2022-2023 to 2023-2024 school year by 2.76%.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	184	169	165	34.8%	44.1%	41.4%
Fluent English Proficient (FEP)	79	99	101	23.4%	18.9%	25.3%
Reclassified Fluent English Proficient (RFEP)	35	52		1.7%	12.4%	

Conclusions based on this data:

1. Nimitz's English Learner population has decreased by 2.7% from 2022-2023 to 2023-2024.
2. Nimitz students who have become Fluent English Proficient has increased by 6.4% from 2022-2023 to the 2023-2024 school year. The percentage points of growth in Fluent English Proficient has increased from the previous school year 2022-2023.
3. The percentage of Nimitz students who were reclassified as Fluent English Proficient has decreased by 2.1% or by 11 students from the 2022-2023 school year to the 2023-2024 school year. Some of this decrease could be due to a decrease in English Language Learner population of approximately 2.7% or 4 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	64	72	47	60	70	42	60	70	42	93.8	97.2	89.4
Grade 4	71	59	83	68	55	81	68	55	81	95.8	93.2	97.6
Grade 5	78	77	61	74	75	57	74	75	57	94.9	97.4	93.4
All Grades	213	208	191	202	200	180	202	200	180	94.8	96.2	94.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2452.	2428.	2460.	31.67	34.29	47.62	30.00	11.43	19.05	26.67	25.71	11.90	11.67	28.57	21.43
Grade 4	2487.	2500.	2481.	41.18	43.64	35.80	11.76	16.36	17.28	22.06	20.00	16.05	25.00	20.00	30.86
Grade 5	2520.	2525.	2515.	28.38	32.00	31.58	32.43	30.67	35.09	16.22	17.33	7.02	22.97	20.00	26.32
All Grades	N/A	N/A	N/A	33.66	36.00	37.22	24.75	20.00	23.33	21.29	21.00	12.22	20.30	23.00	27.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.67	20.00	35.71	55.00	67.14	52.38	8.33	12.86	11.90
Grade 4	25.00	30.91	28.40	64.71	61.82	51.85	10.29	7.27	19.75
Grade 5	22.97	28.00	22.81	58.11	49.33	56.14	18.92	22.67	21.05
All Grades	27.72	26.00	28.33	59.41	59.00	53.33	12.87	15.00	18.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.33	22.86	23.81	65.00	47.14	54.76	16.67	30.00	21.43
Grade 4	23.53	30.91	19.75	55.88	54.55	51.85	20.59	14.55	28.40
Grade 5	24.32	26.67	24.56	60.81	52.00	52.63	14.86	21.33	22.81
All Grades	22.28	26.50	22.22	60.40	51.00	52.78	17.33	22.50	25.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.67	11.43	19.05	75.00	80.00	64.29	8.33	8.57	16.67
Grade 4	19.12	18.18	14.81	66.18	72.73	64.20	14.71	9.09	20.99
Grade 5	14.86	16.00	12.28	78.38	72.00	80.70	6.76	12.00	7.02
All Grades	16.83	15.00	15.00	73.27	75.00	69.44	9.90	10.00	15.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.00	20.00	28.57	76.67	62.86	59.52	13.33	17.14	11.90
Grade 4	17.65	25.45	28.40	66.18	65.45	55.56	16.18	9.09	16.05
Grade 5	20.27	32.00	22.81	66.22	49.33	61.40	13.51	18.67	15.79
All Grades	16.34	26.00	26.67	69.31	58.50	58.33	14.36	15.50	15.00

Conclusions based on this data:

- Overall 60.55% of our students met the proficiency levels for their grade levels in ELA/Literacy in grades 3-5 in 2023-2024. This is an increase of 4.55% from the 2022-2023 school year. Our 3rd grade made an impressive growth in ELA/Literacy increasing 13.33% from 34.29% above grade level in the 2022-2023 school year to 47.62% performing above grade level in the 2023-2024 school year.
- Our relative area of strength in ELA/Literacy for our Nimitz students was Claim #4 with 85% of our students above or near standard or above in 2023-2024 school year. This is up .5% from the previous year. This is positive progress that supports our focus with integrated ELD strategies across content areas to support reading and vocabulary acquisition with understanding non-fiction and inquiry based material.
- Our greatest areas of need are in Claim #2 Writing with 25% of our students scoring below standard. This points to the area of writing and ensuring that our instruction in writing is supportive of our English language learners and their writing development. Our 3rd grade made great growth in Claim #2 Writing with increasing the amount of students scoring above grade level from 20% above grade level in 2022-2023 to 35.71% to above grade level in 2023-2024 school year. Nimitz's 3rd grade also decreased the amount of students below grade level from 17.14% to 11.9%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	64	72	47	63	72	45	63	72	45	98.4	100.0	95.7
Grade 4	71	59	83	70	57	83	70	57	83	98.6	96.6	100
Grade 5	78	77	61	76	76	61	75	76	61	97.4	98.7	100
All Grades	213	208	191	209	205	189	208	205	189	98.1	98.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2457.	2450.	2492.	36.51	36.11	51.11	23.81	20.83	22.22	19.05	15.28	20.00	20.63	27.78	6.67
Grade 4	2499.	2517.	2501.	35.71	35.09	38.55	18.57	29.82	20.48	22.86	22.81	18.07	22.86	12.28	22.89
Grade 5	2516.	2513.	2511.	24.00	26.32	29.51	25.33	19.74	21.31	24.00	22.37	18.03	26.67	31.58	31.15
Grade 11															
All Grades	N/A	N/A	N/A	31.73	32.20	38.62	22.60	22.93	21.16	22.12	20.00	18.52	23.56	24.88	21.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.86	40.28	55.56	38.10	31.94	35.56	19.05	27.78	8.89
Grade 4	41.43	40.35	37.35	35.71	47.37	37.35	22.86	12.28	25.30
Grade 5	21.33	27.63	21.31	50.67	38.16	47.54	28.00	34.21	31.15
Grade 11									
All Grades	34.62	35.61	36.51	41.83	38.54	40.21	23.56	25.85	23.28

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.92	41.67	42.22	39.68	33.33	46.67	25.40	25.00	11.11
Grade 4	37.14	31.58	28.92	37.14	52.63	46.99	25.71	15.79	24.10
Grade 5	25.33	25.00	19.67	56.00	55.26	47.54	18.67	19.74	32.79
All Grades	32.21	32.68	29.10	44.71	46.83	47.09	23.08	20.49	23.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	36.11	44.44	50.79	45.83	44.44	15.87	18.06	11.11
Grade 4	24.29	31.58	40.96	55.71	52.63	34.94	20.00	15.79	24.10
Grade 5	20.00	21.05	21.31	62.67	60.53	55.74	17.33	18.42	22.95
All Grades	25.48	29.27	35.45	56.73	53.17	43.92	17.79	17.56	20.63

Conclusions based on this data:

1. Nimitz made an over increase of 4.65% from the 2022-2023 school year to the 2023-2024 school year with 59.78% of our students who performed at or above standard for their grade levels in Mathematics in grades 3-5 during the 2023-2024 school year. This is a significant increase from the previous year which was .78%. Claim #1 was a focus for the 2023-2024 school year and Nimitz had an overall growth with grades 3-5 of 2.57% from 2022-2023 to the 2023-2024 school year.
2. Our relative area of strength is in Claim #3 Communicating Reasoning with 79.37% of our students above or near standard or above during the 2023-2024 school year. This is down 3.07% from the previous school 2022-2023. Our 5th grade specifically, had an increase of 3.07% of students performing below grade level. Alternatively, all three grade improved with students performing above grade in Communicating Reasoning with an increase of 8.29% in 3rd grade, 9.38% in 4th grade and a .26%. in 5th grade.
3. Claim #2 Problem Solving and Modeling/Data Analysis is an area of need with 23.81% of our students scoring below standard during the 2023-2024 school year. Overall 76.19% of students in grades 3-5 scored above or nearly met in this area. That is a decrease of 3.32% from 2022-2023 school to the 2023-2024 school year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1456.3	1445.4	1444.6	1465.6	1451.4	1456.6	1434.5	1431.0	1416.4	36	50	44
1	1492.6	1488.3	1472.6	1495.4	1484.7	1476.4	1489.3	1491.3	1468.3	18	27	29
2	1489.8	1480.9	1490.3	1492.6	1481.6	1493.1	1486.5	1480.0	1486.8	33	13	20
3	1487.2	1496.0	1472.9	1486.6	1503.5	1476.6	1487.2	1487.9	1468.6	29	28	16
4	1537.5	1527.9	1514.9	1553.5	1529.6	1525.4	1520.9	1525.8	1503.9	28	20	34
5	1537.9	1557.3	1527.1	1547.1	1567.9	1529.8	1528.1	1546.4	1523.8	27	21	23
All Grades										171	159	166

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.56	34.00	25.00	36.11	30.00	38.64	19.44	20.00	29.55	13.89	16.00	6.82	36	50	44
1	50.00	37.04	34.48	22.22	29.63	27.59	16.67	25.93	24.14	11.11	7.41	13.79	18	27	29
2	24.24	7.69	20.00	42.42	61.54	50.00	24.24	15.38	20.00	9.09	15.38	10.00	33	13	20
3	13.79	14.29	37.50	48.28	50.00	25.00	17.24	28.57	6.25	20.69	7.14	31.25	29	28	16
4	46.43	35.00	23.53	32.14	45.00	55.88	7.14	10.00	8.82	14.29	10.00	11.76	28	20	34
5	33.33	42.86	39.13	33.33	28.57	21.74	25.93	19.05	17.39	7.41	9.52	21.74	27	21	23
All Grades	31.58	30.19	28.92	36.84	37.74	37.95	18.71	20.75	19.28	12.87	11.32	13.86	171	159	166

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.22	38.00	36.36	19.44	28.00	34.09	19.44	16.00	20.45	13.89	18.00	9.09	36	50	44
1	61.11	48.15	31.03	27.78	29.63	41.38	0.00	11.11	17.24	11.11	11.11	10.34	18	27	29
2	48.48	38.46	45.00	24.24	23.08	35.00	18.18	23.08	10.00	9.09	15.38	10.00	33	13	20
3	44.83	46.43	62.50	27.59	39.29	6.25	10.34	10.71	0.00	17.24	3.57	31.25	29	28	16
4	75.00	55.00	58.82	14.29	25.00	26.47	0.00	15.00	2.94	10.71	5.00	11.76	28	20	34
5	55.56	66.67	60.87	29.63	19.05	13.04	7.41	9.52	0.00	7.41	4.76	26.09	27	21	23
All Grades	54.39	47.17	46.99	23.39	28.30	28.31	10.53	13.84	10.24	11.70	10.69	14.46	171	159	166

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.82	14.00	13.64	41.18	26.00	34.09	50.00	38.00	43.18	0.00	22.00	9.09	34	50	44
1	14.29	25.93	20.69	57.14	37.04	34.48	11.43	22.22	27.59	17.14	14.81	17.24	35	27	29
2	28.13	0.00	5.00	56.25	46.15	60.00	12.50	38.46	15.00	3.13	15.38	20.00	32	13	20
3	17.14	3.57	0.00	22.86	17.86	37.50	48.57	60.71	31.25	11.43	17.86	31.25	35	28	16
4	22.22	10.00	5.88	29.63	50.00	20.59	25.93	20.00	52.94	22.22	20.00	20.59	27	20	34
5	23.53	23.81	13.04	23.53	9.52	30.43	41.18	42.86	26.09	11.76	23.81	30.43	17	21	23
All Grades	11.70	13.84	10.84	38.01	28.93	34.34	28.65	37.74	35.54	21.64	19.50	19.28	171	159	166

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	38.00	36.36	41.67	48.00	56.82	8.33	14.00	6.82	36	50	44
1	77.78	51.85	41.38	11.11	44.44	48.28	11.11	3.70	10.34	18	27	29
2	42.42	38.46	40.00	45.45	53.85	50.00	12.12	7.69	10.00	33	13	20
3	48.28	21.43	37.50	41.38	71.43	50.00	10.34	7.14	12.50	29	28	16
4	70.37	30.00	50.00	18.52	60.00	44.12	11.11	10.00	5.88	27	20	34
5	25.93	47.62	26.09	59.26	42.86	56.52	14.81	9.52	17.39	27	21	23
All Grades	50.59	37.74	39.16	38.24	52.83	51.20	11.18	9.43	9.64	170	159	166

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	38.89	42.00	36.36	38.89	36.00	54.55	22.22	22.00	9.09	36	50	44
1	38.89	44.44	31.03	50.00	44.44	55.17	11.11	11.11	13.79	18	27	29
2	51.52	53.85	45.00	33.33	23.08	45.00	15.15	23.08	10.00	33	13	20
3	51.72	60.71	68.75	31.03	32.14	0.00	17.24	7.14	31.25	29	28	16
4	75.00	75.00	70.59	17.86	20.00	14.71	7.14	5.00	14.71	28	20	34
5	85.19	76.19	65.22	3.70	19.05	8.70	11.11	4.76	26.09	27	21	23
All Grades	56.73	55.35	50.60	28.65	31.45	33.73	14.62	13.21	15.66	171	159	166

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	16.00	9.09	69.44	72.00	79.55	13.89	12.00	11.36	36	50	44
1	44.44	48.15	34.48	27.78	29.63	31.03	27.78	22.22	34.48	18	27	29
2	9.09	7.69	0.00	63.64	76.92	80.00	27.27	15.38	20.00	33	13	20
3	3.45	7.14	6.25	65.52	53.57	56.25	31.03	39.29	37.50	29	28	16
4	14.29	10.00	2.94	53.57	70.00	64.71	32.14	20.00	32.35	28	20	34
5	29.63	23.81	21.74	44.44	47.62	43.48	25.93	28.57	34.78	27	21	23
All Grades	17.54	19.50	12.65	56.73	58.49	60.84	25.73	22.01	26.51	171	159	166

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	42.00	47.73	44.44	34.00	34.09	5.56	24.00	18.18	36	50	44
1	22.22	18.52	20.69	66.67	74.07	68.97	11.11	7.41	10.34	18	27	29
2	42.42	7.69	45.00	48.48	69.23	45.00	9.09	23.08	10.00	33	13	20
3	10.34	25.00	6.25	68.97	64.29	75.00	20.69	10.71	18.75	29	28	16
4	17.86	30.00	20.59	64.29	55.00	67.65	17.86	15.00	11.76	28	20	34
5	7.41	33.33	21.74	74.07	52.38	52.17	18.52	14.29	26.09	27	21	23
All Grades	26.90	29.56	29.52	59.65	54.09	54.82	13.45	16.35	15.66	171	159	166

Conclusions based on this data:

- Overall, 66.87% Nimitz EL students scored level 4 and level 3 in 2023-2024 ELPAC. This is a 1.06% decrease from the 2022-2023 school year. There was a significant increase in students performing at level 1 from the 2022-2023 school year to the 2023-2024 school year from 11.32% to 13.86%, an increase of 2.54%. Specifically, grade 5 had a significant increase of students performing at level 1 up 12.22% from the previous school year from 9.52% performing at level 1 in the 2022-2023 school year to 21.74% performing at level 1 in the 2023-2024 school year.

2. The Listening Domain of the ELPAC continues to be Nimitz's relative strength in 2023-2024 school year, with 90.36% of students scoring well developed and somewhat/moderately developed in Listening. There was in an increase in Level 4 performance by students with 39.16% of EL students performing at level 4 in the 2023-2024 school year as compared to 37.74% of EL students performing at a level 4 in the 2022-2023 school year. There was 1.42% increase in students performing at level 4 in the 2023-2024 school year.
3. Written Language and the Writing Domain are areas of need with 19.50% of EL students performing at level 1 in Written Language and 15.66% performing at level 1 in Writing Domain in the 2023-2024 school year. There was a decrease with EL students performing at a level 4 in the Written Language section of the ELPAC with 10.84% percent in 2023-2024 school year, down 3% from the 2022-2023 school year where 13.84% of EL students performed at level 4 in Written Language. There was a slight decrease percentage, .04%, of students decreasing in performance of level 4 in the Writing Domain with 29.52% of EL students in 2023-2024 school year and 29.56% students in 2022-2023 school year.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
399	48.4%	41.4%	0.0%
Total Number of Students enrolled in Chester Nimitz Elementary School.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	165	41.4%
Foster Youth	0	0.0%
Homeless	3	0.8%
Socioeconomically Disadvantaged	193	48.4%
Students with Disabilities	40	10%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.3%
American Indian	0	0.0%
Asian	131	32.8%
Filipino	17	4.3%
Hispanic	140	35.1%
Two or More Races	17	4.3%
Pacific Islander	1	0.3%
White	59	14.8%

Conclusions based on this data:

1. Nimitz's enrollment has decreased by approximately 20 students from 419 in 2022 - 2023 school year to 399 in the 2023 - 2024 school year. The amount of socioeconomically disadvantaged students has remained stable from

49.2% in the 2022 - 2023 school year to 48.4% in the 2023 - 2024 school year. Our homeless population of students remains has increased slightly to .08% in 2023 - 2024 school year from 0.5% in the 2022 - 2023 school year.

2. Nimitz's English Language Learner (ELL) population has remained relatively stable, with a slight decrease of 4 students from the 2022-2023 to the 2023-2024 school year, resulting in a significant ELL population of 41.4% for 2023-2024. Meanwhile, the percentage of Students with Disabilities has increased by 2.8%, growing from 30 students in 2022-2023 to 40 students in 2023-2024.
3. The racial and ethnic composition of Nimitz's enrollment has remained relatively stable across subgroups. However, two notable changes were observed between the 2022-2023 and 2023-2024 school years: the White student population decreased by 3.6%, while the Asian student population increased by 2.7%.

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. Nimitz continues to achieve high performance in English Language Arts (ELA) and Mathematics, maintaining a "green" status from the 2022-2023 to the 2023-2024 school year. In ELA, overall student performance improved by 6.1 points, remaining in the green. However, specific student groups show areas for growth: Hispanic and English Language Learner students are performing in the "orange," while Socioeconomically Disadvantaged students are in the "yellow" for the 2023-2024 school year.

2. Nimitz's suspension rate improved significantly, decreasing from "yellow/medium" in the 2022-2023 school year to "high/blue" at just 0.2% in the 2023-2024 school year. This progress is attributed to the implementation of Positive Behavior Interventions and Supports (PBIS), multi-tiered support systems, and restorative practices, which have promoted positive student behavior and created a safe and successful learning environment.
3. Nimitz's absenteeism performance improved from "medium/yellow" in the 2022-2023 school year to "low/yellow" in the 2023-2024 school year. This continued success is largely due to the efforts of an effective parent liaison, who has worked closely with families to educate them on the importance of attendance and provide support. These partnerships, along with community engagement, have played a key role in reducing absenteeism and fostering a culture of consistent attendance at Nimitz.

School and Student Performance Data

Academic Performance English Language Arts

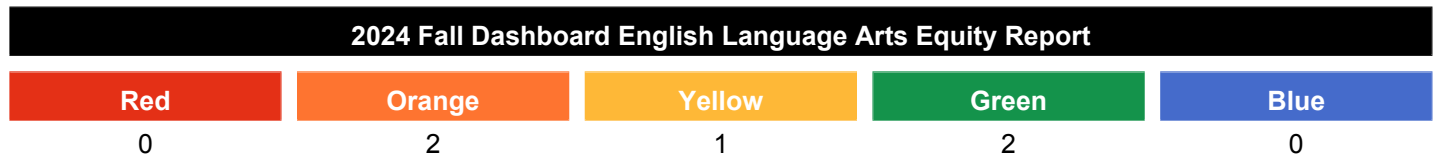
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>19.5 points above standard</div> <div>Increased 6.1 points</div> <div>170 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>32.9 points below standard</div> <div>Declined 13.7 points</div> <div>77 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>31.2 points below standard</div> <div>Increased 4.6 points</div> <div>87 Students</div>

Students with Disabilities  No Performance Color 32 points below standard Increased 12.6 points 21 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Green 73.8 points above standard Declined 4.3 points 46 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Orange 60 points below standard Maintained -1.9 points 64 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  Green 71.7 points above standard Declined 6 points 31 Students

Conclusions based on this data:

1. Nimitz continues to achieve at high performance in English Language Arts (ELA) maintaining a "green" status from the 2022-2023 to the 2023-2024 school year. In ELA, overall student performance improved by 6.1 points, remaining in the green.
2. Specific student groups demonstrate areas for growth based on the California Dashboard. Hispanic and English Language Learner (ELL) students are currently performing at the "Orange" level, indicating the second-lowest performance tier. Meanwhile, Socioeconomically Disadvantaged students are performing at the "Yellow" level, reflecting the third-highest performance tier for the 2023-2024 school year. These performance levels underscore the need for continued focus and targeted support to improve outcomes for these subgroups.
3. Our Socioeconomically Disadvantaged student subgroup demonstrated notable improvement in performance, progressing from the Orange level in the 2022-2023 school year to the Yellow level in the 2023-2024 school year on the California Dashboard. This positive growth highlights the effectiveness of our Tier 1 and Tier 2 interventions in English Language Arts, particularly the targeted support provided through our Tier 2 Reading Interventions. These results reflect our commitment to addressing the diverse needs of our students and fostering academic success.

School and Student Performance Data

Academic Performance Mathematics

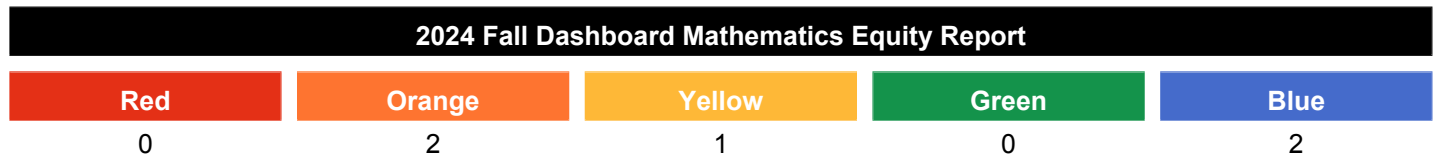
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>17.6 points above standard</div> <div>Increased 8.4 points</div> <div>177 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>22.5 points below standard</div> <div>Declined 11 points</div> <div>84 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>36.4 points below standard</div> <div>Maintained -0.4 points</div> <div>90 Students</div>

Students with Disabilities  No Performance Color 54.2 points below standard Declined 22.9 points 21 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Blue 76.4 points above standard Increased 12.2 points 52 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Orange 65 points below standard Declined 13.5 points 65 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 72.1 points above standard Maintained 2.1 points 31 Students

Conclusions based on this data:

1. Nimitz continues to achieve high performance in Math across all students, with an 8.4-point increase in the percentage of students scoring proficient from the 2022-2023 school year to the 2023-2024 school year. This growth highlights the effectiveness of our instructional strategies and underscores our commitment to maintaining excellence in mathematics achievement.
2. In the 2023-2024 school year, Nimitz's Hispanic and Socioeconomically Disadvantaged student groups are performing at the medium/orange level, a decline from the medium/yellow level in 2022-2023. This represents a decrease of 13.5 points from the previous year, highlighting the need for strengthened Tier 2 math instructional support to address these challenges and improve outcomes for these subgroups.
3. The increases observed from the 2022-2023 school year to the 2023-2024 school year can be attributed to our focused approach on Tier 2 math intervention groups implemented during the 2023-2024 school year. Tier 2 instruction has proven invaluable in addressing the unique and diverse needs of our student subgroups by providing targeted, small-group support that bridges learning gaps and reinforces foundational skills. Moving forward, we will continue to prioritize math instruction, with a particular emphasis on our English Language Learner, Hispanic, and Socioeconomically Disadvantaged student populations to ensure equitable growth and success.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
58.4% making progress.	making progress.
Number Students: 101 Students	Number Students: 0 Students

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.

2024 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
10.9%	30.7%	10.9%	47.5%

Conclusions based on this data:

1. Nimitz students moved from high/green in 2022-2023 to medium/yellow in 2023-2024 on the English Learner Progress Indicator, with a decrease of 4.8 points. During this period, the number of English Learner students at Nimitz increased from 95 to 101. This growth in enrollment may have impacted our scores, particularly if the new students included a significant proportion of Level 1 English Learners in grades 3-5. These students, who are at the beginning stages of English proficiency, often require more time and support to make measurable progress, which can influence overall performance levels. This underscores the importance of tailoring instruction and interventions to meet the needs of all English Learner students, with a particular focus on newcomers and those in early proficiency levels.
2. Nimitz experienced a decrease in the percentage of students who progressed at least one ELPI level, dropping from 54.7% in 2022-2023 to 47.5% in 2023-2024. However, the percentage of students maintaining ELPI Level 4 increased by 2.5% during the same period. This shift coincides with an increase in the number of English Language Learner (ELL) students enrolled at Nimitz, with many of the new students potentially being at lower proficiency levels (e.g., Level 1 or 2). This change in student composition can significantly influence overall progress metrics, as newer and lower-level ELL students typically require additional time and targeted support to achieve measurable growth. These data emphasize the need to continue refining and expanding instructional strategies to support ELL students at all levels, particularly those at the early stages of English proficiency.

3. English Language Learners (ELLs) at Nimitz experienced a smaller decrease in ELPI levels from the 2022-2023 school year to the 2023-2024 school year, with a decline of only 3.8%. This indicates that the support systems and instructional strategies in place for ELL students are having a positive impact. These results illustrate the importance of continuing to strengthen and adapt our support for ELL students to ensure sustained progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>11.3% Chronically Absent</div> <div>Declined 8.6</div> <div>435 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>12.2% Chronically Absent</div> <div>Declined 9.3</div> <div>196 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>14.6% Chronically Absent</div> <div>Declined 7.8</div> <div>213 Students</div>

Students with Disabilities  Red 20.3% Chronically Absent Maintained -0.1 59 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color 0 Students
Asian  Green 6.9% Chronically Absent Declined 7.8 145 Students	Filipino  No Performance Color 11.1% Chronically Absent Declined 12.4 18 Students	Hispanic  Yellow 18.3% Chronically Absent Declined 7.9 153 Students
Two or More Races  Green 4.4% Chronically Absent Declined 16.5 45 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 9.5% Chronically Absent Declined 5.5 63 Students

Conclusions based on this data:

1. Nimitz saw a significant decline in absenteeism in the 2023-2024 school year, dropping from 19.9% in 2022-2023 to 11.3%, an impressive 8.6% decrease. This substantial improvement highlights the effectiveness of our efforts to promote attendance and engage students and families, reflecting a positive shift in school culture and support systems. Maintaining this momentum will remain a priority as we continue to foster an environment that prioritizes consistent attendance and student success.
2. Nimitz English Language Learners and Hispanic students showed a significant improvement in chronic absenteeism, decreasing from medium/orange to medium/yellow on the California Dashboard from the 2022-2023 to the 2023-2024 school year. This progress can be largely attributed to the dedicated efforts of our Parent Liaison, who actively engaged with families after attending the Attendance Works professional development. Their consistent outreach and education on the importance of positive attendance and establishing supportive at-home routines have played a critical role in helping families prepare students for school success. This collaborative approach demonstrates the value of building strong school-home partnerships to improve student outcomes.
3. Based on California Dashboard data, Nimitz Students with Disabilities continue to represent a significant subgroup in chronic absenteeism. In the 2023–2024 school year, this group recorded a rate of 20.3 points, reflecting only a marginal improvement of 0.1 points compared to 20.4 points in the 2022–2023 school year. This consistent trend highlights the need for targeted interventions to address absenteeism within this subgroup effectively.

School and Student Performance Data

Conditions & Climate Suspension Rate

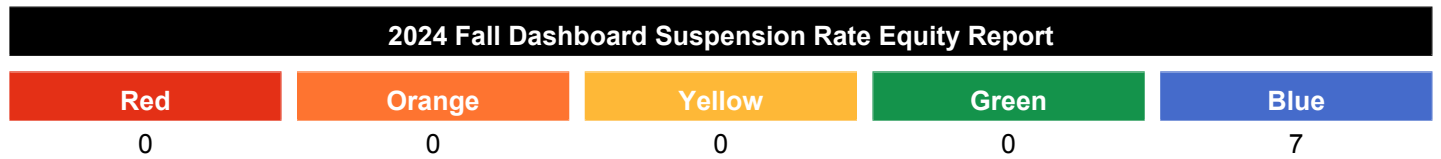
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.2% suspended at least one day</div> <div>Declined 0.6%</div> <div>469 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.5%</div> <div>207 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0.5% suspended at least one day</div> <div>Declined 0.4%</div> <div>216 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Declined 3.9% 61 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 169 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Hispanic  Blue 0.6% suspended at least one day Declined 1.3% 157 Students
Two or More Races  Blue 0% suspended at least one day Declined 2.2% 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 0% suspended at least one day Maintained 0% 67 Students

Conclusions based on this data:

1. Nimitz is performing in highest performance/blue for the 2023 - 2024 school year, decreasing suspensions from .9% in the 2022 - 2023 school year to .2% in the 2023 - 2024 school year.
2. Nimitz's Hispanic and Students with Disabilities went from medium/orange to highest performance/blue in the 2023 - 2024 school year. Nimitz's Socioeconomically Disadvantaged went from yellow to blue decreasing from .9% to .5%.
3. Nimitz Elementary staff will remain committed to utilizing restorative practices, Positive Behavioral Interventions and Supports (PBIS), and Multi-Tiered Systems of Support (MTSS) to address student behavior. By fostering a supportive and proactive environment, we aim to promote student success and reduce the need for suspensions during the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Reading

By Spring 2025, increase the performance percentage of K-5 students who meet or exceed CUSD iReady Reading (Window #4) by 3% for all students and 5% for all focus subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Future-Ready, Deeper Learning

Support Each Child in Demonstrating the Skills and Characteristics described in our CUSD Portrait of a Learner (POL), including foundational academic content skills as well as our POL Competencies: Inclusive Collaborator; Global Contributor; Effective Communicator; Critical Thinker; Resilient Learner; Inspired Creator

Increase All Students by 3% and Target Groups by 5%

Reading iReady Grades K-5 (Window #3) 2023-2024

All K-5: 82%

K-5 Hispanic: 50%

K-5 African American: 67%

K-5 English Learners: 53%

K-5 Students with Disabilities: 51%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Spring 2024 (Window #4) iReady Reading results indicate that 36% of Nimitz Gr. K - 5 students are not meeting proficiency benchmarks in reading. Staff analyzed these results on our district designated learning day on November 1, 2024, along with beginning of the year CUSD Benchmark assessments (EAT, Rigby, and Literably) students have taken in August 2024. During staff planning time and tier 2 meetings, our staff collaborated and planned the specific instructional and curriculum needed to support students that is also matched to our District's LCAP detailed plan for curriculum, intervention, and instructional strategies.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Data (Spring 2024 iReady Reading) iReady Diagnostic #4 at Nimitz: (May/June Window)	Reading Data (Spring 2024 iReady Reading) Baseline iReady Diagnostic #4 2024 at Nimitz: All Gr. K- 5: 64% Grade Level Gr. K - 5 ELLs: 39% Grade Level Gr. K - 5 Hispanic: 39% Grade Level Gr. K - 5 SWD: 64% Grade Level	Expected Outcome iReady Reading Diagnostic #4 2025 at Nimitz: All Gr. K - 5: 67% Grade Level Gr. K - 5 ELLs: 44% Grade Level Gr. K - 5 Hispanic: 44% Grade Level Gr. K - 5 SWD: 69% Grade Level

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	To strengthen Tier 1 and Tier 2 reading instruction with targeted supports, particularly for English Language Learners (ELLs), this strategy focuses on using assessment data to identify and address specific needs while aligning instruction and interventions. Flexible small-group instruction, led by classroom teachers, interventionists, and instructional assistants, will occur during the school day. Integrated ELD strategies, such as sentence frames, oral language opportunities, and explicit vocabulary instruction using visuals and context, will be embedded into reading lessons. Nimitz teacher collaboration will be enhanced through regular grade level planning time for data analysis, strategy sharing, and lesson planning, supported by ongoing training on ELL best practices and integrated ELD instruction. Progress monitoring will track student growth in reading and language development, enabling responsive instruction. This comprehensive approach aims to improve reading proficiency for all students, boost ELL engagement and language skills, and foster stronger teacher collaboration and instructional consistency.	All Nimitz students will be considered in this plan, with a specific focus on those not demonstrating growth in reading as measured by iReady Reading assessments, Rigby, and Literably. Priority will be given to students performing one or more levels below grade level. Identified students for Tier 1 and Tier 2 interventions will also be included on the school's Title 1 site list. Additionally, English Learners (ELs) will be identified for integrated ELD reading instruction to provide targeted language development support within the reading curriculum.	District Funded 2000-2999: Classified Personnel Salaries EL Instructional Assistants 34247 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher - cost captured at the district level District Funded 4000-4999: Books And Supplies Sonday System E TK-2 District Funded 4000-4999: Books And Supplies Heggerty for Kinder 539 Title I 4000-4999: Books And Supplies Sonday System E, 3rd-1, 4th-1,5th-1
1.2	To build strong foundational reading skills, Nimitz K-5 teachers will use a systematic phonics program, Sonday System E, as part of Tier 1 instruction during the ELA/Reading Block. This program will be implemented alongside the Units of Study Reading and Units of Study Writing curriculum. The Sonday System E, combined with decodable books, will provide systematic and	All Nimitz students will receive Tier 1 instruction. Additionally, students identified as performing below grade level based on the iReady Ready Assessment, Rigby, or	District Funded 4000-4999: Books And Supplies Sonday System E TK-2 District Funded

	explicit phonics instruction. Teachers will also address critical areas of reading development, including decoding, fluency, vocabulary, oral language skills, and reading comprehension, ensuring all students receive targeted literacy support.	Literably, and those who would benefit from systematic phonics and specialized reading instruction, will receive additional targeted support. English Learner (EL) students will also be identified to receive integrated language and vocabulary supports to enhance their access to and engagement with reading instruction.	1000-1999: Certificated Personnel Salaries Intervention Teacher - cost captured at the district level 539 Title I 4000-4999: Books And Supplies Sonday System E, 3rd-1, 4th-1, 5th-1; 3rd Grade Quick Word Books
1.3	To ensure every Nimitz student receives the targeted support they need to achieve grade-level literacy goals, Tier 2 instruction provides additional, focused intervention beyond core classroom teaching. Tier 2 small-group instruction for students in grades K-5 will utilize targeted intervention curricula, including Heggerty, Sonday, and LLI. Groups will be strategically formed to address specific learning needs. Instruction for grades 1-5 will occur 4-5 days per week over approximately 16-18 weeks. Kindergarten students will join Tier 2 instruction beginning in the second trimester.	Nimitz students in grades K-5 who are performing two or more grade levels below benchmark expectations on EATs, Rigby, or Literably assessments will be designated to receive Tier 2 instruction.	District Funded 1000-1999: Certificated Personnel Salaries Intervention Specialist Teacher - cost captured at the district level 34247 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
1.4	Nimitz MTSS meetings will be held twice a month, providing a dedicated forum for teachers, interventionists, special education staff, and administrators to collaborate on individual student cases. During each meeting, student data, learning progress, and the effectiveness of implemented strategies are reviewed, documented, and discussed. The Nimitz team engages in cycles of inquiry to identify next steps and ensure that school-wide MTSS supports effectively foster each student's growth and development. This process includes the targeted monitoring of English Language Learners (ELL) to ensure language supports are in place and effective. All decisions and actions are recorded and monitored to assess their impact.	Throughout the 2024-2025 school year, all Tier 1 and Tier 2 Nimitz students in grades K-5 who are identified with academic, behavioral, or social-emotional needs will be closely monitored, and strategic supports will be designed and implemented for each student.	1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Adjunct Duty - MTSS 2200 LCFF - Supplemental 4000-4999: Books And Supplies MTSS District Funded 1000-1999: Certificated Personnel Salaries Teacher Adjunct Duty - MTSS
1.5	Nimitz English Language Learners receive targeted English Language Development (ELD) support through systematic instruction and curriculum provided by classroom teachers. Additionally, Level 1 and 2 students benefit from push-in assistance by the ELD instructional aide, focusing on oral language and vocabulary practice, as well as support with classroom assignments. Newcomer and Level 1 students also receive small-group instruction using the Hello Benchmark curriculum. Moreover, newcomer students will engage with the Imagine Learning application to further support their development with English. Imagine Learning will be monitored by site TOSA and students who make growth and meet or exceed targets in ELA will be recognized and celebrated. To further enrich their literacy experiences, the librarian offers lunchtime reading opportunities, including leveled	All Nimitz K-5 English Language Learners who are performing below grade level in reading and writing qualify for ELL support.	17230 Title I 2000-2999: Classified Personnel Salaries Site LMC to support literacy enrichment and books to encourage ELL students to engage in reading District Funded 2000-2999: Classified Personnel Salaries 3.0 EL Instructional Assistants District Funded 1000-1999: Certificated Personnel Salaries

	and bilingual books and resources that reflect the cultures of our focal subgroups.		Intervention Teacher - cost captured at the district level District Funded 4000-4999: Books And Supplies Hello Benchmark Curriculum
1.6	The iReady Reading assessment will be administered four times this year to all students in grades 1-5, and three times to kindergarten students. Additionally, all students—including English Language Learners—will engage in personalized “My Path” lessons at school and at home to reinforce their reading development. Teachers will closely monitor student progress, using assessment data to inform targeted small-group or individualized instruction. For ELL students, this data-driven approach ensures that language supports and vocabulary-focused strategies are incorporated, helping these learners make steady gains in reading proficiency.	All Nimitz K - 5 students, including English Language Learners and those performing below benchmark, will benefit from iReady’s personalized instruction and data-driven support.	District Funded 4000-4999: Books And Supplies iReady
1.7	<p>Nimitz teachers engage in a variety of professional development opportunities designed to enhance strategic reading instruction. These include monthly grade-level collaboration on Tuesdays, district-wide CUSD Learning Days, and CUSD early-release days for curriculum planning and instructional refinement. During these sessions, teachers analyze student data to inform targeted reading instruction, ensuring that all students, including English Language Learners, benefit from robust reading opportunities. In grades K-5, educators incorporate the Sonday System E and decodables into their Tier 1 instruction to address specific student needs.</p> <p>New primary teachers receive specialized CUSD professional development focused on Sonday and Tier 1 reading intervention. In addition, ongoing site-based PD and planning time integrate ELD strategies to support English Language Learners, helping teachers effectively use resources such as decodables, classroom library sets, and student data. This approach ensures comprehensive support for English Language Learners and diverse learners, fostering continuous improvement and student success.</p>	All TK - 5 Students in need of strategic and intensive instructional reading support.	<p>District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher - cost captured at the district level</p> <p>District Funded 4000-4999: Books And Supplies Sonday System E TK-2 538 Title I 4000-4999: Books And Supplies Sonday System E, 3rd-1, 4th-1, 5th-1, Supplies to support goal</p>
1.8	Latino Literacy Workshops for Spanish-Speaking Families: Throughout the year, Spanish-speaking families of TK-5 students will be invited to participate in a series of ten Latino Literacy Workshops designed to strengthen home-school connections and support literacy development. Led by our Site Intervention Teacher and Spanish-speaking Parent Liaison, these sessions will provide bilingual materials, including the Latino Literacy Curriculum and culturally relevant literature, to help families practice reading strategies at home. In addition, attendees will learn about English Language Development techniques,	All TK -5 Nimitz Latino Families are invited to attend our Latino Literacy Workshops to promote literacy and connection to our Nimitz school.	<p>Title III Immigrant Education Program 1000-1999: Certificated Personnel Salaries Latino Literacy Evening Workshops</p> <p>Title III Immigrant Education Program 2000-2999: Classified Personnel Salaries</p>

	academic vocabulary building, and phonemic awareness activities to enhance their children’s reading success and celebrate literacy as a community.		Latino Literacy Evening Workshops 1000 Title I 2000-2999: Classified Personnel Salaries Latino Literacy Child Care
--	--	--	---

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

For all Nimitz students, the 5% decrease in the percentage of students at or above grade level (from 69% to 64%) suggests a slight decline in reading achievement growth across the student population. However, it is essential to acknowledge that iReady data reveals significant growth in reading proficiency, with the median percent progress towards typical growth is 123%. This growth underscores the effectiveness of targeted instruction and highlights the importance of examining both progress and achievement metrics. ELL and Latino Students: These groups experienced the most significant declines in grade-level performance, with reductions of approximately 8-9%. This trend is particularly noteworthy given the increase in ELL enrollment this year, which could reflect both the challenges associated with serving a growing population and the need for more ELD instructional strategies that integrate language acquisition with literacy development. While overall proficiency levels have declined, growth metrics for some ELL students demonstrate progress, emphasizing the importance of refining interventions to ensure both access and success. Students with Disabilities (SWD): This group remained steady at 64%, indicating that existing interventions are maintaining grade-level performance. iReady growth data for SWD students suggests that many are making substantial individual gains, which reinforces the value of targeted strategies that address their unique learning profiles. Continued focus on differentiated instruction and scaffolding could further enhance their outcomes.

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 to implement strategies to support reading.

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.

Our staff will strategically focus on strengthening Integrated English Language Development (ELD) Instruction by ensuring it is seamlessly embedded within our reading instruction. By incorporating ELD strategies into reading interventions, we aim to support students in developing both academic language and literacy skills. Additionally, we will review the iReady Reading Pathways to ensure that the personalized learning paths are optimized for ELL and Latino students, given the impressive median percent progress 123% this year for all students. Teachers will investigate how these pathways can further align with the specific needs of our diverse learners.

As part of our ongoing efforts, Nimitz will continue to monitor student progress and adjust interventions as needed through our MTSS bi-monthly meetings. This data-driven approach will ensure that we are providing the right supports at the right time, allowing all students to make continuous progress in reading.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

By Spring 2025, 65% of students in grades K - 5 will meet or exceed grade level standards in Math. All students grades K - 5 will increase by 3% and our focal subgroups in grades K - 5 will have a target of 5% increase in students meeting or exceeding grade level standards in CUSD iReady Math (Diagnostic #4).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Future-Ready, Deeper Learning

Support Each Child in Demonstrating the Skills and Characteristics described in our CUSD Portrait of a Learner (POL), including foundational academic content skills as well as our POL Competencies: Inclusive Collaborator; Global Contributor; Effective Communicator; Critical Thinker; Resilient Learner; Inspired Creator

Increase All Students by 3% and Target Groups by 5%

Math iReady Grades K-5 (Window #3) 2023-2024

All Students K-8: 80%

Hispanic Students: 36%

African American Students: 56%

English Learners: 57%

Students with Disabilities: 47%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Spring 2024 iReady Diagnostic #4 results show that 60% of our Gr. K -5 students were at or above grade level in district mathematics benchmark. Our Diagnostic #2 shows 38% of students are meeting proficiency in iReady Math with grades K-5. Staff analyzed the data in our November 1, 2024 district designated learning day and identified focus students who would benefit from in-class intervention and small group math support. For this reason, we are setting a goal in this area and focusing on developing strategies and systems for personalizing learning for each child in the mathematics classroom as well as through tiered 2 small group instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Math Data (Spring 2024 iReady Math)</p> <p>iReady Diagnostic #4 at Nimitz: (May/June Window)</p>	<p>Math Data (Spring 2024 iReady Math)</p> <p>Baseline Math Diagnostic #4 Spring 2024 at Nimitz:</p> <p>All Gr. K - 5: 60% Grade Level Gr. K - 5 ELLs: 36% Grade Level Gr. K - 5 Hispanic: 32% Grade Level Gr. K - 5 SWD: 60% Grade Level Overall Math Performance:</p> <p>The general performance for grades K-5 is 60% at grade level, indicating that, overall, the majority of students are performing at or above grade level expectations for math. However, there is room for improvement, especially among certain subgroups.</p> <p>English Language Learners (ELL):</p> <p>ELL students are performing at 36% grade level, which is significantly lower than the overall average (60%) for all students. This suggests that additional supports tailored to language development and math instruction may be needed to help this group progress and close the achievement gap.</p> <p>Hispanic Students:</p> <p>Hispanic students have a grade-level performance rate of 32%. This group's performance is below that of the ELL population, and it is important to consider if socio-economic factors or other barriers are contributing to their struggles in math.</p> <p>Students with Disabilities (SWD):</p> <p>Students with disabilities are performing at 60% grade level, aligning with the overall performance of the school. This indicates that current supports and accommodations are helping SWD students achieve at a comparable rate to the general student population in math.</p>	<p>Expected Outcome iReady Math Diagnostic #4 2025 at Nimitz:</p> <p>iReady Math Diagnostic #4 2025 Spring at Nimitz:</p> <p>Targets:</p> <p>All Gr. K - 5: 63% Grade Level Gr. K - 5 ELLs: 41% Grade Level Gr. K - 5 Hispanic: 37% Grade Level Gr. K - 5 SWD: 65% Grade Level</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement standards-based, direct math instruction using the Go Math curriculum, both for whole-class lessons and small group sessions. Small groups will focus on reinforcing or reteaching specific skills to ensure mastery and provide individualized support during the math block. Additionally, support English Learners (ELs) by incorporating targeted strategies, such as visual aids, content-specific vocabulary, and scaffolding word problems, to ensure all students can engage meaningfully with the content and develop their mathematical understanding.	All Nimitz students in grades K-5 will be considered, with a specific focus on those not demonstrating growth in math, as measured by iReady math diagnostics and ongoing formative and summative assessments.	District Funded 4000-4999: Books And Supplies Go Math Curriculum - cost captured at the district District Funded 2000-2999: Classified Personnel Salaries EL Instructional Assistants - cost captured at District
2.2	Nimitz students will engage in iReady 'My Path' for personalized and targeted math lessons, allowing for tailored instruction to meet individual needs. Teachers will monitor students' progress regularly to inform instruction and provide individualized support to foster growth. Ongoing monitoring of student progress towards proficiency in mathematics will also be conducted by intervention teachers and administrators to guide site-level student support and programmatic decisions. English Language Learners (ELLs) will be supported through additional scaffolds, including content-specific vocabulary, visual aids, and targeted interventions that ensure access to the math content and promote language development alongside mathematical understanding.	All Nimitz students in grades K-5 will be included, this includes students who are not meeting growth benchmarks on iReady diagnostics, those identified through ongoing formative and summative assessments, and students in need of additional support, such as English Language Learners (ELLs) and students with learning disabilities.	District Funded 1000-1999: Certificated Personnel Salaries Site TOSA District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher - cost captured at the district level District Funded 4000-4999: Books And Supplies iReady
2.3	Nimitz students identified for Tier 2 support will receive small group math instruction focused on foundational skill development using the Do the Math and Building Fact Fluency intervention curricula. This instruction will be delivered by classroom teachers and site intervention teachers. Both curricula emphasize building mathematical reasoning and concrete operational skills. Additionally, these programs incorporate math games and targeted practice that promote mathematical vocabulary and content-specific language. This strategic instruction is essential for English Language Learners (ELLs), as it provides them with scaffolds to strengthen their understanding of mathematical concepts while simultaneously supporting language acquisition through the use of visual aids, math-specific vocabulary, and interactive learning opportunities.	Nimitz students in grades 1-5 who have been identified through iReady math assessments, as well as formative and summative mathematics assessments, and are performing one or more grade levels below the grade-level benchmark	District Funded 4000-4999: Books And Supplies Building Fact Fluency (Cost captured by the district) District Funded 4000-4999: Books And Supplies DO THE MATH CURRICULUM - cost captured at district District Funded 1000-1999: Certificated Personnel Salaries Site TOSA District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher - cost captured at the district level
2.4	Identified students will receive Tier 2 small group math instruction after school, focused on	Students in grades 1-5 who have been identified	District Funded

	foundational skill development using the Do the Math or Building Fact Fluency intervention curricula. These after-school Tier 2 math groups will be led by our site intervention teachers and will provide targeted instruction to help students close gaps in their math understanding. This intervention will also support English Language Learners (ELLs) by incorporating strategies such as visual aids, explicit math vocabulary instruction, and language scaffolds to enhance both their mathematical understanding and language development. Additionally, students who are already receiving reading Tiered interventions during the school day will continue to receive targeted support in both areas, ensuring that their learning needs in math and reading are addressed in a complementary manner. This approach allows for a holistic, tiered support system that meets the diverse needs of all students.	through iReady math assessments and are performing 1 to 2 grade levels below district math benchmarks.	1000-1999: Certificated Personnel Salaries Site TOSA District Funded 4000-4999: Books And Supplies DO THE MATH CURRICULUM - cost captured at district District Funded 4000-4999: Books And Supplies Building Fact Fluency curriculum-cost captured at district
2.5	<p>Provide targeted professional development for 3rd, 4th, and 5th grade teachers on Tier 1 and Tier 2 math strategies, with a focus on supporting students' engagement and mathematical understanding. This year, teachers participated in professional development during our November 1st Learning Day, which focused on strategic word problem-solving techniques and the application of math strategies in the classroom. Additionally, teachers were introduced to the lesson string and instructional methods of the Building Fact Fluency math intervention curriculum.</p> <p>In addition, host Intervention Math Instructional Workshops for parents, aimed at enhancing their ability to support student learning at home. During these workshops, intervention teachers provided an in-depth overview of the Do the Math and Building Fact Fluency curricula. Parents also engaged in hands-on activities, learning how to use math game materials to reinforce foundational math skills with their children outside of school. This professional development approach aligns our teaching strategies with effective interventions and fosters strong home-school collaboration to support student math achievement.</p>	Nimitz Teachers in grades 3 - 5 and Nimitz parents of students in Tier 2 Intervention Classes at Nimitz	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The general performance for grades K-5 is 60% at grade level, indicating that, overall, the majority of students are performing at or above grade level expectations for math. However, there is room for improvement, especially among certain subgroups. Nimitz ELL students are performing at 36% grade level, which is significantly lower than the overall

average (60%) for all students. This suggests that additional supports tailored to language development and math instruction may be needed to help this group progress and close the achievement gap. Nimitz Hispanic students have a grade-level performance rate of 32%. This group's performance is below that of the ELL population, and it is important to consider if socio-economic factors or other barriers are contributing to their struggles in math. Lastly, students with disabilities are performing at 60% grade level, aligning with the overall performance of the school. This indicates that current supports and accommodations are helping SWD students achieve at a comparable rate to the general student population in math.

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 to implement strategies to support math.

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

The Tier 2 implementation of Do the Math and Building Fact Fluency has proven to be effective in driving growth for students in Tier 2, there remains a clear need for enhanced language supports, especially for English Language Learners (ELL) and Latino students in math instruction for both general grade level math instruction and Tier 2 math instruction. Language supports can be incorporated into these programs by explicitly teaching math vocabulary, using visual aids and manipulatives, and providing sentence frames or language scaffolds to help students articulate mathematical concepts. These supports would ensure that ELL and Latino students are not only mastering mathematical concepts but are also able to effectively communicate their understanding.

Additionally, small group instruction in the classroom should be further refined, ensuring that it is both targeted and tailored to the needs of each student group, particularly those who require more intensive language and academic support. Teachers can incorporate collaborative learning strategies, where students work together to discuss and solve problems, fostering both content understanding and language development. By embedding English language supports into core math, refining small group instruction, and improving access to extended learning opportunities, Nimitz Elementary can better meet the needs of its diverse student body and promote growth across all populations, especially ELL and Latino students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Learning/Progress Towards PBIS Implementation

By Spring 2025, achieve a PBIS Tiered Fidelity Inventory (TFI) of at least 42% implementation. Progress towards successful PBIS implementation will be measured using the PBIS Tiered Fidelity Inventory (TFI), ensuring sustainable growth and continuous improvement in PBIS with a target increase of 10% overall at Nimitz TFI and a target increase of 10% with Nimitz TFI implementation goals of Tier 1 and Tier 2.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Future-Ready, Deeper Learning

Support Each Child in Demonstrating the Skills and Characteristics described in our CUSD Portrait of a Learner (POL), including foundational academic content skills as well as our POL Competencies: Inclusive Collaborator; Global Contributor; Effective Communicator; Critical Thinker; Resilient Learner; Inspired Creator

Progress towards PBIS Implementation

Data Source: PBIS Tiered Fidelity Inventory (TFI)

Percentage of school sites rated at 50% implementation of PBIS

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Spring 2024 PBIS TFI indicated that Nimitz scored a 32% overall for PBIS implementation. Nimitz also scored a 56% in Tier 1 and 50% in Tier 2 behavior implementation. To achieve our 2025 goal of an increase of 10% in each of these measured areas of the PBIS TFI, Nimitz will continue to implement Positive Behavioral Interventions and Supports (PBIS) school-wide to create an engaging, positive, and safe learning environment where every student feels they belong.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Measurable Outcomes Metric: Spring 2024 PBIS TFI (Tiered Fidelity Inventory) taken by Nimitz Staff Overall: 32% Implementation Tier 1: 56% Implementation Tier 2: 50%	Baseline Spring: 2024 Nimitz Staff PBIS TFI Overall: 32% Implementation Tier 1: 56% Implementation Tier 2: 50%	Expected Outcome: Spring 2025 Nimitz Staff PBIS TFI Overall: 42% Implementation Tier 1: 66% Implementation Tier 2: 60%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement PBIS school-wide with the entire staff engaged in professional development led by the PBIS team. This will include training on PBIS expectations, behavior levels, responses to misbehavior, recognition of PBIS character traits, school-wide recognition opportunities, data collection and review, and the PBIS handbook. Additionally, staff will be supported in utilizing PBIS and MTSS strategies to create and maintain a positive learning environment for all students.	All students in grades TK-5 will actively participate in PBIS by engaging with the school-wide expectations, character trait recognition, and behavior reinforcement strategies. They will be supported through various PBIS initiatives tailored to foster a positive and inclusive learning environment.	1000 Learning Recovery 4000-4999: Books And Supplies
3.3	SEL Planning and Restorative Practices: Teachers will be provided dedicated planning time to set classroom goals and plan for Social-Emotional Learning (SEL) instruction. Regular, explicit SEL lessons will be delivered using the Second Step curriculum. Additionally, teachers who have participated in Restorative Practices professional development will implement restorative strategies and best practices to promote a positive and safe classroom environment. Teachers will also utilize tiered behavior interventions and foster a close-knit, supportive classroom community through classroom circles, ensuring an engaging, positive, and safe learning environment for all students.	All students across grade levels, from TK to 5, will participate in SEL instruction and restorative practices to foster a positive, engaging, and safe learning environment.	1000 Learning Recovery 4000-4999: Books And Supplies
3.4	Recess 101 will provide structured play activities that promote sportsmanship, teamwork, and positive social interactions. Upper-grade students will be trained as Recess 101 leaders, allowing them to develop leadership skills while helping their peers engage successfully in these activities. This program directly supports students' social and emotional learning, specifically fostering prosocial behavior, healthy socialization, and productive play during recess.	Recess 101 serves students by offering structured play activities that promote teamwork, sportsmanship, and positive social interactions, while training upper-grade leaders to support their peers in engaging in productive and healthy recess activities	50000 Learning Recovery 5800: Professional/Consulting Services And Operating Expenditures Recess 101 Program
3.5	Peacemakers Program: We will offer site training for selected students in grades 3-5 to become Peacemakers during the school year. These trained student leaders will play a key role in fostering a positive school climate by providing peaceful conflict resolution and emotional support to their peers. Peacemakers will be present each day during morning and lunch recess to mediate conflicts, offer guidance, and assist students in resolving disagreements in a respectful and restorative manner. Through this program, students will not only practice conflict resolution skills but also contribute to the school community by supporting the values of empathy, responsibility, and collaboration. This initiative empowers	The Peacemakers Program serves students in grades 3-5 by training them as leaders to support their peers in resolving conflicts and fostering a positive, inclusive school environment. This program also serves all students at Nimitz Elementary.	20710 Title I 2000-2999: Classified Personnel Salaries Special Programs Coordinator 1000 Learning Recovery 4000-4999: Books And Supplies Materials

	students to take on leadership roles, promotes restorative practices, and enhances the overall sense of belonging and safety within the school environment.		
3.6	STEAM lunch clubs will promote a sense of belonging and enrichment by offering engaging activities such as building with Legos, coding with Scratch, exploring robotics, conducting simple science experiments, designing and testing prototypes, creating digital art, and engaging in engineering challenges. At STEAM club, every student will feel they belong as they explore their creativity, develop critical thinking skills, and collaborate in a supportive and interactive environment. The hands-on, visual nature of the activities also supports ELL students by providing opportunities for language acquisition through contextual learning, teamwork, and peer interactions.	STEAM lunch clubs serve students in grades 1-5, providing a space where all students, including ELL learners, can engage in hands-on activities that promote creativity, problem-solving, and teamwork, while fostering a sense of belonging and inclusion.	1000 Learning Recovery 4000-4999: Books And Supplies STEAM Lunch Club with SSITS - Maker Space Kit, Sphero Sets (Leadership Clubs)
3.7	Student Clubs at Nimitz, including the Dolphin Buddy Club, Library Club, and student-facilitated clubs, provide opportunities for students to engage in leadership, community building, and personal growth. The Dolphin Buddy Club supports kindergarten students by facilitating games and teaching them about the kindergarten yard, fostering peer mentorship and a sense of belonging. Library Club encourages students to contribute to the library by assisting with organization, supporting library activities, and promoting a love of reading. Additionally, student-facilitated clubs empower students to create and lead their own clubs, promoting creativity, collaboration, and a sense of ownership in their school community. These Nimitz Student clubs work together to foster social-emotional learning, leadership skills, and positive peer relationships, supporting students in their personal and academic growth.	All students in grades 1 - 5 can participate in club activities, students in grades 3 - 5 benefit from being part of the clubs, and the TK and Kindergarten student benefit from the Dolphin Buddy Club.	1000 Learning Recovery 4000-4999: Books And Supplies Supplies to support goal District Funded 2000-2999: Classified Personnel Salaries Librarian

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, Nimitz Elementary scored 32% on the Tiered Fidelity Inventory (TFI) for Positive Behavior Interventions and Supports (PBIS), marking significant progress in the second year of PBIS implementation. The 2023 -2024 school year is the first full year of PBIS at Nimitz and our PBIS team focused on the introduction of PBIS expectations, staff professional development on recognition strategies, and the use of PBIS tickets. The TFI results indicates progress in both Tier 1 and Tier 2, with 56% implementation in Tier 1 and 50% implementation in Tier 2. These results reflect a solid foundation for continued growth in the 2024 - 2025 school year.

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 to implement strategies to support SEL/Progress toward PBIS Implementation

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.

As a goal for the 2024-2025 school year, Nimitz Elementary will continue to foster student engagement through clubs and leadership opportunities, such as Recess 101 Leaders, Peacemakers, School Site Council, and Dolphin Buddies. We will further support Social-Emotional Learning (SEL) through Second Step instruction and school-wide events like Kindness Week.

PBIS will remain a central focus for the 2024-2025 school year. In addition to ongoing PBIS professional development for staff, teachers and staff will engage in monthly behavior data monitoring to track student progress. Students will have the opportunity to use their PBIS Pride Tickets at the weekly Dolphin Emporium. A behavior and response chart has been developed to guide staff in addressing misbehavior effectively. Furthermore, the PBIS team will continue to monitor both positive and negative behaviors monthly, sharing this data with staff to ensure consistent and informed support across the school. With these strategies in place, we are aiming to reach our goal of 60% implementation for Tier 1 and 66% for Tier 2 this school year, reflecting our commitment to continued improvement and student success.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Science

By Spring 2025, school year, increase the percentage of 5th grade students who meet or exceed standards for Science on the CAST Science test.

Increase all students by 3% and 5% for Target Subgroups.

All 5th grade:

Metric: CAST Science Test

Goal Percentages for Spring 2025:

All 5th Grade: 54%

Students with Disabilities (SWD): 45%

Hispanic Students: 25%

English Language Learners (ELL): 15%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Future-Ready, Deeper Learning

Support Each Child in Demonstrating the Skills and Characteristics described in our CUSD Portrait of a Learner (POL), including foundational academic content skills as well as our POL Competencies: Inclusive Collaborator; Global Contributor; Effective Communicator; Critical Thinker; Resilient Learner; Inspired Creator

By 2026 - 2027, increase the percentage proficient for all students by 3% as measured by CAST.

Baseline Data: Spring 2023

All Students: 73%

Increase All Students by 3% and Target Groups by 5%

All Students: 89%

SED: 50%

SWD: 46%

Hispanic Students: 41%

EL: 63%

Increase the percent of all Grade 5 students and target students who meet or exceed state proficiency targets in science. Data Source: California Science Test (CAST)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2024 CAST results for Grade 5 indicate that there is a significant amount, 41% of Gr. 5 students, that are not meeting proficiency benchmarks in Science. Our focal students: English Language Learners, Hispanic students are performing dramatically below grade level benchmark on the CAST Science assessment. Students with Disabilities is also a subgroup who will be targeted for continued growth for the 2024 - 2025 school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST Science Data 5th Grade Baseline Spring 2024 CAST Science Data 5th Grade at Nimitz: All Gr. 5: 51% Grade Level Gr. 5 ELLs: 10% Approaching Grade Level Gr. 5 Hispanic: 20% Grade Level Gr. 5 SWD: 45% Grade Level	CAST Science Data 5th Grade Baseline Spring 2024 CAST Science Data 5th Grade at Nimitz: All Gr. 5: 51% Grade Level Gr. 5 ELLs: 10% Approaching Grade Level Gr. 5 Hispanic: 20% Grade Level Gr. 5 SWD: 45% Grade Level	CAST Science Data 5th Grade Spring 2025 CAST Science Data 5th Grade at Nimitz: All Gr. 5: 54% Grade Level Gr. 5 ELLs: 15% Approaching Grade Level Gr. 5 Hispanic: 25% Grade Level Gr. 5 SWD: 50% Grade Level

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Nimitz teachers will collaboratively and independently engage in instructional planning each month with their grade level to effectively implement the Savvas Elevate curriculum for grades K-2 and the STEMscopes curriculum for grades 3-5. Grade-level planning sessions will emphasize integrating English Language Development (ELD) strategies, including the use of strategic, content-specific vocabulary and academic language, to support English Language Learners (ELLs) in accessing and mastering science content.	All Nimitz teachers in grades K - 5.	District Funded 4000-4999: Books And Supplies Elevate Science Curriculum - cost captured at district
4.2	Nimitz teachers will monitor students' progress in science using formative and curriculum based assessments to determine student learning in science. A focus on strategically supporting ELL students with integrated English language instructional strategies to support content specific vocabulary and sentence frames to support thinking, discussion, and learning in science.	All Nimitz teachers in grades TK - 5.	4000-4999: Books And Supplies Elevate Science Curriculum - cost captured at district
4.3	Nimitz students will engage in STEAM enrichment opportunities through assemblies, hands-on science materials, STEAM Lunch Clubs, and field trips. These experiences will enhance student access to science enrichment, fostering curiosity, creativity, and a deeper understanding of scientific concepts. English Language Learners (ELLs) will particularly benefit from these opportunities by engaging in experiential, language-rich activities that support the development of academic language, content-specific vocabulary, and collaborative communication skills in a meaningful and supportive context.	All Nimitz students in grades K - 5.	1695 Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Mobile Ed. Sky Dome Assembly
4.4	Nimitz 5th-grade students will engage in CAST practice tests prior to the CAST assessment window to familiarize themselves with the test format, question types, and content expectations. These practice sessions will provide English	All Nimitz 5th grade students.	District Funded 4000-4999: Books And Supplies

	Language Learners (ELLs) with targeted support in navigating the assessment, developing familiarity with academic language, and practicing strategies for understanding and responding to content-specific vocabulary, enhancing their confidence and performance on the CAST assessment.		Elevate Science Curriculum - cost captured at district 500 General Fund 4000-4999: Books And Supplies Science Supplies
--	---	--	---

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year, Nimitz Students with Disabilities (SWD) showed substantial growth, with an impressive increase of +17%, reflecting the success of targeted strategies that incorporated structure, specialized intervention/SPED curriculum, and interactive engagement. These strategies have proven effective in supporting SWD students' academic progress. There was also incremental growth for Latino and ELL students, with increases of +4% and +2%, respectively. While these gains are more modest, they still demonstrate positive movement and indicate that current strategies are having a beneficial impact. The use of Science Notebooks has likely contributed to the success for all students in Science, providing a structured framework that helped improve organization and comprehension of scientific concepts. This strategy appears to have played a key role in supporting overall improvement in academic performance. Additionally, the Elevate curriculum may have played a significant role in maintaining stability across all student groups and contributing to the modest growth seen in Latino and ELL students. The curriculum's focus on foundational skills and content alignment appears to support students in building academic competencies. Lastly, the Lunchtime STEAM Club has been a key engagement strategy, especially for students who thrive in interactive and collaborative environments. The club's hands-on, group-oriented activities have been particularly impactful for SWD and Latino students, contributing to the notable growth seen among these groups.

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 to implement strategies to support science.

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.

Nimitz ELL students' performance (10% approaching grade level) highlights a continued need for language scaffolding in science instruction. Strategies like explicit academic vocabulary instruction, visuals, sentence frames, and oral language practice should be embedded into lessons. Continued professional learning focused on integrating science and ELD language development strategies can improve teacher capacity to meet the needs of ELL and Latino students. ELL students' performance (10% approaching grade level) highlights a continued need for language scaffolding in science instruction. Strategies like explicit academic vocabulary instruction, visuals, sentence frames, and oral language practice should be embedded into lessons.

In addition, continuing STEAM club with the addition of more days and monitoring subgroup participation can ensure ELL and Latino students receive equitable opportunities to engage in hands-on, project-based learning.

The implemented strategies, including science notebooks, the Elevate Science curriculum, and STEAM club activities, supported stability and growth in science achievement, for all students. However, the incremental progress for ELL and Latino students indicates the need for further targeted supports. By enhancing language scaffolds, use of the Stemsopes curriculum for grades 3 -5, and increasing access to hands-on learning, and inquiry learning to support student progress in science.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Chronic Absenteeism/Student Engagement

Reduce chronic absenteeism among students with disabilities and lower the overall school-wide absenteeism rate to below 10% by implementing targeted support strategies and fostering a culture of positive attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

New Metric: Reducing chronic absenteeism for students with disabilities (SWD) and lowering the overall chronic absenteeism rate to below 10%

Chronic Absenteeism Target: 1.3% for All Students K - 5, this would reflect a 10% decrease from the 2024 - 2025 school year.

Attendance Rate: 97%
5% decrease for those in the Very High (American Indian, Hispanic, and Homeless) and High (African American, English Learners, Filipino, SED, and SWD) category and 3% decrease for those in the Medium (Two or More Races and White) category.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the 2023-2024 school year, Nimitz Elementary has identified significant gaps in chronic absenteeism, particularly among our Hispanic and Social Economically Disadvantaged students. Hispanic students have been chronically absent at a rate of 18.3%, while 14.6% of Social Economically Disadvantaged students experienced chronic absenteeism. These gaps highlight the need for targeted interventions to support these groups and ensure greater academic engagement and attendance moving forward.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data 2023 - 2024 for Nimitz Elementary All: 11.3% students chronically absent ELL: 12.2% Soc. Econ. Dis. 14.6% Hispanic: 18.3%	Baseline Data: Nimitz Dashboard Data 2023 - 2024 All: 11.3% students chronically absent ELL: 12.2% Soc. Econ. Dis. 14.6% Hispanic: 18.3%	Expected Outcome: Nimitz Dashboard Data 2024 - 2025 All: 1.3% students chronically absent ELL: 2.2% Soc. Econ. Dis. 4.6% Hispanic: 8.3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Attendance Communication: Establish consistent, proactive communication with families about the importance of regular attendance and the impact of chronic absenteeism. This will include sharing useful attendance tools, strategies, attendance graphs, district board policies, and relevant research. Communication will also involve 1:1 meetings with the site attendance team, which may include the parent liaison, TOSA, site administrator, and support staff for ELL families. The goal of these meetings is to strengthen partnerships with families, offering support and collaboration to ensure students attend school regularly and on time, fostering a sense of connectedness and community for all families, including those of English Language Learners.	Families of all students, including those across various grade levels and specific needs, will be engaged in attendance communication and support efforts.	District Funded 1000-1999: Certificated Personnel Salaries Site TOSA

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The data demonstrates significant improvement in attendance rates across all student subgroups, reflecting the effectiveness of the strategies used in the 2023 - 2024. Chronic absenteeism dropped from 19.9% in 2023 to 11.3% in 2024, indicating a notable reduction of 8.6 percentage points.

Chronic absenteeism among English Language Learners decreased from 21% in 2023 to 12% in 2024, a reduction of 9 percentage points. Chronic absenteeism among Hispanic students saw a significant decline from 26% in 2023 to 18% in 2024, an 8 percentage point improvement. Chronic absenteeism remained steady at 20% for Students with Disabilities, suggesting this group may require more targeted interventions in future efforts.

The reduction in chronic absenteeism for most subgroups underscores the success of these targeted strategies. Consistent communication helped families prioritize attendance, the parent liaison built essential connections, and goal-setting fostered student engagement and accountability.

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 to implement strategies to support attendance.

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.

While the strategies have been highly effective overall, the relatively stagnant absenteeism rate among students with disabilities (SWD) indicates a need for additional tailored approaches for this subgroup. Moving forward, the school could explore specific strategies for SWD, such as personalized attendance support plans or coordination with special education services to support effective attendance. The overall results highlight the power of a collaborative and relationship-focused approach to improving attendance and ensuring all students have the opportunity to succeed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$169,445.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$109,050.00

Subtotal of additional federal funds included for this school: \$109,050.00

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

State or Local Programs	Allocation (\$)
General Fund	\$500.00
LCFF - Supplemental	\$3,200.00
Learning Recovery	\$55,000.00
Parent-Teacher Association (PTA)	\$1,695.00

Subtotal of state or local funds included for this school: \$60,395.00

Total of federal, state, and/or local funds for this school: \$169,445.00

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
LCFF - Supplemental	36,900.00	33,700.00
Title I	112,499.00	3,449.00
District Funded	27,026.00	27,026.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	500.00
LCFF - Supplemental	3,200.00
Learning Recovery	55,000.00
Parent-Teacher Association (PTA)	1,695.00
Title I	109,050.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	107,434.00
4000-4999: Books And Supplies	9,316.00
5800: Professional/Consulting Services And Operating Expenditures	51,695.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,200.00
4000-4999: Books And Supplies	Learning Recovery	5,000.00

5800: Professional/Consulting Services And Operating Expenditures	Learning Recovery	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	1,695.00
2000-2999: Classified Personnel Salaries	Title I	107,434.00
4000-4999: Books And Supplies	Title I	1,616.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,540.00
Goal 3	75,710.00
Goal 4	2,195.00

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
- 4 Parent or Community Members

Name of Members	Role
Celestina Pakel	Principal
Brandi Hucko	Classroom Teacher
Steven Kaufman	Classroom Teacher
Patti Wolf	Other School Staff
Alejandro Lopez	Parent or Community Member
Toshiya Saito	Parent or Community Member
Eunice Tokuda	Parent or Community Member
Aisha Lomando	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Flora Te
A. W. W. W.

English Learner Advisory Committee

Other: Special Programs Coordinator

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 1/14/2025.

Attested:

Celestina Pakel
AJL

Principal, Celestina Pakel on 1/14/2025

SSC Chairperson, Alejandro Lopez on 1/14/2025