

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Leroy Nichols Elementary School	39685856042154	May 13, 2025	June 17, 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 Leroy Nichols Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Leroy Nichols 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

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 23 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

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.

Based on the 2024 California School Dashboard, the following state indicators for overall performance were in the Orange performance category:

- * English Language Arts
- * Mathematics
- * English Learner Progress

These areas represent key academic and language development challenges that will require targeted intervention and instructional support. The school will continue to prioritize professional development, data-driven instruction, and increased family engagement to address these performance gaps and move each indicator toward the Yellow and Green performance levels.

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.

Based on the 2024 California School Dashboard, only one student group performed two or more performance levels below the All Student group:

Suspension Rate:

The Socioeconomically Disadvantaged student group scored Orange, while the All Student group scored Green, resulting in a two-level gap.

In addition, the following student groups performed one performance level below the All Student group and should be identified for continued support:

Chronic Absenteeism:

White students scored Orange, while All Students scored Yellow.

Suspension Rate:

English Learners and Students with Disabilities scored Yellow, while the All Students scored Green

These performance gaps highlight the importance of maintaining focused interventions and monitoring efforts for these student groups to ensure equitable outcomes across the school community.

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.

Academic Growth and Achievement

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Nichols Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

K-2 DIBELS Assessment

2nd-6th Grade Reading Inventory (RI)

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

5th Grade California Science Test (CAST)

California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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.

A review of both Dashboard and local assessment data reveals several critical areas requiring significant improvement. Notably, there were substantial declines in academic performance across both English Language Arts (ELA) and mathematics. On the 2024 CA Dashboard, the All Student group performed well below standard in both areas, with ELA dropping by 25.3 points and Math by 19.5 points compared to the previous year. These declines were mirrored in CAASPP results and local benchmarks such as iReady and DIBELS.

The English Learner (EL) subgroup showed particularly concerning results. On the 2024 CA Dashboard, EL students scored 74.5 points below standard in ELA, indicating a persistent and widening achievement gap. Additionally, only 47.7% of EL students progressed toward English language proficiency, falling short of the 60% target.

To address these areas of concern, the following steps will be taken:

- * Redesigned PLC structures with clearer expectations for collaborative planning and data-driven instruction.
- * Implementation of targeted professional development focused on instructional rigor, differentiation, and EL strategies.
- * Expansion of integrated ELD support within core instruction to better meet the needs of English Learners.
- * Alignment of social-emotional learning (SEL) supports with academic instruction to increase student engagement and persistence.

These actions aim to close performance gaps, improve instructional consistency, and support all student groups in achieving academic success.

This goal is based on disaggregated data from the following sources:

The 2023-2024 3rd - 6th CAASPP ELA Assessment
The 2024 California Dashboard: ELA
The 2024-2025 2nd-6th iReady MOY ELA Assessment
The 2024-2025 K-2 MOY DIBELS Assessment
The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
The 2023-2024 3rd-6th CAASPP Math Assessment
The 2024 California Dashboard: Mathematics
The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
The 2023-2024 California Science Test (CAST)
The 2024 California Dashboard: Science
The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

Priority Needs per WestEd CNA:

The following high-leverage needs surfaced as key areas for intervention and attention.

Need #1: Strengthen evidence-based Tier 1 instructional practices to improve student achievement.

Related Four Domains Practices: 3.2, 3.1, 2.2, 1.2

Overview of Findings

Strengthening academic rigor at Leroy Nichols Elementary is essential for fostering deeper student engagement and critical thinking. Classroom visits indicated inconsistencies in instruction, leading to varying levels of student participation and ownership of learning. Addressing these differences through evidence-based instructional practices, effective questioning strategies, and increased opportunities for student-led learning can create a more cohesive and engaging learning environment. By strengthening coherence in instructional delivery and aligning practices with state standards, the school can ensure students are better prepared for future academic challenges. Additionally, investing in professional learning will support teachers in delivering high-quality instruction consistently.

Opportunities to Leverage Strengths in Support of Priority Needs

Identified strengths to support the school's priority needs are presented in the following section as opportunities for intervention and attention.

Opportunity #1: Enhance professional learning communities (PLCs) to improve collaboration and instructional growth. Related Four Domains Practices: 4.1, 1.1, 2.1

Utilize the strength of a community intensely focused on learning (4.2) to support the practice of recruiting, developing, and sustaining talent (2.1) by establishing a unified vision for teaching and learning (1.1).

Strategy:

Leroy Nichols Elementary has an opportunity to strengthen PLCs by fostering a clearer understanding of their purpose and structure. While PLCs are in place and supported by weekly early-release collaboration time, staff feedback indicates a need for more guidance on

maximizing their effectiveness. Strengthening PLCs will promote continuous improvement and facilitate sharing best practices (3.1) to drive instructional growth and student success. By providing more explicit expectations and targeted support for PLCs, Leroy Nichols Elementary can ensure that collaborative time is used effectively to strengthen instructional practices and improve student outcomes.

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
K-2 DIBELS Assessment	<p>During the 2024-2025 school year, 56% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2024-2025 school year, 35% of English Learner Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>	<p>During the 2025-2026 school year, 61% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2025-2026 school year, 40% of Kindergarten-3rd grade English Learner students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>
California Dashboard: ELA	<p>All Students were orange on the 2024 California Dashboard. This was 52.4 points below standard.</p> <p>English Learners were red on the 2024 California Dashboard. This was 74.5 points below standard.</p>	<p>All Students will perform yellow with 49.4 or less points below standard on the 2025 California Dashboard.</p> <p>English Learner Students will perform orange at 71.5 or less points below standard on the 2025 California Dashboard.</p>
3rd-6th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 31.3% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 10.5% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2025-2026 school year, 36% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2025-2026 school year, 15% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
2nd-6th iReady MOY ELA Assessment	<p>During the 2024-2025 school year, 32% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 8% of 3rd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 37% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 13% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 23.6% of 3rd-6th grade students met</p>	<p>During the 2024-2025 school year, 29% of 3rd-6th grade students will</p>

	<p>or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 7.5% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 13% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
K-6 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 22% of Kindergarten -6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 14% of Kindergarten -6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 27% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 19% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	<p>All Students were orange on the 2024 California Dashboard for Mathematics. This was 63.9 points below standard.</p> <p>English Learners were orange on the 2024 California Dashboard for Mathematics. This was 71.6 points below standard.</p>	<p>All Students will perform yellow with 60.9 or less points below standard on the 2025 California Dashboard for Mathematics.</p> <p>English Learners will perform yellow with 69.1 or less points below standard on the the 2025 California Dashboard for Mathematics.</p>
5th Grade California Science Test CAST	<p>During the 2023-2024 school year, 24.4 % of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0 % of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 29% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students: No Performance Color in 2024 This was 16.6 points below standard.</p> <p>English Learners: No Performance Color in 2024. This was 10.6 points below standard. (Note: EL students are not a subgroup on the dashboard for CAST)</p>	<p>All Students will perform 13 points or better below standard.</p> <p>English Learners will perform 8 points or better below standard.</p>
California Dashboard: English Learner Progress Indicator	<p>47.7 % made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.</p>	<p>53% will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard.</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
1.1	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.</p>	All Students	\$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress.</p>	All Students	\$7,000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences \$1,748 Title I 3000 Benefits Sub Benefits

	<p>* Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p> <p>Administer iReady diagnostics three times per year (BOY, MOY, and EOY) and use that data to group students and inform instruction.</p> <p>Administer iReady diagnostics three times per year (BOY, MOY, and EOY) and use that data to group students and inform instruction.</p>		
1.3	<p>.5 Site-Based ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSA focusing on 4-6 interventions.</p> <p>Student Support: Push-in targeted assistance to 4-6 students who need extra help with literacy skills such as reading and writing.</p> <p>Collaboration with ELA TOSA and Tier 3 Intervention Teacher (LCRST grant funded): Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSA's expertise and district goals.</p> <p>Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time. Collaborate with ELA TOSA and classroom teacher to inform instructional planning and intervention strategies.</p> <p>Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction and intervention strategies.</p>	All Students	<p>\$36,779</p> <p>Title I</p> <p>1900 Other Cert Salaries</p> <p>.5 Intervention Teacher Salary</p> <p>\$15,021</p> <p>Title I</p> <p>3000 Benefits</p> <p>.5 Intervention Teacher Salary Benefits</p>
1.4	<p>Supplemental Resources to Support Implementation of AVID and Visible Learning</p> <p>Purchase supplemental instructional resources and materials that support the implementation of AVID strategies and Visible Learning practices across classrooms. These may include organizational tools, student planners, focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, and anchor charts that promote clarity of learning. Resources will be used to reinforce college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning intentions, success criteria, and formative assessment.</p>	All Students	<p>\$7,467</p> <p>Title I</p> <p>4300 Materials</p> <p>AVID and VL Resources</p> <p>\$1,000</p> <p>Title I</p> <p>5715 Print Shop</p> <p>Duplicating</p> <p>\$500</p> <p>Title I</p> <p>4328 Warehouse Supplies</p> <p>Supplemental Copy Paper</p>
1.5	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p>	All Students	<p>\$3,000</p> <p>Title I</p>

	<p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction.</p> <p>Some key activities that may occur during MTSS collaboration time include:</p> <p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p>	<p>1120 Teacher Temp MTSS Collaboration Time Cards \$1,002 Title I 3000 Benefits Benefits for MTSS Collaboration Time Cards</p>
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	<p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
1.6	<p>ELD instruction Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.</p> <p>Instructional Support District ELD Coaches will provide support to classroom teachers of EL Students.</p> <p>Bilingual Para-educators Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.</p>	English Learners	<p>\$0 LCFF 1900 Other Cert Salaries District ELD Coach \$0 LCFF</p> <p>Site Bilingual Paraprofessional</p>
1.7	<p>Bilingual paraeducators will provide support by promoting development of academic language and enhancing comprehension across all subjects. This can include:</p> <ul style="list-style-type: none"> * pre-teaching key academic vocabulary * clarify directions and content during whole-group and small- group instruction * provide support for ELs during independent work and assessment * encourage the use of academic language in speaking and writing tasks 	English Learners	<p>\$0 LCFF</p> <p>Site Bilingual Paraprofessional</p>
1.8	<p>English Learner ELPAC Bootcamp</p> <p>Nichols Elementary will offer an English Learner (EL) Bootcamp during the school day to improve students' familiarity with the ELPAC test format, expectations, and academic language demands. The Bootcamp will include targeted practice sessions, modeled test items, and opportunities to build confidence in listening, speaking, reading, and writing tasks. The goal is to reduce test anxiety and improve student performance on the ELPAC.</p>	English Learners	
1.9	<p>Tiered Math Interventions Based on iReady Data</p> <p>Tiered math interventions will be implemented using iReady diagnostic data to identify students performing below grade level. Educators will provide small-group instruction 2–4 times per week, focusing on specific skill gaps. Instructional materials will include the iReady Teacher Toolbox and Guided Math resources to ensure alignment with student needs. Intervention progress will be</p>	All Students	

	monitored regularly, and instruction adjusted accordingly.		
1.10	<p>Build and Enhance Classroom Libraries</p> <p>Purchase a variety of high-interest, culturally relevant, and grade-level appropriate books to expand classroom libraries across all grade levels. Books will reflect a range of genres, reading levels, and cultural backgrounds to support independent reading, small-group instruction, and student choice. Teachers will also receive guidance on how to organize and use classroom libraries to promote reading engagement and literacy growth.</p>	All Students	<p>\$2,000 Title I 4200 Books Student Books</p>
1.11	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the</p>	All Students	<p>\$5,000 Title I 5872 Field Trips Study Trips \$500 Title I 5712 Transportation District Busses/Vans for Study Trips</p>

	classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		
1.12	<p>Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs</p> <p>Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry.</p> <p>Peer Observations: A coverage schedule will be developed to allow staff to observe peers across grade levels and disciplines.</p> <p>Purchase of Professional Learning Resources to Support Visible Learning and PLC Implementation</p>	All Students	<p>\$9,250 Title I 1150 Teacher Sub VL & PLC PD Time Cards \$2,310 Title I 3000 Benefits Benefits for VL & PLC PD Time Cards \$1,000 Title I 4200 Books PLC and VL Books</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 60% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 56% of kindergarten- 3rd-grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	The All student group as demonstrated on the 2024 CA Dashboard report will increase by 2.9 points toward standard. The performance color for the ALL student group will move from orange to yellow.	All Students performed orange on the 2024 California Dashboard, a decrease of 25.3 points.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 38% of 3rd-6th grade students will perform at or above on the Middle of	During the 2024-2025 school year, 32% of 2nd-6th grade students performed at or above on the Middle

Metric/Indicator	Expected Outcomes	Actual Outcomes
	the Year (MOY) iReady Universal Screener in ELA.	of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 48% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 31.25% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL student group will move from orange to yellow.	All Students performed orange on the 2024 California Dashboard, which was a decrease of 19.5 points.
K-6th iReady MOY Mathematics Assessment	During the 2024-25 school year, 29% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.	During the 2024-2025 school year, 22% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	During the 2023-24 school year, 40% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math.	During the 2023-2024 school year, 23.6% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.
CA Dashboard: English Learner Progress Indicator	60% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	47.7% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.
CA Dashboard: ELA for English Learners	The English Learner subgroup as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard, indicating 40.6 points below standard or less. The performance color for the English Learner subgroup will move from Orange to Yellow.	The English Learner subgroup as demonstrated on the 2024 CA Dashboard report decreased to red, indicating English Learner students performed at 74.5 points below standard.

Analysis

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

Despite multiple strategies being implemented in the 2024–2025 school year, overall student performance declined across most key metrics. The school did not meet the targeted 5% growth in proficiency, and state assessment results indicated a drop in academic achievement.

- * DIBELS: Performance declined by 1% from MOY 2023–24 to MOY 2024–25. However, K–2 students showed modest growth from BOY to MOY (4% in 2023–24 and 5% in 2024–25). Third grade BOY data was incomplete and excluded.
- * iReady ELA: MOY proficiency dropped from 38% to 32%. Yet, students demonstrated BOY to MOY growth of 16% in 2023–24 and 18% in 2024–25.
- * iReady Math: MOY proficiency dropped from 29% to 22%, while BOY to MOY growth improved from 10% (2023–24) to 13% (2024–25).
- * CAASPP ELA: Students fell from an average of 27.1 points below standard (2023) to 52.4 points below (2024), a 25.3-point decline.
- * CAASPP Math: Performance declined from 44.4 points below standard (2023) to 63.9 points below (2024), a 19.5-point decrease.
- * Dashboard Indicators: All student groups, including English Learners, declined in performance, remaining in the orange performance band or dropping further below standard.

Several contributing factors were identified through the Comprehensive Needs Assessment (CNA):

- * Inconsistent use of evidence-based instructional practices.
- * Ineffective use of PLCs for collaborative planning and data analysis.
- * Gaps in professional development, particularly around rigor and differentiation.
- * A lack of alignment between academic strategies and the school's strong emotional support systems.
- * Shortened instructional windows due to earlier MOY testing (3 weeks earlier for iReady ELA and 4 weeks earlier for Math), which reduced the time available for instruction and skill development.

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

In early March, adjustments were made to the planned expenditures through School Site Council (SSC) approval to more effectively utilize unspent funds. These changes allowed the site to redirect resources toward higher-impact activities aligned with student needs and school priorities.

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.

In response to the identified performance declines, the following strategic adjustments will be made for the 2025–2026 school year:

- * Redesign of PLCs: Establish clear expectations for Professional Learning Communities to ensure consistent data analysis, planning, and implementation of evidence-based instructional practices.
 - * Targeted Professional Development: Provide focused training aligned to instructional rigor, differentiation, and data-driven instruction to address gaps in student learning.
 - * Enhanced ELD Integration: Strengthen English Language Development (ELD) supports within core instruction to improve access and outcomes for English Learners.
 - * Linking SEL to Academics: Leverage the school's strong social-emotional learning systems to deepen student engagement, motivation, and perseverance in academic tasks.
 - * Family Engagement: Host academic-focused family events (e.g., reading and math strategy nights) and improve home-school communication to better support student learning beyond the classroom.
- These changes aim to improve student academic outcomes across all indicators, strengthen instructional quality, and foster a more cohesive system of support for both students and families.

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.

Social-Emotional Behavioral

Leroy Nichols will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

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:

Review of the 2024 CA Dashboard and local Panorama and PBIS data indicates key areas requiring improvement in student engagement, attendance, and behavior:

Chronic Absenteeism

Although the All Student group improved from 39.3% to 19.6% in chronic absenteeism, it remains in the yellow performance band, falling short of the goal to reach green status (=29.4%).

Suspension Rate

The All Student group met the target with a green rating, improving slightly to a 1.7% suspension rate.

However, disparities persist:

Socioeconomically Disadvantaged students – Orange

English Learners and Students with Disabilities – Yellow

SEL/Behavioral Wellness

Panorama survey results for 2024–2025 show stagnation or slight declines in key social-emotional learning indicators:

* Self-Efficacy and Emotional Regulation remain below 50% for all grade levels.

* No indicators met the 2% growth target from the previous year.

Steps Taken to Address These Areas

* Attendance Intervention Plans: Targeted outreach and intervention efforts for students and families with chronic absenteeism patterns

* Tiered PBIS Supports: Sustained high implementation of Tier 1 and Tier 2 supports (TFI scores =90%), with ongoing refinement based on behavior data.

* SEL Skill Development: Strengthened SEL instruction and integration into daily classroom routines, with emphasis on self-efficacy and emotional regulation.

* Family Engagement: Increased collaboration with families through communication campaigns, attendance incentives, and behavioral support workshops.

* Panorama Data Integration: Use of Panorama results in MTSS teams and wellness meetings to identify trends, monitor student well-being, and inform supports.

Priority Needs per WestEd CNA:

The following high-leverage needs surfaced as key areas for intervention and attention.

Need #2: Boost student attendance to support their learning outcomes.

Related Four Domains Practice: 3.3

Overview of Findings

Leroy Nichols Elementary faces attendance challenges. Teachers expressed concern that inconsistent attendance hinders students' exposure to instruction, making it more difficult for them to keep up with their peers. The principal noted that absenteeism disrupts classroom dynamics and complicates effective instruction, particularly when students arrive lacking basic self-care skills and social behaviors. Additionally, staff recognized that family issues and mental health challenges contribute to attendance problems. While chronic absenteeism has declined by 19.7 percent over the previous year, ongoing efforts are needed to ensure sustained improvement and address remaining barriers. Regular analysis of attendance data will provide insights into trends and root causes, allowing staff to implement targeted interventions that address specific challenges. Engaging families in meaningful conversations about attendance and proactively offering support will help reduce barriers and foster shared accountability.

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
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is yellow, which is an decrease of 19.6%.	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be green, which is a decrease to 10%.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group is green, which is an decrease of 0.4% to 1.7%	2025 CA Dashboard Suspension Indicator: ALL Student Group will be blue with a decrease of 1% to .7%
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 90 % Tier 2 TIF Score 92 % Tier 2 TIF Score 94 %	2025-2026 Local Data: Tier 1 TFI Score 90 % Tier 2 TIF Score 90 % Tier 2 TIF Score 90 %
PBIS Recognition	(Silver) applied for Gold for the 2024-2025 School Year	Gold for the 2025-2026 School Year
Panorama Survey	<p>Grades 3-5</p> <p>Challenging Feelings 49% Emotion Regulation 40% Positive Feelings 61% Self-Efficacy 47% Sense of Belonging 58% Social Awareness 59%</p> <p>Grade 6</p> <p>Challenging Feelings 53% Emotion Regulation 39% Positive Feelings 56% Self-Efficacy 44% Sense of Belonging 52% Social Awareness 53%</p>	<p>Grades 3-5</p> <p>Challenging Feelings 54% Emotion Regulation 45% Positive Feelings 66% Self-Efficacy 52% Sense of Belonging 63% Social Awareness 64%</p> <p>Grade 6</p> <p>Challenging Feelings 58% Emotion Regulation 44% Positive Feelings 61% Self-Efficacy 49% Sense of Belonging 57% Social Awareness 58%</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	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community, including administrators, teachers, staff, students, and families.</p>	All Students	<p>\$1,000</p> <p>Title I</p> <p>1120 Teacher Temp</p> <p>PBIS Collaboration Time Cards</p>

	<p>Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of support (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
2.2	Assemblies to support the school's curriculum and culture.	All Students	

	<p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
<p>2.3</p>	<p>Tier 2 and Tier 3 Supports</p> <p>0.4 School Counselor will provide tiered supports for students Social Emotional Development including classroom presentations, small groups, and individual counseling.</p> <p>0.2 Mental Health clinician will provide support for students in need of more intensive and long-term support.</p>	<p>All Students</p>	<p>\$0 LCFF</p> <p>\$0 Central Title I</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	ALL Student Group will be green on the CA Dashboard with a chronic absenteeism rate of 29.4% or less.	ALL Student Group scored yellow on the CA Dashboard with a chronic absenteeism rate of 19.6%, a decline of 19.7%.
CA Dashboard - Suspension Rate	ALL Student Group will be yellow on the CA Dashboard with the maintenance or less of 2.1% of students suspended.	ALL Student Group scored green on the CA Dashboard with a 1.7% suspension rate, a decrease of 0.4%
PBIS Recognition	Silver 2024-2025 Local Data: Tier 1 TFI Score 80 % Tier 2 TIF Score 81 % Tier 2 TIF Score 94 %	2024-2025 Local Data: Tier 1 TFI Score 90 % Tier 2 TIF Score 92 % Tier 2 TIF Score 94 %
Panorama Survey	The results of the 2025 Middle of the Year Panorama Survey will be as follows (showing a 2% increase in any indicators measuring less than 60%): 3rd-5th grade Challenging Feelings- 50% Self Efficacy- 48% Emotional Regulation- 45% 6th grade Self Efficacy- 57% Emotional Regulation- 42%	Panorama Survey for the 2024-2025 School Year 3rd-5th grade Challenging Feelings- 49% Self Efficacy- 47% Emotional Regulation- 40% 6th grade Self Efficacy- 44% Emotional Regulation- 39%

Analysis

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

Overall, the strategies implemented during the 2024–2025 school year yielded positive outcomes in several key areas. Notably, the All Student group saw measurable improvements, including a 19.7% reduction in chronic absenteeism, a 0.4% decrease in suspension rate, and achievement of “green” status on the CA Dashboard for suspensions. Additionally, the school maintained strong PBIS systems, as reflected in high Tiered Fidelity Inventory (TFI) scores and continued state-level PBIS recognition.

A robust Tier 2 infrastructure was a key driver of this progress. A dedicated Tier 2 team, consisting of the school counselor, psychologist, intervention and resource teachers, speech-language pathologist, and administration, met monthly to review data, monitor interventions, and make Tier 3 referrals as needed. This systematized, collaborative approach ensured timely support for students in need of academic and behavioral interventions.

To promote positive behavior and student engagement, the school implemented consistent incentive programs, including:

- * Cougar Cards
- * ClassDojo points

- * A student store
- * Recognition assemblies for academics and behavior

These efforts contributed to a more supportive and proactive school climate, aligning with the school's focus on building strong Tier 1 and Tier 2 behavioral systems and improving student 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 the budgeted expenditures. All strategies and activities were implemented as planned.

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

Based on the analysis of outcomes from the 2024–2025 school year, the following adjustments will be made for 2025–2026 to strengthen implementation and address areas of need:

- * Tier 1 SEL Instruction: Expand and strengthen Tier 1 social-emotional instruction across all grade levels using consistent SEL curriculum and routines. Teachers will receive additional support and training on integrating SEL into academic instruction.
- * Behavioral Supports: Continue to refine Tier 2 behavior intervention systems with increased use of data to monitor fidelity and impact, and ensure timely Tier 3 referrals.
- * Attendance Supports: Enhance chronic absenteeism efforts through targeted family outreach, incentive programs, and increased collaboration with community-based supports to address barriers to attendance. (see goal 3)
- * Recognition Systems: Build on existing incentive structures by incorporating student voice in the design of recognition activities to increase relevance and motivation.

These refinements aim to further improve student engagement, emotional well-being, and overall school climate while continuing to decrease chronic absenteeism and suspension rates.

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.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Opportunities to Leverage Strengths in Support of Priority Needs per WestEd CNA:

Identified strengths to support the school's priority needs are presented in the following section as opportunities for intervention and attention.

Opportunity #2: Expand parent engagement initiatives to support student success.

Related Four Domains Practices: 4.1, 4.3

Utilize the strength of building a community intensely focused on learning (4.1) to support the practice of engaging students and families in pursuing educational goals (4.3).

Strategy

Leroy Nichols Elementary has a solid foundation of parent involvement, presenting an opportunity to further strengthen its partnership with families and enhance student support. The school promotes a welcoming atmosphere, encouraging collaboration between students, families, and staff. Parents appreciate existing initiatives like the Parent Café and have expressed interest in more frequent opportunities to connect with the school. Feedback from parent and teacher focus groups highlights a desire for more events that foster deeper engagement with school staff and focus on topics such as parenting skills, student support, building strong parent-school partnerships, and the importance of school attendance. Expanding these initiatives would provide parents with greater involvement in student learning activities and contribute to a stronger sense of community, ultimately benefiting student achievement and overall well-being. In focus groups, parents and staff expressed interest in more frequent and targeted gatherings focused on parenting skills, student success, and the importance of regular school attendance.

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
Parent Workshop Participation Rate: Percentage of families attending academic-focused workshops (e.g., understanding assessment data, supporting reading/math at home)	Mew Metric	Target: 50% of families participate in at least one workshop by the end of the year. Data Source: Sign-in sheets, RSVPs, and virtual attendance logs.
Percentage of families who report feeling “welcomed,” “informed,” and “supported” as partners in their child’s education on the annual school climate survey	New Metric	Target: By the end of the 2025–2026 school year, 70% or more of families surveyed through the annual school climate or Panorama survey will report feeling “welcomed,” “informed,” and “supported” as partners in their child’s education. Data Source: District School Climate Survey

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	School-Community Organized Events/Activities Coordinate and host a series of family engagement events throughout the school year focused on student academic support, building strong home-school partnerships, and improving school attendance. Events will include workshops, student-led sessions, and bilingual interpretation to ensure accessibility for all families.	All Students	\$ Title I: Parent Involvement
3.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students’ individual needs and achievements to ensure they receive the best support.	All Students	\$ Title I: Parent Involvement
3.3	Increase Meaningful Engagement of English Learner Families Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing access barriers, and providing culturally and linguistically inclusive opportunities. The school will host targeted events for EL families (e.g., multilingual literacy nights, ELAC meetings, and resource workshops), offer interpretation and	English Learners	\$1,000 Title I: Parent Involvement 2120 Para Temp Bilingual Paraprofessional for Translations \$396 Title I: Parent Involvement 3000 Benefits

	translation services at all major events, and ensure that communication is accessible in families' home languages. Staff will also receive guidance on culturally responsive practices to help build trust and foster stronger relationships with EL families.		Benefits for Bilingual Paraprofessional for Translations
3.4	<p>Community Liaison Support for Family Engagement</p> <p>A 0.5 FTE Community Liaison will support English Learner and Title I families by assisting them in navigating the school system, understanding available resources, and increasing their participation in school activities. The Liaison will serve as a bridge between the school and families by facilitating communication, supporting parent engagement events, connecting families with community services, and encouraging attendance at ELAC, SSC, and other school meetings.</p>	All Students	<p>\$0 LCFF</p> <p>Community Liaison</p>
3.5	<p>On-Site Fingerprinting Event for Parent Volunteers</p> <p>Host on-site fingerprinting days to streamline the volunteer clearance process, making it easier for families to participate in school events, field trips, and classroom activities. This removes a common barrier and increases long-term family engagement and presence on campus.</p>	All Students	<p>\$999</p> <p>Title I: Parent Involvement 5800 Prof and Operating/Consultants LiveScan</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Family Involvement Nights Offered	An average of 60% of families will attend family engagement opportunities.	An average of 63% of families participated in on site family engagement opportunities.
Sign in sheet for Parent Teacher Conference	Maintain at least 90% of families connected to Class Dojo during the 24/25 school year.	973 Parents are connected in Class Dojo during the 24/25 school year. Well above our 90% family goal.

Analysis

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

The implementation of family engagement strategies during the 2024–2025 school year was effective in exceeding targeted goals. An average of 63% of families participated in on-site family engagement opportunities, surpassing the expected outcome of 60%. Events were strategically designed to be welcoming, inclusive, and accessible, contributing to strong attendance.

Additionally, the school successfully maintained a high level of ongoing communication through ClassDojo, with 973 parents connected, well above the 90% goal. This platform proved instrumental in strengthening real-time home-school communication and keeping families informed and engaged.

Overall, the combination of well-planned events, accessible communication tools, and intentional outreach contributed to a positive school climate and strengthened partnerships between families and school staff.

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 the budgeted expenditures. All planned strategies and activities were executed as outlined.

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

Based on analysis of family engagement efforts, the goal will remain consistent for the 2025–2026 school year; however, several enhancements will be made to improve access and impact:

* New Metrics Introduced: Two specific metrics were added to better track family engagement:

> Parent Workshop Participation Rate (targeting 50% attendance)

> Percentage of families reporting feeling “welcomed,” “informed,” and “supported” (targeting 70% on climate survey)

* Expanded Activity Focus: Strategies will shift from general events to more academic-focused workshops that help families understand student performance data and support learning at home.

* Targeted Outreach to EL Families: Increased emphasis will be placed on supporting English Learner families by improving language access and offering culturally responsive events with interpretation at all major functions.

These refinements aim to build on the strong foundation of existing family-school partnerships and deepen family involvement in student academic 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.

Additional Targeted Support and Instruction (ATSI for 2024-2025)

The educational outcomes of our Asian subgroup will mirror that of the general population (All Students group on the dashboard).

Exited for the 2025-2026 School Year - See Analysis Below

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data, and behavioral data.

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.

CDE CA Dashboard Data for the 2022-23 school year indicated that Nichols Elementary School is in the Orange for the following indicator for the following Student Group:

Asian Student Group:
Red- Chronic Absenteeism

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

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

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	Nichols will reduce the chronic absenteeism rate by 5% for Asian students.	During the 2023-2024 school year, the Asian students were no longer a subgroup, as there were only 29 students. However, the chronic absenteeism rate of the Asia students (29) was 10.3%, a decline of 27.5%.

Analysis

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

During the 2023–2024 school year, the overall chronic absenteeism rate for all students decreased to 19.5%, reflecting a significant improvement of 19.7 percentage points from the prior year. Although the Asian student group no longer met the threshold for a Dashboard-reportable subgroup (with only 29 students enrolled), their chronic absenteeism rate dropped to 10.3%, representing a 27.5% decrease.

These reductions suggest that the school’s targeted attendance strategies—including proactive family outreach, attendance incentive programs, and case management through the MTSS and Tier 2 teams—were effective in promoting consistent student attendance across groups, including smaller populations like Asian students.

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 the budgeted expenditures. All planned strategies and activities were executed as outlined.

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.

Although the Asian student group is no longer identified as a reportable subgroup on the California Dashboard—allowing the school to exit ATSI status for that group—we will continue to prioritize efforts to reduce chronic absenteeism schoolwide. The All Student group remains in the yellow performance level, and several other subgroups, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, also remain in the yellow band.

As a result, we will continue implementing and refining strategies to reduce chronic absenteeism for all students, including:

- * Regular review of attendance data by MTSS and Tier 2 teams
- * Increased family communication and outreach regarding the importance of attendance
- * Attendance incentives and recognition programs
- * Case management for chronically absent students

These efforts will help maintain and accelerate progress across student groups and ensure equitable access to instruction

Goals, Strategies, & Proposed Expenditures

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

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	\$96,972.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$96,972.00
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	\$94,577.00
Title I: Parent Involvement	\$2,395.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$96,972.00

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 (\$)
Central Title I	\$0.00
LCFF	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$96,972.00

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
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	94,577.00
Title I: Parent Involvement	2,395.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	4,000.00
1150 Teacher Sub	16,250.00
1900 Other Cert Salaries	36,779.00
2120 Para Temp	1,000.00
3000 Benefits	20,477.00
4200 Books	3,000.00
4300 Materials	7,467.00
4328 Warehouse Supplies	500.00
5712 Transportation	500.00
5715 Print Shop	1,000.00
5800 Prof and Operating/Consultants	999.00
5872 Field Trips	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Central Title I	0.00
1900 Other Cert Salaries	Central Title I	0.00
	LCFF	0.00
1900 Other Cert Salaries	LCFF	0.00
1120 Teacher Temp	Title I	4,000.00
1150 Teacher Sub	Title I	16,250.00
1900 Other Cert Salaries	Title I	36,779.00
3000 Benefits	Title I	20,081.00
4200 Books	Title I	3,000.00
4300 Materials	Title I	7,467.00
4328 Warehouse Supplies	Title I	500.00
5712 Transportation	Title I	500.00
5715 Print Shop	Title I	1,000.00
5872 Field Trips	Title I	5,000.00
2120 Para Temp	Title I: Parent Involvement	1,000.00
3000 Benefits	Title I: Parent Involvement	396.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	999.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,577.00
Goal 2	1,000.00
Goal 3	2,395.00

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

Name of Members	Role
Lindsay Streeter	Principal
Aleta Kotecki	Classroom Teacher
Corrie Ordway	Classroom Teacher
Edith Rodriguez	Classroom Teacher
Yaneth Cibrian	Other School Staff
Ben Gill	Parent or Community Member
Rachael Green	Parent or Community Member
Kori Duenas	Parent or Community Member
Carlota Hernandez	Parent or Community Member
Samantha Noguera	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/13/25.

Attested:



Principal, Lindsay Streeter on 05/13/2024

SSC Chairperson, Ben Gill on 05/13/2024