



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nordstrom Elementary	43 69583 6047914	5/27/25	

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 Nordstrom Elementary 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..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 11
 - Student Population 14
 - Overall Performance 16
 - Academic Performance 18
 - Academic Engagement 23
 - Conditions & Climate..... 25
- Goals, Strategies, & Proposed Expenditures..... 27
 - Goal 1..... 27
 - Goal 2..... 33
 - Goal 3..... 36
- Budget Summary 38
 - Budget Summary 38
 - Other Federal, State, and Local Funds 38
- Budgeted Funds and Expenditures in this Plan 39
 - Funds Budgeted to the School by Funding Source..... 39
 - Expenditures by Funding Source 39
 - Expenditures by Budget Reference 39
 - Expenditures by Budget Reference and Funding Source 39
 - Expenditures by Goal..... 39
- School Site Council Membership 40
- Recommendations and Assurances 41
- Instructions..... 42
- Appendix A: Plan Requirements 49
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 52
- Appendix C: Select State and Federal Programs 55

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 Nordstrom Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Nordstrom Elementary School:

Nordstrom's mission statement is: "We strive to ensure ALL of our students learn at high levels with the social, emotional, and academic support of our whole school community." This vision can be seen in the daily work that is done on campus, especially as Nordstrom continues to be an inclusion school.

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

1. College and Career Readiness: Through equitable, inclusive access, advance college, career, and civic readiness for all students improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
2. Parent Engagement: Promote family and community engagement and participation in the education process for all students.
3. Student Engagement & School Climate: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

In alignment with the LCAP assessment calendar, by June 2026, the median percent progress towards typical growth will be 100% for all students on i-Ready in reading and math. 85% of students will be at or above grade level in reading according to i-Ready reading assessments, and 75% of students will be at or above grade level in math according to i-Ready math assessments.

This will be accomplished by guided reading, novel studies, book clubs, and strong phonics instruction. Students below grade level will have access to reading intervention support from the Reading Intervention Teacher, along with classroom interventions. Student growth will be measured by Literably scores, i-Ready scores, teacher observation, common summative and formative assessments and classroom work samples. This past year, staff have looked closely at reading and math achievement data to identify grade-level trends and areas of need. Data will also guide the instructional decisions Nordstrom makes around math instruction. The effects are most significant on underperforming students, as demonstrated by the lowest achievement scores. Our teachers and staff are prepared to address these gaps and provide additional resources and support as explained in Goal 1, Actions 1-5; Goal 1, and Goal 3, Action 1. This includes a strong focus on small group instruction, teacher training, and collaboration time, a focus on GLAD strategies, consistent data review, and instruction.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ELAC: 5/27/25: During an ELAC meeting, the SPSA goals were reviewed and discussed.

HSC: 4/29/25: During an HSC meeting, the SPSA goals were reviewed and discussed.

SSC:5/27/25 During an SSC meeting, the SPSA goals were reviewed and discussed.

Leadership: 5/28/25: During a staff meeting, the SPSA goals were reviewed and discussed.

During each meeting, goals were presented and members had an opportunity to provide input.

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.

No indicators to address.

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.

Mathematics: Hispanic students (orange): Using iReady data, admin will work with teachers to closely monitor Hispanic students math domains and identify areas to continue to build skill levels. Along with iReady data, admin will support teachers in creating instructional and testing environments that have clear expectations, access points during each lesson, and data based decisions to drive instruction through an entire unit. The actions to support this goal will be seen in Goal 1.

Suspension Rate: Students with Disabilities (orange): As a site, Nordstrom will continue to closely monitor student accommodations and services to ensure they are able to access their education which will decrease behaviors. In addition to this strategy, admin will collaborate with the district to ensure students are placed in programs that have staff/supports that address their areas of need or develop these supports at the site. With these strategies in mind, it's important to note that this data reflect three students with disabilities. The actions to support students will be seen in Goal 2 and 3.

Other Needs

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

iReady Assessments:

Students with IEPs showed significantly lower growth in math and reading in several grades, making this an area to focus on when developing inclusive instructional practices.

In math, Hispanic students showed significantly lower growth and has been identified as a focus point for next year. Staff are already exploring instructional practices and vocabulary development to support students.

In both math and reading, students learning English are showing lower growth than students who speak English fluently. This will also be an area of focus as instructional practices continue to develop around vocabulary development and inclusive classroom environments.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Nordstrom Elementary. 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	0.35%	0.48%	0.48%	2	3	3
African American	0.69%	0.8%	0.96%	4	5	6
Asian	14.19%	14.15%	13.16%	82	88	82
Filipino	3.29%	2.41%	2.09%	19	15	13
Hispanic/Latino	30.80%	32.48%	32.42%	178	202	202
Pacific Islander	0.17%	0.16%	0.16%	1	1	1
White	36.68%	33.44%	33.71%	212	208	210
Two or More Races	10.38%	11.74%	12.36%	60	73	77
Not Reported	3.46%	4.34%	4.65%	20	27	
Total Enrollment				578	622	623

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	112	150	97
Grade 1	89	94	104
Grade 2	94	105	100
Grade3	84	89	103
Grade 4	98	89	91
Grade 5	101	95	80
Total Enrollment	578	622	623

Conclusions based on this data:

1. Enrollment is continuing to increase as families are moving back into Morgan Hill.
2. Families have developed strong relationships with the school community and want to stay each year.
3. Families feel their students are being challenged and meeting academic standards and want to continue at Nordstrom.

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	57	70	65	9.9%	11.3%	10.4%
Fluent English Proficient (FEP)	43	32	32	7.4%	5.1%	5.1%

Conclusions based on this data:

1. Demographics are staying consistent, which supports the instructional decision to continue improving multilingual teaching practices.
2. Almost half of our English Learner enrollment is considered Fluent English Proficient after the taking the first assessment, however we need to continue to monitor their progress with English language development.

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	84	89	102	82	88	101	82	88	101	97.6	98.9	99
Grade 4	95	91	92	94	88	92	94	88	92	98.9	96.7	100
Grade 5	94	96	78	91	94	77	91	94	77	96.8	97.9	98.7
All Grades	273	276	272	267	270	270	267	270	270	97.8	97.8	99.3

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	2448.	2427.	2452.	34.15	30.68	30.69	28.05	18.18	26.73	21.95	22.73	26.73	15.85	28.41	15.84
Grade 4	2510.	2478.	2486.	45.74	30.68	43.48	25.53	23.86	15.22	15.96	21.59	14.13	12.77	23.86	27.17
Grade 5	2529.	2539.	2527.	29.67	35.11	33.77	34.07	35.11	27.27	15.38	18.09	14.29	20.88	11.70	24.68
All Grades	N/A	N/A	N/A	36.70	32.22	35.93	29.21	25.93	22.96	17.60	20.74	18.89	16.48	21.11	22.22

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	24.39	19.32	19.80	60.98	61.36	70.30	14.63	19.32	9.90
Grade 4	25.53	19.32	20.65	64.89	65.91	64.13	9.57	14.77	15.22
Grade 5	25.27	21.28	20.78	64.84	68.09	61.04	9.89	10.64	18.18
All Grades	25.09	20.00	20.37	63.67	65.19	65.56	11.24	14.81	14.07

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	29.27	25.00	29.70	51.22	52.27	56.44	19.51	22.73	13.86
Grade 4	34.04	26.14	25.00	55.32	59.09	53.26	10.64	14.77	21.74
Grade 5	32.97	35.11	29.87	46.15	53.19	55.84	20.88	11.70	14.29
All Grades	32.21	28.89	28.15	50.94	54.81	55.19	16.85	16.30	16.67

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	14.63	15.91	13.86	78.05	68.18	76.24	7.32	15.91	9.90
Grade 4	17.02	11.36	22.83	73.40	73.86	65.22	9.57	14.77	11.96
Grade 5	16.48	14.89	15.58	70.33	79.79	75.32	13.19	5.32	9.09
All Grades	16.10	14.07	17.41	73.78	74.07	72.22	10.11	11.85	10.37

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	18.29	19.32	23.76	65.85	60.23	62.38	15.85	20.45	13.86
Grade 4	24.47	14.77	32.61	65.96	68.18	52.17	9.57	17.05	15.22
Grade 5	20.88	25.53	27.27	71.43	62.77	57.14	7.69	11.70	15.58
All Grades	21.35	20.00	27.78	67.79	63.70	57.41	10.86	16.30	14.81

Conclusions based on this data:

1. As a school, Nordstrom students scored on average 23 points above standard, which is an 8.3 increase from the previous year.
2. The percentage of students that met/exceeded standard increased by 8% in 3rd grade, increased by 5% in 4th grade, and decreased by 10% in 5th grade.
3. The cohort of 5th graders for the 2023-2024 school year, scored on average 2448 in 3rd grade, 2478 in 4th grade and 2527 in 5th grade. This is within the average range for Level 3 proficiency for all three grade levels.

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.

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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	84	89	102	82	88	101	82	88	101	97.6	98.9	99
Grade 4	95	91	92	94	88	92	94	88	92	98.9	96.7	100
Grade 5	94	96	78	91	94	77	91	94	77	96.8	97.9	98.7
All Grades	273	276	272	267	270	270	267	270	270	97.8	97.8	99.3

* 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	2433.	2434.	2444.	20.73	23.86	16.83	34.15	27.27	40.59	20.73	25.00	23.76	24.39	23.86	18.81
Grade 4	2493.	2487.	2486.	15.96	20.45	30.43	42.55	35.23	30.43	24.47	25.00	18.48	17.02	19.32	20.65
Grade 5	2486.	2510.	2503.	16.48	21.28	22.08	19.78	30.85	16.88	30.77	24.47	31.17	32.97	23.40	29.87
Grade 11															
All Grades	N/A	N/A	N/A	17.60	21.85	22.96	32.21	31.11	30.37	25.47	24.81	24.07	24.72	22.22	22.59

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	25.61	28.41	25.74	45.12	46.59	53.47	29.27	25.00	20.79
Grade 4	28.72	34.09	27.17	51.06	44.32	48.91	20.21	21.59	23.91
Grade 5	14.29	21.28	16.88	49.45	53.19	48.05	36.26	25.53	35.06
Grade 11									
All Grades	22.85	27.78	23.70	48.69	48.15	50.37	28.46	24.07	25.93

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	20.73	28.41	22.77	54.88	52.27	57.43	24.39	19.32	19.80
Grade 4	30.85	17.05	25.00	54.26	59.09	55.43	14.89	23.86	19.57
Grade 5	15.38	14.89	11.69	56.04	57.45	57.14	28.57	27.66	31.17
All Grades	22.47	20.00	20.37	55.06	56.30	56.67	22.47	23.70	22.96

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	25.61	31.82	20.79	63.41	46.59	62.38	10.98	21.59	16.83
Grade 4	24.47	21.59	34.78	62.77	62.50	43.48	12.77	15.91	21.74
Grade 5	14.29	17.02	12.99	61.54	68.09	70.13	24.18	14.89	16.88
All Grades	21.35	23.33	23.33	62.55	59.26	58.15	16.10	17.41	18.52

Conclusions based on this data:

1. The overall achievement increased for both 3rd and 4th grade by at least 5%.
2. 5th grade's percentage of students that met or exceeded standard decreased by 13%. This change in performance could be the impact of changing math programs in the middle of the 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	1440.7	1449.5	1386.9	1434.6	1453.1	1391.6	1454.6	1440.8	1375.8	20	17	15
1	*	1436.2	1419.0	*	1454.1	1422.2	*	1417.7	1415.3	9	12	13
2	*	*	*	*	*	*	*	*	*	8	8	10
3	*	*	*	*	*	*	*	*	*	8	8	9
4	*	*	*	*	*	*	*	*	*	8	10	7
5	*	*	*	*	*	*	*	*	*	7	*	6
All Grades										60	56	60

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	30.00	29.41	6.67	25.00	41.18	13.33	25.00	17.65	46.67	20.00	11.76	33.33	20	17	15
1	*	8.33	0.00	*	25.00	61.54	*	33.33	15.38	*	33.33	23.08	*	12	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	16.07	10.00	26.67	37.50	36.67	31.67	25.00	30.00	16.67	21.43	23.33	60	56	60

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	15.00	23.53	6.67	30.00	47.06	20.00	30.00	23.53	46.67	25.00	5.88	26.67	20	17	15
1	*	16.67	38.46	*	33.33	23.08	*	33.33	15.38	*	16.67	23.08	*	12	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.67	26.79	30.00	26.67	30.36	20.00	25.00	30.36	30.00	16.67	12.50	20.00	60	56	60

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	*	11.76	6.67	*	35.29	13.33	*	47.06	66.67	*	5.88	13.33	*	17	15
1	*	0.00	7.69	*	16.67	38.46	*	33.33	15.38	*	50.00	38.46	*	12	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.33	5.36	8.33	23.33	23.21	25.00	31.67	42.86	38.33	26.67	28.57	28.33	60	56	60

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	25.00	35.29	6.67	65.00	58.82	66.67	10.00	5.88	26.67	20	17	15
1	*	41.67	38.46	*	50.00	38.46	*	8.33	23.08	*	12	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.67	28.57	26.67	50.00	53.57	55.00	13.33	17.86	18.33	60	56	60

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	25.00	29.41	20.00	45.00	52.94	46.67	30.00	17.65	33.33	20	17	15
1	*	8.33	15.38	*	58.33	61.54	*	33.33	23.08	*	12	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	30.36	31.67	43.33	50.00	45.00	21.67	19.64	23.33	60	56	60

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	25.00	11.76	6.67	60.00	88.24	80.00	15.00	0.00	13.33	20	17	15
1	*	0.00	30.77	*	41.67	23.08	*	58.33	46.15	*	12	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	7.14	10.00	51.67	62.50	56.67	28.33	30.36	33.33	60	56	60

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	55.00	52.94	33.33	25.00	35.29	33.33	20.00	11.76	33.33	20	17	15
1	*	0.00	15.38	*	75.00	61.54	*	25.00	23.08	*	12	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.67	21.43	18.33	48.33	58.93	56.67	20.00	19.64	25.00	60	56	60

Conclusions based on this data:

1. The scores are challenging to compare for 1st-5th grade students because there are not enough students in each grade level to provide data.
2. There is an increase of overall level 2 scores in kindergarten compared to last year. Specific funds were dedicated to support language development through reading tutor support.

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
623	21.5%	10.4%	0.0%
Total Number of Students enrolled in Nordstrom Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	65	10.4%
Foster Youth	0	0.0%
Homeless	18	2.9%
Socioeconomically Disadvantaged	134	21.5%
Students with Disabilities	62	10%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1%
American Indian	3	0.5%
Asian	82	13.2%
Filipino	13	2.1%
Hispanic	202	32.4%
Two or More Races	77	12.4%
Pacific Islander	1	0.2%
White	210	33.7%

Conclusions based on this data:

- The top three race/ethnicities at Nordstrom are white, Hispanic and Asian. This is reflective of the demographics in Morgan Hill.

2. The percentage of students with IEPs continues to decrease because of the inclusive instructional practices that are in place.

School and Student Performance Data

Overall Performance






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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
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

1. English language arts and math are both in the green category which shows the impact of teacher collaboration, strong assessments and the high level of teacher response to classroom, local and state data.
2. Chronic absenteeism was in the red last year, so there is an improvement moving into the yellow category. The attendance practices that are in place will continue next year.

3. All categories improved one level or more, which shows the impact of strong site systems that are rooted in data based decision making.

School and Student Performance Data

Academic Performance English Language Arts

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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		
<p>All Students</p> <p>Green</p> <p>23.0 points above standard</p> <p>Increased 8.3 points</p> <p>261 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>23.1 points below standard</p> <p>Increased 46.6 points</p> <p>32 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>19.8 points below standard</p> <p>Increased 33.0 points</p> <p>54 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>70.0 points below standard</p> <p>Increased 11.5 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>60.7 points above standard</p> <p>Increased 25.9 points</p> <p>37 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>9.6 points below standard</p> <p>Increased 11.4 points</p> <p>78 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>45.1 points above standard</p> <p>Increased 8.6 points</p> <p>28 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>25.9 points above standard</p> <p>Declined 4.0 points</p> <p>100 Students</p>

Conclusions based on this data:

1. All student group categories increased their scores, with the exception of white students (still in the green category). Nordstrom's focus on creating inclusive environments paired with a data driven decision making process for tier 1 instructional practices and access to tier 2 and tier 3, has had a positive impact on student learning.
2. Students categorized as low socioeconomic and students learning English had significant growth from the previous year.

School and Student Performance Data

Academic Performance Mathematics

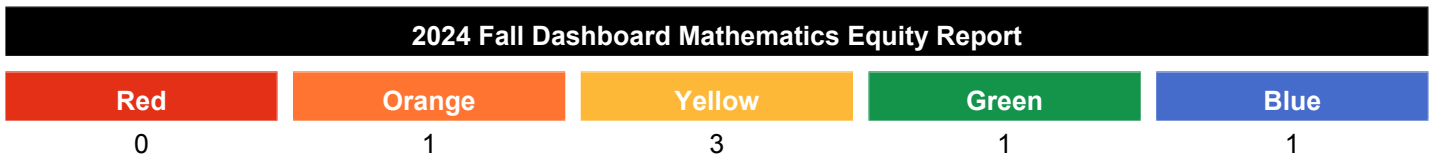
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This section provides number of student groups in each level.



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		
<p>All Students</p>  Green 0.2 points below standard Increased 4.5 points 263 Students	<p>English Learners</p>  Yellow 27.8 points below standard Increased 43.6 points 34 Students	<p>Long-Term English Learners</p>  No Performance Color 0 Students
<p>Foster Youth</p>  No Performance Color 0 Students	<p>Homeless</p>  No Performance Color Less than 11 Students 9 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 38.6 points below standard Increased 21.9 points 54 Students

<p>Students with Disabilities</p>  <p>Yellow</p> <p>66.7 points below standard</p> <p>Increased 23.1 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>45.2 points above standard</p> <p>Increased 20.6 points</p> <p>39 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>44.2 points below standard</p> <p>Declined 9.0 points</p> <p>78 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>19.0 points above standard</p> <p>Maintained 1.8 points</p> <p>28 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>5.7 points above standard</p> <p>Maintained 2.9 points</p> <p>100 Students</p>

Conclusions based on this data:

1. All student groups showed an increase in performance with the exception of Hispanic students. When looking at developing vocabulary and mathematical understanding, practices that meet the needs of this student group should be considered.
2. Students who are learning English have increased by over 40 points which shows the impact of differentiated instruction to meet the needs of this student group.

School and Student Performance Data



Academic Performance English Learner Progress

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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  Green 45% making progress. Number Students: 40 Students	Long-Term English Learner Progress  No Performance Color making progress. 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 25%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 30%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 45%

Conclusions based on this data:

- The percentage of students making progress has increased by 10% compared to last year.
- In reviewing data, it would be important to review students that decreased one level to evaluate the instructional practices they were exposed to.

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.

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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 style="background-color: #cccccc; text-align: center; padding: 5px;">All Students</div> <div style="text-align: center; margin: 10px 0;">  Yellow </div> <div style="background-color: #e6f2ff; text-align: center; padding: 5px; margin: 5px 0;">18% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 5.3</div> <div style="text-align: center; margin: 10px 0;">634 Students</div>	<div style="background-color: #cccccc; text-align: center; padding: 5px;">English Learners</div> <div style="text-align: center; margin: 10px 0;">  Yellow </div> <div style="background-color: #e6f2ff; text-align: center; padding: 5px; margin: 5px 0;">14.5% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 15.6</div> <div style="text-align: center; margin: 10px 0;">69 Students</div>	<div style="background-color: #cccccc; text-align: center; padding: 5px;">Long-Term English Learners</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color </div> <div style="text-align: center; margin: 10px 0;">0 Students</div>
<div style="background-color: #cccccc; text-align: center; padding: 5px;">Foster Youth</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color </div> <div style="text-align: center; margin: 10px 0;">0 Students</div>	<div style="background-color: #cccccc; text-align: center; padding: 5px;">Homeless</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color </div> <div style="background-color: #e6f2ff; text-align: center; padding: 5px; margin: 5px 0;">29.2% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 14.8</div> <div style="text-align: center; margin: 10px 0;">24 Students</div>	<div style="background-color: #cccccc; text-align: center; padding: 5px;">Socioeconomically Disadvantaged</div> <div style="text-align: center; margin: 10px 0;">  Orange </div> <div style="background-color: #e6f2ff; text-align: center; padding: 5px; margin: 5px 0;">32.4% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 4.8</div> <div style="text-align: center; margin: 10px 0;">148 Students</div>

<p>Students with Disabilities</p>  <p>Orange</p> <p>27.1% Chronically Absent</p> <p>Declined 1</p> <p>70 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>8.3% Chronically Absent</p> <p>Declined 3.8</p> <p>84 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>13 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>27.4% Chronically Absent</p> <p>Declined 7.4</p> <p>208 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>15.7% Chronically Absent</p> <p>Declined 7.8</p> <p>108 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>14.2% Chronically Absent</p> <p>Declined 3.2</p> <p>211 Students</p>

Conclusions based on this data:

1. All student groups showed a decline in percentage of students considered to be chronically absent. This could be attributed to intentional activities and lessons that are delivered near breaks and other engagement strategies that help improve attendance.
2. Hispanic students are still significantly more absent which is an area to focus on next year.
3. Students with disabilities also are overrepresented in this data, however the attendance represents a small amount of students who have IEPs that have since be placed in a different setting to support their needs.

School and Student Performance Data

Conditions & Climate Suspension Rate

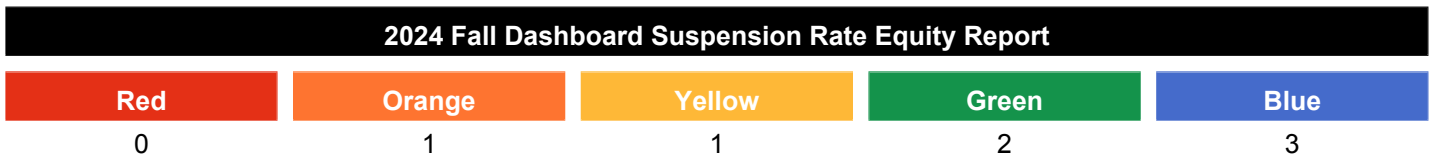
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This section provides number of student groups in each level.



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		
All Students Green 0.6% suspended at least one day Declined 0.3% 653 Students	English Learners Green 1.4% suspended at least one day Declined 2.5% 74 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0% suspended at least one day Declined 3.8% 25 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined 1.4% 155 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 1.4%</p> <p>71 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 1%</p> <p>87 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 6.7%</p> <p>13 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.5%</p> <p>214 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>111 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 0.5%</p> <p>218 Students</p>

Conclusions based on this data:

1. Students with disabilities have been suspended at a higher rate than their peers, although this represents two students.
2. In all incidents of suspension for students with IEPs, meetings held determined that their behavior was not related to their disability.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College and Career Readiness

By June 2026, the median percent progress towards typical growth* will be 100% for all students on i-Ready in reading and math. *Typical growth is the average annual growth for a student at their grade level and baseline placement

By June 2026, the median percent progress towards typical growth* for Hispanic students will be 100% for all students on i-Ready in reading and math. *Typical growth is the average annual growth for a student at their grade level and baseline placement.

By June 2026, 90% of the school population will be reading at or above grade level as measured by Literably or F&P assessments.

By June 2026, 85% of students will be at or above grade level in reading according to i-Ready reading assessments, and 75% of students will be at or above grade level in math according to i-Ready math assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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 June 2025, the median percent progress towards typical growth* was 116% in reading and 100% in math for all students on i-Ready.

*Typical growth is the average annual growth for a student at their grade level and baseline placement

Student Groups:

In June 2025, the median percent progress towards typical growth* for students learning English was 101% in reading and 65% in math for all students on i-Ready. While reading scores were in line with the overall school scores, math scores were significantly lower and will be addressed as a goal.

In June 2025, the median percent progress towards typical growth* for students with IEPs was 120% in reading and 84% in math for all students on i-Ready. While reading scores were in line with the overall school scores, math scores were significantly lower and will be addressed as a goal.

In June 2025, the median percent progress towards typical growth* for Hispanic students was 97% in reading and 86% in math for all students on i-Ready. While reading scores were in line with the overall school scores, math scores were significantly lower and will be addressed as a goal.

By June 2025, 70% of students were at or above grade level in reading according to i-Ready reading assessments, and 58% of students were at or above grade level in math according to i-Ready math assessments.

Based on this data, there is a continued need to improve the number of students reading on or above grade level. Additionally, students testing at or above grade level should continue to strengthen their performance. When examining student growth, students identified as Hispanic and those with IEPs are not experiencing growth at the same rate as other student groups. Therefore, it is essential to continue developing strategies and supports to increase this growth rate in the area of math.

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
iReady Data	<p>In June 2025, the median percent progress towards typical growth* was 116% in reading and 100% in math for all students on iReady.</p> <p>*typical growth is the average annual growth for a student at their grade level and baseline placement</p> <p>Student Groups: In June 2025, the median percent progress towards typical growth* for students learning English was 101% in reading and 65% in math for all students on iReady. While reading was in line with the overall school scores, math was significantly lower and will be addressed in a goal.</p> <p>In June 2025, the median percent progress towards typical growth* for students with IEPs was 120% in reading and 84% in math for all students on iReady. While reading was in line with the overall school scores, math was significantly lower and will be addressed in a goal.</p> <p>In June 2025, the median percent progress towards typical growth* for Hispanic students was 97% in reading and 86% in math for all students on iReady. While reading was in line with the overall school scores, math was significantly lower and will be addressed in a goal.</p>	<p>By June 2026, the median percent progress towards typical growth* will be 100% for all students on iReady in reading and math. *typical growth is the average annual growth for a student at their grade level and baseline placement</p> <p>By June 2026, the median percent progress towards typical growth* for Hispanic students, students with IEPs and students learning English will be 100% for all students on iReady in reading and math. *typical growth is the average annual growth for a student at their grade level and baseline placement.</p>
iReady Data	<p>By June 2025, 70% of students were at or above grade level in reading according to iReady reading assessments, and 58% of students were at or above grade level in math according to iReady math assessments.</p>	<p>By June 2026, 85% of students will be at, or above, grade level in reading according to iReady reading assessments and 75% of students will be at, or above, grade level in math according to iReady math assessments.</p>
Literably Data	<p>Overall: By June 2025, 78% of the school population will be reading at or above grade level as measured by Literably or F&P assessments.</p>	<p>By June 2026, 90% of the school population will be reading at or above grade level as measured by Literably or F&P assessments.</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>Universal/Tier 1 Staff</p> <p>Programs and services in this School Plan include:</p> <p>1. K-5 Support Staff: Support will continue daily in each kindergarten and first-grade classroom, with additional support given to 2nd-5th grade as needed.</p> <p>2. Instructional Leadership Stipends: The team will have a representative from each grade level who meets at least once a month to review site data collection processes, site data, trimester data, and other data protocol systems. The team member will then present site-wide data during Wednesday collaboration and/or support their grade-level team in delivering data-based instruction.</p>	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	<p>10402.09 LCFF</p> <p>Instructional Support Staff</p> <p>24358.25 Lottery</p> <p>Instructional Support Staff</p> <p>6780 Lottery</p> <p>Instructional Leadership Team</p> <p>2311 LCFF</p> <p>Instructional Leadership Team</p>
1.2	<p>Targeted/Tier 2-Intensive/Tier 3 Staff</p> <p>Programs and services funded in this School Plan include:</p> <p>1. Math Tutor Support</p> <p>2. Language Lab</p>	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	<p>3000 LCFF</p> <p>Reading Tutor</p> <p>None Specified</p> <p>710 LCFF</p> <p>Language Lab</p> <p>1739 Lottery</p> <p>Language Lab</p>
1.3	<p>Professional Development</p> <p>Programs and services funded in this School Plan include:</p> <p>1. Planning and Collaboration: Each grade level team will have three planning days a year (two at the end of each trimester data collection period and one at the end of the year). The focus during this time will be to review selected essential standards and how it is linked to instruction, as well as build common assessments.</p>	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	<p>8076.08 LCFF</p> <p>Sub Release Time: Planning /Collaboration to support Professional Learning Teams.</p> <p>19803.25 Lottery</p> <p>Sub Release Time: Planning/Collaboration to support Professional Learning Teams.</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	<p>Targeted/Tier 2-Intensive/Tier 3 Academic Supports</p> <p>Programs and services funded in this School Plan include:</p> <ol style="list-style-type: none"> 1. Subs for IEP/SST 2. Release Time for planning, analyzing data, design supports 4. Books and Materials (i.e., novel studies, leveled readers, and other materials determined necessary by the Reading Intervention TOSA) <p>Books/Materials to Support Differentiation with the Classroom</p>	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	<p>3534 LCFF</p> <p>Assessment Release Days/Meeting Release Days</p> <p>9426 Lottery</p> <p>Assessment Release Days/Meeting Release Days</p>
1.5	<p>Development of the School Plan</p> <p>Programs and services funded in this School Plan include:</p> <ol style="list-style-type: none"> 1. Not funded through the budget, office staff will update the website consistently to ensure the community can access the information listed above. 	All Students	0 None Specified
1.6	<p>Basic Services and Supplies</p> <p>Programs and services funded in this School Plan include:</p> <ol style="list-style-type: none"> 1. Teacher Supplies (\$250 for every credentialed teacher on campus) 2. Health Office Supplies 3. Office Supplies 4. Postage 5. Homework Folders 	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	<p>6178 Lottery</p> <p>Teacher Supplies</p> <p>500 Lottery</p> <p>Health Office</p> <p>2317 LCFF</p> <p>Teacher Supplies</p> <p>1818 Lottery</p> <p>Office Supplies</p> <p>681 LCFF</p> <p>Office Supplies</p> <p>500 Lottery</p> <p>Postage</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.

Analysis

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

This past year, Nordstrom implemented a strong MTSS that has impacted student academic growth. Part of this program allowed for teachers to have additional release time to review current student data and use this data to reflect and plan instruction to ensure the highest level of learning for all students. Teachers were also given access to classroom support that increased the ability to run small groups in the classroom. While there was an overall increase in reading growth and progress, Hispanic students, students with IEPs and students learning English are not showing growth in math at the same rate as their peers.

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

No major differences in spending.

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 baseline data from the end of this school year, Hispanic students, students with IEPs and students learning English are not showing growth in math at the same rate as their peers. Student growth is moving in the right direction in all other areas so current supports and enrichment will continue as outlined in the plan from last year. One change, is that the school will take on the expense of a math tutor to support small group intervention in this area. Activity/Strategy 1.2

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.

Family/Guardian and Community Engagement

Goal 1: By June 2026, 100% of all SST, 504s, conferences, and IEP meetings will be attended by the parent/guardian

Goal 2: By June 2026, each grade level will have planned and invited their families to at least two grade-level events (either during the day or after school), increasing families' access to participating in instructional experiences in which 92% of teachers show families ways to teach their child at home.

Goal 3: By June 2026, HSC and ELAC will have held 2 combined meetings to integrate the community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Promote family and community engagement and participation in the education process for all students

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.

We need to continue to engage parents as partners in student education. Attendance for family nights and parent meetings includes 96% attendance for conferences, 100% attendance for IEP meetings, 100% attendance for 504s, and 100% attendance for SST meetings. Currently our ELAC families are not attending HSC meetings which we feel like has an impact on the engagement of our multilingual families in community events. In addtio

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
Hanover Survey	87% of teachers show families ways to teach their child at home.	92% of teachers show families ways to teach their child at home.
HSC Attendance Records	No combined meetings (ELAC and HSC) held at this time.	By June 2026, HSC and ELAC will have held 2 combined meetings to integrate the community.
Teacher Scheduled Family Activities	Teacher scheduled family activities are inconsistent across grade levels.	By June 2026, each grade level will have planned and invited their families to at least two grade level events (either during the day or after school) , increasing families' access to participating in instructional experiences.
Conference Attendance IEP Meeting Attendance 504 Attendance SST Attendance	Conference Attendance: 100% IEP Meeting Attendance: 100% 504 Attendance: 100% SST Attendance: 100%	By June 2026 Conference Attendance: 100% IEP Meeting Attendance: 100% 504 Attendance: 100% SST Attendance: 100%

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>Universal/Tier 1 Parent Engagement Strategies</p> <p>Programs and services funded in this School Plan include:</p> <ol style="list-style-type: none"> 1. All programs are funded by the HSC, which include babysitting for parent nights. 2. Fingerprinting vouchers are not needed at this time. 3. Work collaboratively with HSC and classroom teachers to support families with signing in to Parent Square and understanding the platform during Back to School night. 4. Incentives for families that like or comment on posts. If a family member engages with the post, students can receive a PAW (PBIS reward) and be entered in the weekly drawing. 	All Students	None Specified
2.2	<p>Universal/Tier 2 Parent Engagement Strategies</p> <p>Programs and services funded in this School Plan include:</p> <ol style="list-style-type: none"> 1. PBIS Materials 2. Teacher led parent days/information nights 	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	<p>500 LCFF</p> <p>PBIS Materials</p> <p>750 Lottery</p> <p>Teacher hours</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.

Analysis

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

At the end of the school year, engagement within social media posts have increased to over 40% engagement which has shown a positive impact on parents receiving information.

Nordstrom continues to have 100% parent/guardian attendance for all 504, IEP, SST, and student conferences.

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

No major differences between intended budget expenditures.

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

This upcoming year, the focus on family engagement will be on linking parent groups together to improve engagement in community events. In addition, parents are reporting they would like to know more about the instructional practices at

each grade level, which will be addressed in family engagement activities during the school day and in the evening.
Strategy/Activity 2.1

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.

Student Engagement, Social Emotional Learning

-By June 2026, the chronic absenteeism rate will decrease by 2% school-wide, decrease by 5% for students with 504s, Hispanic students, and students experiencing socio-economic challenges and decrease by 10% for students experiencing homelessness by closely monitoring subgroups and setting up parent meetings to discuss attendance concerns after 3 or more absences.

-By June 2026, Nordstrom will have maintained Platinum PBIS status as measured by the annual tiered fidelity inventory and the Santa Clara County Office of Education walk-through.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

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.

As of May 30th, 2025, the following chronic absenteeism rates are:
 All Students: 12.8% (decrease of 6% from the previous school year)
 Students Learning English: 8% (decrease of 7% from the previous school year)
 Hispanic Students: 21.2% (decrease of 7% from the previous school year)
 Students experiencing low socio-economical hardship: 21.1% (decrease of 5% from the previous school year)
 Students with IEPs: 16.1% (decrease of 11% from the previous school year)
 White Students: 6.8% (decrease of 7% from the previous 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
PBIS TFI	Nordstrom has earned the Platinum PBIS two years in a row.	By June 2026, Nordstrom will have maintained Platinum PBIS status as measured by the annual tiered fidelity inventory and the Santa Clara County Office of Education walk through.
Chronic Absenteeism Data on Aeries	Chronic Absenteeism Rate (as of 5/30/25) All Students: 12.8% (decrease of 6% from the previous school year) Students Learning English: 8% (decrease of 7% from the previous school year) Hispanic Students: 21.2% (decrease of 7% from the previous school year)	By June 2026, the chronic absenteeism rate will decrease by 2% school-wide, decrease by 5% for students with Hispanic students and students experiencing socio-economic challenges and decrease by 10% for students experiencing homelessness by closely monitoring subgroups and setting up parent meetings to discuss attendance concerns after 3 or more absences.

	<p>Students experiencing low socio-economical hardship: 21.1% (decrease of 5% from the previous school year)</p> <p>Students with IEPs: 16.1% (decrease of 11% from the previous school year)</p> <p>White Students: 6.8% (decrease of 7% from the previous school year)</p>	
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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	Universal/Tier 1 Student Engagement and Campus Climate Programs and services funded in this School Plan include: 1. Supplies for PBIS 2. Brag Tags for Attendance (provided by HSC)	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	290 LCFF PBIS Supplies 710 Lottery PBIS Supplies
3.2	Targeted/Tier 2 and Intensive/Tier 3 Student Engagement and Campus Climate Programs and Services 1. Attendance Contracts 2. Parent Meetings 3. Check-in/out with staff member 4. Individual student incentives	Underperforming or disadvantaged students including Low Socioeconomic Status and Hispanic	1000 LCFF Attendance/PBIS Supplies

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.

Analysis

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

Chronic absenteeism dropped by over 6% for the school. Student groups, including students learning English and students with IEPs, showed a significant decrease as well

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

No major differences between intended budgeted expenditures.

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

The goal will continue to move towards a decrease in chronic absenteeism, with a focus on Hispanic students, students experiencing socio-economic challenges and students experiencing homelessness through parent meetings and student incentives. Strategy/Activity 3.2

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	\$32821
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$105,383.67
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 (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF	\$32,821.17
Lottery	\$72,562.50
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$105,383.67

Total of federal, state, and/or local funds for this school: \$105,383.67

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
LCFF	32,821.17
Lottery	72,562.50
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	24,954.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	32,821.17
	Lottery	72,562.50
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,133.67
Goal 2	1,250.00
Goal 3	2,000.00

School Site Council Membership

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

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

Name of Members	Role
Joseph Chavez	Parent or Community Member
Keith Rochkind	Parent or Community Member
Rob Lee	Parent or Community Member
Marie King	Other School Staff
Christie Corbisiero	Classroom Teacher
Wendy Branch	Classroom Teacher
Breanna Cull	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/27/25.

Attested:



Principal, Breanna Cull on 5/27/25



SSC Chairperson, Keith Rockkind on 5/27/25

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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