

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Loma Verde Elementary School	21654176024509	November 8, 2022	November 15, 2022

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Surveys

During the 2021-22 school year, Loma Verde along with all other NUSD schools administered the Youth Truth Survey to students, parents and staff. Through research-based surveys age-and reading-level appropriate questions on the topics that aligned with LCAP and SPSA goals are asked to obtain stakeholder input.

### Youth Truth Key ratings (STUDENT)

81% Relationship  
43% Academic Challenge  
54% Belonging

### Spring 2022 - Data

#### Relationships

"Does your teacher ask you about your life at home?" - percent positives - 8% of 3rd, 14% of 4th, 10% of 5th graders, overall 13%

#### Student Groups

Hispanic - 8%  
White = 14%  
Two or More Races - 9%

### 2021-2022

In the area of Belonging, Grades 3rd through 5th students were asked to rate how well they felt like they were a real part of the school community.

Decreased to 54% in Spring 2022 from 72% Feb 21

#### Student Groups

Hispanic - 57%  
White - 52%  
Two or More Races - 27%

## Classroom Observations

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

Teachers undergo formal observations in accordance with the NUSD collective bargaining unit agreement. The principal conducts informal classroom observations throughout the school year. During the first three quarters of the 2020-21 school year students were at home and attended school remotely. In addition to observing teachers provide instruction virtually, the principal observed teachers monitoring student progress by communicating with those who have difficulty with online learning by direct email, live chat or phone calls. Formal observations were performed for staff with Probationary status as well as for staff who were on cycle for observations. Observations were discussed in post-observation meetings to provide positive and constructive feedback.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

State mandated assessments are used to monitor student achievement based on California Dashboard outcomes. Locally, students are administered the Galileo Assessment for English Language Arts and Math. These benchmark assessments are administered three times during the school year. Data from the assessments is used to create, monitor and adjust instruction to improve student achievement. With the assistance of the Data TOSA, Galileo data is aligned with Essential Standards so that teachers can focus on improving student outcomes in the Essential Standards. Data TOSA works with grade levels to use assessments to identify an Essential Standard that shows low achievement in the Galileo assessment scores. Then grade levels focus on the Essential Standard by developing interventions and extensions for students to raise scores in that specific Essential Standard. The process also involves the Math and Reading Intervention teachers and other support staff. These are the basis of the Data Cycle goals.

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

Teachers use state and local assessment data to monitor student progress reaching expected levels of proficiency. Teachers use Data Feedback Cycles where a goal is created based on data and focused intervention on that specific learning target is provided and examined in 6-8 week cycles. Students are also provided cycles of intervention from the Reading and Math Intervention teachers based on data and groups receiving intervention remain fluid and flexible.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Credentialed and classified staff meet ESEA highly qualified requirements.

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

All teachers receive site and/or district professional development on curriculum, instruction and assessment throughout the year. Based on need, and LCAP and SPSA goals professional development is offered by trained NUSD personnel or contracted specialists. Satisfaction surveys are administered after each PD session to monitor effectiveness of PD to meet ongoing needs.

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

Staff development is researched-based and aligned to CA Content Standards, student achievement/SEL data and professional needs.

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

Ongoing instructional assistance and support is provided by the site administrator and district staff. An MTSS Coordinator and Student Services Coordinator provide direct support to sites and arrange for professional development based on needs. One EL TOSA supports administering ELD program for identified students. One Teaching and Learning TOSA supports teachers with access to curriculum and assessments and coordinates professional development to enhance instruction.

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

The master schedule for the school has a minimum day schedule to accommodate staff collaboration weekly, with the principal's guidance, teachers are provided with numerous opportunities to collaborate as a whole school team and as grade levels. During these meetings, topics such as curriculum alignment, instructional strategies, standardized test preparation strategies, social emotional health of student body and ongoing issues affecting the school and district are discussed. SEL and Data TOSA provided targeted support in those specific areas by meeting with individual teachers or grade level teams or developing presentations based on needs of staff or students.

## Teaching and Learning

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

Materials are researched and standards-based.

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

Yes, there is adherence to recommended instructional minutes for ELA and math.

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

Yes, there is flexibility to include intervention for students.

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

All students have access to necessary standards-based texts and technology provided to them by NUSD and the school. This is monitored by Williams Act reporting.

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

All texts and materials used in courses and intervention programs are standards-aligned and available to students.

## Opportunity and Equal Educational Access

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

Teachers analyze student achievement data to guide them to provide differentiated instruction, small group, one-on-one or online credit recovery programs to help students meet expected levels of proficiency. The use of online programs also support extension and intervention opportunities.

Evidence-based educational practices to raise student achievement

- Use formative assessments to adjust instruction
- Differentiated instruction through small group and/or one-on-one instruction
- English Language Development for English learners
- Title I instructional support services to increase academic achievement

## Parental Engagement

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

- School Community Liaison
- Mental Health Specialists
- SEL TOSA - parent information and support

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

The annual and ongoing engagement of stakeholders is a key part of the SPSA development process. It is important that the goals, actions, metrics, and expenditures within the SPSA are informed by the voices of students, families, staff, and community members. The stakeholder groups individually and collectively worked to amplify the voices of the Loma Verde community and share the experiences of students, families, and staff. The Parent Teacher Organization (PTO), Instructional Leadership Team (ILT), and English Language Advisory Council (ELAC) played the most active role in providing input for the SPSA. Meetings were held virtually or in person when possible and Spanish interpretation was provided.

## Funding

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

### Title I

- Reading Intervention Support - Grades 1 - 5th (Certificated Staff)
- Classroom Support targeting EL and SED (TK/K) - (Classified Staff)
- Project Coordinator

### Fiscal support (EPC)

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The annual and ongoing engagement of stakeholders is a key part of the SPSA development process. It is important that the goals, actions, metrics, and expenditures within the SPSA are informed by the voices of students, families, staff, and community members. The stakeholder groups individually and collectively worked to amplify the voices of the Loma Verde community and share the experiences of students, families, and staff. The Parent Teacher Organization (PTO), Instructional Leadership Team (ILT), and English Language Advisory Council (ELAC) played the most active role in providing input for the SPSA. Meetings were held virtually or in person when possible and Spanish interpretation was provided.

### SSC

9/20/22 Review 21/22 Galileo and CAASPP Data, budgets, and creation of goals  
10/03/21 Review goals, action steps, and budgets for SPSA  
10/28/21 Approval of final draft of 22/23 SPSA  
11/08/22 Approval of final draft of 22/23 SPSA

### Staff

8/24/22 Review 21/22 Galileo and CAASPP Data, budgets, and creation of goals  
10/7/22 Review goals, create action steps and review budget  
11/02/22 review final draft 2022/23 SPSA

### ELAC

09/22/22 Review goals, create action steps and review budget for SPSA  
11/03/2022 - review and approve final draft of 2022-2023 SPSA

### PTO

09/07/21 - Review 21/22 Galileo and CAASPP Data, budgets, and creation of goals  
10/11/22 - Review goals, create action steps and review budget  
11/02/22 - Review final draft 2022/23 SPSA





# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Culture of Caring

## LEA/LCAP Goal

Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative, well-maintained campuses where all students feel a sense of belonging.

## Goal 1

Consistently integrate our social emotional curriculum Second Step, commit to restorative practices in all classrooms, and implement Inclusion practices such as encouraging participation, communication and belonging, to support student wellness.

## Identified Need

We saw growth in the percentage of students who reported that there was a trusted adult they could go to if they needed. But we saw a decline in students positive responses in the area of Relationships specifically "Does your teacher ask you about your life at home?" We discussed this question at length during staff meetings and during School Site Council (SSC) meetings. The discussions revolved around finding ways to engage students without violating students' right to privacy. We wondered how we could include students' traditions, cultures, and background knowledge in our school communities without putting the onus on the students. The lack of volunteer opportunities may have affected students perception of home-school connections as well as the lack of community events on campus. When students see parents and teachers interacting regularly, that will help build trust and the belief that school and home are connected in support of students. This will also lead to more positive responses around feeling of belonging to the community as a whole instead of just being part of classroom activities. We need to go back to being a community hub rather than only a place where students attend school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	Spring 2022 - Data Relationships "Does your teacher ask you about your life at home?" - percent positives - 8% of 3rd, 14% of 4th, 10% of 5th graders, overall 13% Student Groups Hispanic - 8% White = 14% Two or More Races - 9%	Increase positive respond percentages by 5-10% points in all student groups
	2021-2022	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In the area of Belonging, Grades 3rd through 5th students were asked to rate how well they felt like they were a real part of the school community.</p> <p>Decreased to 54% in Spring 2022 from 72% Feb 21</p> <p>Student Groups</p> <p>Hispanic - 57%</p> <p>White - 52%</p> <p>Two or More Races - 27%</p>	
DESSA	<p>2021-2022 DESSA</p> <p>TK-5</p> <p>Fall 21</p> <p>Need - 14%</p> <p>Typical - 69%</p> <p>Strength - 16%</p> <p>Spring 22</p> <p>Need - 12%</p> <p>Typical - 62%</p> <p>Strength - 26%</p> <p>22-23</p> <p>Fall 22</p> <p>Need - 11%</p> <p>Typical - 73%</p> <p>Strength - 16%</p> <p>Student Groups</p> <p>Hispanic</p> <p>Need - 12%</p> <p>Typical - 77%</p> <p>Strength - 11%</p> <p>White</p> <p>Need - 9%</p> <p>Typical - 71%</p> <p>Strength - 20%</p>	<p>5 % - Growth in the number of students who fall in the Strength category from fall to spring.</p> <p>5-10% - Decrease in number of students who fall in the Need category from fall to spring</p>

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

**Strategy/Activity 1**  
**Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

Engage PK-5th grade families through events and varied volunteer opportunities to strengthen home-school connections.

- Invite parents and caregivers to literacy and math events at school
- Host culture celebrations and invite community members to teach and celebrate cultures at school
- Re-start Watch DOGS program, lunch time activity volunteers, Mystery Readers, Centers
- Work with Site Council parents to create a parent volunteer workshop to encourage all parent groups
- Re-start Cheema Chats and parent training/informational meetings

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0000: Unrestricted Parent Events/outreach District Funded
14797	Centralized District Funds - Community Liaison Other 2000-2999: Classified Personnel Salaries MCF P3 - Project Coordinator

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Utilize SocioEmotional Lead (SEL)TOSA to provide targeted support for students utilizing DESSA data and support teachers in the implementation of Second Step.

- Implement Community Circles Consistently
- Establish Behavior Matrix around the three rules of Be Safe, Be Respectful, Be Responsible
- Expand positive student recognition opportunities and monitor equitable distribution through data collection
- Create common vocabulary matrix that is vertically aligned for Social Emotional Learning

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Centralized District Funds - SEL Teacher on Special Assignment (TOSA )
	District Funded
	Centralized District Funds - PBIS Training - MHSSA Grant and Educator Effectiveness Grant

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

During the 2021-2022 school year, we expanded the social-emotional supports and other means of correction to foster an inclusive culture. We provided training to new staff so that the continuum of SEL and use of Second Step occurred in all classrooms and academic settings. We re-established the calming corner known as the Blue Room in the office space and created protocols around the use/need for it. We provided staff with time to map out the Second Step units through the year and align with grade levels as well. Buddy activities were created so older students could buddy up with younger students around similar concepts in the Second Step curriculum. Staff meeting time was also dedicated to learning de-escalation strategies, whole class calming strategies, as well as strategies for teachers to practice self-care.

We identified students using DESSA students and assigned adults to make additional connections with those students knowing that our goal was to increase the number of students who positively responded to the following prompt: "When I am feeling upset, there is an adult at school who I can talk to." Our approach led to an increase in the percentage of students who responded positively - from 38% to 49%.

We also saw a change in our DESSA data as follows:

TK-5

Fall 21

Need - 14%

Typical - 69%

Strength - 16%

Spring 22

Need - 12%

Typical - 62%  
Strength - 26%

We saw a 10% increase in the students showing up in the area of Strength and a decrease of 2% of students showing up in the area of Need.

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

There were no major differences between implementation and budgeted expenditures. We were not able to meaningfully create home-school opportunities due to changing restrictions and health/safety concerns.

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

Our school has a dedicated committee working on creating a PBIS (Positive Behavior Interventions and Supports) framework. The focus will be to create common language, expectations and include all stakeholders as we lay out the foundation. The goal is to create consistency and teach expectations across all settings.

In addition, we will continue to use DESSA and monitor closely the student groups who are represented in "Need" and "Strength." The disproportionate representation of student groups in our DESSA data will need to be addressed through our PBIS work.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Culture of Competence

## LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

## Goal 2

Develop and implement a school wide, tiered system of support to proactively address student behaviors (PBIS) and academics to ensure equitable outcomes for all student groups.

## Identified Need

Based on academic assessment data (ESGI, Galileo, CAASPP, and ELPAC), there is a significant achievement gap between our student groups. Overall, our students are performing lower in Math than English Language Arts (ELA). Our White students are outperforming our Hispanic/Latino students in both ELA and Math. Our English Only students are outperforming our English Learners in both Math and ELA.

We need to continue to fill in foundational gaps in skills in both ELA and Math. Targeted Math Intervention is needed and will be supported by the newly created position.

We also need to continue our work of creating a tiered system of that incorporates both socioemotional and academic supports for students. We have begun to identify, highlight, and create accountability around Tier 1 supports and now we need to continue to expand the framework through the work on PBIS.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DESSA	2021-2022 DESSA TK-5 Fall 21 Need - 14% Typical - 69% Strength - 16%	Administered twice a year for students in K-5 Growth in the number of students who fall in the Strength category from fall to spring.
	Spring 22 Need - 12% Typical - 62% Strength - 26%	Decrease in number of students who fall in the Need category from fall to spring
	22-23 Fall 22 Need - 11% Typical - 73% Strength - 16%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Student Groups</p> <p>Hispanic Need - 12% Typical - 77% Strength - 11%</p> <p>White Need - 9% Typical - 71% Strength - 20%</p>	
English Language Proficiency Assessments for California (ELPAC)	2020-2021 55.17% of EL's - Moderate/Well Developed	2021-2022 60% of EL's - Moderate/Well Developed
Galileo End of Year Assessments	<p>EOY 2021-2022 - Met or Exceeded WHOLE SCHOOL ELA - 48% MATH - 41%</p> <p>Student Groups ELL - ELA - 13% MATH - 11%</p> <p>EO - ELA - 66%. MATH - 57%</p> <p>Hispanic - ELA - 29%. MATH - 24%</p> <p>White - ELA - 69% MATH - 61%</p>	2021-2022 End of Year (EOY) Galileo - Increase by 5% in every grade Including Student Groups
CAASPP Smarter Balanced English Language Arts (ELA) and Mathematics	<p>2021-22 Met or Exceeded standards</p> <p>ELA 3rd - 50% 4th - 44% 5th - 52%</p> <p>MATH 3rd - 44% 4th - 33% 5th 33%</p> <p>WHOLE SCHOOL ELA - 48% MATH - 37%</p> <p>Student Groups ELL - ELA - 7%. MATH - 7%</p>	2021-2022 - Increase at least 5% met or exceeded for ELA and Math for grades 3rd through 5th

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EO - ELA - 69%. MATH - 57%	
	Hispanic - ELA - 23% MATH - 12%	
	White - ELA - 77% MATH - 70%	

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

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students with a focus on EL and Hispanic student groups

#### Strategy/Activity

Provide data (Galileo, Running Records, and DESSA) based intervention and develop school wide system to monitor students' progress on Essential Standards and behavior goals.

- Strengthen the Universal Access model to incorporate Reading and Math intervention
- Implement Intervention and Data TOSA meetings to hold safety net discussion using a variety of data points
- Create formative assessments to track progress of students who are receiving intervention

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Centralized District Funds - Data Specialist
129967	Other 2000-2999: Classified Personnel Salaries MCF P3 Grant - Math Intervention
47383	Other 1000-1999: Certificated Personnel Salaries MCF P3 Grant - Reading Intervention
40000	Title I 1000-1999: Certificated Personnel Salaries Reading Intervention
17000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries TK/K Reading support



30833	Title I 1000-1999: Certificated Personnel Salaries Reading Support - 1st Grade
1019	Title I 2000-2999: Classified Personnel Salaries Instructional Aide
1000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD PD - Mapping/Planning with Essential Standards
1000	Title I 4000-4999: Books And Supplies LLI - Reading Intervention Curriculum

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Implement consistent and in depth data cycles at multiple levels to monitor Tier 1, 2 and 3 approaches. Last year, with Galileo, we began the process of creating data cycles on BOY and MOY data for math and ELA. The Data Specialist was instrumental in establishing protocols and assisting teachers in understanding Galileo reports and helping grade levels create benchmark assessments that targeted the chosen Essential Standard. The Data Specialist (TOSA), presented data trends, highlighted areas of improvements, and find ways for teachers to efficiently address Essential Standards. He also coached on test taking strategies related to Galileo that could also be transferred to CAASPP.

We also created a document of Tier 1 protocols and strategies that are used school wide at Loma Verde. These protocols were discussed with the staff and consensus reached on implementing them with fidelity.

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

The PBIS work and developing the multi tiered support system did not progress to the place that we anticipated. We focused on creating clarity around Tier 1 supports and procedures. Common behavior expectations and reward systems were discussed and created but not ready for implementation.

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

Continue to focus on Tier 1 for both academics and behavior. Tier 1 instructional strategies such as small group instruction, implementing intentional read alouds, and providing a variety of modes of response will be highlighted in Monday Memo for staff and opportunities to observe and model lessons will also be provided. Tier 1 behavior strategies such as community circles, positive feedback, and school wide recognitions will be implemented with fidelity across all settings. We will also create data collection and sharing systems to monitor reading, math, and behavior interventions that students are receiving. This has to be a fluid system (students go in and out of intervention based on need) that can be shared and commonly understood. Data TOSA will continue to work on creating a system that can best match our needs for data collection.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Culture of Excellence

## LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

## Goal 3

Implement consistent use of instructional practices that engage and support every student's individual growth.

## Identified Need

Teacher Leadership Team (TLT) has been providing leadership to grade levels and entire staff in the implementation of PBE over the past three years. They have presented clearly articulated goals for our site around the use of PBE and Learning Maps at each site. The data shows that our focus needs to be on Math achievement for all students with a focused goal of increasing achievement data for our Student Groups indicated below in the data. The continued shift to Essential Standards and Learning maps will require continued training and support for teachers and education for parents. Each grade level will use Galileo and CAASPP test results (when applicable) to focus on specific Essential Standards in Math.

We will also be focusing on creating common agreements around the instruction of vocabulary. We have already created a document with vertical alignment for math vocabulary. Now the focus will be to discuss and implement best practices when it comes to effectively teaching academic language and vocabulary that is specific to content areas. This will improve outcomes for our Student Groups in relation to reading and math acquisition. Teaching explicit vocabulary is a critical piece of a balanced literacy program.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo	EOY 2021-2022 - Met or Exceeded WHOLE SCHOOL ELA - 48% MATH - 41% Student Groups ELL - ELA - 13% MATH - 11% EO - ELA - 66%. MATH - 57% Hispanic - ELA - 29%. MATH - 24% White - ELA - 69% MATH - 61%	Increase each student group by 7-10% - All Student Groups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2021-22 Met or Exceeded standards ELA 3rd - 50% 4th - 44% 5th - 52% MATH 3rd - 44% 4th - 33% 5th 33%  WHOLE SCHOOL ELA - 48% MATH - 37%  Student Groups ELL - ELA - 7%. MATH - 7% EO - ELA - 69%. MATH - 57% Hispanic - ELA - 23% MATH - 12% White - ELA - 77% MATH - 70%	Increase each student group by 7-10% - All Student Groups
ELPAC	2021-2022 123 English Language Learners tested with ELPAC 46% of EL students scored moderate or well developed	Increase percentage of students by 7-10%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students with a focus on English Language Learners and Hispanic Students

#### Strategy/Activity

Utilize TLT members and Data TOSA to support grade levels by providing strategies and data support to effectively implement PBE.

TLT led PBE committee will:

- Create a staff pre/post survey to gauge instructional strategies of academic language

- Implement Learning Walks to observe successful strategies with a focus on academic language instructional strategies
- Create a teacher resources to support academic vocabulary displays in classrooms
- Create a document with vertical articulation of academic language for ELA according to grade level learning maps

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded
	Centralized District Funds - Data Specialist

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students with a focus on English Language Learners and Hispanic Students

**Strategy/Activity**

Implement data cycles using Galileo data and creating benchmarks with the assistance of the Data TOSA.

- Grade level teams will pick an Essential Standards to focus on based on Galileo results.
- Implement strategies to improve learning outcomes with a focus on Student Groups.
- create and administer benchmark for end of data cycle data
- Utilize Reading Intervention and Math Intervention Teachers during the six week data cycle

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1567	Title II Part A: Improving Teacher Quality

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

We were successful in utilizing Learning Maps and Essential Standards - with a focus on the area of Math. Students' Galileo scores showed growth in areas that were strategically focused on through data cycles.

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

The focus on Essential Standards in the area of Math also lay bare some of the foundational gaps our students were experiencing. While targeted data cycles on specific Essential Standards demonstrated student growth, there were many areas that showed a continued need for targeted support and repeated instruction. The lack of focused and targeted math intervention system became a clear gap in support systems for our students.

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.

Hired a math intervention teacher to focus on improving math outcomes for students with a push in and pull out model to offer support for grades 3rd through 5th. Push in support during math instruction time to focus on EL students and pull out model to offer instructional support to students who are not receiving ELD instruction in class.

Hired an ELO Paraeducator to assist with small group instruction and support in 1st and 2nd grade classrooms.

Before and After School intervention offered to students K-5th grade.

Creation of Bear Den for 4th and 5th grade students who are invited based on academic data, DESSA data, and input from Community Liaison about after school options. 2 hours of intervention and enrichment offered twice a week. Rotate activities every 8 weeks. Pre and post data collected

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

High Quality Data Based Decision Making

## LEA/LCAP Goal

NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement targeted, time bound data cycles to monitor and improve student outcomes.

## Goal 4

Implement data-driven strategies, interventions, and enrichment to support every learner and minimize the achievement gap

## Identified Need

Decisions need to be made on data - data that is multifaceted, frequent, authentic and measurable. Staff has become more adept at using Galileo data as a resource to guide their data cycles. Teachers used Galileo BOY and MOY assessments to focus on Essential Standards that were taught and students performed low on as focus for cycles. The Data TOSA has been instrumental in this shift. Utilizing Galileo data allows for frequent and timely data cycles (8-12 weeks) where teachers can focus on specific skills and Essential Standards and administer Galileo benchmarks for pre and post assessments. For example, 5th grade focused their data cycles on the NBT.3a and NBT.3b and students showed a significant percentage of growth NBT.3a - 30% proficient to 60% proficient and NBT.3b - 37% proficient to 43% proficient. The data cycles need to continue to expand and be utilized for shorter durations and involve support from specialists as well. Teachers in grades 3 -5th will also be using the CAASPP Interims as assessment tools to create small groups to receive intervention with in the classroom. The use of interims will also assist in preparing students for taking the CAASPP assessments. The interim data will indicate areas of small group support within the classroom structures and also provide an opportunity to teach vocabulary and ways questions are asked in the CAASPP assessment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo ELA & Math	2021-2022 BOY ELA Met or Exceeded 1st - 29% 2nd - 63% 3rd - 64% 4th - 42% 5th - 42% Math Met or Exceeded 1st - 30% 2nd - 64% 3rd - 26% 4th - 31% 5th - 32%	5% increase or more for the EOY across grade levels

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2021-2022 123 English Language Learners tested with ELPAC 46% of EL students scored moderate or well developed	Increase percentage of students by 7-10%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners and Hispanic student groups

#### Strategy/Activity

Utilize Data TOSA to support grade levels in data analysis and implementation of data cycles effectively. Teachers will use Beginning of the Year Galileo assessment data to create grade level goals, interventions, and expected student outcomes. These goals will be centered around Essential Standards with a focus on Math. Progress monitoring will continue through benchmark assessments.

- The data cycles will also provide Math and Reading Intervention teachers with list of students who need targeted small group instruction for the duration of the data cycle.
- Data will be reviewed at Staff and Grade Level Meetings

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Centralized District Funds - Data Specialist (TOSA)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

English Language Learners

#### Strategy/Activity

Monitor ELPAC data and provide targeted ELD support and ELPAC support to students who are at the cusp of being reclassified.



- Continue to provide ELPAC prep sessions to students who are scoring 3 utilizing ELD in class and pull out report
- Provide information and resources to parents to support students in ELD standards to scaffold activities at home
- Help parents understand ELPAC reports and scores and how to support each specific domain
- Utilize Heggerty Phonemic Awareness program at the start of Universal Access/ELD block

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
14797	Title I 2000-2999: Classified Personnel Salaries Project Coordinator
3,000	Title II Part A: Improving Teacher Quality  District Funded  Heggerty phonemic awareness curriculum

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

**ANALYSIS**

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

Data Literacy around Galileo assessment was greatly improved due to the focused work of the Data Specialist and the implementation of the data cycles. Teachers used the data to create data cycles tied to Essential Standards and created pre and post benchmarks using Galileo data banks. Teachers also grew more comfortable with utilizing Data Matters and inputting data into the platform. The Data Matters reports were used for parent conferences, SST's and student conferences.

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

No major differences between intended implementation of 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.

Expand the focus on English Language Learners to ensure they have support to be reclassified to ensure greater access to opportunities in middle school.



# 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:

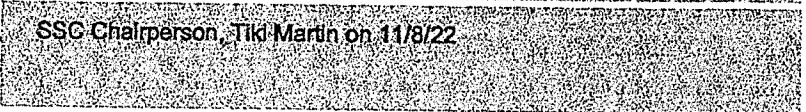
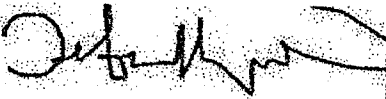
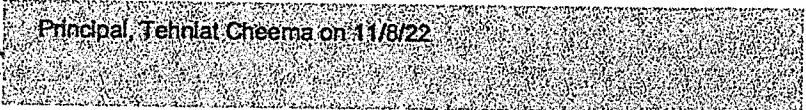
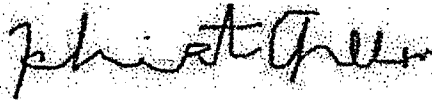
Signature	Committee or Advisory Group Name
	

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 11/8/22.

Attested:



## Budget Summary - Loma Verde Elementary 2022-23

Federal	Approved Budget
Title I	\$87,649
Title II	\$4,567
Funds provided to the school through the Consolidated Application	\$92,216
<b>State and/or Local</b>	<b>Approved Budget</b>
Unrestricted	\$21,600
Elementary Yard Duty	\$29,411
LCFF Supplemental	\$47,241
Lottery - Instructional Material	\$14,770
PTA	\$38,972
General Donation	\$48,277
MCF Transformation Grant	\$209,000
Total State/Local funds for this school	\$409,271
<b>Total federal, state, and/or local funds for this school</b>	<b>\$501,487</b>