



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	11/28/23	December 5, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

ATSI group identified - Two or More Races - Suspension

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

- Implement Community Circles Consistently
- Establish Behavior Matrix around the three rules of Be Kind, Be Safe, Be Respectful, Be Responsible
- Expand positive student recognition opportunities and monitor equitable distribution through data collection
- Provide assemblies and enrichment opportunities to engage and inspire

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

In order to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, Loma Verde will work collaboratively with the District to implement Tier I curriculum with fidelity and intervene appropriately with a Multi-Tiered System of Supports.

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 2022-23 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)

80% Relationship
59% Academic Challenge
39% Belonging
62% Instructional Methods

Spring 2023 - Data Deeper Look

Relationships

"When you are upset, is there an adult from school you can talk to?" - percent of students who responded with "No" - 16% of 3rd, 6% of 4th, 18% of 5th graders, overall 15%

Student Groups with "No" response

Hispanic - 13%
White - 11%
Males - 12%
Females - 17%

Youth Truth Key ratings (PARENT)

82% Relationship
77% Communication and Feedback

Youth Truth Key ratings (STAFF)

91% Relationship

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. 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), Staff, 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

9/13/2023 Review 21/22 Galileo and CAASPP Data, budgets, and creation of goals

9/27/2023 Review current goals, action steps, and budgets for SPSA

10/25/2023 Final Review of goals and input from ELAC

11/28/2023 Approval of 2023/24 SPSA via online approval with updated budget

Staff

8/21/23 Review 22/23 EOY Galileo, budgets, and goals from 22-23

10/31/23 Review goals, review preliminary CAASPP Data and comparative with Galileo EOY, review DESSA, and refine action steps

11/01/23 Review final goals and data for 23/24 SPSA

ELAC

10/03/2023 Review previous year's goals, share Youth Truth Data and Galileo EOY scores, gather ELAC feedback and input on goals and action plans for the year

PTO

09/06/23 - Review of goals in the areas of Caring, Competence, Excellence - 23/24 SPSA

10/04/23 - Review strategies for the SPSA goals

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	105	130	133	26.1%	33.0%	31.0%
Fluent English Proficient (FEP)	51	44	37	12.7%	11.2%	8.6%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. 1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])
Galileo ELA assessment will be administered three times during the school year and the Summative English Language Proficiency of California (ELPAC) will be administered annually. School site EL Specialist will review assessment results and support teachers to identify student needs and monitor progress. School personnel will review ELPAC results with members of English Language Advisory Council (ELAC) and School Site Council (SSC) to evaluate and monitor accomplishing SPSA goals for English learners.

2. 2. a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])
b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])

Goals
 - Increase the number of students who are reclassified as proficient in English
 - Ensure that California ELD standards are being used in Integrated and Designated ELD with fidelity
Strategies
 - Small group or individual instructional support
 - Professional development for teachers to use ELD Standards
 - Educational Specialist (EL Specialist) to support student identification, assessment and monitoring progress of students
 - Parent engagement and education regarding EL assessment, ELD program and reclassification

3. 3. Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])

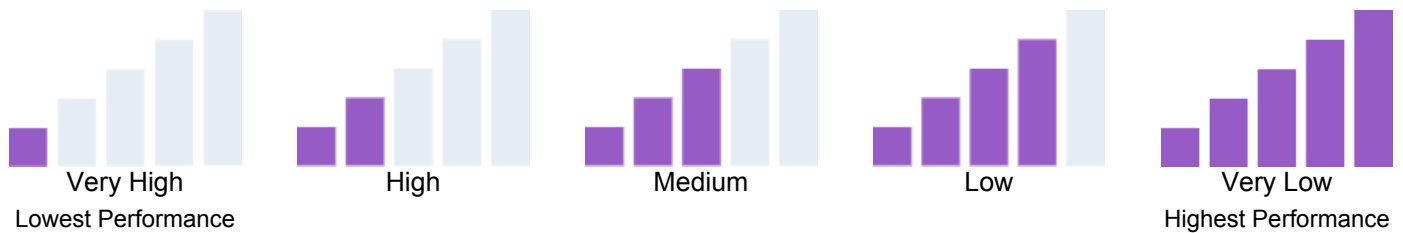
Centralized district funds will pay stipend for EL Specialist
Site funds will pay for instructional support and supplemental materials

School and Student Performance Data

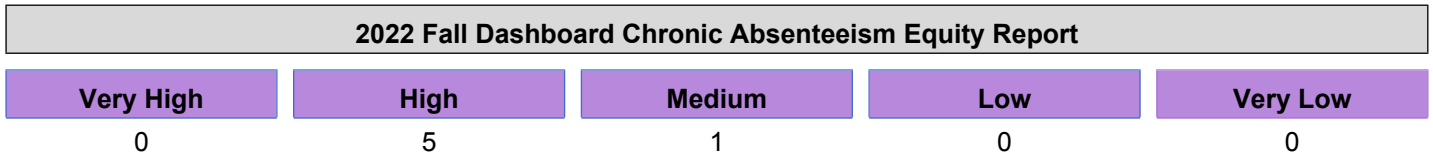
Academic Engagement Chronic Absenteeism

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

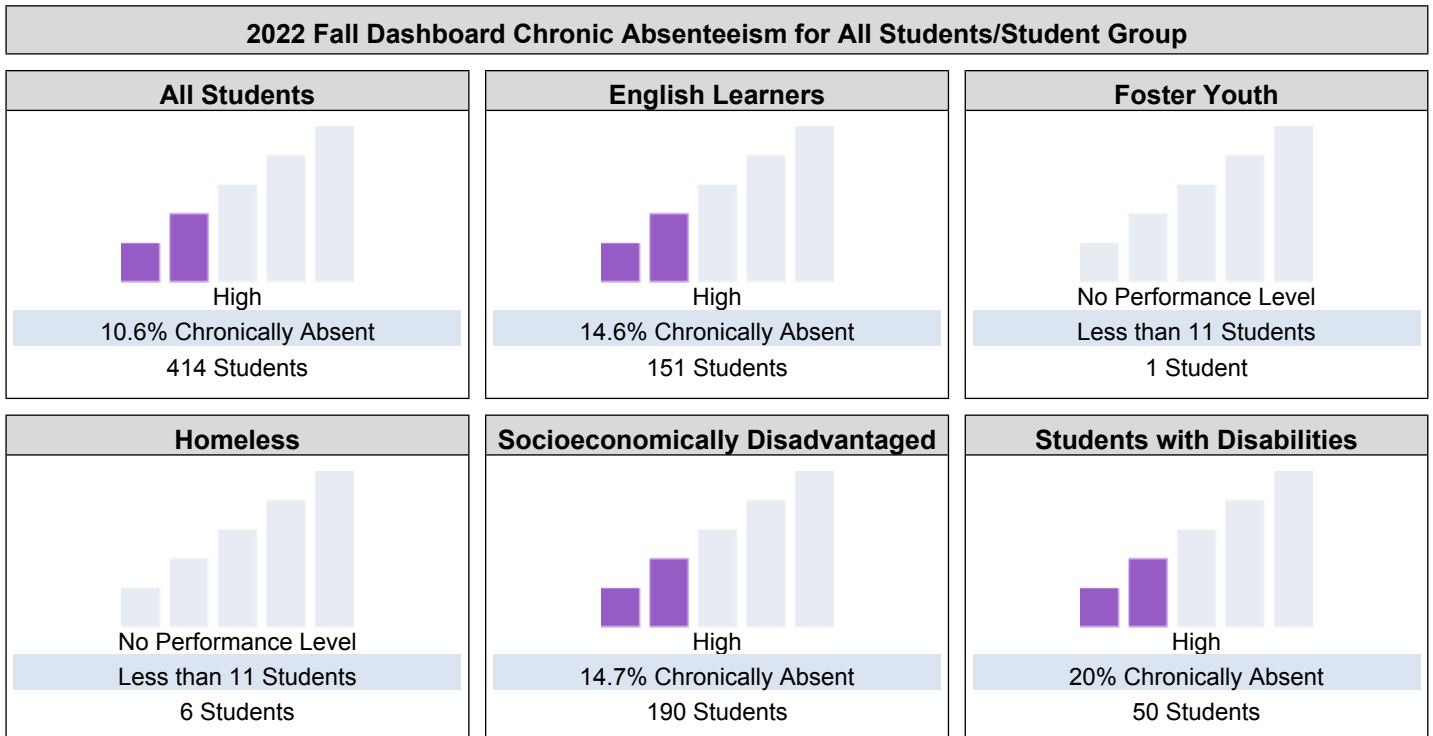
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



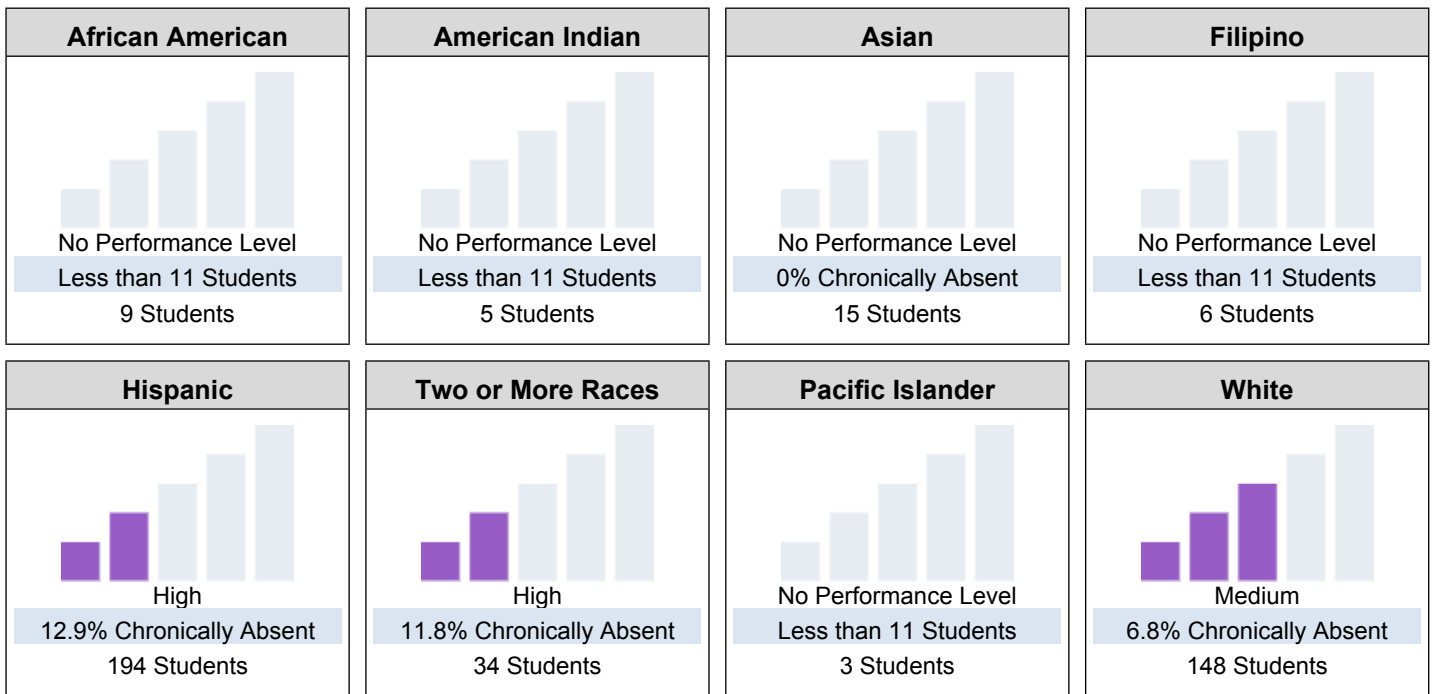
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

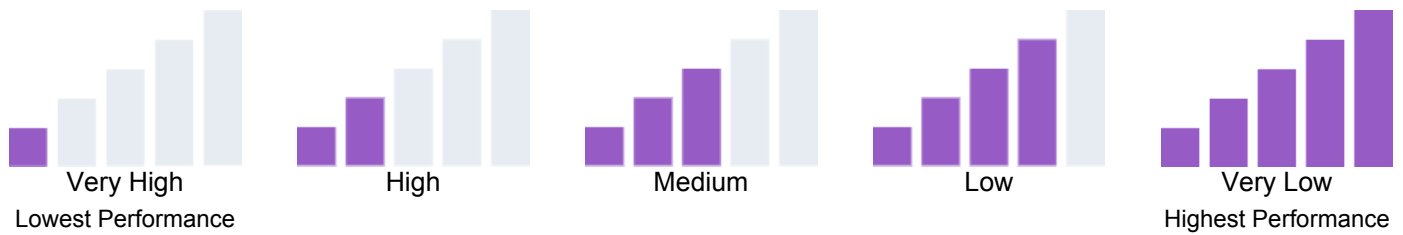
1. We need to create a system of support to address the Chronic Absenteeism concern. Our Hispanic students and students of Two or More Races have higher levels of Chronic Absenteeism as do our English Learners and Socioeconomically Disadvantaged students.
2. We will create a d.CAN team to develop system of incentives to encourage students to be present at school. There will be clear communication with parents about our attendance goals so that they understand the importance of attendance and what qualifies as chronic absenteeism.

School and Student Performance Data

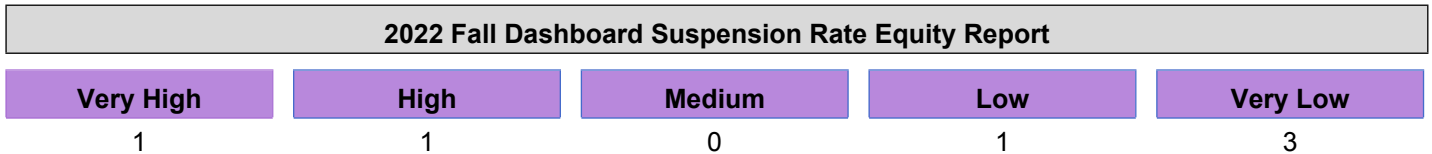
Conditions & Climate Suspension Rate

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

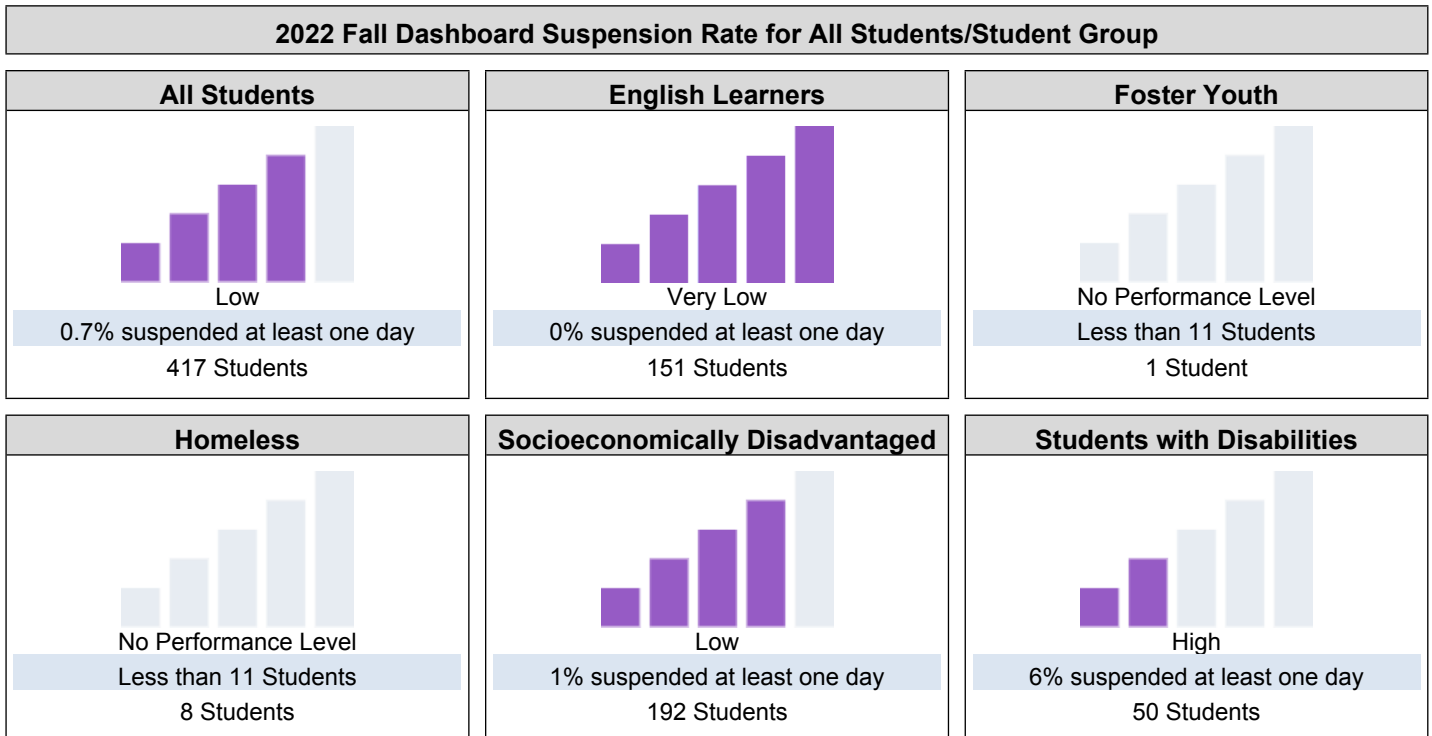
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



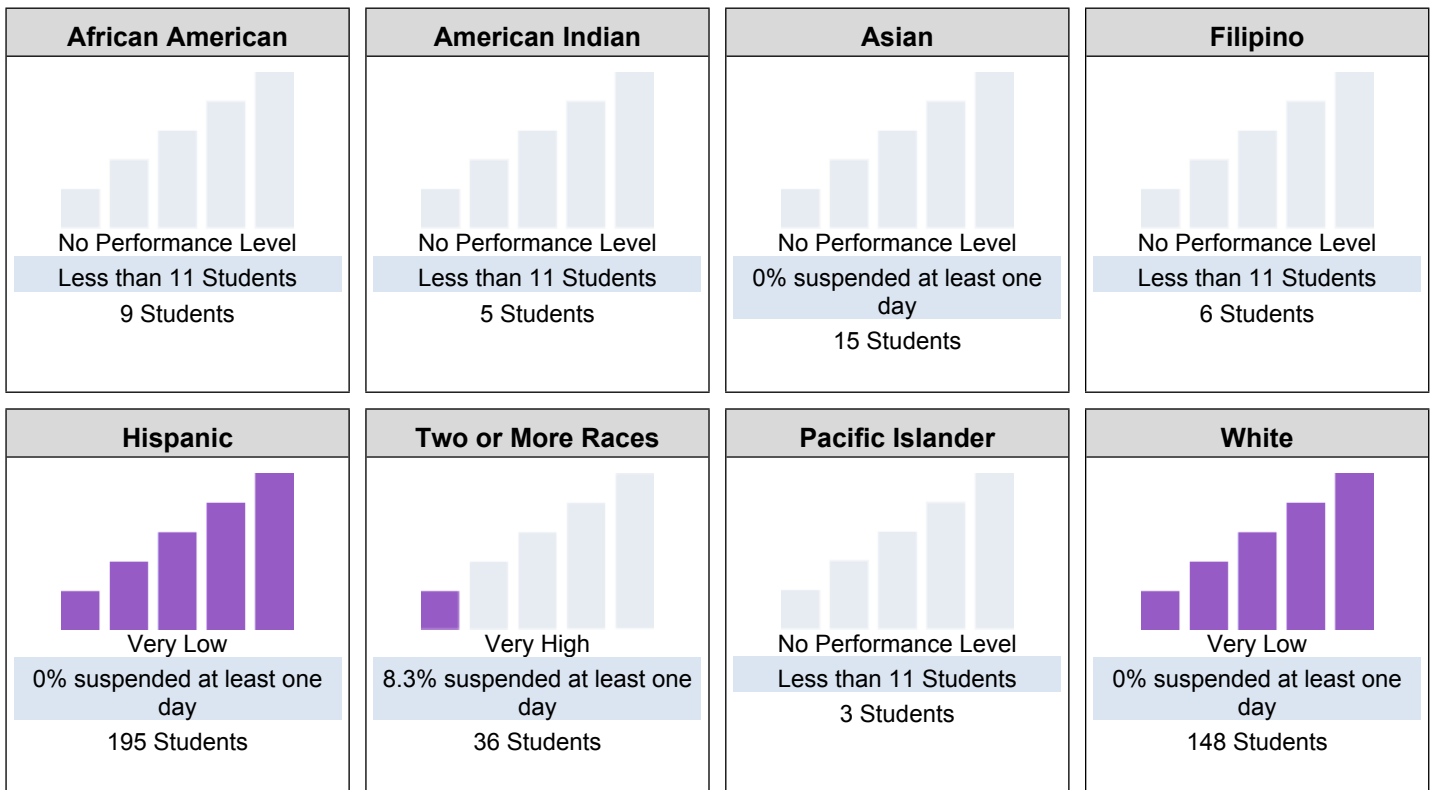
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our data indicates a high rate of suspension for students who are Two or More Races and we are supported with ATSI support to address that area.
2. We will continue to deepen the implementation of our SEL resources including Second Step curriculum, SEL TOSA, and the district provide Behavior Technician to help support students who may struggling socioemotionally during their school day. We will track students in that group and make sure interventions (academic and Socioemotional) are aligned to their needs so suspensions are lowered.

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 action steps that promote participation and belonging, increases communication and supports 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. As discussed with stakeholders, the percent response "No" for the following question raised concerns:

"when you are upset, is there an adult from school you can talk to?"

We discussed this question at length during staff meetings and during School Site Council (SSC) meetings. The discussions revolved around finding ways to build connections with students outside of classrooms. Parents at an ELAC meeting shared ideas of explicitly identifying trusted adults at school so that even young students knew more of the staff members at the school. As a staff, looking at all student names and making sure every student has an adult connection in addition to the classroom teacher. Our work through d.CAN has also highlighted the need to connect with students specifically the ones who have been Chronically Absent. We need to ensure students are excited to come to school and feel safe with adults at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	<p>Spring 2023 - Data Relationships</p> <p>"When you are upset, is there an adult from school you can talk to?" - percent of students who responded with "No" - 16% of 3rd, 6% of 4th, 18% of 5th graders, overall 15%</p> <p>Student Groups with "No" response</p> <p>Hispanic - 13%</p> <p>White - 11%</p> <p>Males - 12%</p> <p>Females - 17%</p>	<p>Decrease "No" respond percentages by 5% in all student groups</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DESSA	<p>2021-2022 Fall 21 ---> Spring 22 Need - 14% ---> 12% Typical - 69% ---> 62% Strength - 16% ---> 26%</p> <p>2022-2023 Fall 22 ---> Spring 23 Need - 11% ---> 11% Typical - 73% ---> 68% Strength - 16% --->21%</p> <p>2023-2024 Fall 23 Need - 9% (36 students) Typical - 71% Strength - 20%</p> <p>Need (Student Groups) Hispanic - 61% (22 of 36 students) Boys - 67% (24 of 36 students)</p>	<p>5% - Growth in the number of students who fall in the Strength category from fall to spring 5% - Decrease in number of students who fall in the Need category from fall to spring</p>
Attendance Data - Aeries and Data Matters	<p>ADA for 2022-2023 Loma Verde will increase our ADA rate from 94.3% to 96.3% by June 13, 2024</p> <p>Chronically Absent Students We will decrease our overall chronic absenteeism rate from 16.1% (69 of students) to 8% (33 of students) by June 13, 2024.</p>	<p>ADA rate from 94.3% to 96.3% by June 13, 2024 Chronic Absenteeism rate from 16.1% (69 of students) to 8% (33 of students) by June 13, 2024.</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

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

- Implement Community Circles Consistently

- Establish Behavior Matrix around the four rules of Be Kind, Be Safe, Be Respectful, Be Responsible
- Expand positive student recognition opportunities and monitor equitable distribution through data collection
- Provide assemblies and enrichment opportunities to engage and inspire

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 - LCFF Supplemental
9000	Other Prop. 28
5000	Other PBIS Funds
4500	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Assemblies
5000	Title I Part A: Basic Grants Low-Income and Neglected None Specified Parent Engagement - Fingerprinting

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students specifically Chronically Absent students for the 2022-2023 school year.

Strategy/Activity

Create a d.CAN team that focuses on increasing ADA and decreasing Chronic Absenteeism

- Schoolwide sprit days
- Attendance incentives
- Parent communication

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

d.CAN funds

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 2022-2023 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 knowns at 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.

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

TK-5

Fall 22 (BOY)

Need - 14%

Typical - 69%

Strength - 16%

Spring 23 (EOY)

Need - 11%

Typical - 68%

Strength - 21%

We saw a 6% increase in the students showing up in the area of Strength.

In our Youth Truth Data, we focused on Belonging specifically the question, "Does your teacher ask you about your life?" While we did not see a dramatic increase in the "Yes" responses across the grade we saw a decrease in the "No, Hardly ever" and an increase in the "Sometimes" response percentage. We also did targeted activities and celebrations to bring students cultures into classrooms as well as encouraged parent involvement and volunteering in the school. We re-instated our WatchDog program and had 38 father figures volunteer at school from December 2022 to June 2023.

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.

We are focusing on increasing our ADA and decreasing the percentage of Chronically Absent students. We have created a d.CAN team that will create school wide systems of support and incentives to target attendance and celebrate students as they work on improving attendance.

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

Deepen the implementation of a data based system of support to proactively address gaps in academic skills in ELA and Math 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 and ELA Intervention will be provided to students utilizing data provided by our data systems.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessments for California (ELPAC)	2022-2023 38.18% of EL's - Moderately/Well Developed 15 students Reclassified	2023-2024 Increase the percentage of students who score as Moderately/Well Developed by 5% Increase the number of students who are Reclassified by the end of the 23-24 school year.
Galileo End of Year Assessments	EOY 2022-2023 Met or Exceeded WHOLE SCHOOL ELA - 53% MATH - 47% Student Groups ELL - ELA - 9% MATH - 8% EO - ELA - 71%. MATH - 68% Hispanic - ELA - 33%. MATH - 24%	2023-2024 End of Year (EOY) Galileo - Increase by 5% for both ELA and Math Including Student Groups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>White - ELA - 69% MATH - 61%</p> <p>SED - ELA - 28%, Math 23%</p> <p>SWD - ELA - 38%, Math - 25%</p> <p>EOY 2021-2022 - Met or Exceeded</p> <p>WHOLE SCHOOL</p> <p>ELA - 48% MATH - 41%</p> <p>Student Groups</p> <p>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>	
<p>CAASPP Smarter Balanced English Language Arts (ELA) and Mathematics</p>	<p>2022-2023 Met or Exceeded</p> <p>ELA</p> <p>3rd - 44.6%</p> <p>4th - 45.90%</p> <p>5th - 55.41%</p> <p>MATH</p> <p>3rd - 42.66%</p> <p>4th - 46.77%</p> <p>5th - 36.48%</p> <p>All Students</p> <p>ELA - 48.80%</p> <p>Math - 41.71%</p> <p>STUDENT GROUPS</p> <p>English Language Learners</p> <p>ELA - 7.81%, Math - 6.06%</p> <p>English Only</p> <p>ELA - 66.07%, Math - 63.39%</p> <p>Hispanic</p> <p>ELA - 31.78%, Math - 18.34%</p> <p>White</p> <p>ELA - 75.37%, Math - 78.26%</p> <p>Socioeconomically Disadvantaged</p> <p>ELA - 35%, Math 12.50%</p> <p>Not Socioeconomically Disadvantage</p> <p>ELA - 79.41%, Math - 64.71%</p> <p>Students with Disabilities</p>	<p>2023-2024 - Increase at least 5% met or exceeded for ELA and Math for grades 3rd through 5th</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELA - 33.33%, Math - 29.17% 2021-22 Met or Exceeded standards ELA 3rd - 50% 4th - 44% 5th - 52% MATH 3rd - 44% 4th - 33% 5th 33% All Students 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%	

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 EL and Hispanic student groups

Strategy/Activity

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

- Strengthen the Universal Access model to incorporate Reading and Math intervention
- Implement Data Cycle meetings every six weeks
- 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 1000-1999: Certificated Personnel Salaries Centralized District Funds - Data Specialist - LCFF Supplemental
144627	Other 1000-1999: Certificated Personnel Salaries MCF P3 Grant - Math Intervention
	District Funded 1000-1999: Certificated Personnel Salaries Reading Intervention
35,083	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Reading Support - 1st Grade
15334	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries TK/K Reading support
23774	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide
49482	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Instructional Aide
5646	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Professional Development - Data Cycle Meetings
3000	LCFF - Supplemental None Specified Experience Corps
10,105	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Parent Engagement

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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 utilized Grade level meeting time on Wednesdays as well as staff meetings to check in on goals and monitor progress on schoolwide goals. There was an expectations of data cycles consistently occurring at every grade level.

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.

We also focused on PBIS by creating a PBIS site committee, creating School Side Student Behavior Expectation document, positive reinforcement Bear Bravos, and other incentives to praise positive behavior. We also had out SEL TOSA train on SWIS and create a new referral form with the committee and through staff feedback and input.

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 work across all different site committees did not progress as expected due to the disjointed nature of the committees and lack of central time as a staff to articulate connection between goals and staff committees. It was difficult for staff to see a common vision as committees continue to work independently of each other and staff was only able to meet as a whole group once a month.

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.

Deepen the work with Data Cycles and implement check in meetings with Data TOSA every 6 weeks. Expand goals in both ELA and Math for every grade level.

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 on the Essential Standards.

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	<p>EOY 2022-2023 Met or Exceeded All Students ELA - 53% MATH - 47%</p> <p>Student Groups English Learners ELA - 9% MATH - 8% English Only ELA - 71%. MATH - 68% Hispanic - ELA - 33%. MATH - 24% White - ELA - 69% MATH - 61%</p>	<p>Increase each student group by 5% - All Student Groups</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Socioeconomically Disadvantaged ELA - 28%, Math 23%</p> <p>EOY 2021-2022 - Met or Exceeded All Students ELA - 48% MATH - 41%</p> <p>Student Groups ELL - ELA - 13% MATH - 11% EO - ELA - 66%. MATH - 57% Hispanic - ELA - 29%. MATH - 24% White - ELA - 69% MATH - 61%</p>	
CAASPP	<p>2022-2023 Met or Exceeded ELA 3rd - 44.6% 4th - 45.90% 5th - 55.41% MATH 3rd - 42.66% 4th - 46.77% 5th - 36.48%</p> <p>All Students ELA - 48.80% Math - 41.71%</p> <p>Student Groups English Learners ELA - 7.81%, Math - 6.06% English Only ELA - 66.07%, Math - 63.39% Hispanic ELA - 31.78%, Math - 18.34% White ELA - 75.37%, Math - 78.26% Socioeconomically Disadvantaged ELA - 35%, Math 12.50% Not Socioeconomically Disadvantage ELA - 79.41%, Math - 64.71%</p>	Increase each student group by 5% - All Student Groups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students with Disabilities ELA - 33.33%, Math - 29.17%</p> <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>All Students ELA - 48% MATH - 37%</p> <p>Student Groups ELL - ELA - 7%. MATH - 7% EO - ELA - 69%. MATH - 57% Hispanic - ELA - 23% MATH - 12% White - ELA - 77% MATH - 70%</p>	
ELPAC	<p>2022-2023 38.18% of EL's - Moderately/Well Developed 15 students Reclassified</p> <p>2021-2022 123 English Language Learners tested with ELPAC 46% of EL students scored moderate or well developed</p>	Increase the number of Reclassified students

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 and Data Cycles with fidelity.

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.
- 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)
	District Funded 1000-1999: Certificated Personnel Salaries Centralized District Funds - Data Specialist - LCFF Supplemental
4500	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Data Cycle Meetings
18194	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Fiscal Specialist

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We were successful in creating grade levels Data Cycle goals using the Essential Standards. Last year's focus continued to be Math since our data shows lower performance in that academic area. We saw consistent growth throughout the data cycles and pre/post tests used by Math Intervention teacher. Our Math CAASPP scores grew almost 5 percentage points and EOY Galileo Math scores grew 6 percentage points.

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. Data Cycles were focused on Math but we need to deepen our implementation to support data cycles in ELA as well.

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 Math Intervention support to 2nd grade which is a change from last year when we focused on 3rd through 5th grade. We will also include Data Cycle goals for every grade level in ELA and Math. There will be Data Cycle check ins conducted every 6 weeks with subs provided for grade level teachers to meet with the Data TOSA and intervention teachers.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$128,010.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$333,245.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$117,864.00
Title II Part A: Improving Teacher Quality	\$10,146.00

Subtotal of additional federal funds included for this school: \$128,010.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$42,108.00
Other	\$158,627.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$4,500.00

Subtotal of state or local funds included for this school: \$205,235.00

Total of federal, state, and/or local funds for this school: \$333,245.00

School Site Council Membership

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

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

Name of Members	Role
Tehniat Cheema	Principal
Karen McCormish	Classroom Teacher
Dayla Grenfield	Classroom Teacher
Tiki Martin	Other School Staff
Alexis Mata	Parent or Community Member
Ralf Janssen	Parent or Community Member
Tonia Kay	Parent or Community Member
Linda Sekigahama	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/28/23.

Attested:

	Principal, Tehniat Cheema on 11/28/23
	SSC Chairperson, Tiki Martin on 11/28/23