



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
Lu Sutton Elementary School	21 65417 6024517	November 6, 2023	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 - Lu Sutton - Students with Disabilities - Chronic Absenteeism

Increase Average Daily Attendance and Decrease Chronic Absenteeism

- a. Utilize community liaisons to increase communication with families by phone or in person regarding attendance, instituting school-wide incentives, and refining the SART/SARB process.
- b. According to Dr. Anthony Muhammad's Culture Audit, school will maintain consistent focus on sharing academic and attendance data to all stakeholders by engaging in SST meetings, posting progress in newsletters, and holding SART meetings.
- c. Implement Tier I and Tier II strategies to increase Average Daily Attendance and decrease Chronic Absenteeism. These strategies include school, grade level, and student specific incentives. In addition, home visits and focused communication and support for students who are chronically absent will aim to support families in getting their child to school.

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, Lu Sutton 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).

During the 2022-2023 school year, Lu Sutton Elementary along with all other NUSD schools administered the Youth Truth Survey to students, parents and staff. This research-based survey with 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 Response:

77% of students felt they had positive relationships at school

91% of students felt engaged at school.

55% of students felt academically challenged

Family Response:

94% of families felt they had a positive relationship with the school

74% of families felt the school was a safe place

80% of families felt the school gives adequate communication and feedback

Staff Response:

100% of staff felt they had positive relationships at school

100% of staff felt there was a positive school culture

71% of staff felt there was adequate professional development

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. In addition to observing instruction, the principal uses data cycle information to to engage in conversations with teachers about student progress.

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. Performance data from the 2021-2022 school year was used to guide professional development opportunities, develop intervention programs, and define data cycles in the 2022-2023 school year.

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 toward reaching expected levels of proficiency.

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. These professional development opportunities include training on Proficiency Based Education, Imagine Learning, English Learner Instruction, and Galileo. 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. The 2023-2024 school year staff development will be highly focused on using student data to guide instruction. This includes time for collaboration across grade level bandwidths and intervention teachers to compare data and determine best practices to enhance student learning.

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 ELD Coordinator supports administering ELD program for identified students. On site, a Reading Interventionist provides reading support to struggling readers. The data specialist monitors data and support teacher instruction to develop "Plan, Do, Review" data cycles to enhance student learning. A math interventionist provides small group math intervention before and during the school day to students who are struggling with foundational math skills. An ELD Teaching position is in place to support small groups of English Learners and provide professional development to staff on best practices to support English Learners. Additionally, a part time Tier II Intervention Teacher has been integrated to support students in need of intensive intervention.

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

With the principal's guidance, teachers are provided with numerous opportunities to collaborate as a whole school team and in 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.

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)

Opportunities for intervention are considered when creating lesson pacing schedule.

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.

ELA: Lucy Caulkins

Math: Math Expressions (1-5) Everyday Math (K)

TK: Learning without Tears

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.

Evidence-based educational practices to raise student achievement

- Use of formative assessments such as, Exit Tickets, quizzes, and teacher observations, are used to adjust instruction.
- Differentiated instruction in ELA and math through small group and/or one-on-one instruction
- English Language Development for English learners using support materials from Imagine Learning to engage small group learning, VTS strategies, and GLAD strategies.
- 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 Specialist
- Intervention Services

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 NUSD community and share the experiences of students, families, and staff. In preparing for the SPSA stakeholder engagement process Lu Sutton Elementary School determined that the new goals and actions must clearly reflect the school and district's commitment to equity. The ELAC committee voiced the need for parent engagement and increased ELPAC scores. The SSC focused on providing adequate supports for all learners including additional staff to support teachers in the classroom. While the School Site Council (SSC) and ELAC Committee played the most active role in providing input for the SPSA, input from the Instructional Leadership Team and the PTA were also included. All meetings were held virtually which had a positive impact on participation.

Funding

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

- Credentialed Intervention Teachers
- Instructional Aide
- Supplemental Supplies
- Classified Title I/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 NUSD community and share the experiences of students, families, and staff. In preparing for the SPSA stakeholder engagement process, Lu Sutton Elementary School determined that the new goals and actions must clearly reflect the school and district's commitment to equity. While the School Site Council (SSC) and ELAC Committee played the most active role in providing input for the SPSA, input from the Instructional Leadership Team, and the PTA were also included. All meetings were held in person.

Meetings and Listening Sessions

With the exception of convening with NUSD District Leadership stakeholders, all meetings were held in person. Spanish Interpretation was made available to participants and minutes were

transcribed for all meetings. During these meetings slideshows with site goals were shared and strategies within in each goal were shared. Throughout the presentation, stakeholders were asked for input and allowed time for questions. Following the presentations, stakeholders were provided with opportunity to provide feedback through open discussions, feedback forms, or emailing the Principal directly. Participants commented and asked questions throughout each meeting. All stakeholder input was reviewed to understand the priorities of the community and guide plans for the future.

School Site Council (SSC)

Participants: Parents, Teachers, Staff, and School Site Administrator

Meeting Dates: October 16, 2023; November 6, 2023

English Language Advisory Committee

Participants: ELAC members, site staff, and School Site Administrator

Meeting Date: September 7, 2023; October 10, 2023

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	126	145	131	37.8%	43.3%	37.8%
Fluent English Proficient (FEP)	36	39	42	10.8%	11.6%	12.1%
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. Data and EL Specialist will review benchmark assessment results and support teachers to identify student needs and monitor progress.
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])

Culture of Competence
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.

Site Goal #2 - Expand the multi-tiered system of behavioral and social-emotional support to maximize resources and ensure sufficient support to all students.

2 b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])

 - Staff will review and embed ELD standards into instruction
 - Staff Meetings will have a focus on student data, specifically English Learners. The data from ELPAC, Galileo, Imagine Language and Literacy, and Data Matters will be used to determine specific interventions for designated Instruction, including the use of Imagine Learning interventions.
 - Teachers will use evidence based practices to support EL instruction.

Before/After school intervention will be implemented to support English Learners
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 a stipend for EL Specialist. Site funds will pay for a data specialist to monitor student progress and needs. LCF, MCF, and Title I funds help cover the costs in supporting our English Learners. These costs include interventions, data specialist, program coordinators, and extra materials and supplies for all students to access their learning.

School and Student Performance Data

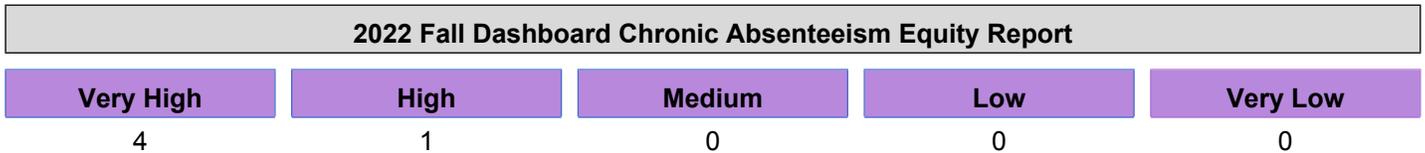
Academic Engagement Chronic Absenteeism

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](#).

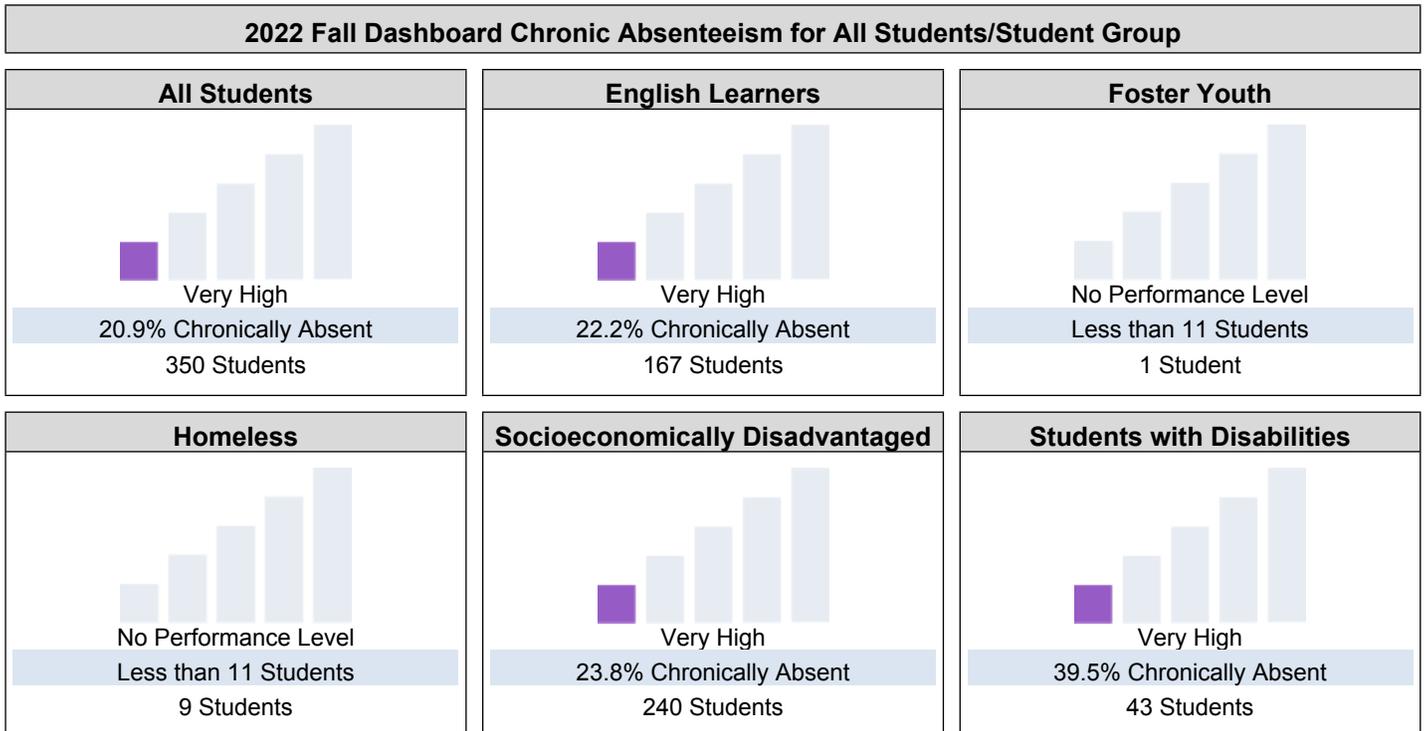
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



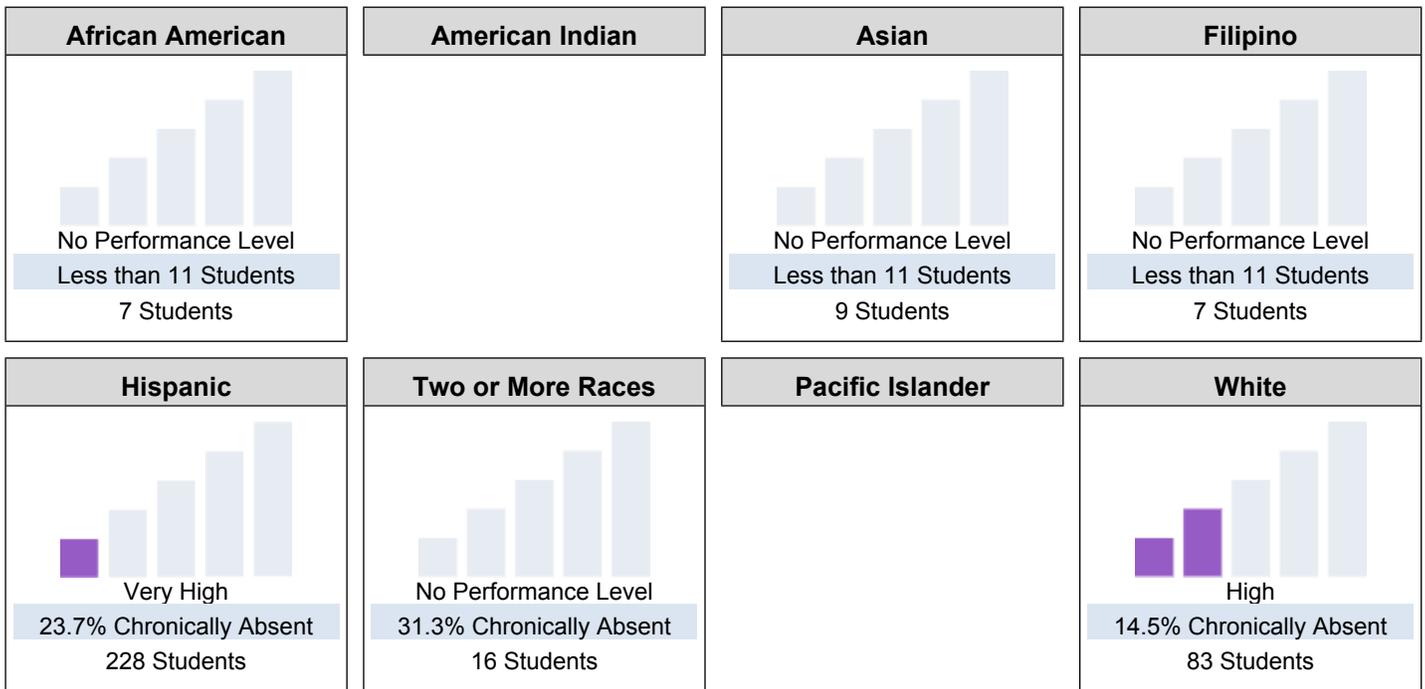
This section provides number of student groups in each level.



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. The school will maintain a focus on decreasing Chronic Absenteeism for all students to at least 15% by integrating strategic interventions through partnership with a D.CAN consultant.
2. Chronic Absenteeism rates are highest for Students with Disabilities. Weekly attendance data review meetings will aim to focus on this specific sub group.
3. Chronic Absenteeism rates are very high for students who are Socioeconomically Disadvantaged. Weekly attendance data review meetings will aim to integrate interventions specific to these students.

Goals, Strategies, & Proposed Expenditures

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

Goal 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 and well-maintained campuses where all students feel a sense of belonging.

Goal 1

Establish a school culture that is highly responsive to all stakeholders and fosters a “culture of caring” for all

- a. Expand social-emotional supports and other means of correction to foster an inclusive culture by incorporating Safety Net Meetings, providing Social Emotional Learning groups to students, and providing parent education opportunities.
- b. Enhance the accuracy of collecting, recording and analyzing behavior data to be utilized within the problem-solving process to improve system effectiveness.

Identified Need

Our TK-5 community will benefit from enhanced Social Emotional Learning Opportunities and an increased understanding of different cultures represented in our school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	<p>2022-2023 Student Positive Responses: 77% of students felt they had positive relationships at school 91% of students felt engaged with the school.</p> <p>Family Positive Responses: 94% of families felt they had a positive relationship with the school 80% of families felt the school gives adequate communication.</p>	The percent of positive responses (somewhat and very often, very much) to relationship and school culture questions from students and families will maintain or increase by 5% in the 2023-2024 school year.
Data Matters Dashboard	2022-2023 Average Daily Attendance (ADA) Rate was 93.2%	Increase Average Daily Attendance rate to at least 95% in the 2023-2024 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023 Chronic Absenteeism Rate was 22.9% 2022-2023 Suspension Rate was 0%	Decrease Chronic Absenteeism to 15% in the 2023-2024 school year. Maintain a suspension rate below 2% in the 2023-2024 school year.
DESSA	The 2022-2023 DESSA report indicated 5% of students were identified as needing support to develop their social emotional competency.	Students with "Need" ratings on the DESSA will decrease by 2% in the 2023-2024 school year.

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 including socio economically disadvantaged students, English Learners, and students with special needs.

Strategy/Activity

Our TK-5 community will understand the role culture plays in learning, deepen collectivist practices, self-efficacy, and a sense of belonging for all students, families, and staff by do the following:

- Use Data Matters during staff meetings to unify school staff around student progress (e.g. identify demographics, EL status, SED)
- Support student success and engagement by increasing communication with families through conferences, Safety Net Meetings, and Student Success Team (SST) meetings and provide learning opportunities beyond the classroom such as assemblies and field trips.
- Support student success and engagement by increasing events for students beyond the school day, communicating with families regularly, and providing all students with individualized supplies. Such events include family engagement nights, parent technology classes, and positive phone calls home from the principal.
- Integrate and train all staff and students in the implementation of Positive Behavior Supports and Interventions (PBIS) by creating a school behavior matrix, acknowledgment system, and discipline flow chart.

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)

500

Source(s)

LCFF - Supplemental

	2000-2999: Classified Personnel Salaries
14796	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Project Coordinator- Title I
14707	LCFF - Supplemental 4000-4999: Books And Supplies
14796	Other 2000-2999: Classified Personnel Salaries 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

Data Specialist on site will help staff engage in the following:

- Identify students in need of added SEL support through DESSA surveys, Student Study Team Meetings, and Safety Net Meetings held every 5 weeks.
- Students engage in small groups or 1:1 in person activities to promote social emotional learning
- Implement and train staff in Positive Behavior Interventions and Supports (PBIS).
- Integration of Second Step Curriculum in all classrooms.

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
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase Average Daily Attendance and Decrease Chronic Absenteeism

- Utilize community liaisons to increase communication with families by phone or in person regarding attendance, instituting school-wide incentives, and refining the SART/SARB process.

- b. According to Dr. Anthony Muhammad's Culture Audit, school will maintain consistent focus on sharing academic and attendance data to all stakeholders by engaging in SST meetings, posting progress in newsletters, and holding SART meetings.
- c. Implement Tier I and Tier II strategies to increase Average Daily Attendance and decrease Chronic Absenteeism. These strategies include school, grade level, and student specific incentives. In addition, home visits and focused communication and support for students who are chronically absent will aim to support families in getting their child to school.

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 - Community Liaison - LCFF Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase opportunities for students to engage in Visual and Performing Arts
a. Increased opportunities for art lessons and additional art supplies
b. Assemblies provided for the whole school that focus on Visual and Performing Arts
c. Dance Class for students in TK and K

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)

7,910

Other
4000-4999: Books And Supplies
Prop 28 Funding

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.

In the 2022-2023 school year, we were creative in supporting our school culture. In order to achieve this goal, staff engaged in meetings focused on data to notice gaps and growth in learning. Through these data review opportunities, staff noticed a discrepancy between English Learner and Socio Economically Disadvantaged student achievement scores and English only students in both ELA and math. This information was used to consistently communicate with families and develop a robust intervention system for students. Through our cyclical intervention process, site teams met every 5 weeks to review each students progress and needs. Our Data Specialist was essential in monitoring Social Emotional Learning (SEL) growth through the DESSA survey by providing small group and 1:1 SEL instruction for students. This support reduced the amount of students who showed a "need" for SEL support by 1%. We maintained focus on student attendance rates, by regularly sharing attendance rates with all stakeholders and providing opportunities for parents to engage in informational nights.

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 are no major differences between intended implementation or budget expenditures to implement this goal.

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

The area in which we did not see much success was in increasing ADA and decreasing Chronic Absenteeism. For this reason, we will engage with the D.Can Network to provide strategic Tier I and Tier II supports to increase ADA to 95% and decrease Chronic Absenteeism to 15%.

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

Expand the multi-tiered system of academic and behavioral and social-emotional support to maximize resources and ensure sufficient support to all students by using data as the base for how to appropriately serve each student.

Identified Need

Students will be provided with explicit academic and behavioral instruction. When extra supports are needed, students will have access to targeted, differentiated small group intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ESGI - TK & K Assessment	Through the beginning of the year ESGI assessments, about 50% Tk-1st grade students were identified as proficient in standards	Increase overall ESGI proficiency scores for TK-1st grade by 25% during the 2023-2024 school year.
Galileo Assessment	2022-2023 ELA scores showed 37% of students Met or Exceeded Standards. 2022-2023 Math scores showed 33% of students Met Met or Exceeded Standards.	Increase End of the Year Galileo scores by 3-5% in the 2023-2024 school year.
Youth Truth Survey	2022-2023 Data shows 55% of students felt academically challenged overall. 2022-2023 Data shows 91% of students felt they were engaged in their education.	Responses to "Academic Challenge" and "Engagement" questions will increase by 3-5%.
CASSPP Scores	2022-2023 ELA scores showed 37% of students Met or Exceeded Standards.	Increase ELA and Math CASSPP scores by 3-5% in the 2023-2024 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023 Math scores showed 26% of students Met Met or Exceeded Standards.	
ELPAC Scores	2022-2023 ELPAC scores showed 41% of English Learners were Moderately or Well Developed in English Language Acquisition.	Increase ELPAC achievement scores by 5-10% in the 2023-2024 school year.

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 including English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness, and Foster Youth

Strategy/Activity

TK-5 teachers will provide students with differentiated, targeted, and rigorous instruction across content areas and throughout the school day by doing the following:

- Implement effective, differentiated, small group interventions before, during, and after school in ELA, Math, and ELD instruction.
- According to the Dr. Anthony Muhammad Culture Audit, school will increase the use of formative and summative assessment data to develop focused data cycles and monitor need for intervention supports.
- Administer running records to monitor student reading fluency along with other formative assessments to inform instruction and build reading intervention groups
- Incorporate Heggerty Phonemic Awareness Program in TK-2nd Grades including during Reading Intervention and ELD instruction.
- Provide added adult support in kindergarten by providing an Instructional Assistant to support small group instruction.
- Integrate Tier II Paraeducators in leading small group academic intervention programs in order to serve a greater population of students and maintain small intervention groups.
- Incorporate evidence based curriculum such as Orton Gillingham and Touch Marh to support students who need intensive intervention supports.

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)
2000	Parent-Teacher Association (PTA)

	Before/After School Intervention
	District Funded Centralized District Funds - Data Specialist
24648	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Instructional Assistant
86843	Other 1000-1999: Certificated Personnel Salaries Reading Interventionist
37202	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Reading Interventionist
3000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Teacher release time to plan and review Data to engage in data cycles
	District Funded Centralized District Funds ELO Paraeducators
13303	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Small Group Reading Intervention
43704	Other 1000-1999: Certificated Personnel Salaries Small Group Reading Intervention
31011	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries .4 Tier II Intervention Teacher

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

Implement Positive Behavior Interventions and Supports (PBIS) with fidelity by including multiple stakeholders in creating systems of support for Tier I.

- Implement a system for responding to appropriate behaviors through the use of school wide expectations and positive reinforcements.
- Implement a system for responding to inappropriate behaviors by training all staff in evidence based strategies to address unexpected behaviors.

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students including English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth

Strategy/Activity

Implement an effective Student Study Team (SST)

- Streamline the SST Process to develop measurable goals, targeted intervention, and progress monitoring. The information from SST meetings will be reviewed in 6-8 week cycles. The team will provide progress on student goals and determine if new goals should be proposed or refined. Students should exit the SST process or a SPED or 504 assessment will be conducted.
- Include the Reading, Math, and English Learner Interventionist in the SST process, when applicable, to provide input on student progress or determine if a student would benefit from additional intervention services.

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)
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	District Funded
	Centralized District Funds - Data Specialist
14473	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Reading Interventionist

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.

As a site, we focused on implementing strategic intervention supports in the 2022-2023 school year that focused on supporting struggling learners. These interventions occurred in the classroom through focused data cycles and out of the classroom through a robust Universal Access program. Students who were identified as needing intervention support were placed in groups for 5-6 weeks. Site teams regularly reviewed student progress in grade level meetings that included the site administrator, data specialist, and all academic interventionists. This process was highly effective in maintaining focus on student achievement data and maintaining fluidity for students to get the support they needed when they needed it. Through this process, staff were required to maintain focus on both formative and summative assessment data to determine which students should be supported through intervention and the SST process. The SST process was refined to include data centered conversations in 6-week cycles. This was essential in strengthening partnerships with families and monitoring student achievement and needs. Through these initiatives, there was an overall increase of 7% in both ELA and Math Galileo scores. In addition, CAASPP ELA scores increased by 6% from the previous year.

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 are no major difference between intended implementation and/ or budgeted expenditures for these strategies.

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.

Specific changes to this goal include the addition of a .4 Tier II Intervention Specialist position. These changes are included as a result of site wide data reviews which revealed a discrepancy between the academic achievement for English Learners and English only students. These additions are necessary in supporting the needs of all learners and adequately supporting students through Tier II intervention prior to recommending a need for Special Education Assessments.

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 clearly articulated proficiency-based education and school-wide structures to enhance "culture of excellence."

Identified Need

Enhance the accuracy of collecting, recording, and analyzing data to identify areas of academic strengths and growth for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	2022-2023 ELA scores showed 37% of students Met or Exceeded Standards. 2022-2023 Math scores showed 26% of students Met Met or Exceeded Standards.	Increase ELA and Math scores by 3-5% in the 2023-2024 school year.
Youth Truth Survey	2022-2023 Family Response scores show overall 80% of families felt the school gives adequate feedback. 2022-2023 Student Response scores show overall 63% of students felt "their teacher asks if they understand what they are learning."	Responses from Families and Students in the Youth Truth survey will increase by 5% in the 2023-2024 school year.
ELPAC	2022-2023 ELPAC Scores showed 41% of English Learners were progressing toward English Language Acquisition.	Increase ELPAC achievement scores by 5-10% in the 2023-2024 school year.
Galileo Assessment	End of the year 2022-2023 Galileo Benchmark scores:	Increase End of the Year 2023-2024 Galileo Benchmark scores by 3-5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	School wide math average: 37% met or exceeded the standard School wide ELA average: 33% met or exceeded the standard	

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 including English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth

Strategy/Activity

Implement designated and integrated ELD instruction daily in TK- 5th grades.

a. According to Dr. Anthony Muhammad's Culture Audit, staff will work in focused PLCs based on assessment data and use the data to determine appropriate supports for each student.

a. Focus on increasing vocabulary development for English Learners through the use of evidence based strategies and dedicated small group instruction.

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
	District Funded Centralized District Funds - English Language Development Teacher
18882	LCFF 1000-1999: Certificated Personnel Salaries .2 English Language Development Teacher

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

Implement Proficiency Based Education Practices

- a. Integrate individual student learning maps to increase student autonomy and engagement by having students determine their understanding of the current ELA or Math standard.
- b. Engage parents in conversations about students' language skills to strengthen a school-home relationship through parent conferences and SST meetings which include information from Student Learning Maps, Report Cards, and Galileo data.
- c. Align Learning Map integration between general education classroom and intervention classrooms to build a cohesion of learning targets for students in all settings.

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)

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District Funded

Centralized District Funds - Community Liaison - LCFF Supplemental

5679

Title II Part A: Improving Teacher Quality

Teacher release time for PD and collaboration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

TK-5 Students will improve their Concepts and Procedures skills by engaging with Mathematical Practices through the use of small group instruction, manipulatives, and before/after school interventions.

- a. Use Essential Math standards to understand and plan instruction that supports Concepts and Procedures
- b. Analyze student data by grade level in order to design differentiated small group support in the classroom or determine if math intervention before, during, or after school is appropriate.

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)

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District Funded

Centralized District Funds - Data 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.

During the 2022-2023 school year, staff focused on providing small group instruction to students who were not meeting Essential Standards through a focused data cycle. Student groups were determined through a variety of assessments throughout the year and data was a centralized part of grade level and staff meetings. Student Learning Maps were included in small group instruction to enhance student voice in the learning process. Although a 7% increase in end of the year Galileo scores was noticed, CASSPP scores remained stagnant from the previous year.

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 except the position of English Language Development Teacher remains vacant. However, an ELO Paraeducator is currently serving small groups of English Learners daily.

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

The school will maintain focus on these goals with the addition of integrating targeted data cycles in the every classroom for both ELA and Math essential standards. The standard focus of these cycles will be the same amongst a grade level to better adhere to the PLC format of professional development. In addition, grade levels will meet with intervention teams regularly to align instruction between both settings. A 5-week intervention cycle is established in the site calendar in order for teams to remain focused on student progress.

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	\$129,639.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$463,661.00

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	\$120,960.00
Title II Part A: Improving Teacher Quality	\$8,679.00

Subtotal of additional federal funds included for this school: \$129,639.00

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	\$18,882.00
LCFF - Supplemental	\$29,680.00
Other	\$283,460.00
Parent-Teacher Association (PTA)	\$2,000.00

Subtotal of state or local funds included for this school: \$334,022.00

Total of federal, state, and/or local funds for this school: \$463,661.00

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
Mira Patel	Principal
Catherine Mansergh	Classroom Teacher
Karen Matson	Classroom Teacher
Tiki Martin	Other School Staff
Marixa Barnett	Parent or Community Member
Erin Schemmel	Parent or Community Member
Chabeli Huinac Paxtor	Parent or Community Member
Aleka Seville	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 11-06-2023.

Attested:



Principal, Mira Patel on 11/06/2023



SSC Chairperson, Tiki Martin on 11/06/2023