

RANCHO ELEMENTARY

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
Rancho Elementary School	21654176024582	November 6, 2023	December 5, 2023

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. The stakeholder groups individually and collectively worked to amplify the voices of the Rancho community and share the experiences of students, families, and staff. In preparing for the SPSA stakeholder engagement process Rancho determined that the new goals and actions must clearly reflect Rancho's commitment to equity. While historically, the School Site Council (SSC) and ELAC Committee played the most active role in providing input for the SPSA, this year the PTA and Rancho's Instructional Leadership Team (ILT) were consulted. The team's focus on equity and deep knowledge of Rancho's critical areas for growth provided an invaluable voice in the process. Meetings were held both in-person and virtually which had a positive impact on participation.

Meetings

Spanish Interpretation was made available to participants and minutes were transcribed for all meetings. All stakeholder input was reviewed to understand the priorities of the community to guide plans for the future. Drafts of the document were shared via Google Docs throughout the process. Members shared thoughts and ideas via Zoom and in-person during Site Council, ILT, PTA and ELAC meetings.

Rancho School Site Council (SSC)

Participants: Parents, Certificated Staff, and Classified Staff

Meeting Dates: September 11, 2023 : October 11, 2023, November 6, 2023

Parent-Teacher Association (PTA)

Participants: Members from the PTA including Certificated Staff

Meeting Date: September 25, 2023

English Language Advisory Committee (ELAC)

Participants: ELAC members including Certificated Staff

Meeting Date: September 11, 2023, November 6, 2023

Instructional Leadership Team (ILT)

Participants: Teacher leader from each grade level team

Meeting Dates: September 12, 2023 : October 17, 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	50	69	83	14.5%	19.6%	24.1%
Fluent English Proficient (FEP)	57	43	28	16.6%	12.2%	8.1%
Reclassified Fluent English Proficient (RFEP)	1	13	22	2.0%	3.7%	6.2%

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])
 - School staff will review ELPAC, CAASPP, and Galileo data for progress monitoring.
 - At each regular meeting of the Site Council, the goals and action steps of the SPSA will be reviewed to and data will be shared to ensure the school is implementing action steps and making progress towards the goals.
 - The administration will meet regularly with the school site's EL Coordinator to ensure the implementation and action steps are addressing the needs of EL students in our school population.

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 meeting ELD standards and reclassified from 2.9% to 30%.
 - Ensure that ELD standards are being integrated and taught in the classroom as measured by teachers posting standards and students referring to them throughout their learning.

Strategies

 - Utilize ELAC to educate parents on the importance of reclassification and ELD, and reading to help advance skills. Education to include ways to help parents support their students in school. Utilize the MTSS Teacher on Special Assignment to create weekly videos in Spanish on topics such as: routines, bed times, focusing, homework, etc.
 - Utilize Universal Access time to provide additional support and intervention in small groups at their specific reading level
 - Provide additional EL curriculum using the guided reading intervention program

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])

Site will pay for Fountas and Pinell Reading Intervention materials and an ELD Support Paraeducator. Centralized District funds will pay stipend for EL Specialist.

School and Student Performance Data

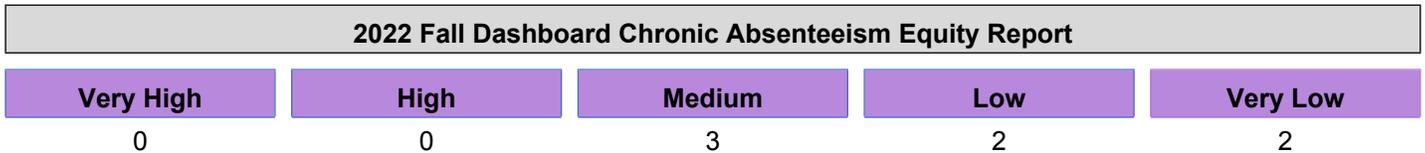
Academic Engagement Chronic Absenteeism

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](#).

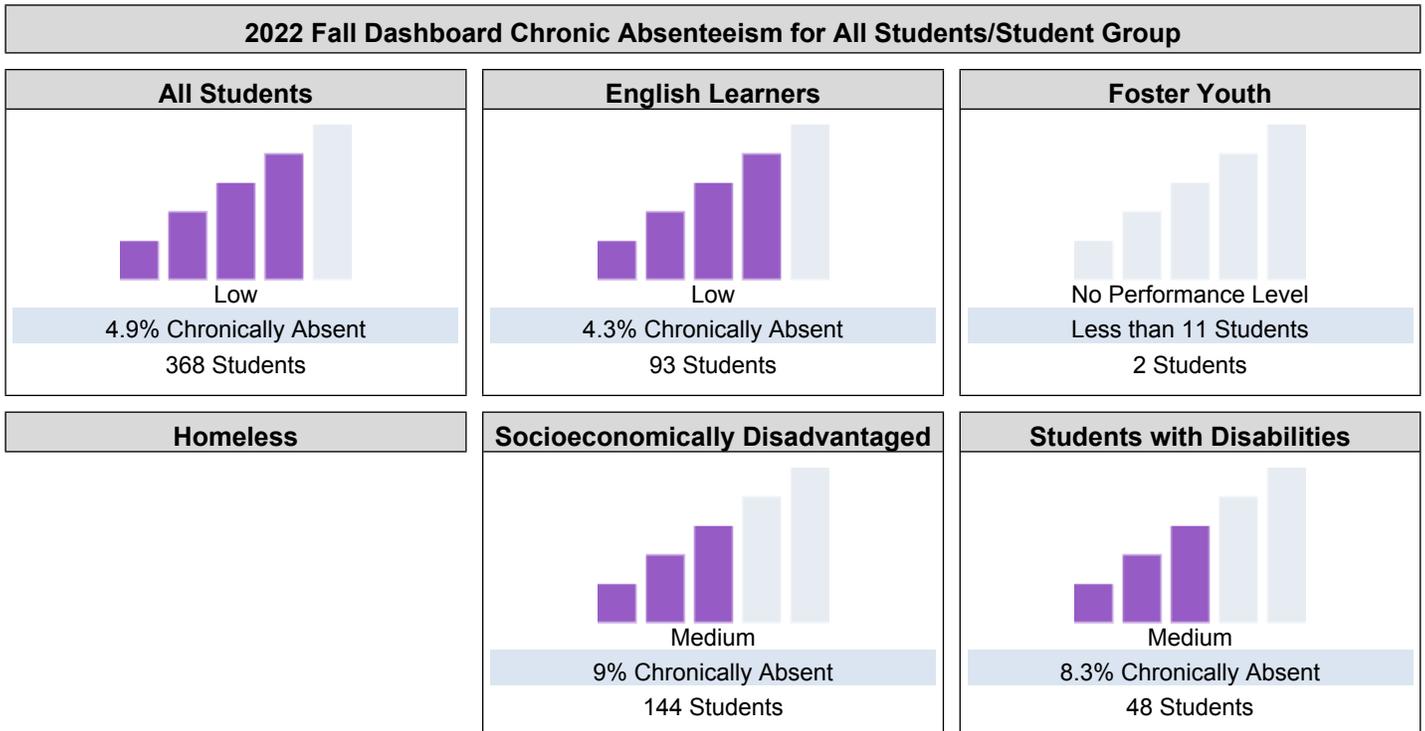
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



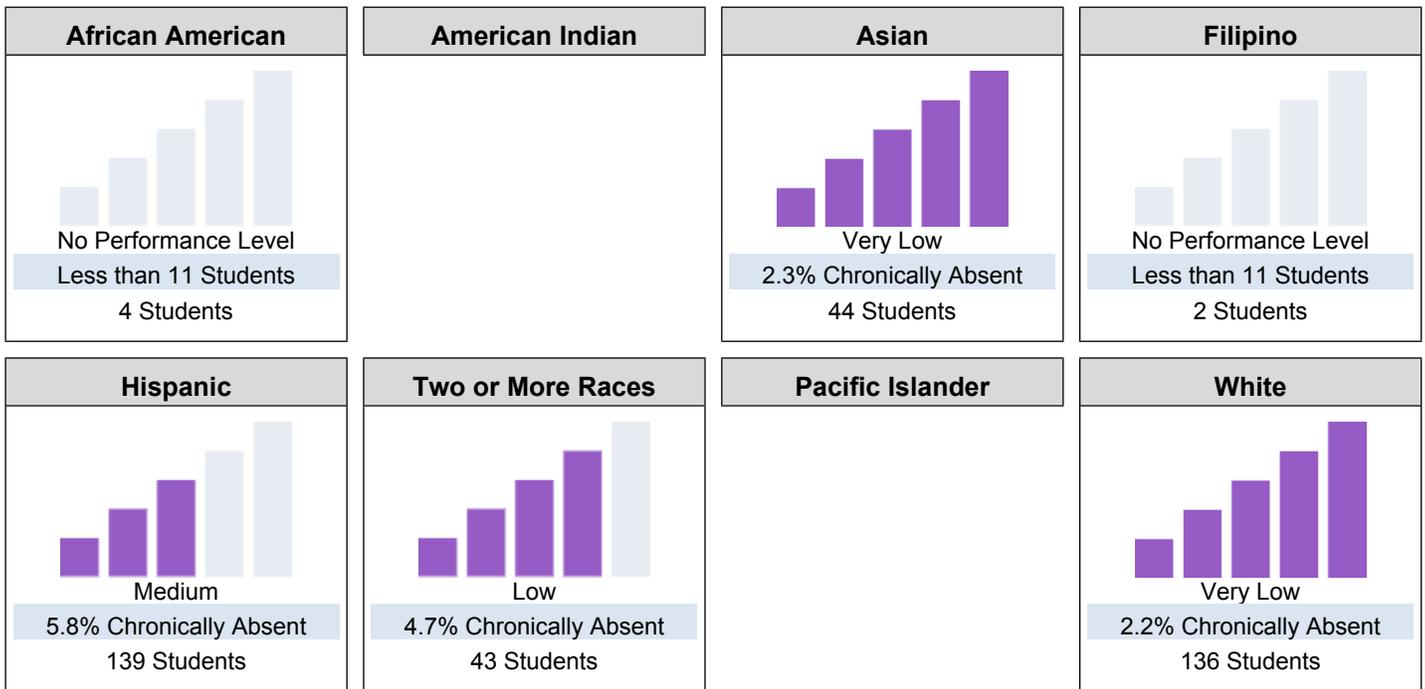
This section provides number of student groups in each level.



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:

- Introduce attendance based incentives

 - Work with dCAN Team to implement school wide, classroom based, and individual incentives for increasing attendance and decreasing chronic absenteeism
 - Provide Tier 1 school based incentives, assemblies, rewards, celebrations, extra recess
 - Provide Tier 2 interventions that include: communication, incentives, and nudge letters

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 culture of caring by expanding social-emotional and behavioral supports that support equity for all students in an inclusive and caring culture.

Identified Need

Based on attendance data, there is a need to focus on social-emotional supports and the students' sense of belonging and connection to their school. The school had an overall attendance rate of 94.6% and a chronic absentee rate of 12.5%, Chronic absenteeism is both a leading factor and a cause of educational inequity and disproportionately impacts our marginalized student groups. By creating a culture of belonging and inclusion, students will overcome obstacles to get to school. One way to address performance gaps is to ensure students are at school and feel connected. Activities such as WITS, Yoga, Day of Play, Eagle Nest, multi-cultural celebrations, assemblies, and attendance incentives will promote belonging and increase attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Do you feel like an important part of your school community?	2022-23 Student Responses: 86% of students feel like a part of their school community. White - 77%, Hispanic 92%, Two more races 73% Asian - 100%	Increase all groups by 5%
AERIES Attendance Data	2022-23 Attendance Rate: Overall - 94.7% Attendance Rate White: 95.1% Attendance Rate Hispanic: 94.2% Attendance Rate Two or More Races: 94.9% Attendance Rate Asian: 95.6%	Increase ADA to 96%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES Attendance Data	<p>2022-23 Chronic Absenteeism Rate: Overall - 14.1%</p> <p>Of the 43 chronically absent students:</p> <p>CA Rate White: 18.6%</p> <p>CA Rate Hispanic: 65.1%</p> <p>CA Rate Two or More Races: 2.3%</p> <p>CA Rate Asian: 7%</p>	Reduce the overall Chronic Absentee rate to 7.5% and Hispanic Rate to match school representation of 43%
Restorative Circles	<p>2022-23: Percentage of students who participated in restorative circles compared to school demographics:</p> <p>White: School 38.1% Circles 36.8%.</p> <p>Hispanic: School 42.3% Circles: 50%</p> <p>Two or more races: School 4.1% Circles: 5.7%</p> <p>Asian: School: 11.7% Circles: 4.7%</p>	Reduce the percentage of Hispanic students in circles to match the school representation of 43%.

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 an emphasis on English Learners and Hispanic students

Strategy/Activity

Continued implementation of restorative practices to increase students' feelings of inclusion and belonging while creating inclusive classroom cultures - including documentation of improved behavior based on restorative circles.

- Eagles Nest Wellness & Community Center to be open the entire school day and continue integrating the Families Helping Families program that provides food and seasonal clothing for families who need it.
- Restorative Practice Facilitator support to full-time circles and social skills groups.
- Provide calm corners in classrooms and the Eagle's Nest.

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 - ELO Grant (Eagle's Nest Wellness Hub - SEL Intervention/Support)
500	Parent-Teacher Association (PTA)
	Wellness support materials - Eagle's Nest

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners and Hispanic students

Strategy/Activity

Continue PBIS and social emotional activities that promote self-regulation, social-emotional well-being, and inclusion.

- Continue to implement Kimochi exercises in Kindergarten and 1st grade and the Second Step social-emotional learning program for 2nd-5th graders
- Classroom circles/meetings to increase their sense of belonging, and promote self-regulation and conflict management
- Implement Positive Behavioral Interventions and Supports (PBIS) school wide incorporating a standard system of Eagle Eyes, common SOAR language, a behavior matrix, and a system for restoring and repairing harm - using restorative circles
- Continue the yoga program
- Continue working with Wellness in the Schools and offering cooking labs

Introduce attendance based incentives

- Work with dCAN Team to implement school wide, classroom based, and individual incentives for increasing attendance and decreasing chronic absenteeism.

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)
1900	District Funded None Specified PBIS Incentives (District Funded)
1000	District Funded dCAN Attendance Incentives
0000	Parent-Teacher Association (PTA) Yoga - (PTA Support)
5000	Site Based Gifts and Donations Yoga (School Fuel - Tour of Novato)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners and Hispanic students

Strategy/Activity

Promote a sense of belonging through cultural and linguistic inclusion that encourages empowerment and ownership within the school community and document increased family participation.

- Continue to promote a sense of cultural competency by empowering students and authentically integrate celebrations throughout the year. (Hispanic Heritage Month, Diwali, Día De Los Muertos, Native American Heritage Month, Hanukkah, Lunar New Year, Black History Month, Asian American Pacific Islander Month, and Ramadan)
- Continue to foster multiple ways to bring the school staff and Rancho students and their families together in order to build relationships and create a sense of belonging including: Family Storytime Nights, Weekly Community Time, Community Dance Parties, the Garden Club, student-led leadership activities, and other community-based events.
- Continue to use Principal Coffees, PTA meetings and School Site Council meetings, ELAC, and the Eagle Newsletter, Friday Flag, flyers in Friday Folders, and Parent Square to inform parents of Rancho's programs and policies, answer questions, and address concerns.
- Continue building communication and relationships to hear and understand each other - and provide opportunities for families to meet new people outside of their regular social groups. For example, authentically celebrate and share cultural holidays throughout the year that include but are not limited to Diwali, Lunar New Year, Hispanic Heritage Month, Asian American Pacific Islander Month, Ramadan, and Black History Month.
- Introduce community events within the school day: Family breakfast before school, lunch on the lawn.

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) Multi-cultural celebrations and community events

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 2022-23 school year a full time restorative practices coach was available and the Eagle's Nest was open full time and PBIS (Positive Behavioral Interventions and Supports) were introduced and staff continued to use the Second Step social emotional curriculum. Daily community building classroom circles were encouraged and several teachers implemented this practice.

- A system of Eagle Cards, Eagle Eyes, and Positive Office Referrals was implemented to give recognition to students who demonstrated strong character.
- The restorative practice coordinator held restorative and social circles to help students problem solve and navigate social situations.
- A daily 600 Seconds to Glory running program was implemented to and focused on building self confidence and camaraderie.
- Weekly Friday Flag community building time was continued. This was a time for multi-cultural celebrations (Hispanic Heritage Month, Diwali, Ramadan, etc...) and student recognition (birthdays, Eagle Pennants, other awards)

Based on the Youth Truth Survey of 3rd - 5th graders, the percentage of Hispanic students who felt like they were an important part of their school remained the same at 92% while the percentage of White students dropped from 96% to 77%. Daily Attendance dropped from 95.8% to 94.6%.

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

Due to the positive feedback and impact of the school based Run Club, after the grant ended in December, NUSD funded the program an additional \$10,000 so the program could continue the remainder of the school year.

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

This year, in addition to PBIS, the Eagle's Nest, and social emotional supports, a team from Rancho will be working with consultant Kirsten Grimm from the San Diego County Office of Education's Improving Chronic Absenteeism Network engaging in attendance data cycles in order to decrease chronic absenteeism and increase the average daily attendance rate. By focusing on attendance and implementing a system of interventions and incentives it will build a culture of belonging and make kids want to come to school.

Attendance Data Cycles Focus on Tier 1 and Tier 2 strategies to support:

- Climate and School Culture
- Relationships
- Communication

- Implementing PBIS Year 2. In addition to Eagle Eyes, and Eagle Cards, a new system of positive rewards: Positive Office Referrals was implemented. PBIS Team created school wide expectations and rolled it out to the staff. This year there is will be a streamlined system with only Eagle Eyes and Positive Office Referrals.

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 behavioral, academic, and social-emotional support to maximize resources and ensure sufficient support to all students by specifically focusing on providing supports for English Learners and Hispanic students.

Identified Need

Based 2021-2022 CAASPP, GALILEO, ESGI and ELPAC data, there is a need to support our English learners, Hispanic students, socioeconomically disadvantaged students and students experiencing homelessness. None of the English Learners met standards on the 2021-22 CAASPP ELA assessment, and only 34% of the Hispanic students met standards. In the 2021-22 CAASPP Math Assessment, 23% of English learners and 36% of Hispanic students met standards.

In 2022-23 the percent of students in the subgroups who met/exceeded standards increased from the previous year, yet there is still a discrepancy within the subgroups with the number of students who are meeting standards. Continued focus on equity, access to education, removing barriers, and providing supports for all our students should be be addressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2022-23 Percent of students meeting or exceeding ELA standards: English Learners - 22% English Only Students - 65% Hispanic Students - 38% White Students - 74% Socioeconomically Disadvantaged Students - 36%	The percent of students meeting/exceeding standards will be 5% higher
GALILEO ELA - End of Year	2022-23 End of Year percent of students meeting or exceeding standards:	The percent of students meeting/exceeding standards will be 5% higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>English Learners - 18%</p> <p>English Only Students - 69%</p> <p>Hispanic Students - 34%</p> <p>White Students - 80%</p> <p>Socioeconomically Disadvantaged Students - 37%</p>	
CAASPP Math	<p>2022-23 Percent of students meeting or exceeding math standards:</p> <p>English Learners - 21%</p> <p>English Only Students - 73%</p> <p>Hispanic Students - 48%</p> <p>White Students - 80%</p> <p>Socioeconomically Disadvantaged Students - 44%</p>	The percent of students meeting/exceeding standards will be 5% higher
GALILEO Math - End of Year	<p>2022-23 End of Year percent of students meeting or exceeding math standards:</p> <p>English Learners - 48%</p> <p>English Only Students - 82%</p> <p>Hispanic Students - 50%</p> <p>White Students - 79%</p> <p>Socioeconomically Disadvantaged Students - 42%</p>	The percent of students meeting/exceeding standards will be 5% higher
English Language Proficiency Assessment for California (ELPAC)	2022-23 percent of EL students scoring moderate/well developed - 64%	Increase students scoring moderate/well developed by 5%

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 an emphasis on English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students

Strategy/Activity

Continue to use measures and screeners to identify students for appropriate academic support and create small learning group interventions.

- DataMatters
- Galileo
- CAASPP
- Writing Benchmarks
- Running Records
- ELPAC

Continue to utilize the Data Specialist (TOSA) to support teachers with completing data cycles

Continue the PLC model to give teachers time with their grade level team and the Data TOSA every 6 weeks to analyze data, set goals for each student, discuss instructional strategies, and implement interventions. At Data Team Meetings, provide data disaggregated by race and ethnicity, and facilitate discussions about solutions for performance gaps.

Continue Safety Net Meetings with the intervention team and Data Specialist to ensure appropriate supports for all students.

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students

Strategy/Activity

Continue to use the screeners and data to utilize Universal Access Time for small groups of students to work with adults for differentiated and targeted instruction in reading, math, and social-emotional support to ensure supports are individualized to students' needs:

- Reading Para Educator (5.25 hrs/day - continued)
- ELD Para Educator (4 hours/day continued)
- Math Intervention Teacher (0.6 FTE continued)

- Restorative Practice Facilitator during UA (8 hours/day - continued)
- NMCS Counseling 5 days/week (continued)
- Classroom Teacher Small Group (continued)

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 - Reading Para Educator - ELO Grant
	District Funded Centralized District Funds - Math Intervention Teacher - ELO grant
	District Funded Centralized District Funds - Restorative Practice Facilitator (Eagle's Nest Wellness Hub Navigator)
	District Funded Centralized District Funds - NMCS Counselors- LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students

Strategy/Activity

Continue to utilize the Community Liaison to work with over 110 families throughout the school year to provide resources and support with enrollment, integration and connection with school activities, connections with outside agencies, and provide translation services to non-English speaking families.

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Continue to use high-impact ELD strategies in small groups and provide push-in support for integrated and designated EL learning by using resources from Imagine Learning, Fontas and Pinnell ELD Guided Reading, the Language and Literacy Intervention curriculum, and the Sunday system.

- Provide before and after-school support for EL students that are individualized to address the needs of students who are acquiring English. (Group by ELPAC levels in order to provide appropriately targeted language instruction)
- Provide a before-school Newcomer Academy four mornings per week for students who have been here for a year or less.
- Continue ELD paraeducator 4 hours/day

Provide GLAD training and support for teachers

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)

25,000

Source(s)

LCFF - Supplemental

ELD Support paraeducator

District Funded

Centralized District Fund - Before and after school Intervention classes - ELO Grant

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students

Strategy/Activity

Continue to provide access for online programs, including online support at home, by utilizing Imagine Reading and Imagine Math, Galileo, Mystery Science, Social Studies Weekly, IXL, and Accelerated Reader for reading intervention, extension, and ELD.

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)
4000	Lottery: Instructional Materials Accelerated Reader Resources
3000	Lottery: Instructional Materials IXL Online Support Program

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.

With implementation of Data Specialist, Math Intervention TOSA, and continued UA Time with reading and ELD support, there was an improvement in math data within subgroups. The protected UA (Universal Access) time allowed students to receive small group instruction at their level and the implementation of data cycles and safety net meetings along with intervention support led to an increase in academic success for students.

MATH: The number of Hispanic students meeting/exceeding CAASPP Math rose from 40% to 48%. The number of EL students meeting/exceeding Galileo math rose from 21% to 48%. The number of SED students meeting/exceeding standards increased from 34% to 42% on Galileo math.

ELA: The percent of EL students meeting/exceeding CAASPP ELA increased from 0% in 2022 to 21% in 2023.

ELPAC: he percent of students meeting standards on the ELPAC increased from 54% to 64%.

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

LCFF funds were used to support the ELD para educator.

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.

For the 2023-24 school year:

Continued supports with Math TOSA, ELD Paraeducator, Reading Paraeducator, Data Specialist, and Eagle's Nest Restorative Practice Facilitator

Continue before and after school intervention supports will be offered to English Language Learners and a Newcomer group - (small groups led by credentialed teachers)

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” and provide opportunities for all students to meet academic standards.

Identified Need

Based CAASPP, GALILEO, ESGI and ELPAC data, there is a need to support our English learners, Hispanic students, socioeconomically disadvantaged students and students experiencing homelessness. None of the English Learners met standards on the 2021-22 CAASPP ELA assessment, and only 34% of the Hispanic students met standards. In the 2021-22 CAASPP Math Assessment, 23% of English learners and 36% of Hispanic students met standards.

In 2022-23 the percent of students in the subgroups who met/exceeded standards increased from the previous year, yet there is still a discrepancy within the subgroups with the number of students who are meeting standards. Continued focus on equity, access to education, removing barriers, and providing supports for all our students should be addressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>2022-23 Percent of students meeting or exceeding ELA standards:</p> <p>All Students - 60.52%</p> <p>English Learners - 22%</p> <p>English Only Students - 65%</p> <p>Hispanic Students - 38%</p> <p>White Students - 74%</p> <p>Socioeconomically Disadvantaged Students - 36%</p>	The percent of students meeting/exceeding standards will be 5% higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
GALILEO ELA - End of Year	<p>2022-23 End of Year percent of students meeting or exceeding standards:</p> <p>English Learners - 18% English Only Students - 69%</p> <p>Hispanic Students - 34% White Students - 80%</p> <p>Socioeconomically Disadvantaged Students - 28%</p>	The percent of students meeting/exceeding standards will be 5% higher
CAASPP - Math	<p>2022-23 Percent of students meeting or exceeding math standards:</p> <p>All Students - 59.12%</p> <p>English Learners - 21% English Only Students - 73%</p> <p>Hispanic Students - 48% White Students - 80%</p> <p>Socioeconomically Disadvantaged Students - 44%</p>	The percent of students meeting/exceeding standards will be 5% higher
GALILEO Math - End of Year	<p>2022-23 End of Year percent of students meeting or exceeding math standards:</p> <p>English Learners - 48% English Only Students - 82%</p> <p>Hispanic Students - 50% White Students - 79%</p> <p>Socioeconomically Disadvantaged Students - 42%</p>	The percent of students meeting/exceeding standards will be 5% higher

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 an emphasis on English Learners, Hispanic, and Socioeconomically Disadvantaged Students

Strategy/Activity

Utilize the district-wide essential standards, learning maps, and proficiency scales to foster academic achievement and growth by continuing to integrate resources from NUSD Teach to support Proficiency Based Education

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners, Hispanic, and Socioeconomically Disadvantaged Students

Strategy/Activity

Continue to implement the district-wide Learning Maps and Proficiency Scales with staff and students, particularly focusing on teachers who are new to NUSD.

- Continue to use learning maps and proficiency scales in staff meetings so staff feels knowledgeable and confident in sharing them with families
- Continue to integrate the learning maps and proficiency scales in classrooms so students take ownership of their learning and can communicate where they are on the learning journey
- Continue messaging to families about learning maps and proficiency scales

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)

4,000

Title II Part A: Improving Teacher Quality

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners, Hispanic, and Socioeconomically Disadvantaged Students

Strategy/Activity

Continue teacher professional learning committees to provide teachers time to collaborate and develop strategies for implementation of the learning maps.

- During Team Time, explore multiple instructional strategies (ex: math games, small group work, outdoor learning opportunities, physical movement - cross body counting, yoga)
- During Team Time, reflect on practices and revise as necessary

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)

4655

Source(s)

Title II Part A: Improving Teacher Quality

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners, Hispanic, and Socioeconomically Disadvantaged Students

Strategy/Activity

Continue to engage with NUSD Teacher Leadership Team (TLT) to lead professional development. Each TLT member will lead and facilitate one team with the focus area of:

- Equity
- Proficiency Based Education (PBE)
- Positive Behavior Intervention Supports (PBIS)
- Wellness/Equity

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

3rd - 5th Grade Students

Strategy/Activity

Implement Smarter Balanced Interim Assessments as formative assessments for students in Math and English Language Arts

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)

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 2022-23 school year, staff became more familiar with the learning maps and working on effective ways to integrate them in the classroom. Teachers continued to find ways for students to interact with the standards and articulate where they are in their learning, where they need to go, and what they need in order to get there. Once a month, a small team of teachers met to review PBE goals and next steps for the school.

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

This school year (2023-24), rather than working on PBE at each individual site, teachers are being given time to work in grade level teams districtwide to move PBE forward. Teachers are collaborating and creating districtwide assessments and revising the learning maps.

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.

For 2023-2024, Learning Maps will continue to be shared with families. Using Proficiency Based Education (Essential Standards, Proficiency Scales & Learning Maps) will provide teachers, students and families a shared understanding of expectations regarding what students need to learn and what it means to be proficient. It will promote student ownership over their learning and allow them to reflect on what they know, what they need to learn, and what strategies and skills are needed for students to create a path for success.

Districtwide, led by the Teacher Leadership Team, teachers will be given time every month to meet with grade level district teams to align PBE and create common assessments, thus bringing more continuity and cohesion across the district.

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	\$8655
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	\$51,055.00

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 II Part A: Improving Teacher Quality	\$8,655.00

Subtotal of additional federal funds included for this school: \$8,655.00

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 (\$)
District Funded	\$2,900.00
LCFF - Supplemental	\$25,000.00
Lottery: Instructional Materials	\$7,000.00
Parent-Teacher Association (PTA)	\$2,500.00
Site Based Gifts and Donations	\$5,000.00

Subtotal of state or local funds included for this school: \$42,400.00

Total of federal, state, and/or local funds for this school: \$51,055.00

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
Catherine Nam	Principal
Kristy Chipman	Classroom Teacher
Kristina Bradshaw	Classroom Teacher
Shilpa Velkur	Other School Staff
Tom Jordan	Parent or Community Member
Emma Jimenez	Parent or Community Member
Meilssa Santos	Parent or Community Member
Katie Lynch	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 11/6/23.

Attested:



Principal, Catherine Nam on 11/7/23



SSC Chairperson, Kristina Bradshaw on 11/14/23