Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Leroy Nichols Elementary	39685856042154	May 14, 2024	June 18, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Leroy Nichols Elementary for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) included:
Faculty and School Staff
Advisory committees (e.g., School Site Council, English Learner Advisory Committee)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process included:
Communication channels (e.g., newsletters and emails)
Meeting schedules and agendas 1/23/24, 2/20/24, 2/23/24, 2/29/24, 3/1/24, 5/14/24
Opportunities for feedback and input 1/23/24, 2/20/24, 2/23/24, 2/29/24, 3/1/24, 5/1/24

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups included:
Faculty and staff meetings 2/20/24, 2/23/24, 2/29/24, 3/1/24
Advisory committee meetings SSC 1/23/24, ELAC 4/24/24,

Future Review/Analysis/Revisions of the SPSA will entail:

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:
Brainstorming and idea generation
Goal setting and action planning
Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.
Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:
School site council
District administration
Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:
Data analysis
Stakeholder consultation
Revision of goals and action plans
Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Leroy Nichols was flagged for chronic absenteeism in the Asian student subgroup on the California Dashboard for 37.8% of students being chronically absent, yet the "All Student" group of students was in the Yellow with 39.4% chronically absent. This indicates resources and support are lacking as a whole. Some of the resource inequities that Nichols faces are:

Barriers to Parent Involvement: Parents of students in Title I schools may face barriers such as language differences, multiple jobs, and lack of transportation, limiting their ability to engage with the school.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category are;
Suspension Rate - Orange
English Language Arts - Orange
Mathematics - Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Referring to the California School Dashboard (Dashboard), the state indicator for which performance for any student group was two or more performance levels below the "all student" performance is;
Chronic Absenteeism for Asian Student Group was Red

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **English Language Arts**
> Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Nichols Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:
> K-3 DIBELS Assessment
> 2nd-6th Grade Reading Inventory (RI)
> 3rd-6th Grade ELA iReady Universal Screener
> 3rd-6th Grade CAASPP English Language Arts
> This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators not met for the 2023-2024 school year are DIBELS, Reading Inventory, and iReady ELA Diagnostic Assessment. In addition, we have identified notable performance gaps among English Learners, Hispanic, and Socioeconomically Disadvantaged on the CA Dashboard.
>
> To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.
>
> This goal is based on disaggregated data from the following sources:
> The 2022-2023 3rd - 6th CAASPP ELA Assessment
> The 2023 California Dashboard: ELA
> The 2023-2024 2nd-6th iReady MOY ELA Assessment
> The 2023-2024 K-2 MOY DIBELS Assessment
> The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 55% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 60% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
2023 California Dashboard: ELA	All Students were orange on the 2023 California Dashboard. This was 27.1 points below standard.	The All student group as demonstrated on the 2024 CA Dashboard report will increase by 2.9 points toward standard. The performance color for the ALL student group will move from orange to yellow.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023/24 school year, 33% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 38% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 43% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 48% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed.	All Students	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	* Progress monitor own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.			
1.2	MTSS Data Conferences and Analysis Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students		10,000 Title I 1150 Teacher Sub 50 Subs for MTSS Data Conferences 2,500 Title I 3000 Benefits Sub Benefits
1.3	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction. Student Organizational Binders, Additional pencils and pens, highlighters, erasers, pencil pouches or basic pencil case, whiteboard markers, spiral notebooks, binder/graph paper, dividers, folders, post-its, individual whiteboards, clipboards Classroom Library Books - Increase the availability of reading materials, providing students with more options to explore various subjects and interests.	All Students		15,000 Title I 4300 Materials AVID Supplies 2,300 Title I 4200 Books Supplemental books for students 1,000 Title I 5715 Print Shop Supplemental Printed Materials from Print Shop 500 Title I 4328 Warehouse Supplies Paper for supplemental material printing
1.4	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA Initiative Professional Developments Include: * CORE Reading Academy Site ELA Based Initiative Professional Developments Include: * PLC Implementation	All Students		0 Title I See PD 5.1 for Funding Allocation

	* PBIS		
1.5	0.5 Site- Based ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSA Support Students: • Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing. • Collaboration with ELA TOSAs: • Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. • Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals. • Data Analysis and Progress Monitoring: • Use data to identify students who require literacy support and track their progress over time. • Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies. • Professional Development: • Participate in professional development opportunities provided by the district to enhance literacy instruction skills. • Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.	All Students	41,202 Title I 1900 Other Cert Salaries 0.5 Site Funded TOSA 16,122 Title I 3000 Benefits 0.5 Site Funded TOSA Benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS	58% of K-2 Students will be proficient on DIBELS MOY assessment in 2023	55% of K-2 Students performed proficient on DIBELS MOY assessment in 2024
1st-6th RI (Reading Inventory)	42% of 3rd-6th grade students will be proficient on RI at the MOY assessment in 2023	40% of 3rd-6th grade students performed proficient on RI at the MOY assessment in 2024
3rd-6th grad CAASSP (SBAC) ELA	48% of 3rd-6th grade students will be proficient on CAASPP ELA in 2021-22	43% of 3rd-6th grade students performed proficient on the CAASPP ELA in 2022-2023

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady ELA 3rd-6th grades	40% of 3rd-6th students will perform at or above grade level on the MOY iReady universal screener in 2023	34% of 3rd-6th students performed at or above grade level on the MOY iReady universal screener in 2024

Analysis

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

K-3 DIBELS Assessment
MOY 2023- 53%
MOY 2024- 55%

2nd-6th Grade Reading Inventory
MOY 2023- 37%
MOY 2024- 40%

2nd-6th Grade ELA iReady Universal Screener
MOY 2023- 35%
MOY 2024- 34%

3rd-6th Grade CAASPP Results
21/22 43% 21.4 pts below
22/23 43% 27.1 pts below

Although no indicators met our 5% threshold, there was growth in all but the iReady Universal Screener indicators.

iReady Universal Screener- Overall, middle-of-year proficiency dropped from 35% to 34%. However, overall proficiency from BOY to MOY grew at the following rates.
BOY 17% Proficiency
MOY 34% Proficiency
Additionally, overall students Two or more grade levels below grade level decreased at the following rates.
BOY 51% of students two or more years below
MOY 41% of students two or more years below

While overall strategies were effectively implemented, there are opportunities for further skill development and refinement in our practice as educators. Additionally, it is essential to acknowledge that student dynamics and needs may ebb and flow from year to year requiring ongoing adaptation.

Percent of subgroups who met or exceeded standards
18%- EL
43%- Socioeconomically disadvantaged
49%- White
36%- Hispanic
4%- Students with Disabilities

Students with disabilities are eligible for special education services based on their academic and/or behavioral needs. Consequently, these students are more prone to facing challenges in meeting demanding educational standards. Therefore, when analyzing ELA performance levels across various demographic groups, it is expected that students with disabilities may demonstrate different performance levels compared to their peers without disabilities. Furthermore, English Learners, despite making progress in their language development, may encounter additional hurdles and a steeper learning curve in attaining proficiency in ELA at the same rate as their peers. d

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

Actions were implemented as intended and there were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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.

Our intervention teacher salary and benefits exceed 80% of our projected Title 1 budget, therefore the team has determined a need to decrease from a 0.6 FTE to a 0.5 FTE position.

Metrics will change. Reading Inventory is no longer supported, thus we will be moving to a STAR assessment. We will add this as an indicator once we have baseline data in 25/26. We will add an indicator for points from standard and dashboard color.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Nichols Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicator not met for the 2023-2024 school year is the iReady Universal Screener. In addition, we have identified notable performance gaps among English Learners, Hispanic, and Socioeconomically disadvantaged subgroups on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:
The 2022-2023 3rd-6th CAASPP Math Assessment
The 2023 California Dashboard: Mathematics
The 2023-2024 K-6th grade iREady MOY Mathematics Assessment

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 35% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 41% Grade 4- 38% Grade 5- 24% Grade 6- 35%	During the 2023-24 school year, 40% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math.
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 24% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-34% Grade 1- 21% Grade 2- 16% Grade 3- 24% Grade 4- 29% Grade 5- 24% Grade 6- 23%	During the 2024-25 school year, 29% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 44 points below standard. The performance color for the ALL student group is orange.	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL student group will move from orange to yellow.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS Data Conferences and Analysis Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students	Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2

1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies All resources must be specific in detail Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction. Student Organizational Binders, Additional pencils and pens, highlighters, erasers, pencil pouches or basic pencil case, whiteboard markers, spiral notebooks, binder/graph paper, dividers, folders, post-its, individual whiteboards, clipboards	All Students	Title I 4300 Materials AVID Supplies- See ELA Goal 1.3
1.4	.Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Math Initiative Professional Developments Include: * iReady Consultants * iReady Co-plan/coach * iReady Math Leadership Walks Site Math Based Initiative Professional Developments Include: * District coaches supporting determining appropriate supplemental supports using iReady data	All Students	Title I See PD 5.1 for Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Universal Screener	30% of Kindergarten-6th grade students will score on or above grade level on the iReady Universal Screener in February 2024.	24% of Kindergarten-6th grade students scored on or above grade level on the iReady Universal Screener in February 2024.

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd-6th CAASPP Math Data	In 2022-23, 3rd-6th grade students will score 30% proficient on CAASPP Math.	In 2022-23, 3rd-6th grade students scored 35% proficient on CAASPP Math.

Analysis

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

Although no indicators met our 5% threshold there was growth shown in all but the iReady Universal Screener.

3-6th grade CAASPP Math showed an increase in students who were proficient on their CAASPP Math assessment improving from 27% of students proficient to 35% of students proficient. However, average points below standard decreased by 2.9 points.

iReady Universal Screener- Overall Middle of year proficiency dropped from 25% to 24%. However, overall proficiency from BOY to MOY grew at the following rates.
BOY 11% Proficiency
MOY 24% Proficiency
Additionally, overall students Two or more grade levels below grade level decreased at the following rates.
BOY 42% of students two or more years below
MOY 20% of students two or more years below

Implementation of the strategies/activities proved effective in improving student outcomes from the beginning of the year to the mid-year assessments. Nichols saw an increase in the overall percentage of students who were proficient on the Math CAASPP, but there is also room to grow when looking at students who are not performing at grade level.

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

There were no major differences between the intended implementation and budgeted expenditures to implement the 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.

Students with disabilities are eligible for special education services based on their academic and/or behavioral needs. Consequently, these students are more prone to facing challenges in meeting demanding educational standards. Therefore, when analyzing mathematics performance levels across various demographic groups, it is expected that students with disabilities may demonstrate different performance levels compared to their peers without disabilities. Furthermore, English Learners, despite making progress in their language development, students encountered additional hurdles and a steeper learning curve in attaining proficiency in mathematics at the same rate as their peers.

When we look at the additional challenges that our students with disabilities and our English Learners face we must continue our work to assist these targeted subgroups with their math instruction. In 24-25 we will continue to work to refine our practice of assisting students in these subgroups with meeting the rigorous mathematics standards. This work will include targeted professional learning in the areas of assisting struggling learners in the above-mentioned subgroups with meeting mathematics standards, targeted small group instruction based on iReady diagnostic grouping reports, and in the resource setting.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners
By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Nichols Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified CAASPP ELA and Math performance. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	58.1% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	60% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.
CA Dashboard: ELA for English Learners	The English Learner subgroup as demonstrated on the 2023 CA Dashboard report scored 45.6 points below standard. The performance color for the English Learner subgroup is Orange.	The English Learner subgroup as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard, indicating 40.6 points below standard or less. The performance color for the English Learner subgroup will move from Orange to Yellow.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	MTSS Data Conferences and Analysis Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.	English Learners	Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction. Student Organizational Binders, Additional pencils and pens, highlighters, erasers, pencil pouches or basic pencil case, whiteboard markers, spiral notebooks, binder/graph paper, dividers, folders, post-its, individual whiteboards, clipboards	English Learners	Title I 4300 Materials AVID Supplies- See ELA Goal 1.3
1.3	District ELD Coach Support Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.	English Learners	Title III District ELD Coach
1.4	Bilingual Para-educators will provide support to English Learners	English Learners	Title III Bilingual Paraeducator
1.5	Intervention Teacher will provide English Support to New Comer English Learners using Language Power to support students English Language Development	ELPAC level 1 English Learners	Title I 1100 Teacher ELA Intervention Teacher- See ELA Goal 1.4

1.6	Assessment Bootcamp- English Learners will be provided an opportunity to participate in an afterschool intervention focusing on understanding the language and format of assessments.	English Learners	550 Title I 1120 Teacher Temp 10 hours Teacher Timecards 137 Title I 3000 Benefits Teacher benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	English Learners will be at less than 21.4 points below standard on the 2022-23 CAASPP ELA Assessment	English Learners will be at less than 45.6 points below standard on the 2022-23 CAASPP ELA Assessment, a 16.8 point decline.
CAASPP Math	English Learners will be at less than 41.5 points below standard on the 2022-23 CAASPP Math Assessment	English Learners will be at less than 69.8 points below standard on the 2022-23 CAASPP Math Assessment, a 19.9 point decline.

Analysis

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

CAASPP ELA
21/22 28.8 pts below
22/23 45.6 pts below
CAASPP Math
21/22 49.9 pts below
22/24 69.8 pts below

Additional Data:
ELPI needs to an indicator. 21/22 37.7% of EL students were making progress towards proficiency. In 22/23 58.1% of students were making progress toward proficiency.

ELA CAASPP
Current English Learners
79 points below standard (Decline 9 pts)- 32 Students
Recently Reclassified English Learners 6.3 points below standard (decline 17.5 points)- 15 students

Math CAASPP
Current English Learners
101.6 points below standard (Decline 26 pts)- 32 Students
Recently Reclassified English Learners 20.5 points below standard (decline 3.5 points)- 15 students

8 of the current EL students are also receiving Special Education Services of those students 1 nearly met standards. Median distance from standard for these 8 students was 115 points below on the ELA CAASPP and 166 points below on the Math CAASPP.

EL Students who do not qualify for Special Education Services scored much differently
ELA CAASSP

14.8% Met or Above Standard
18.5% Nearly Met
66.7% Standards not met
Average distance from standard 89.3 points.

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

There were no major differences between expected and actual budgeted expenditures. This year we had a larger group of new comer English Learners to our site than we have in the past. The needs of New Comers is different than students who have been exposed to English previously. Thus, we created an additional intervention group that was specific to building New Comers English language. As always these students worked with their classroom teachers with designated and integrated ELD, they also worked in a small group with our Bilingual English Language Paraeducator. Their additional small group intervention was using Language Power with our intervention teacher. We are awaiting ELPAC results to see the effectiveness of this intervention.

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.

Interventions as they have been are planned to continue. Additionally, we will target some of our professional learning to focus on the needs of English Learners. Additionally, we will change the indicators we use as measurable outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Parent Involvement**
> Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Parent involvement is inconsistent and mostly limited to occasional events, missing chances for sustained collaboration between parents and educators.
>
> Many parents wish to be more involved but face barriers like scheduling conflicts, work commitments, unclear expectations, timely and clear communication, or language.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Involvement Nights Offered	During the 2024/2025 school year 5 family engagement opportunities will be offered.	An average of 60% of families will attend family engagement opportunities.
Families connected to the Class Dojo App	97% of families are connected to Class Dojo during the 2023-24 School Year.	Maintain at least 90% of families connected to Class Dojo during the 24/25 school year.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer	All Students	201 Title I: Parent Involvement 4300 Materials Materials for Events/Activities

			opportunities to facilitate parent participation in the school community.		
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, mobile apps, and parent meetings. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support. Communication will be available in both English and Spanish. Translators will be available when needed.	All Students	500 Title I: Parent Involvement 5715 Print Shop Printed Parent Flyers in English and Spanish 600 Title I: Parent Involvement 2920 Other Class Temp Paraeducator Timecards 240 Title I: Parent Involvement 3000 Benefits Paraeducator Benefits
1.3	Families will be provided light refreshments during parent meetings.	All Students	400 Title I: Parent Involvement 4325 Food For Meetings Light Refreshments
1.4	Provide families an opportunity to get fingerprinted so they can participate in school activities, field trips, or volunteering in the classroom		750 Title I: Parent Involvement 5800 Prof and Operating/Consultants Live Scan Fingerprinting (Approx. 10 Parents)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Family Involvement Nights Offered	During the 2023-2024 school year, Leroy Nichols will offer families the opportunity to attend 5 parent involvement nights and take baseline data of attendance at the events.	During the 2023-2024 school year, Leroy Nichols offered families the opportunity to attend 5 parent involvement nights. We were unable to monitor attendance at all events.
Sign in sheet for Parent Teacher Conference	Maintain at least 85% attendance at Parent-Teacher conferences during the 2023-2024 school year.	85% attendance at Parent-Teacher conferences during the 2023-2024 school year.
Families connected to the class Dojo App	Maintain at least 90% of families connected to ClassDojo during the 23/24 school year.	At least 90% of families were connected to ClassDojo during the 23/24 school year.

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

Overall strategies and activities were implemented as intended. Parent Cafe was a huge success in getting families to attend regular meetings. We had at least 10 parents attending weekly meetings until cherry season changed their work schedules. Families learned from Child Abuse and Prevention Council Staff and began to seek additional information.

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

Actions were implemented as intended and parent involvement increased more than all indented goals. Parents are happily attending school events and engaging in our communication through Class Dojo.

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.

Goal will continue as written. In addition, meetings will address areas of interest brought forth by parents during the 2023/24 school year. These areas of interest include: mental health, preparing students for ELPAC, Aeries, ClassDojo, and Counselor visits.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Professional & Educational Development
To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Nichols will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework. In addition, provide students with educational and academic, behavioral, and social-emotional development opportunities to increase metrics rates.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)
LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the iReady Universal Screener for Mathematics, ELA, and DIBELS MOY assessment data, there are still areas that need improvement. These areas include low performance (Orange) in ELA and Math as indicated by the Dashboard indicators.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and PLCs	New Metric	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets
ELA	0 of 4 Metrics Met or Exceeded Expected Outcomes	2 of 4 Metrics Will Meet or Exceeded Expected Outcomes in ELA
Math	1 of 2 Metrics Met or Exceeded Expected Outcomes	2 of 2 Metrics Will Meet or Exceeded Expected Outcomes in Math

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Initiative Professional Developments Include: * Core Reading Academy * iReady Co-Plan/Coach * iReady Consultants Site Based Initiative Professional Developments Include: * PBIS * ELD targeted support * PLC Implementation	All	13,000 Title I 1150 Teacher Sub 65 subs for Core Reading Academy 3,246 Title I 3000 Benefits Benefits for Core Reading Academy
1.2	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework. Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student	All	2,000 Title I 1120 Teacher Temp 36 Certificated Timecard Hours 499 Title I 3000 Benefits Certificated Timecard Benefits

	success within the MTSS model, including communication strategies and outreach efforts. Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)			
1.3	Educational Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student	All		

	achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		
1.4	Study Trips Supplementing Grade-Level Core Curriculum: Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips: Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings. Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.	ALL	18,718 Title I 5872 Field Trips Educational Field Trips 1,000 Title I 5712 Transportation Transportation for Educational Field Trips

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Universal Screener for Mathematics	30% of students K-6 will score on or above grade level on the middle of the Year iReady universal screener for mathematics in February 2024.	24% of students K-6 scored on or above grade level on the middle of the Year iReady universal screener for mathematics in February 2024. 25% of students scored on or above grade level on the middle of the year iReady universal screener for mathematics in February 2023.
iReady ELA 3rd-6th grades	38% of 3-6 students will perform at or above grade level on the 2024 MOY iReady universal screener in February 2024	33% of 3-6 students performed at or above grade level on the 2024 MOY iReady universal screener in February 2024. 33% of students 3-6 performed on or above grade level on the MOY iReady universal screener in February 2023.
K-2 DIBELS	58% of K-2 students will be proficient on the 2023-2024 DIBELS MOY assessment.	55% of K-2 students will be proficient on the 2023-2024 DIBELS MOY assessment. 53% of K-2 students scored proficient on the 2022-2023 DIBELS MOY assessment.

Analysis

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

The strategies and activities implemented to achieve the articulated goals for student performance on the iReady universal screener for mathematics and ELA and the DIBELS MOY assessment for the 2023-2024 school year showed varied effectiveness.

Overall Implementation and Effectiveness:

iReady Universal Screener for Mathematics (K-6):
Goal: 30% of K-6 students to score at or above grade level.
Outcome: 24% of K-6 students scored at or above grade level.
Effectiveness: The outcome fell short of the goal by 6 percentage points. While there was a slight improvement from the previous year's 25%, it was not significant enough to meet the target. This indicates that while some progress was made, the strategies need to be reviewed and possibly intensified to achieve the desired goal.

iReady Universal Screener for ELA (Grades 3-6):
Goal: 38% of 3-6 students to score at or above grade level.
Outcome: 33% of 3-6 students scored at or above grade level.
Effectiveness: Similar to the K-6 group, the goal was not met, falling short by 5 percentage points. However, there was an improvement from the previous year's 33%. This suggests that while the strategies were somewhat effective, they did not fully address the needs to reach the higher target.

DIBELS MOY Assessment (K-2):
Goal: 58% proficiency for K-2 students.

Outcome: 55% proficiency was achieved.
Effectiveness: The outcome was just 3 percentage points below the goal, showing a slight increase from the previous year's 53%. This suggests that the strategies implemented were relatively effective and close to meeting the target, indicating a need for minor adjustments.

Summary:
The overall implementation of strategies to improve student performance on the iReady universal screener for mathematics and the DIBELS MOY assessment showed mixed results. While there were improvements across most areas compared to the previous year, none of the articulated goals were fully met. The effectiveness of these strategies was more apparent in the DIBELS MOY assessment for K-2 students, where the goal was nearly achieved. In contrast, the goals for the iReady screener for both K-6 and grades 3-6 were not met, indicating a need for a more robust approach or refinement of current strategies to ensure they better address the students' needs and help achieve the set targets.

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 in the implementation of planned strategies/activities.

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.

As a result of the analysis indicating that the goals for student performance on the iReady universal screener and DIBELS MOY assessment were not fully met, some changes will be made to the goals, annual outcomes, metrics, and strategies/activities. These changes are aimed at enhancing student achievement and well-being across academic, behavioral, and social-emotional domains through the ongoing implementation of professional development opportunities and training to support the Multi-Tiered System of Supports (MTSS) framework.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Social-Emotional Behavioral**
> Nichols will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among Asian, English Learners, Students with Disabilities, and White Student Groups for Chronic Absenteeism and Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White Student Groups for Suspension Rates on the CA Dashboard.
>
> To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group was yellow on the CA Dashboard with 39.4% of students chronically absent. Which is a decline of 9% points.	ALL Student Group will be green on the CA Dashboard with a chronic absenteeism rate of 29.4% or less.
CA Dashboard - Suspension Rate	ALL Student Group was orange on the CA Dashboard with 2.1% of students suspended. Which is an increase of 1.5% points.	ALL Student Group will be yellow on the CA Dashboard with the maintenance or less of 2.1% of students suspended.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 77 % Tier 2 TIF Score 81 % Tier 2 TIF Score 94 %	2024-2025 Local Data: Tier 1 TFI Score 80 % Tier 2 TIF Score 81 % Tier 2 TIF Score 94 %
PBIS Recognition	Silver application was submitted for the 2023-2024 School Year	Silver for the 2024-2025 School Year
Panorama Survey	Results were as follows on the 2024 Middle of the Year Panorama Survey. 3rd-5th grades	The results of the 2025 Middle of the Year Panorama Survey will be as follows (showing a 2% increase in any indicators measuring less than 60%):

Sense of Belonging- 66% Positive Feelings- 60% Social Awareness- 58% Challenging Feelings- 48% Self Efficacy- 46% Emotional Regulation- 43% 6th grade Sense of Belonging- 71% Positive Feelings- 68% Social Awareness- 65% Challenging Feelings- 61% Self Efficacy- 55% Emotional Regulation- 40%	3rd-5th grades Sense of Belonging- 66% Positive Feelings- 60% Social Awareness- 58% Challenging Feelings- 50% Self Efficacy- 48% Emotional Regulation- 45% 6th grade Sense of Belonging- 71% Positive Feelings- 68% Social Awareness- 65% Challenging Feelings- 61% Self Efficacy- 57% Emotional Regulation- 42%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	Title I 1150 Teacher Sub See PD for Funding Allocation
1.2	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development:	All	LCFF 1120 Teacher Temp See PD for Funding Allocation

	Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)			
1.3	Assemblies and/or classroom presentations to support the school's curriculum and culture. The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.	All		

Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Analysis

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

New Goal for the 2024-2025 School Year

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

New Goal for the 2024-2025 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.

New Goal for the 2024-2025 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

> **Additional Targeted Support and Instruction**
> The educational outcomes of our Asian subgroup will mirror that of the general population (All Students group on the dashboard).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

> LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data, and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> CDE CA Dashboard Data for the 2022-23 school year indicates that Nichols Elementary School is in the Orange for the following indicator for the following Student Group:
> Asian Student Group
> Red- Chronic Absenteeism

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	39.4% of Nichols students were chronically absent as reported on the 2023 CA Dashboard (Declined Significantly by 9%)- 320 students 37.8% of Asian students were chronically absent as reported on the 2023 CA Dashboard (Increased by 11.6%)- 32 students in the subgroup.	Nichols will reduce the chronic absenteeism rate by 5% for Asian students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	To support Asian subgroups experiencing chronic absenteeism, educators can utilize Positive Behavioral Intervention and Supports (PBIS) strategies through a comprehensive and	All Students	Title I 1120 Teacher Temp See PD for Funding Allocation

| | coordinated approach. Key activities during PBIS collaboration time include:

Leadership and Coordination:

Lead PBIS implementation within the school.
Coordinate efforts across the school community, including administrators, teachers, staff, students, and families.
Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.

Data Collection and Analysis:
Collect and analyze behavior data to identify trends and areas of concern, specifically focusing on absenteeism among Asian subgroups.
Use data to make informed decisions about interventions and supports.
Monitor the effectiveness of PBIS strategies and interventions over time.

Developing and Implementing PBIS Systems:
Establish clear behavioral expectations (behavioral matrix) for all areas of the school.
Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.
Design and implement proactive strategies to prevent challenging behaviors, with a focus on addressing chronic absenteeism.

Training and Professional Development:
Provide training to staff on PBIS principles, strategies, and practices.
Support staff in implementing PBIS strategies in their classrooms and across the school environment.
Collaborate with outside experts and resources to improve staff training.

Supporting Staff and Students:
Offer guidance and resources to teachers and staff for implementing behavior interventions.
Provide direct support and guidance to students who require additional behavioral support.
Foster a positive and inclusive school culture through PBIS initiatives.

Family and Community Engagement:
Involve families in PBIS activities and initiatives.
Communicate PBIS principles and expectations to families and gather their input and support.
Collaborate with community organizations to enhance support for students.

Evaluation and Continuous Improvement:
Regularly evaluate the effectiveness of PBIS practices and interventions.
Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.
Ensure ongoing fidelity and sustainability of PBIS implementation. | | |

	By integrating these activities, educators can create a supportive environment that addresses the specific needs of Asian subgroups, helping to reduce chronic absenteeism and improve overall student outcomes.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CDE Dashboard	CDE Dashboard for 2023/24 subgroup: Asian American Students will improve in the areas of discipline and Chronic Absenteeism.	On the 2023 CA Dashboard our Asian students moved from Medium to Blue in the area of suspension rate with a decrease of 2.4%. In the area of Chronic Absenteeism, Asian students moved from Very High to Red with an increase of 11.6%.
CDE Dashboard	CDE Dashboard for 2023/24 subgroup: Students with Disabilities will improve in the area of Chronic Absenteeism.	On the 2023 CA Dashboard students with Disabilities moved from Very High rates of chronic absenteeism to Orange with a decrease of 23.1%.

Analysis

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

Overall Chronic Absenteeism declined by 9% to a chronic absenteeism rate of 39.4%. Our Asian subgroup saw an overall decrease in subgroup size from 42 students in 2022 to 37 students in 2023 and an increase of students chronically absent from 11 in 2022 to 14 in 2023. Due to the size of the subgroup the increase of 3 students being chronically absent caused an 11.6% increase in chronically absenteeism rate in the Asian subgroup. Interventions were implemented as intended. Chronic Absenteeism rates dropped by 9% overall. With the limited size of our Asian subgroup a small increase made a big impact.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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.

As a result of the analysis, the goal will now include targeted strategies to address chronic absenteeism among Asian subgroups through enhanced family and community engagement and data-driven interventions. These changes are reflected in the revised strategies and activities section of the SPSA, particularly under the PBIS implementation plan.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$130,465.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$130,465.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation ($)
Title I	$127,774.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $127,774.00

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 ($)
Central Title I	$0.00
Title I: Parent Involvement	$2,691.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $2,691.00

Total of federal, state, and/or local funds for this school: $130,465.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Title I	127,774.00
Title I: Parent Involvement	2,691.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	2,550.00
1150 Teacher Sub	23,000.00
1900 Other Cert Salaries	41,202.00
2920 Other Class Temp	600.00
3000 Benefits	22,744.00
4200 Books	2,300.00
4300 Materials	15,201.00
4325 Food For Meetings	400.00
4328 Warehouse Supplies	500.00
5712 Transportation	1,000.00
5715 Print Shop	1,500.00
5800 Prof and Operating/Consultants	750.00
5872 Field Trips	18,718.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
	Title I	0.00
1120 Teacher Temp	Title I	2,550.00
1150 Teacher Sub	Title I	23,000.00
1900 Other Cert Salaries	Title I	41,202.00
3000 Benefits	Title I	22,504.00
4200 Books	Title I	2,300.00
4300 Materials	Title I	15,000.00
4328 Warehouse Supplies	Title I	500.00
5712 Transportation	Title I	1,000.00
5715 Print Shop	Title I	1,000.00
5872 Field Trips	Title I	18,718.00
2920 Other Class Temp	Title I: Parent Involvement	600.00
3000 Benefits	Title I: Parent Involvement	240.00
4300 Materials	Title I: Parent Involvement	201.00
4325 Food For Meetings	Title I: Parent Involvement	400.00
5715 Print Shop	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	88,624.00
Goal 3	687.00
Goal 4	2,691.00
Goal 5	38,463.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lindsay Streeter	Principal
Victoria Giannini	Classroom Teacher
Edith Rodriguez	Classroom Teacher
Aleta Kotecki	Classroom Teacher
Janice Vanderlans	Other School Staff
Ben Gill	Parent or Community Member
Rachael Green	Parent or Community Member
Hilary Kort	Parent or Community Member
Joy Hill	Parent or Community Member
Ariceli Adams	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 May 14, 2024.

Attested:

	Principal, Lindsay Streeter on 05/14/2024
	SSC Chairperson, Ben Gill on 05/14/2024