School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nordstrom Elementary	43 69583 6047914	May 28, 2026	June 11, 2026

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 Nordstrom Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

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

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Plan Description

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

This plan is being used by Nordstrom Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

Nordstrom Elementary School:
Nordstrom's mission statement is: "We strive to ensure ALL of our students learn at high levels with the social, emotional, and academic support of our whole school community." This vision can be seen in the daily work that is done on campus, especially as Nordstrom continues to be a full inclusion school.

The SPSA continues to be organized under goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for various programs and services and an infrastructure to share professional learning about program effectiveness in meeting common goals. These goals are:

1. College and Career Readiness: Through equitable, inclusive access, advance college, career, and civic readiness for all students improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged

2. Parent Engagement: Promote family and community engagement and participation in the education process for all students.
.
3. Student Engagement & School Climate: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

Educational Partner Involvement

How, when, and with whom did Nordstrom 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

ELAC: 4/21/26: During an ELAC meeting, the SPSA goals were reviewed and discussed.

SEAC: 3/5/26: During an HSC meeting, the SPSA goals were reviewed and discussed.

SSC:4/20/26: During an SSC meeting, the SPSA goals were reviewed and discussed.

Leadership: 4/29/26: During a staff meeting, the SPSA goals were reviewed and discussed.

During each meeting, goals were presented and members had an opportunity to provide input.

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.

No indicators to address.

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.

English Language Arts: Analysis of current achievement data indicates a persistent performance gap in English Language Arts for students with disabilities, English learners, Hispanic students, and socioeconomically disadvantaged youth. To address these inequities, our school will implement a rigorous data-analysis protocol within Professional Learning Teams to identify specific learning hurdles for these student groups. Teachers will receive targeted professional development focused on evidence-based instructional strategies and multi-tiered systems of support to ensure high-quality core instruction. By prioritizing intentional differentiation and scaffolded language supports, we aim to provide the tailored academic environment necessary to close the achievement gap and ensure every student reaches grade-level proficiency.

Mathematics: An evaluation of recent assessment data reveals a significant need to improve mathematics proficiency among students with disabilities, English learners, Hispanic students, and socio-economically disadvantaged groups. To close these learning gaps, our team will utilize a combination of district-level metrics and in-house formative data to pinpoint specific standards requiring intensive focus. This data will drive the work of our Professional Learning Teams, who will collaborate on high-leverage instructional strategies and targeted differentiation to meet the unique needs of every learner. By integrating these evidence-based practices with consistent progress monitoring, we are committed to ensuring equitable access to rigorous mathematical content and improved academic outcomes for all student subgroups.

Suspension Rate: An analysis of site discipline data reveals a disproportionate suspension rate among English learners and students who are socioeconomically disadvantaged, highlighting a need for reform. To address these disparities, the school will implement equity-centered PBIS procedures and restorative practices designed to replace exclusionary discipline with constructive support. Through regular monitoring of disaggregated data, our team will identify and mitigate potential biases to ensure that behavioral interventions are applied fairly and predictably across all student groups. We will prioritize inclusive classroom management and social-emotional learning and foster a campus culture where every student feels a genuine sense of belonging.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Chronic Absenteeism: Current attendance data indicates a significant need to reduce chronic absenteeism among students with disabilities and English learners, who currently face unique barriers to consistent school participation. To improve attendance, the school will implement an equity-focused monitoring system to identify students in these groups who are trending toward chronic absenteeism before they hit critical thresholds. Our team will collaborate with families to identify root causes—ranging from language barriers to specialized service coordination—to develop individualized "Success Plans" that prioritize engagement and a sense of belonging. By integrating culturally responsive outreach with proactive Tier 2 and Tier 3 attendance supports, we aim to eliminate attendance disparities and ensure that every student has consistent access to core instruction.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Nordstrom Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.48%	0.47%	0.63%	3	3	4
African American	0.96%	0.62%	1.72%	6	4	11
Asian	13.16%	13.80%	11.88%	82	89	76
Filipino	2.09%	2.17%	2.19%	13	14	14
Hispanic/Latino	32.42%	32.25%	32.19%	202	208	206
Pacific Islander	0.16%	0.62%	0.16%	1	4	1
White	33.71%	32.09%	31.88%	210	207	204
Two or More Races	12.36%	12.40%	13.28%	77	80	85
Not Reported	4.65%	5.58%	6.09%	29	36	39
			Total Enrollment	623	645	640

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		59	57
Kindergarten	97	97	90
Grade 1	104	98	98
Grade 2	100	102	101
Grade3	103	97	108
Grade 4	91	97	94
Grade 5	80	95	92
Total Enrollment	623	645	640

Conclusions based on this data:

1. Enrollment is remaining stable year over year.
2. Families have developed strong relationships with the school community and want to stay each year.

3. Families feel their students are being challenged and meeting academic standards and want to continue at Nordstrom.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	65	56	53	10.4%	8.7%	8.3%
Fluent English Proficient (FEP)	32	44	36	5.1%	6.8%	5.6%

Conclusions based on this data:

1. Demographics are staying consistent, which supports the instructional decision to continue improving multilingual teaching practices through professional development.
2. Almost half of our English Learner enrollment is considered Fluent English Proficient after the taking the first assessment, however we need to continue to monitor their progress with English language development.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	102	97	88	101	97	88	101	97	98.9	99	100
Grade 4	91	92	95	88	92	94	88	92	94	96.7	100	98.9
Grade 5	96	78	95	94	77	95	94	77	95	97.9	98.7	100
All Grades	276	272	287	270	270	286	270	270	286	97.8	99.3	99.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2427.	2452.	2437.	30.68	30.69	26.80	18.18	26.73	27.84	22.73	26.73	26.80	28.41	15.84	18.56
Grade 4	2478.	2486.	2495.	30.68	43.48	34.04	23.86	15.22	31.91	21.59	14.13	14.89	23.86	27.17	19.15
Grade 5	2539.	2527.	2526.	35.11	33.77	34.74	35.11	27.27	27.37	18.09	14.29	14.74	11.70	24.68	23.16
All Grades	N/A	N/A	N/A	32.22	35.93	31.82	25.93	22.96	29.02	20.74	18.89	18.88	21.11	22.22	20.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.32	19.80	20.62	61.36	70.30	63.92	19.32	9.90	15.46
Grade 4	19.32	20.65	23.40	65.91	64.13	60.64	14.77	15.22	15.96
Grade 5	21.28	20.78	25.26	68.09	61.04	57.89	10.64	18.18	16.84
All Grades	20.00	20.37	23.08	65.19	65.56	60.84	14.81	14.07	16.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.00	29.70	15.46	52.27	56.44	64.95	22.73	13.86	19.59
Grade 4	26.14	25.00	23.40	59.09	53.26	63.83	14.77	21.74	12.77
Grade 5	35.11	29.87	27.37	53.19	55.84	49.47	11.70	14.29	23.16
All Grades	28.89	28.15	22.03	54.81	55.19	59.44	16.30	16.67	18.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.91	13.86	14.43	68.18	76.24	77.32	15.91	9.90	8.25
Grade 4	11.36	22.83	9.57	73.86	65.22	79.79	14.77	11.96	10.64
Grade 5	14.89	15.58	15.79	79.79	75.32	75.79	5.32	9.09	8.42
All Grades	14.07	17.41	13.29	74.07	72.22	77.62	11.85	10.37	9.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.32	23.76	13.40	60.23	62.38	74.23	20.45	13.86	12.37
Grade 4	14.77	32.61	21.28	68.18	52.17	67.02	17.05	15.22	11.70
Grade 5	25.53	27.27	24.21	62.77	57.14	57.89	11.70	15.58	17.89
All Grades	20.00	27.78	19.58	63.70	57.41	66.43	16.30	14.81	13.99

Conclusions based on this data:

1. As a school, Nordstrom students scored on average 18.5 points above standard, which is a 4.5 decrease from the previous year.
2. The percentage of students that met/exceeded standard decreased by 3% in 3rd grade, increased by 8% in 4th grade, and increased by 1% in 5th grade.
3. The cohort of 5th graders for the 2025-2026 school year, scored on average 2427 in 3rd grade, 2486 in 4th grade and 2526 in 5th grade. This is within the average range for Level 3 proficiency for all three grade levels.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	102	97	88	101	97	88	101	97	98.9	99	100
Grade 4	91	92	95	88	92	94	88	92	94	96.7	100	98.9
Grade 5	96	78	96	94	77	96	94	77	96	97.9	98.7	100
All Grades	276	272	288	270	270	287	270	270	287	97.8	99.3	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2434.	2444.	2437.	23.86	16.83	22.68	27.27	40.59	28.87	25.00	23.76	21.65	23.86	18.81	26.80
Grade 4	2487.	2486.	2496.	20.45	30.43	30.85	35.23	30.43	26.60	25.00	18.48	24.47	19.32	20.65	18.09
Grade 5	2510.	2503.	2489.	21.28	22.08	16.67	30.85	16.88	22.92	24.47	31.17	28.13	23.40	29.87	32.29
Grade 11															
All Grades	N/A	N/A	N/A	21.85	22.96	23.34	31.11	30.37	26.13	24.81	24.07	24.74	22.22	22.59	25.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.41	25.74	25.77	46.59	53.47	47.42	25.00	20.79	26.80
Grade 4	34.09	27.17	35.48	44.32	48.91	44.09	21.59	23.91	20.43
Grade 5	21.28	16.88	17.71	53.19	48.05	44.79	25.53	35.06	37.50
Grade 11									
All Grades	27.78	23.70	26.22	48.15	50.37	45.45	24.07	25.93	28.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.41	22.77	28.87	52.27	57.43	44.33	19.32	19.80	26.80
Grade 4	17.05	25.00	20.21	59.09	55.43	63.83	23.86	19.57	15.96
Grade 5	14.89	11.69	13.54	57.45	57.14	58.33	27.66	31.17	28.13
All Grades	20.00	20.37	20.91	56.30	56.67	55.40	23.70	22.96	23.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.82	20.79	22.68	46.59	62.38	57.73	21.59	16.83	19.59
Grade 4	21.59	34.78	29.79	62.50	43.48	53.19	15.91	21.74	17.02
Grade 5	17.02	12.99	14.58	68.09	70.13	67.71	14.89	16.88	17.71
All Grades	23.33	23.33	22.30	59.26	58.15	59.58	17.41	18.52	18.12

Conclusions based on this data:

1. The overall achievement in mathematics decreased by 3.86%.
2. 5th grade's percentage of students on or above standard remained relatively flat, while students in 4th and 3rd grades had a decrease between 3% and 6%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1449.5	1386.9	1415.4	1453.1	1391.6	1416.6	1440.8	1375.8	1412.7	17	15	14
1	1436.2	1419.0	*	1454.1	1422.2	*	1417.7	1415.3	*	12	13	6
2	*	*	1511.4	*	*	1520.6	*	*	1501.7	8	10	11
3	*	*	*	*	*	*	*	*	*	8	9	8
4	*	*	*	*	*	*	*	*	*	10	7	7
5	*	*	*	*	*	*	*	*	*	*	6	5
All Grades										56	60	51

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.41	6.67	14.29	41.18	13.33	35.71	17.65	46.67	35.71	11.76	33.33	14.29	17	15	14
1	8.33	0.00	*	25.00	61.54	*	33.33	15.38	*	33.33	23.08	*	12	13	*
2	*	*	36.36	*	*	36.36	*	*	9.09	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.07	10.00	24.00	37.50	36.67	36.00	25.00	30.00	26.00	21.43	23.33	14.00	56	60	50

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.53	6.67	14.29	47.06	20.00	50.00	23.53	46.67	7.14	5.88	26.67	28.57	17	15	14
1	16.67	38.46	*	33.33	23.08	*	33.33	15.38	*	16.67	23.08	*	12	13	*
2	*	*	54.55	*	*	27.27	*	*	18.18	*	*	0.00	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.79	30.00	38.00	30.36	20.00	40.00	30.36	30.00	14.00	12.50	20.00	8.00	56	60	50

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	6.67	14.29	*	13.33	21.43	*	66.67	42.86	*	13.33	21.43	*	15	14
1	*	7.69	*	*	38.46	*	*	15.38	*	*	38.46	*	*	13	*
2	*	*	9.09	*	*	63.64	*	*	0.00	*	*	27.27	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.36	8.33	10.00	23.21	25.00	28.00	42.86	38.33	32.00	28.57	28.33	30.00	56	60	50

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.29	6.67	28.57	58.82	66.67	57.14	5.88	26.67	14.29	17	15	14
1	41.67	38.46	*	50.00	38.46	*	8.33	23.08	*	12	13	*
2	*	*	54.55	*	*	45.45	*	*	0.00	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	26.67	28.00	53.57	55.00	68.00	17.86	18.33	4.00	56	60	50

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.41	20.00	21.43	52.94	46.67	42.86	17.65	33.33	35.71	17	15	14
1	8.33	15.38	*	58.33	61.54	*	33.33	23.08	*	12	13	*
2	*	*	54.55	*	*	45.45	*	*	0.00	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.36	31.67	48.00	50.00	45.00	38.00	19.64	23.33	14.00	56	60	50

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.76	6.67	7.14	88.24	80.00	78.57	0.00	13.33	14.29	17	15	14
1	0.00	30.77	*	41.67	23.08	*	58.33	46.15	*	12	13	*
2	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	10.00	10.00	62.50	56.67	62.00	30.36	33.33	28.00	56	60	50

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	52.94	33.33	42.86	35.29	33.33	35.71	11.76	33.33	21.43	17	15	14
1	0.00	15.38	*	75.00	61.54	*	25.00	23.08	*	12	13	*
2	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	18.33	20.00	58.93	56.67	60.00	19.64	25.00	20.00	56	60	50

Conclusions based on this data:

1. The scores are challenging to compare for 1st-5th grade students because there are not enough students in each grade level to provide data.
2. The percentage of kindergarteners at a level 4 doubled from 23-24 to 24-25.
3. The number of students tested remains stable year over year.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
645	**22.5%**	**8.7%**	**0.0%**
Total Number of Students enrolled in Nordstrom Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	56	8.7%
Foster Youth	0	0.0%
Homeless	23	3.6%
Socioeconomically Disadvantaged	145	22.5%
Students with Disabilities	58	9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.6%
American Indian	3	0.5%
Asian	89	13.8%
Filipino	14	2.2%
Hispanic	208	32.2%
Two or More Races	80	12.4%
Pacific Islander	4	0.6%
White	207	32.1%

Conclusions based on this data:

1. The top three race/ethnicities at Nordstrom are white, Hispanic and Asian. This is reflective of the demographics in Morgan Hill.

2. The percentage of students with IEPs remains stable because of the inclusive instructional practices that are in place.

3. 96% of Nordstrom students are in a general education setting 80% or more of their day.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. English language arts is in the green category which shows the impact of teacher collaboration, strong assessments and the high level of teacher response to classroom, local and state data.
2. Mathematics and Chronic Absenteeism are in the yellow category; goals to improve those areas with attached action items will be written.

3. English Learner Progress is in the blue category showing the effects of professional development efforts to support multilingual learners.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	
18.5 points above standard	35 points below standard	
Declined 4.5 points	Declined 11.9 points	
281 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	17.3 points below standard
	8 Students	Maintained 2.5 points
		69 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
80 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 9.9 points	1 Student	1 Student
34 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
58.5 points above standard	Fewer than 11 students - No Data for Privacy	18.2 points below standard
Maintained -2.2 points	5 Students	Declined 8.6 points
42 Students		88 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
40.3 points above standard	Fewer than 11 students - No Data for Privacy	21.4 points above standard
Declined 4.9 points	2 Students	Declined 4.6 points
32 Students		93 Students

Conclusions based on this data:

1. English Learners, Hispanic students, and socioeconomically disadvantaged students all fell in the orange category. Nordstrom's focus on creating inclusive environments paired with a data driven decision making process for tier 1 instructional practices and access to tier 2 and tier 3, will continue and Professional Learning Teams will disaggregate their data to find trends by grade level to support student growth.
2. Asian and white students continue to perform above standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	
6.1 points below standard	53 points below standard	
Declined 5.9 points	Declined 25.2 points	
281 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	47.3 points below standard
	8 Students	Declined 8.7 points
		69 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
95.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 29 points	1 Student	1 Student
34 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
36.5 points above standard	Fewer than 11 students - No Data for Privacy	49.9 points below standard
Declined 8.6 points	5 Students	Declined 5.7 points
42 Students		88 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
16.7 points above standard	Fewer than 11 students - No Data for Privacy	0.8 points below standard
Maintained -2.3 points	2 Students	Declined 6.5 points
32 Students		93 Students

Conclusions based on this data:

1. All student subgroups remained stagnant or experienced a decline in proficiency, indicating that current instructional practices and programs are not yet yielding the necessary growth across the school population.
2. Overall, mathematics proficiency declined. A closer look at math instructional strategies and curriculum will continue into next year.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
58.4 science points	48 science points	0 Students
Increased 2.7 points	13 Students	
94 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	51.4 science points
	4 Students	Increased 9.6 points
		23 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
34.2 science points	0 Students	0 Students
14 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
62.9 science points	Fewer than 11 students - No Data for Privacy	50 science points
18 Students	1 Student	Maintained 1.5 points
		28 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
59 science points	Fewer than 11 students - No Data for Privacy	63 science points
12 Students	1 Student	Maintained 0.8 points
		31 Students

Conclusions based on this data:

1. Students performed in the green category in science showing a strength in science instruction in our upper elementary grades.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Blue	No Performance Color
58.3 making progress.	making progress.
Number Students: 36 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.3%	33.3%	0%	58.3%

Conclusions based on this data:

1. The percentage of students making progress has increased by 13.3% compared to last year.
2. In reviewing data, it would be important to review students that decreased one level to evaluate the instructional practices they were exposed to.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	
15% Chronically Absent	18% Chronically Absent	
Declined 2.9	Increased 3.5	
665 Students	61 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	42.9% Chronically Absent	26.5% Chronically Absent
	Increased 13.7	Declined 5.9
	35 Students	166 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
20.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 6.9	5 Students	3 Students
69 Students		

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
9.9% Chronically Absent	0% Chronically Absent	24.4% Chronically Absent
Increased 1.6	Maintained 0	Declined 3
91 Students	14 Students	221 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
12.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	8.5% Chronically Absent
Declined 2.8	4 Students	Declined 5.7
116 Students		211 Students

Conclusions based on this data:

1. All student groups showed a decline in percentage of students considered to be chronically absent, with the exception of Asian students. This could be attributed to intentional activities and lessons that are delivered near breaks and other engagement strategies that help improve attendance.
2. Hispanic students and students with disabilities are still significantly more absent which is an area to focus on next year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	2	2

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	
0.7% suspended at least one day	1.6% suspended at least one day	
Maintained 0.1%	Increased 0.3%	
677 Students	62 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	0% suspended at least one day	1.8% suspended at least one day
	Maintained 0%	Increased 1.8%
	36 Students	167 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 2.8%	8 Students	3 Students
70 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Green
1% suspended at least one day	0% suspended at least one day	0.9% suspended at least one day
Maintained -0.1%	Maintained 0%	Maintained 0%
96 Students	14 Students	222 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.9% suspended at least one day
Maintained 0%	4 Students	Increased 0.5%
116 Students		214 Students

Conclusions based on this data:

1. Overall, though some categories show an increase, our suspension rates remain in the green, with any changes being slight increase or decreases.
2. Suspensions of students with IEPs declined, showing Nordstrom's efforts to put effective behavior intervention plans in place to compliment PBIS Tier 1 and Tier 2 strategies.

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.

College and Career Readiness
By June 2027, the median percent progress towards typical growth* will be 100% for all students in reading and math based on the iReady diagnostic assessment. *Typical growth is the average annual growth for a student at their grade level and baseline placement.

By June 2027, 85% of students will be at or above grade level in reading according to i-Ready reading assessments, and 75% of students will be at or above grade level in math according to i-Ready math assessments.

By June 2027, the median percent progress towards stretch growth* for students learning English and Students with Disabilities will increase by 15% in reading and math based on the iReady diagnostic assessment. *Stretch growth is the annual growth which puts below-grade level students on a path towards proficiency and on-grade level students on a path to achieve/maintain advanced proficiency levels.

By June 2027, 85% of the school population will be reading at or above grade level as measured by Literably reading fluency assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K - 12th grades

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.

Current assessment data reveals a need to increase academic outcomes in reading and mathematics, particularly for students currently performing below grade level. To achieve our 2027 goal of 100% typical growth for all students and significant increases in "stretch growth" for English Learners and Students with Disabilities, the school will continue using a highly responsive, data-driven instructional model. Our Professional Learning Teams will utilize real-time diagnostic data to design targeted Tier 2 interventions and individualized learning paths that prioritize foundational literacy and numeracy. We will specifically focus on high-leverage instructional strategies, such as scaffolded reading fluency practice and differentiated math instruction, to ensure that 85% of students achieve reading proficiency and 75% achieve math proficiency. By fostering a collaborative environment centered on progress monitoring and inclusive "stretch growth" targets, we are committed to providing the specialized support necessary to move every student—especially our most vulnerable subgroups—toward long-term academic excellence.

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
iReady Data	In June 2026, the median percent progress towards typical growth* was 123% in reading and 106% in math for all students on iReady. *typical growth is the average annual growth for a student at their grade level and baseline placement. Below is a breakdown by grade level and student group: -Kindergarten: 100% Reading, 72% Math -1st Grade: 95% Reading, 92% Math -2nd Grade: 120% Reading, 108% Math -3rd Grade: 162% Reading, 112% Math -4th Grade: 162% Reading, 148% Math -5th Grade: 150% Reading, 113% Math • Students Learning English: 94% Reading, 66% Math • Students with Disabilities: 92% Reading, 94% Math In June 2026, the median percent progress towards stretch growth* for students learning English was 51% in reading and 46% in math. The median percent progress towards stretch growth* for students with disabilities was 51% in reading and 60% in math. *Stretch growth is the annual growth which puts below-grade level students on a path towards proficiency and on-grade level students on a path to achieve/maintain advanced proficiency levels.	By June 2027, the median percent progress towards typical growth* will be 100% for all students in reading and math based on the iReady diagnostic assessment. *Typical growth is the average annual growth for a student at their grade level and baseline placement. By June 2027, the median percent progress towards stretch growth* for students learning English and Students with Disabilities will increase by 15% in reading and math based on the iReady diagnostic assessment. *Stretch growth is the annual growth which puts below-grade level students on a path towards proficiency and on-grade level students on a path to achieve/maintain advanced proficiency levels.
iReady Data	In June 2026, 68% of students were at or above grade level in reading according to i-Ready reading assessments, and 62% of students were at or above grade level in math according to i-Ready math assessments.	By June 2027, 85% of students will be at or above grade level in reading according to i-Ready reading assessments, and 75% of students will be at or above grade level in math according to i-Ready math assessments.
Literably Data	In June 2026, 74% of the school population were reading at or above grade level as measured by Literably reading fluency assessments.	By June 2027, 85% of the school population will be reading at or above grade level as measured by Literably reading fluency assessments.

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	Universal/Tier 1 Staff Programs and services in this School Plan include: 1. K-5 Support Staff: Support will continue daily in each kindergarten and first-grade classroom, with additional support given to 2nd-5th grade as needed. 2. Instructional Leadership Stipends: The team will have a representative from each grade level who meets at least once a month to review site data collection processes, site data, trimester data, and other data protocol systems. The team member will then present site-wide data during Wednesday collaboration and/or support their grade-level team in delivering data-based instruction. One lower grade teacher and one upper grade teacher will be team leads to support all teachers.	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	7,455 LCFF Instructional Leadership Team Stipends 36,317.38 Lottery Instructional Support Staff for K-5th grade
1.2	Targeted/Tier 2-Intensive/Tier 3 Staff Programs and services funded in this School Plan include: 1. Structured Support Stipend: The team member in this role will collect and analyze data to support all students and meet with teams to ensure proper student interventions are in place. (District Funded) 2. Language Lab (After School Club)	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	
1.3	Professional Development Programs and services funded in this School Plan include: 1. Planning and Collaboration: Each grade level team will have three planning days a year (one at the end of each trimester data collection period). The focus during this time will be to review student data and make intervention and extension plans to ensure academic growth of all students. 2.Professional Development: Teachers will have professional development opportunities outside of contractual hours. These times will support inclusive practices, Universal Design for Learning, and teacher planning and collaboration. 3. Professional Development for Classified staff, specifically paraprofessionals, to support inclusive practices and strategies to support all students. .	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	1680 Lottery Extra hours for teacher professional development 26,009.10 LCFF Sub Release Time: Planning /Collaboration to support Professional Learning Teams. 1349.58 Lottery Extra hours for classified paraprofessionals for professional development
1.4	Targeted/Tier 2-Intensive/Tier 3 Academic Supports Programs and services funded in this School Plan include: 1. Subs for IEP/SST days	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and	3911.69 Lottery IEP and SST Meeting Release Days for Teachers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	2. Release Time for planning, analyzing data, design supports 4. Books and Materials (i.e., novel studies, leveled readers, and other materials determined necessary by the Reading Intervention TOSA) Books/Materials to Support Differentiation with the Classroom	Students with Disabilities.	
1.5	Development of the School Plan Programs and services funded in this School Plan include: 1. Not funded through the budget, office staff will update the website consistently to ensure the community can access the necessary information listed above.	All Students	
1.6	Basic Services and Supplies Programs and services funded in this School Plan include: 1. Teacher Supplies ($250 for every credentialed teacher on campus) 2. Health Office Supplies 3. Office Supplies and Technology Supplies 4. Postage 5. Office Consulting Services 6. Office rentals, leases, and repairs	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	4000 Lottery Teacher Supplies 410 Lottery Health Office 200 Lottery Technology Items 3990.95 Lottery Office Supplies 400 Lottery Office rentals, leases, and repairs 1000 Lottery Professional Consulting Services 650 Lottery Postage
1.7	Library Access: Students will have access to high quality books and resources in the library.	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	5760 Library Allocation (Lottery Restricted) Books and Library Supplies
1.8	Enrichment programs after school run by certificated staff. (HSC funded)	All Students with a focus on students identified as	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		socioeconomically disadvantaged, English Learner, and foster	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Analysis

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

This past year, Nordstrom implemented a strong MTSS that has impacted student academic growth. Part of this program allowed for teachers to have additional release time to review current student data and use this data to reflect and plan instruction to ensure the highest level of learning for all students. Teachers were also given access to classroom support that increased the ability to run small groups in the classroom. While there was an overall increase in reading and math growth and progress, Hispanic students, students with IEPs and students learning English are not as proficient as their peers. Stretch growth goals will be set for the 26-27 school year with accompanied professional development opportunities to support these student groups.

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

No major differences in spending.

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.

Based on baseline data from the end of this school year, Hispanic students, students with IEPs and students learning English are not showing growth in math and reading at the same rate as their peers. Student growth is moving in the right direction in all areas so current supports and enrichment will continue as outlined in the plan from last year. One change, is that the school will take on the expense of instructional support for all 180 days of the school year. Activity/Strategy 1.1

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.

Family/Guardian and Community Engagement
Goal 1: By June 2027, 100% of all SST, 504s, conference, and IEP meetings will be attended by the parent/guardian, and Back to School Night attendance will increase from 70% to 80% as measured by teacher records and sign-in sheets.

Goal 2: By June 2027, each grade level will have planned and invited their families to at least two grade-level events (either during the school day or after school), increasing families' access to participating in instructional experiences, as measured by teacher records of activities.

Goal 3: By June 2027, each Home and School Club meeting will provide opportunities for engagement for members of the English Learner Advisory Committee (ELAC) and Navigating Educational Supports Together (NEST) communities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Promote family and community engagement and participation in the education process for all students

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.

We need to continue to engage parents as partners in student education. Attendance for family nights and parent meetings includes 97% attendance for conferences, 100% attendance for IEP meetings, 100% attendance for 504s, and 100% attendance for SST meetings. Currently, we have held one HSC meeting where translation was provided for members of our ELAC community which we feel like has an impact on the engagement of our multilingual families in community events. In addition, we currently do not have a strong presence at HSC meetings from our NEST community which we feel has an impact on the inclusivity of our community events. Further family engagement in specific grade level activities and on campus to directly connecting families to academic and social emotional learning with their students is needed. This has been a continuous need post-pandemic.

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
Hanover Survey	In June 2026, according to a survey of families, 86% of teachers show families ways to teach their child at home, 97% of families say the school invites families to join the school community, and 96% say the school shares with families how well students are doing.	By June 2027, according to a survey of families, 92% of teachers will show families ways to teach their child at home, 98% of families will say the school invites families to join the school community, and 98% will say the school shares with families how well students are doing.
HSC Attendance Records	In June 2026, one HSC meeting held in the 25-26 school year provided engagement opportunities for ELAC and NEST communities.	By June 2027, each Home and School Club meeting will provide opportunities for engagement for members of the ELAC and NEST communities.

Teacher Scheduled Family Activities based on Teacher Records	Teacher scheduled family activities are inconsistent across grade levels, with some grade levels having 1 and some holding 2 or more.	By June 2027, each grade level will have planned and invited their families to at least two grade-level events (either during the school day or after school), increasing families' access to participating in instructional experiences measured by teacher records of activities
Conference Attendance IEP Meeting Attendance 504 Attendance SST Attendance Back to School Night Attendance	In 2005-2006 School Year: Conference Attendance: 97% IEP Meeting Attendance: 100% 504 Attendance: 100% SST Attendance: 100% Back to School Night: 70%	By June 2027 Conference Attendance: 100% IEP Meeting Attendance: 100% 504 Attendance: 100% SST Attendance: 100% Back to School Night: 80%

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
2.1	Universal/Tier 1 Parent Engagement Strategies Programs and services funded in this School Plan include: 1. Community events funded by the HSC, which include babysitting for parent nights. 3. Work collaboratively with HSC, ELAC, and NEST to support inclusive opportunities for engagement. 4. Incentives for families that like or comment on posts. If a family member engages with the post, students can receive a PAW (PBIS reward) and be entered in the weekly drawing. 5. Promotion of Back to School night by teachers and administration. 6. Change the time of Back to School night to make it more accommodating to working families. 7. Conferences have many time options including evenings and Zoom options to accomodate all families.	All Students	
2.2	Universal/Tier 2 Parent Engagement Strategies Programs and services funded in this School Plan include: 1. Teacher led parent days/information nights	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	4000 Lottery Supplies for Teacher led parent engagement activities

Annual Review

SPSA Year Reviewed: 2025-26

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.

Analysis

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

Nordstrom continues to have 100% parent/guardian attendance for all 504, IEP, SST meetings, and 97% in student conferences.

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

No major differences between intended budget expenditures.

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

This upcoming year, the focus on family engagement will be on linking parent groups together to improve engagement in community events. In addition, parents are reporting they would like to know more about the instructional practices at each grade level, which will be addressed in family engagement activities during the school day and in the evening. Strategy/Activity 2.2
We also noted a decrease in attendance during Back to School Night this year and will be implementing a time change to support working families and will be promoting the evening more strategically. Strategy/Activity 2.1

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.

Student Engagement, Social Emotional Learning
By June 2027, the chronic absenteeism rate will decrease by 2% school-wide, decrease by 10% for students with IEPs, and decrease by 6% for students learning English, as measured by Aeries data.

By June 2027, Nordstrom will have maintained Platinum PBIS status as measured by the annual tiered fidelity inventory (TFI) and the Santa Clara County Office of Education walk-through.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

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.

As of May 2026, the following chronic absenteeism rates are:
All Students: 11.5% (decrease of 1.3% from the previous school year)

Students Learning English: 16% (increase of 8% from the previous school year)

Hispanic Students: 20.1% (decrease of 1.1% from the previous school year)

Students experiencing low socio-economical hardship: 25.7% (increase of 4% from the previous school year)

Students with IEPS: 27.8% (increase of 11.7% from the previous school year)

White Students: 8.6% (increase of 1.8% from the previous school year)

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
PBIS TFI 3.0	Nordstrom has earned the Platinum PBIS three years in a row.	By June 2027, Nordstrom will have maintained Platinum PBIS status as measured by the annual tiered fidelity inventory and the Santa Clara County Office of Education walk through.
Chronic Absenteeism Data on Aeries	Chronic Absenteeism Rate All Students: 11.5% (decrease of 1.3% from the previous school year) Students Learning English: 16% (increase of 8% from the previous school year) Hispanic Students: 20.1% (decrease of 1.1% from the previous school year)	By June 2027, the chronic absenteeism rate will decrease by 2% school-wide, decrease by 10% for students with IEPs, and decrease by 6% for students learning English, as measured by Aeries data.

	Students experiencing low socio-economical hardship: 25.7% (increase of 4% from the previous school year) Students with IEPS: 27.8% (increase of 11.7% from the previous school year) White Students: 8.6% (increase of 1.8% from the previous 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
3.1	Universal/Tier 1 Student Engagement and Campus Climate Programs and services funded in this School Plan include: 1. Supplies for PBIS initiatives (provided by HSC) 2. Brag Tags for Attendance (provided by HSC) 3. Structured Recess Coaching and Support (provided by HSC) 4. Campus Supervisor - This part time, 4 hour position, will support student safety, culture, and PBIS.	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	14090.40 Lottery Campus Student Supervisor
3.2	Staff to support Tier 1 Climate and Culture: 1. Tier 1 Instructional Support Stipend: Tier 1 Lead will be responsible for coordinating universal positive behavioral supports and social-emotional learning initiatives across the campus. This role ensures the consistent implementation of foundational strategies, providing the leadership necessary to analyze school-wide data and support staff in maintaining a proactive, inclusive environment for all students, specifically our most vulnerable populations. 2. Student Leadership Team Stipend - Support students in upper elementary grades as they take on leadership roles, safety patrol, student store, buddies for lower grades, and helpers in classrooms. (Paid for by HSC)	Underperforming or disadvantaged students including Low Socioeconomic Status, Hispanic, English Learners	2130 LCFF Tier 1 Strategy Instructional Support Stipend
3.3	Student Chronic Absenteeism will be tracked on a student level basis: 1. Teacher level interventions 2. Office staff and Principal Interventions 3. SSTs and Student Attendance Contracts 4. Encouraging students to attend Saturday Flex Academy for attendance recovery	All Students with a focus on students identified as socioeconomically disadvantaged, English Learner, and foster	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Analysis

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

Chronic absenteeism dropped by over 1% for the school. Student groups, including students learning English and students with IEPs, showed an increase which is addressed in the goals. Strateg/Activity 3.3

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

No major differences between intended budgeted expenditures.

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

The goal will continue to move towards a decrease in chronic absenteeism, with a focus on Hispanic students, English learners, students with disabilities, students experiencing socio-economic challenges and students experiencing homelessness through parent meetings and student incentives. Strategy/Activity 3.3
This goal will also support the school's commitment to PBIS practices by adding a Tier 1 Instructional Stipend to support all students, including those students who are underperforming or disadvantaged students including Low Socioeconomic Status, Hispanic, English Learners . Strategy/Activity 3.2

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	$32821
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$113,354.10
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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF	$35,594.10
Library Allocation (Lottery Restricted)	$5,760.00
Lottery	$72,000.00

Subtotal of state or local funds included for this school: $113,354.10

Total of federal, state, and/or local funds for this school: $113,354.10

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
LCFF	35,594.10
Library Allocation (Lottery Restricted)	5,760.00
Lottery	72,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	48,011.74

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	35,594.10
	Library Allocation (Lottery Restricted)	5,760.00
	Lottery	72,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,133.70
Goal 2	4,000.00
Goal 3	16,220.40

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

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Joseph Chavez	Parent or Community Member
Mike Lahlouh	Parent or Community Member
Robert Lee	Parent or Community Member
Marie King	Other School Staff
Sarina Harn	Classroom Teacher
Megan Fowler	Classroom Teacher
Garner Green	Principal
Samantha Snell	Parent or Community Member
Leticia Ramirez	Other School Staff

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 5/28/26.

Attested:

	Principal, Garner Green on 5/28/26
	SSC Chairperson, Joseph Chavez on 5/28/26

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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